



First Steps Best Practice Review

April 2016

**Missouri Department of Elementary and Secondary Education
Office of Special Education**

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First Steps Best Practice Review Instructions

Purpose:

In conjunction with the annual First Steps compliance monitoring, the First Steps Area Directors conduct the Best Practice Review (BPR) using the same SPOE regions, Service Coordinators and files utilized for the compliance monitoring. The purpose of the BPR is to review the child's record related to conducting and documenting Initial and/or Transition IFSP meeting activities.

Procedures:

The same files are reviewed for both compliance and best practice but the indicators reviewed are different. For example, during compliance monitoring, IFSP sections are reviewed to ensure compliance standards are met; however, the BPR rates the quality of content in the IFSP. In order to ensure interrater reliability, the Area Directors complete a mock review of sample plans prior to conducting the annual BPR.

The Area Director participates in the entrance conference for compliance monitoring. During the entrance conference, an Area Director will give a brief overview of the BPR procedures.

The BPR occurs both as a desk review of WebSPOE records and onsite review of paper files at the SPOE office. Since the SPOE has already identified the files for compliance monitoring, these files should be readily accessible for review. The amount of time at the SPOE office depends on the number of files. The Area Director must sign the Access Log on each file prior to reviewing any documentation. For each file reviewed, the Area Director completes either the "Initial" or the "Transition" scoring sheet. Upon completion of the BPR, the Area Director compiles a SPOE tally for all files reviewed.

The Area Director participates in the exit conference for compliance monitoring with the SPOE and First Steps compliance staff. The Area Director meets with the SPOE to review the BPR results following the week of compliance monitoring.

Rating:

The BPR Rubric is a three-point scale where a rating of 1 = No or Emerging Practice, 2 = Yes or Satisfactory Practice, and 3 = Yes or Best Practice. An indicator must be completely met to receive the point since there are no half-point or mid-point ratings. A few indicators do not have a rating for best practice, and for those indicators, only a 1 or 2 is used to rate the practice. The Area Director conducting the review makes any comments regarding the quality of the indicator in the comments section.

First Steps Best Practice Review
Part I: Children with an Initial IFSP
Rating Sheet

Date: _____
SPOE Region: _____
Area Director: _____

Child ID: _____
Child's DOB: _____
Eligibility Reason: _____
IFSP Meeting Date: _____

Indicator #	Indicator Description	No	Yes	N/A	Comments
i.1	Evaluation of the Child: The evaluation report includes functional information in all five developmental areas, including vision and hearing.				<i>Evaluator:</i>
i.2	Protocol: The protocol for the evaluation of the child is in the child's record.				
i.3	Initial Assessment of the Child: Assessment report(s) includes functional information related to the child's daily routines and activities.				<i>Evaluator:</i>
i.4	Present Levels: In the Initial IFSP, the child's strengths and needs are described in the context of daily routines and activities.				
i.5	Family Assessment: In the Initial IFSP, the family's concerns, priorities and resources are documented.				
i.6	Child Outcomes: In the Initial IFSP, child outcomes (including strategies and activities if available) are functional and related to participation in daily routines and activities.				
i.7	Family Outcomes: In the Initial IFSP, family outcomes are functional.				
i.8	Case Notes (Before Initial IFSP): Case notes are updated regularly during the 45-day timeline.				
i.9	Case Notes (After Initial IFSP): Regular case notes are entered following the Initial IFSP meeting date.				

First Steps Best Practice Review
Part I: Children with an Initial IFSP
Rubric

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the scoring sheet.

NOTE: The content of First Steps reports and IFSP documents are expected to be written in: (1) family-friendly language that is easy to understand, and (2) functional terms, which means information includes the child’s daily activities, family routines are easily identified, and services take place in natural environments where children typically live, learn and play.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
<p>i.1 - Evaluation of the Child: The evaluation report includes functional information in all five developmental areas, including vision and hearing.</p> <p><i>N/A if child was determined eligible based on medical records</i></p>	<p>The evaluation report summarized observations in terms of one or more of the following:</p> <ul style="list-style-type: none"> • Test scores and/or reiterated the protocol items • Child deficits • Vague, the child’s skills are not described • Did not include functional information on all five developmental areas, including vision and hearing 	<p>The evaluation report must include the following:</p> <ul style="list-style-type: none"> • Observations of the child • Functional description of the child’s skills in all five developmental areas, including vision and hearing 	<p>Includes <i>Satisfactory Practice</i> AND The evaluation report includes observations of the child with information outside of the specific items on the protocol in all five developmental areas</p>
<p>i.2 – Protocol: The protocol for the evaluation of the child is in the child’s record.</p> <p><i>N/A if child was determined eligible based on medical records</i></p>	<p>The protocol is not in the child’s record</p>	<p>The protocol is in the child’s record</p>	<p><i>Not Applicable</i></p>

