

Verification Requirements Planning for Intervention

Indicator: Planning for Intervention	
Indicator Type: Program Management	
Item PI-1: Does the infant toddler or preschool Early Intervention program have an efficient and effective process in place to provide oversight and systemic review of the IFSP/IEP process?	
Infant Toddler and Preschool EI Criteria	
<p>There is evidence, as it relates to oversight of the IFSP/IEP process, that infant toddler or preschool Early Intervention program is effective through:</p> <ul style="list-style-type: none"> • Strategies to monitor and supervise the IFSP/IEP teams, IFSP/IEP planning process, and the content of the IFSP/IEPs, including special considerations, • Strategies to increase efficiencies related to timeliness for the development of the IFSP/IEP, • Strategies to ensure that IFSP/IEP teams have the skills and expertise needed to develop high quality IFSP/IEPs, • Strategies to use PELICAN and local data to review, evaluate and revise strategies as needed; and • Strategies to ensure that IFSP/IEPs are developed in a fiscally responsible manner. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.14; §303. 340-345 Title 55 Pa. Code §4226.71	IDEA 34 CFR §300.112; §300.320-324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
<ol style="list-style-type: none"> 1. During the Verification, interview the program supervisor or program coordinator according to the <i>Supervisor’s Interview Protocol</i>. 2. During the Verification, review other documents, if identified by the program supervisor or coordinator, which provide evidence of the ongoing review of IFSP/IEP development procedures. 	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
<ul style="list-style-type: none"> - There is a process in place to manage local implementation. - The local program reviews data and process on an ongoing basis. - Process is updated as needed based on review of data. - The process provides oversight and systemic review of the IFSP/IEP development in a fiscally responsible manner. 	One or more of the conditions under Meets Requirements are not met.

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-2: Does the infant toddler or preschool Early Intervention program have procedures in place for the development of the IFSP/IEP that meet state and federal requirements?	
Infant Toddler and Preschool EI Criteria	
<p>There is evidence procedures include the following:</p> <ul style="list-style-type: none"> • Timelines for IFSP/IEP development, • Procedures for staff who should attend and participate in IEP/IFSP meetings, • Procedures for when required staff cannot attend, • Process for invitations to the meetings, including settings and times that are convenient to the parent, • Written notice in the parent native language, • Procedures for children who move from one EI program to another (not at transition from infant toddler to preschool services) and children who move to PA from another state’s Early Intervention program, • Procedures for addressing special considerations on the IFSP/IEP. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.14; §303. 340-345 Title 55 Pa. Code §4226.71 EI Announcements: 12-#02	IDEA 34 CFR §300.112; §300.320-324 Title 22 Pa. Code §14.154 EI Announcement: 13-#07
Directions for Finding Evidence	
Prior to the Verification, use the <i>Planning for Intervention Procedure Checklist</i> to determine what criteria are present or absent.	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of criteria from the <u>IFSP/IEP Procedures Checklist</u> are met.	94% or below of criteria from the <u>IFSP/IEP Procedures Checklist</u> are met.

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-3: Does the infant toddler Early Intervention program ensure a review of the IFSP is held within required timeframes.	
Infant Toddler EI Criteria	
A review of the IFSP is conducted every 6 months from the time of the initial/annual IFSP.	
Regulatory Source	
IDEA 34 CFR §303.310; §303. 342 Title 55 Pa. Code §4226.24; §4226.72 EI Announcements: 12-#02	
Directions for Finding Evidence	
<p>Prior to the Verification, review the records in PELICAN of 5% of infants and toddlers who had a six-month IFSP review, using a standard record sample. At least 10 records should be reviewed at minimum but no more than 30 records. If the EI IT program does not have at least 10 children who received a six-month IFSP update, review the records of all children who received a six-month IFSP review.</p> <p>The IFSP Review can be done early however it does not change the timeline for the Annual IFSP nor does it require another review within 6 months if the span between the first 6-month review and the Annual IFSP are greater than 6 months.</p>	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
100% of the children met criteria	99% or below of the children met criteria

