

Pre & Post Test for Webinar #3

1. The results of the evaluation should:
 - a. not be addressed during the IFSP team meeting as it distracts staff away from what is important to the family.
 - b. be referred to during the needs assessment as it provides clues as to where additional inquiry is needed.
 - c. provide the structure for the needs assessment.
 - d. be the primary information used to determine the IFSP outcomes.

Correct answer: **b.**

The needs assessment is a great opportunity to hear the parent's concerns and priorities. Most parents are not, however, experts in child development and may not be aware of delays or areas of concern that an early intervention expert may notice. A good evaluation will include information about the child's current functioning, both strengths and weaknesses, thereby giving the IFSP team an idea of what areas may need additional assessment or inquiry. The structure of the needs assessment should be flexible, allowing the parents to educate the team about their child and what is important to their family. Evaluations will not include the complexity of information about functional abilities that is necessary to create a quality IFSP. A good evaluation is an invaluable resource to the IFSP team, but it does not tell us everything we need to know.

2. When developing outcomes, the team should:
 - a. assess the impact of the need on the child's relationships, acquisition and use of skills, and ability to get needs met.
 - b. defer to the parent's wishes because the parent knows the child best.
 - c. make sure at least one outcome addresses a medical need to ensure ongoing reimbursement.
 - d. take the child's long-term prognosis into consideration.

Correct answer: **a.**

The ECI approach acknowledges that the parent is the expert on their child. As noted in the previous answer, most parents are not experts in early childhood development. The early intervention experts that make up the rest of the IFSP team are there to assist the family in determining the best approach for their child by sharing their knowledge of child development. Every outcome should have the intent of enhancing the child's relationships, facilitating the acquisition of skills, and fostering the child's ability to get his or her needs met. Having medically oriented needs identified on the IFSP will not ensure ongoing reimbursement. Prognosis is a term for predicting likely outcomes, usually in reference to survivability. Therefore contractors are discouraged from using this term.

3. Detailed descriptions of what a child is able to do:
 - a. also convey to the reader what the child cannot do and therefore what his needs are.

- b. document that a competent assessment was performed.
- c. identify strengths that interventions can build upon.
- d. prove that the team observed the child.

Correct answer: **c.**

Detailed descriptions of what the child can do are only part of a competent assessment. The needs assessment should document the child's strengths for a number of reasons. Most parents want to hear that their child is a treasure and that good things await them. Demonstrating positive regard for the child is critical to developing rapport with the family and child. For the purposes of developing successful outcomes, detailed descriptions of what the child can do inform the team of strengths that can be leveraged while working on areas of need. Identifying strengths does not, however, adequately convey what the child cannot do or what the child's needs are, especially for the reader who is not an expert in early childhood development. Documentation must include direct objective identification of needs.

- 4. One of the most effective ways to identify the child's needs is to:
 - a. directly ask the family, "What are your child's needs?"
 - b. ask the family to describe the child's behaviors.
 - c. ask the family what they want to change about their child.
 - d. ask the family what is difficult for them in their daily routines.

Correct answer: **d.**

Most parents come to ECI with an awareness that their child needs assistance from individuals whose knowledge in child development exceeds their own. They are looking to ECI to help them figure out what their child needs. Asking the parent what their child needs may be akin to your plumber asking you if you need an angle stop. When asked to describe their child, most parents will focus on the strengths and the things that bring joy. Asking the parent what parts of their day are difficult for them, however, helps identify the child's functional abilities within family routines.

- 5. Six key criteria for high-quality IFSP outcomes are: reflects real-life settings, jargon-free, emphasizes the positive,
 - a. discipline-free, functional, and avoids passive words
 - b. functional, avoids passive words, and flexible
 - c. avoids passive words, flexible, and discipline-free
 - d. flexible, discipline-free, and functional.

Correct answer: **a.**

Reflects real-life settings - Real-life contextualized settings are part of the natural environment for the child. Real life settings take advantage of the naturally occurring learning opportunities in the routines of everyday living.

Jargon-free – While the most frequent readers of the child’s record are other members of the IFSP team, the most important reader is the parent. The parent has the right to and should understand the goal of the interventions.

Emphasize the positive – The outcome should state what the team wants the child to be able to do. We also want to establish positive expectations for the child.

Discipline-free – The IFSP team is expected to work as a team, using their combined expertise to assist the child in obtaining the outcome. Young children learn across domains so a cross-domain approach will provide the most robust results. The team needs to take advantage of everyone in the child’s natural environment who may provide supports in reaching outcomes. Other people may include siblings, neighbors, or relatives. Specifically citing a discipline in the outcome or procedures does not make the outcome medically necessary.

Functional – For the skill to be of value to the child and family, the skill must have utility in their day-to-day life. Skills that do not have immediate practical use are not likely to be valued or retained.

Avoids passive words – Passive speech is more wordy and less clear. Active words specify how the child will participate in the routine. For instance, an outcome that states a child will “know” the color red is not active. The parent wants the child to be able to bring the red jacket when sent to choose from red, blue and black jackets.