First Steps Best Practice Review
Part I: Children with an Initial IFSP
Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
<p>i.3 - Initial Assessment of the Child: Assessment report(s) includes functional information in all five domains, including vision and hearing.</p> <p><i>N/A if the evaluation and initial assessment were conducted simultaneously</i></p>	<p>Initial Assessment report summarized observations in terms of one or more of the following:</p> <ul style="list-style-type: none"> • Test scores and/or reiterated the protocol items • Child deficits • Vague, the child’s skills are not described 	<p>Initial Assessment report must include the following:</p> <ul style="list-style-type: none"> • Observations of the child • Functional description of the child’s skills in all five developmental areas, including vision and hearing 	<p>Includes <i>Satisfactory Practice</i> AND The assessment report includes observations of the child with information outside of a specific provider discipline in all five developmental areas</p>
<p>i.4 - Present Levels: In the Initial IFSP, the child’s strengths and needs are described in the context of daily routines and activities.</p>	<p>Present Levels are summarized in terms of one or more of the following:</p> <ul style="list-style-type: none"> • Test scores and/or reiterated the protocol items • Child deficits • Vague, the child’s skills are not described 	<p>Present Levels in each required daily routine and activity are described functionally, including what’s working well and what’s not working well</p> <p>AND Are written in family friendly language</p>	<p>Includes <i>Satisfactory Practice</i> AND Are individualized and unique to the family’s daily activities and routines</p>

First Steps Best Practice Review
Part I: Children with an Initial IFSP
Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
i.5 - Family Assessment: In the Initial IFSP, the family’s concerns, priorities and resources are documented.	Family Assessment is summarized in terms of one or more of the following: <ul style="list-style-type: none"> • Information is vague • There is no documentation that the family declined to provide this information 	Information regarding the family’s concerns, priorities and resources is summarized OR There is documentation that the family declined to provide this information	Includes <i>Satisfactory Practice</i> AND All child and family outcomes are clearly connected to the family concerns and priorities stated in Present Levels or Family Assessment in the IFSP
i.6 - Child Outcomes: In the Initial IFSP, child outcomes (including strategies and activities if available) are functional and related to participation in daily routines and activities.	Child outcome statements (including strategies and activities if available) are written in terms of one or more of the following: <ul style="list-style-type: none"> • Vague, not specific to a skill or routine • In discipline-specific or therapeutic language • Services to be provided, not activities • Appear to be based on provider priorities 	Child outcome statements (including strategies and activities if available) include a skill necessary for participation in daily routines and activities	Includes <i>Satisfactory Practice</i> AND Functional description that is useful and meaningful to the family AND Reflects the family’s unique real-life situations that are addressed during daily routines and activities

First Steps Best Practice Review

Part I: Children with an Initial IFSP

Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.

Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
i.7 - Family Outcomes: In the Initial IFSP, family outcomes are functional. <i>N/A if there were no family outcomes in the IFSP</i>	Family outcome statements are not specific, vague or include discipline-specific or therapeutic language	Family outcome statements include a functional description that is useful and meaningful to the family	<i>Not Applicable</i>
i.8 – Case Notes (Before Initial IFSP): Case notes updated regularly during the 45-day timeline.	No (or few) case notes between the referral date and date of the Initial IFSP meeting	There is a case note approximately each week between the referral and Initial IFSP meeting dates but content is vague	There are multiple case notes each week between referral and Initial IFSP meeting dates and content is detailed
i.9 – Case Notes (After Initial IFSP): There are regular case notes entered following the Initial IFSP meeting date.	No case notes for three months following the Initial IFSP meeting date	There are some case notes for three months following the Initial IFSP meeting date	There are monthly case notes for three months following the Initial IFSP meeting that contains contacts with the family and providers

First Steps Best Practice Review
Part II: Children with Transition IFSP
Rating Sheet

Date: _____
SPOE Region: _____
Area Director: _____
Child ID: _____

Child's DOB: _____
Referral Date: _____
IFSP Meeting Date: _____
End Enrollment Date: _____

Indicator #	Indicator Description	No	Yes	N/A	Comments
t.1	Transition Planning: Documentation indicates the Service Coordinator planned for the transition meeting so all required participants could attend.				
t.2	Progress Notes Entered: Provider progress notes have been entered into WebSPOE.				Providers:
t.3	Progress Notes Reviewed: The Service Coordinator reviewed progress notes prior to a required IFSP meeting.				
t.4	Present Levels: In the Transition IFSP, the child's strengths and needs are described in the context of daily routines and activities.				
t.5	Family Assessment: In the Transition IFSP, the family's concerns, priorities and resources are documented.				
t.6	Child Outcomes: In the Transition IFSP, child outcomes (including strategies and activities if available) are functional and related to participation in daily routines and activities.				
t.7	Family Outcomes: In the Transition IFSP, family outcomes are functional.				
t.8	Exit: The Service Coordinator contacted the parent within 30 days prior to the child exiting the First Steps program.				
t.9	Record Inactivation: The child's electronic record is inactivated within 30 days of the child's exit.				

