

**Early Intervention Verification Observation Tool – SERVICE DELIVERY**

**Table of Contents Page**

1. Explanation of Format and Scoring 2
2. Observation Details 3
3. Observation Components: **Service Delivery** 4
4. Parent Interview 6
5. Notes Page 9

**Explanation of Format**

This document includes observation components to be utilized in conjunction with Verification observations of service delivery. Components coincide with the Early Intervention Verification required items.

Each item has a comment box for the observer to provide information about what they saw during the observation. If an observer indicates a “no” or “Does Not Apply” (DNA) for any item, an explanation of why should be provided.

**Explanation of Scoring and Observation Details**

Each observation item is to be rated using the Standard for Performance Rating described in the chart below, unless otherwise indicated or additional information on scoring is provided. Parent interview questions are included with the observations items, if applicable. Instructions for the Standard for Performance Rating on each interview are included underneath the interview questions.

|  |  |
| --- | --- |
| **Rating** | **Criteria** |
| Meets Requirements | **90-100%** of the sub items under ‘Did you Observe’ are rated **YES** and/or **DNA**. |
| Does Not Meet Requirements | **89%** or below of the sub items under ‘Did you Observe’ are rated **YES** and/or **DNA**. |

**Observation Details**

|  |  |
| --- | --- |
| **Role** | **Name of Individual** |
| Infant/Toddler or Preschool EI Program |  |
| Date of Observation |  |
| Reviewer Name |  |
| Child Name/ID# |  |
| Location of Observation |  |
| Team Members/Role |  |

**Service Delivery: Observation Components**

| **Item** | **Component**  Service Delivery | **Standard for Performance Rating** | |
| --- | --- | --- | --- |
|  | **OBSERVATION** | **Meets Requirements** | **Does Not Meet Requirements** |
| **SD-3** | **Does the infant toddler or preschool Early Intervention (EI) ensure that individualized EI supports**  **and services are being provided within naturally occurring everyday activities, routines, and settings to actively engage the family members and/or early education programs as they help the child develop, learn and grow?** |  |  |
|  | **Did you observe or hear discussion of the following:**   1. Supports and services observed were delivered within the context of the family and child’s routines/activities (for infants and toddlers) or supports and services observed were delivered in a functional context (for the preschool child).   **Yes No**   1. Supports and services observed impacted the caregiver’s ability to successfully support the child’s participation in daily activities.   **Yes No DNA (only for special education preschool classrooms)**   1. The EI professional embedded techniques, strategies, and activities in the child’s environment: home, community, or early learning classroom and during typical routines either of the family or in the context of the routines in a classroom.   **Yes No**   1. EI professional used strategies that invite the family/caregivers and/or early childhood educators to fully partner and collaborate in the activity.   **Yes No** | | |
|  | **Observer’s Comments:** | | |

| **Item** | **Component**  **Service Delivery** | **Standard for Performance Rating** | |
| --- | --- | --- | --- |
|  | **OBSERVATION** | **Meets Requirements** | **Does Not Meet Requirements** |
| **SD-7** | **Does the infant toddler or preschool EI program analyze child progress data and adjust the IFSP/IEP goals/outcomes and intervention plan strategies as necessary?** |  |  |
|  | **Is there evidence of or discussion of the following: (For classroom observation, evidence can be something observed that a teacher is doing, or it can be documentation, such as charts on the wall in a classroom)**   1. The EI professional collecting and documenting child progress or evidence of collecting child progress (ex. charts, notes) that is used to determine progress or lack of progress.   **Yes No DNA**     1. The EI professional sharing child progress information with the family/caregivers and/or early childhood educators following the session.   **Yes No DNA**   1. The EI professional modifying or revising outcomes/goals and/or strategies as needed to maintain or increase progress.   **Yes No** | | |
|  | **Observer’s Comments:** | | |

**Parent Interviews**

| **Item** | **Component**  Service Delivery | **Standard for Performance Rating** | |
| --- | --- | --- | --- |
|  | **Parent Interview** | **Meets Requirements** | **Does Not Meet Requirements** |
| **SD-1** | **Does the infant toddler or preschool EI program have a system in place to ensure that there is regular communication with families about their child’s participation in early intervention?** |  |  |
|  | **Questions to ask:**   1. How does your team communicate with you? 2. How do you feel about the frequency of communication? 3. If you had a concern/question, who would you call? 4. Can you tell me about the opportunities you have to share information about your child with your team? 5. Do you feel your information is used throughout the planning process and service delivery? | | |
|  | **Observer’s Comments:** | | |

**SD-3 Parent Interview Scoring**

|  |  |
| --- | --- |
| **Meets Requirements** | **Does Not Meet Requirements** |
| Five out of the five expectations are met | Four or less of five expectations are met |

| **Item** | **Component**  Service Delivery | **Standard for Performance Rating** | |
| --- | --- | --- | --- |
|  | **Parent Interview** | **Meets Requirements** | **Does Not Meet Requirements** |
| **SD-3** | **Does the infant toddler or preschool EI ensure that individualized EI supports and services are being provided within naturally occurring everyday activities, routines, and settings to actively engage the family members and/or early education programs as they help the child develop, learn and grow?** |  |  |
|  | **Questions to ask:**   1. What information on Early Intervention services has been shared with you? Have you seen the EITA mobile interaction or document called Facts for Families? 2. EI services are to be provided to both you and your child within everyday activities such as playtime, mealtime in the home, community or classroom setting. Is this happening for your child? If not, can you tell me how services are provided? 3. Describe how the EI services you have been receiving have impacted your ability to successfully support your child’s participation in everyday activities? 4. What are some ideas that the team has provided you to help your child grow and learn? 5. How is your team flexible to changes that occur within your families’ needs and priorities? | | |
|  | **Observer’s Comments:** | | |

**SD-3 Interview Scoring**

|  |  |
| --- | --- |
| **Meets Requirements** | **Does Not Meet Requirements** |
| * Parent indicates EI staff gave ideas to support their child’s development at home and in the community. * Parent indicates EI staff shows an understanding of and respect for your family’s values. | * Parent indicates EI staff does not give ideas to support their child’s development at home and in the community * Parent indicates EI staff do not show an understanding of and respect for the family’s values |

**NOTES PAGE**