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-4: Does the preschool Early Intervention program ensure the IEP documents the discussion of services for children during scheduled breaks?	
Preschool EI Criteria	
There is evidence of the following: <ul style="list-style-type: none"> • Discussion of services needed or not needed during scheduled breaks, • Explanation for why a child does need services during a scheduled break or why a child does not need services during a scheduled break. • Specified services a child will be provided, if a child is eligible to receive services during a scheduled break. 	
Regulatory Source	
IDEA 34 CFR §300.16; §300.320 Title 22 Pa. Code §14.155(c) EI Announcement: 08-#03	
Directions for Finding Evidence	
<ol style="list-style-type: none"> 1. Prior to the Verification, review the records in PELICAN of 5% of children, using a standard record sample. At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation of the necessary supports and services on the IEP. AND 2. During the Verification, review the records of 5% of the children who were eligible for receiving services during scheduled breaks, using a targeted record review. At least 5 records should be reviewed at minimum but no more than 10 records. If the EI PS program does not have at least 5 children eligible to receive services during scheduled breaks, review the records of all children. Look for documentation children are receiving their designated services. 	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-5: Does the infant toddler or preschool Early Intervention program ensure that the required personnel participate in the IFSP/IEP meeting?	
Infant Toddler EI Criteria	Preschool EI Criteria
<p>There is evidence of the following individuals participating in IFSP meetings:</p> <ul style="list-style-type: none"> • Parent, service coordinator (or county representative), other family members as requested by parents, • Advocate or person outside the family as requested by parent, • Person directly involved in conducting the evaluations, and • Person who will be providing services as appropriate. <p>If anyone listed above is unable to attend, arrangements for their involvement may include:</p> <ul style="list-style-type: none"> ○ Telephone conference call, ○ Send knowledgeable representative, or ○ Making pertinent records available at the meeting. 	<p>There is evidence of the following individuals participating in IEP meetings:</p> <ul style="list-style-type: none"> • Parent, • EI program representative, • At least one regular education teacher, • At least one special education teacher or special education provider, • Other individuals at the discretion of the parent or agency who have knowledge of child, • An individual who can interpret the instructional implications of the evaluation results (this can be one of the previous members), and • At the request of the parent of a child who is transitioning from B-3 services, the infant toddler service coordinator is invited to the meeting. <ul style="list-style-type: none"> • Individuals should not be representing more than two of the roles listed above. • Personnel who attend the IEP meeting are the same people who were listed as expected to attend on the IEP meeting invitation. If one member is unable to attend, it is acceptable for a replacement with the same expertise to attend (ex. another speech therapist attends for the speech therapist who was originally scheduled). • If the parent and agency excuse the team member because his/her expertise is determined not to be necessary, this information is documented on the appropriate form. • Parent and agency may excuse a team member if they agree in writing that written input will provide adequate information for the team. Written information must be submitted prior to the IEP meeting. If the parent chooses not to attend the IEP meeting, the rest of the team may meet.
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.342(d); §303.343 Title 55 Pa. Code §4226.72-73	IDEA 34 CFR §300.321; 300.322 (d) §300.324 Title 22 Pa. Code §14.154(b)(1)(2)

Directions for Finding Evidence

During the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of the children who had an annual IFSP/IEP using a **standard record sample**. At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation of personnel participating in the IFSP/IEP meeting. Documentation may include: written IFSP/IEP invitation, IFSP/IEP attendance sheet, and/or service coordination note and documentation from excused members and evidence of input.

Standards for Performance Rating

Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the child record review are met	94% or below of the criteria from the child record review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-6: Does the infant toddler or preschool Early Intervention program ensure the IFSP/IEP includes the assistance and services provided to support the family based on a family assessment?	
Infant Toddler and Preschool EI Criteria	
There is evidence that the IFSP/IEP includes the following:	
<ul style="list-style-type: none"> • Information on the family’s current resources, concerns, and priorities, • Outcomes/goals, strategies, modifications that reflect the family’s priorities, in enhancing their ability to support their child, and • Updates on family resources and concerns are discussed at 6-month reviews (infant/toddler only) and/or annual IFSP/IEPs. 	
Regulatory Source	
Infant toddler	Preschool
IDEA 34 CFR §303.321; §303.344 Title 55 Pa. Code §4226.74	IDEA 34 CFR §300.324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
<ol style="list-style-type: none"> 1. Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample. At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation of criteria related to family assessment. <p>AND</p> <ol style="list-style-type: none"> 2. Conduct observation(s) of IFSP/IEP meeting according to the Verification Observation Tool. 	
Standards for Performance Rating	
Evidence #1	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the child record review are met	94% or below of the criteria from the child record review are met
Evidence #2 - Observation #1	
Meets Requirements	Does Not Meet Requirements
Evidence #2 - Observation #2	
Meets Requirements	Does Not Meet Requirements

