

**Virginia's System for Determination of Child Progress  
Implementation Instructions  
2/21/07**

- Ratings are done only at entry and exit.
  - Entry ratings (Time One) on all three indicators must be done for all children 30 months and younger who are new to early intervention and who have an initial IFSP on or after March 1, 2007.
  - Exit ratings (Time Two) on all three indicators must be done prior to exit for all children who had an entry rating **AND** who have been in the system for 6 months or longer. It is recognized that there will be situations where it is not possible to complete the ratings because the children/families leave the system without notice.
- Part C's exit ratings may serve as Part B entry ratings and Part B entry ratings may be used for Part C's exit ratings. Local systems are strongly encouraged to collaborate with their local Part B representatives to establish mechanisms to accomplish this sharing of data and non-duplication of assessment.

**Requirements for Assessments, Rating and Documentation**

**Entry Assessment (Time One)**

- Considering information from:
  - the evaluation and assessment (including results from developmental instrument)
  - the family, including information about the child's performance in relation to the three indicators across situations and settings and with different people
  - any other sources (child care provider, medical records, etc.)
- Considering the information above and functional skills of same-aged peers, determine the appropriate rating from 1-7 for each of the indicators. The Decision Tree can be used to guide the process.
- Complete the front page of the Child Indicator Summary Form (CISF). If documentation on the IFSP and in the child's record is not sufficient to support the rating decisions, then supporting documentation must be provided on the back of the CISF.
- Record the child's ratings in the ITOTS.

**Exit Assessment (Time Two)**

- Using information from the same sources listed above (parents, instrument, other sources), determine the child's status (rating) for each of the indicators. NOTE: A formal assessment is not required, though documentation of the child's abilities using an instrument (such as the HELP, ELAP, etc.) is required. As is currently the practice, the primary provider determines the child's developmental levels in all areas through ongoing assessment (which can occur over multiple sessions). The instrument must be scored.
- Convene an IFSP review for the purpose of reviewing the child's status and progress in early intervention. During this meeting, the team considers all information listed above to determine the child's status in relation to same-aged peers for all three indicators. Update pages 3 and 4 of the IFSP and complete page 9.
- Complete the front page of the CISF including questions 1b, 2b and 3b. Complete the back page if documentation in the IFSP and the child's record isn't sufficient to support the rating decisions.
- Record the child's rating and answers to the b questions in ITOTS  
OR
- Obtain ratings from Part B and record in ITOTS along with answers to b questions.