First Steps Best Practice Review
Part II: Children with Transition IFSP
Rubric

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

NOTE: The content of First Steps reports and IFSP documents are expected to be written in: (1) family-friendly language that is easy to understand, and (2) functional terms, which means information includes the child’s daily activities, family routines are easily identified, and services take place in natural environments where children typically live, learn and play.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
t.1 - Transition Planning: Documentation indicates the Service Coordinator planned for the transition meeting so all required participants can attend.	The Service Coordinator did not plan for the Transition IFSP meeting in sufficient time for all required participants to attend	The Service Coordinator did plan for the Transition IFSP meeting in sufficient time for all required participants to attend	<i>Not Applicable</i>
t.2 - Progress Notes Entered: Provider progress notes have been entered into WebSPOE. <i>N/A if no authorizations for service (SC only)</i>	Most provider(s) serving the child did not enter progress notes into WebSPOE	Most provider(s) serving the child entered progress notes into WebSPOE	All provider(s) serving the child entered progress notes into WebSPOE AND progress notes are present for all months of service
t.3 - Progress Notes Reviewed: The Service Coordinator reviewed progress notes prior to a required IFSP meeting. <i>N/A if no authorizations for service (SC only) or no progress notes to review</i>	The Service Coordinator did not review progress notes prior to the required Transition IFSP meeting	The Service Coordinator reviewed progress notes prior to the required Transition IFSP meeting	<i>Not Applicable</i>

First Steps Best Practice Review
Part II: Children with Transition IFSP
Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
t.4 - Present Levels: In the Transition IFSP, the child’s strengths and needs are described in the context of daily routines and activities.	Present Levels are summarized in terms of one or more of the following: <ul style="list-style-type: none"> • Test scores and/or reiterated the protocol items • Child deficits • Vague, the child’s skills are not described 	Present Levels in each required daily routine and activity are described functionally, including what’s working well and what’s not working well AND Are written in family friendly language	Includes <i>Satisfactory Practice</i> AND Are individualized and unique to the family’s daily activities and routines
t.5 - Family Assessment: In the Transition IFSP, the family’s concerns, priorities and resources are documented.	Family Assessment is summarized in terms of one or more of the following: <ul style="list-style-type: none"> • Information is vague • There is no documentation that the family declined to provide this information 	Information regarding the family’s concerns, priorities and resources is summarized OR There is documentation that the family declined to provide this information	Includes <i>Satisfactory Practice</i> AND All child and family outcomes are clearly connected to the family concerns and priorities stated in Present Levels or Family Assessment in the IFSP

First Steps Best Practice Review
Part II: Children with Transition IFSP
Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
<p>t.6 - Child Outcomes: In the Transition IFSP, child outcomes (including strategies and activities if available) are functional and related to participation in daily routines and activities.</p>	<p>Child outcome statements (including strategies and activities if available) are written in terms of one or more of the following:</p> <ul style="list-style-type: none"> • Vague, not specific to a skill or routine • In discipline-specific or therapeutic language • Services to be provided, not activities • Appear to be based on provider priorities 	<p>Child outcome statements (including strategies and activities if available) include a skill necessary for participation in daily routines and activities</p>	<p>Includes <i>Satisfactory Practice</i> AND Functional description that is useful and meaningful to the family AND Reflects the family’s unique real- life situations that are addressed during daily routines and activities</p>
<p>t.7 - Family Outcomes: In the Transition IFSP, family outcomes are functional.</p> <p><i>N/A if there were no family outcomes in the IFSP</i></p>	<p>Family outcome statements are not specific, vague or include discipline-specific or therapeutic language</p>	<p>Family outcome statements include a functional description that is useful and meaningful to the family</p>	<p><i>Not Applicable</i></p>

First Steps Best Practice Review
Part II: Children with Transition IFSP
Rubric (continued)

Rating Guidelines: A rating of 1 equals a “No” for the indicator. Ratings of 2 or 3 equal a “Yes” for the indicator.
 Document the quality of the indicator in the comments section of the rating sheet.

Indicator #	1 (Emerging Practice)	2 (Satisfactory Practice)	3 (Best Practice)
t.8 - Exit: The Service Coordinator contacted the parent within 30 days prior to the child exiting the First Steps program. <i>N/A if child has not exited</i>	The Service Coordinator did not contact the family 30 days before the child exited the program	The Service Coordinator contacted the family within 30 days prior to exit	<i>Not Applicable</i>
t.9 – Record Inactivation: The child’s electronic record is inactivated within 30 days of the child’s exit. <i>N/A if child has not exited</i>	The child’s electronic record was not inactivated within 30 days of the child’s exit	The child’s electronic record was inactivated within 30 days of the child’s exit	<i>Not Applicable</i>