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-7: Does the infant toddler or preschool Early Intervention program ensure the IFSP/IEP addresses how the needs identified under special considerations will be met?	
Infant Toddler and Preschool EI Criteria	
<p>There is evidence the IFSP/IEP addresses the following:</p> <ul style="list-style-type: none"> • Blind/visual impairment, • Deafness or hard of hearing, <ul style="list-style-type: none"> ○ If this item is checked, the team should discuss the various components found in the <u>Early Intervention Communication Plan</u> or complete an <u>Early Intervention Communication Plan</u> and append it to the IFSP/IEP, • Behavior that impedes learning <ul style="list-style-type: none"> ○ If this item is checked, a Functional Behavior Assessment must be conducted and either goals and/or specially designed instruction address the needs and/or a positive behavior support plan is attached, • Limited English proficiency, • Communication needs, • Assistive technology needs, and • Transition: <ul style="list-style-type: none"> ○ If the toddler is between 2 years 3 months and 2 years 9-months, the IFSP/IEP must include outcomes that address child and family needs related to transition to preschool Early Intervention or the community. ○ Transition from Early Intervention program because of changes in the life of the family or child such as attainment of all goals, new family situations, etc. ○ Preschool child is transitioning to kindergarten for the next school year. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.321; §303.344	IDEA 34 CFR §300.324
Directions for Finding Evidence	
<p>Prior to the Verification, review the records in PELICAN of 5% of children who had a special consideration checked on the IFSP/IEP using a standard record sample. Gather child records from all special considerations as available. At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the special consideration indicated. If a box is not “checked” on the special considerations page, it does not necessarily mean this item would be identified as a noncompliance. Look for additional information throughout the IFSP/IEP to assure special considerations that the child may have, are being addressed.</p>	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-8: Does the infant toddler or preschool Early Intervention program ensure the outcomes/goals on the IFSP/IEP are related to the strengths and needs of the child and family, recommendations on the evaluation report, and based on the most current data reviewed?	
Infant Toddler and Preschool EI Criteria	
There is evidence that the IFSP/IEP includes: <ul style="list-style-type: none"> • Strengths, needs, and recommendations based on the most current child and family data being reviewed from the initial evaluation or reevaluation, • Connections between team recommendations and the outcomes/goals • Present educational levels that reflect a child’s current strengths and needs and are updated with any change in a child’s status following a review of progress monitoring data. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.344 Title 55 Pa. Code §4226.74	IDEA 34 CFR §300.324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
1. Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample . At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the criteria.	
AND	
2. Conduct observation(s) of IFSP/IEP meeting according to the Verification Observation Tool .	
Standards for Performance Rating	
Evidence #1	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met
Evidence #2– Observation #1	
Meets Requirements	Does Not Meet Requirements
Evidence #2– Observation #2	
Meets Requirements	Does Not Meet Requirements

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-9: Does the infant toddler or preschool Early Intervention program ensure outcome/goal statements on the IFSP/IEP are based on functional activities within typical routines, in their home, early childhood setting, or other learning environment?	
Infant Toddler and Preschool EI Criteria	
<p>There is evidence that the outcome/goal statement is functional. To be functional, the skill/behavior:</p> <ul style="list-style-type: none"> • should be meaningful within the child’s and family’s daily routines/activities; • should reflect participation in their natural learning environments. • is observable in natural interactions and activities. • is based on everyday activities rather than specific skills in isolation. • Should be jargon free, discipline free and emphasize the positive. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.12; §303.13; §303.26; §303.126; §303.344 Title 55 Pa. Code §4226.74 -75	IDEA 34 CFR §300.114; §300.320 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample . At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the criteria described above.	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-10: Does the infant toddler or preschool Early Intervention program ensure the outcomes/goals statements on the IFSP/IEP are measurable so that the team, including the family, can determine and document that progress is being made?	
Infant Toddler and Preschool EI Criteria	
<p>There is evidence that the outcome/goal statement is measurable. To be measurable, the skills:</p> <ul style="list-style-type: none"> • can be seen in real world contexts, not tested • are quantifiable and can be documented • are available through hearing and/or seeing the child say or do the things described in the goal • are clear what is being worked on and what is expected to happen • are developmentally and individually appropriate. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.342; §303.344 Title 55 Pa. Code §4226.72; §4226.74	IDEA 34 CFR §300.320; §300.324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
<p>Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample. At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the criteria described above.</p>	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-11: Does the infant toddler or preschool Early Intervention program ensure IFSP/IEPs include strategies to promote opportunities for infant, toddler, or preschool children to develop skills within the context of the activities and routines in their learning environment?	
Infant Toddler and Preschool EI Criteria	
There is evidence strategies include: <ul style="list-style-type: none"> • Skills needed for successful participation in the outcome/goal through their routines and activities, • Skills to be learned by the family/caregivers/early childhood educators to assist in the child’s development and participation in everyday routines, • Assistive technology devices, adaptations to existing materials, or acquisition of other materials that will support the child’s participation in everyday routines and activities, • Referrals or linkages to people and community resources that will assist the family in expanding their community activities, and • Information to enhance the family’s capacity to assist their child’s development and enhance the family’s participation in everyday activities. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303.342; §303.344 Title 55 Pa. Code §4226.72; §4226.74	IDEA 34 CFR §300.320; §300.324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
1. Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample . At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the criteria described above.	
AND	
2. Conduct observation(s) of IFSP/IEP meeting according to the Verification Observation Tool .	
Standards for Performance Rating	
Evidence #1	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the total child records review are met	94% or below of the criteria from the total child records review are met
Evidence #2 – Observation 1	
Meets Requirements	Does Not Meet Requirements
Evidence #2 – Observation 1	
Meets Requirements	Does Not Meet Requirements

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-12: Does the infant toddler or preschool Early Intervention program ensure the IFSP/IEP includes procedures for measuring progress that include how data will be collected, the criteria for successful performance for each outcome/goal and the schedule for reporting progress to parents?	
Infant Toddler and Preschool EI Criteria	
There is evidence that the outcomes/goals on the IFSP/IEP includes the following:	
<ul style="list-style-type: none"> • What is going to be measured – What skill will be measured within the routine or activity. • How is it going to be measured – What methods will be used to collect data (observation, checklists,), • When it be measured – What is the recommended frequency/timeline for collecting the information, • By Whom – Who on the team, including the family, is responsible to collect the information, and • A schedule for reporting progress to parents is included in the IFSP/IEP. 	
Regulatory Source	
Infant Toddler	Preschool
IDEA 34 CFR §303; §303.344 Title 55 Pa. Code §4226.74	IDEA 34 CFR §300.320; §300.324 Title 22 Pa. Code §14.154
Directions for Finding Evidence	
Prior to the Verification, review the records in PELICAN of 5% of children who had an initial IFSP/IEP and 5% of children who had an annual IFSP/IEP using a standard record sample . At least 10 records should be reviewed at minimum but no more than 30 records. Look for documentation that the IFSP/IEP addresses the criteria described above.	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the child record review are met	94% or below of the criteria from the child record review are met

Indicator: Planning for Intervention	
Indicator Type: Compliance	
Item PI-13: Does the preschool Early Intervention program ensure children who do not receive services in a setting that includes children who are typically developing, there is an explanation in the IEP on why and to what extent the child will not participate with typically developing peers in appropriate preschool activities?	
Preschool EI Criteria	
There is evidence that the IEP and/or NOREP includes the following: <ul style="list-style-type: none"> • The environment the child will receive early intervention services. • Explanation of why and to what extent the eligible child will not participate with typically developing peers in appropriate preschool activities. • The reason for this placement, and ways to maximize the opportunities for the child to participate with typically developing peers in natural/inclusive environments. • A description of other options that the IEP team considered and the reasons why those options were not chosen. (The IEP team shall recommend services to be provided in the least restrictive environment with appropriate and necessary supplementary aids and services. The placement options considered must begin with the least restrictive environment.) 	
Regulatory Source	
Preschool	
IDEA 34 CFR §300.114-115; §300.320 Title 22 Pa. Code §14. 155 (b)	
Directions for Finding Evidence	
During the Verification, review the records of 5% of children who are not provided services with typically developing peers using a targeted record review . At least 5 records should be reviewed at minimum but no more than 10 records. Look for documentation that the IEP, and NOREP address the criteria described above.	
Standards for Performance Rating	
Meets Requirements	Does Not Meet Requirements
95-100% of the criteria from the child record review are met	94% or below of the criteria from the child record review are met