



Writing Family-Guided IFSP Outcomes

**Overview of Family-Guided
IFSP Development**

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Steps in the IFSP Process

- 1) Identification
 - Someone in the community identifies a child who may be eligible for Part C.
- 2) Referral
 - A formal referral is made to the Part C point of entry within 2 working days of identification.
 - A family service coordinator is assigned as soon as possible.
- 3) First contact with family
 - Someone working in the Part C system contacts the family, explores their interest for involvement in service program, and begins exchanging information including the family's parental rights.
- 4) Evaluation and assessment planning
 - The family gives permission for the Part C program to begin the evaluation and assessment process.
 - The family service coordinator assists the family and the evaluators in planning the evaluation.
- 5) Evaluation and assessment
 - A variety of people, identified with family, exchange information through formal and informal methods to determine eligibility and for planning.
- 6) Eligibility determination
 - The child's eligibility for Part C entitlements is determined.
- 7) Planning for the initial IFSP meeting
 - The family service coordinator works with the family and other team members in preparing for the initial IFSP meeting.
- 8) Initial IFSP meeting
 - The family service coordinator, family, and team members gather to complete the IFSP plan of action.
- 9) IFSP implementation
 - The child and family receive the supports and services that were identified in the IFSP.
 - Families may accept or refuse any service(s) at any time.
- 10) Review and evaluation of the IFSP
 - The family service coordinator, family, and providers review and evaluate the IFSP on an ongoing basis, meeting timelines as required by law.
- 11) Transition
 - The family service coordinator, family, and providers begin planning for the child's transition out of Part C.
 - Transition planning begins nine to twelve months prior to the child's third birthday with the transition meeting occurring at least 90 days before birthday.

Adapted with permission from Early Childhood Connections for Infants, Toddlers & Families. (2001, May). *Colorado service coordination core training program*. Colorado Department of Education. Retrieved June 14, 2004, from http://www.cde.state.co.us/earlychildhoodconnections/sct/Module2_Slides.pdf

So...Who are the IFSP Team Members?

- ☆ It depends!
 - ✱ Family members
 - ✱ Family service coordinator
 - ✱ Multidisciplinary team members
 - ✱ Additional people important to the family

Multidisciplinary Team Members Might Include

- | | |
|--|---|
| ☆ Audiologists | ☆ Physical therapists |
| ☆ Family therapists | ☆ Psychologists |
| ☆ Nurses | ☆ Social workers |
| ☆ Nutritionists | ☆ Special educators (early childhood specialists) |
| ☆ Occupational therapists | ☆ Speech and language pathologists |
| ☆ Orientation and mobility specialists | |
| ☆ Pediatricians and other physicians | |

Other IFSP Team Members Might Include

- | | |
|-------------------------------|-----------------------------|
| ☆ Intermediate family members | ☆ School district personnel |
| ☆ Extended family members | ☆ Clergy |
| ☆ Other parents | ☆ Friends and neighbors |
| ☆ Advocates | ☆ Others |
| ☆ Child care providers | |

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What Do You Want the IFSP Team to Know About Your Child?

- | | |
|--|---|
| ☆ Relevant pregnancy and birth history (Information collected should be used by the early interventionist to make decisions about program planning for this child and family. It should not be used to make judgments about the family.) | |
| ☆ History of child's growth and development | ☆ Your concerns now |
| ☆ Medical information | ☆ What is most important to you now |
| ☆ When you were first concerned | ☆ Helpful people and agencies |
| ☆ Effect of child's needs on the family | ☆ Other important events or information |
| ☆ Family activities | ☆ Preference for how services will be delivered |
| ☆ Family choices | |

Adapted from Together We Grow. (2001, February). *Individual family service plan*. Raleigh, NC: North Carolina Early Intervention Services. Retrieved March 26, 2004, from <http://www.ncei.org/ei/publications.html>

Initial and Annual IFSP Meetings

- ❁ Each initial and annual IFSP meeting could include the following participants:
 - ❖ The parent or parents of the child
 - ❖ Other family members, as requested by the parent
 - ❖ An advocate or person outside the family, if the parent requests
 - ❖ The family service coordinator who has been working with the family
 - ❖ A person or persons directly involved in conducting the evaluations and assessments
 - ❖ As appropriate, persons who will be providing services to the child or family
- ❁ If any of these people are unable to attend the meeting, arrangements may be made for the person's involvement through other means, including:
 - ❖ Participating in a telephone conference call
 - ❖ Having a knowledgeable authorized representative attend
 - ❖ Making pertinent records available at the meeting
- ❁ The meeting will not occur without the parent or the family service coordinator.

Author. (1998). *Procedure manual for infant-toddler services in Kansas*. Topeka, KS: Kansas Department of Health and Environment, p. X-9 (Section 303.343 of the Federal Regulations).

Planning for the IFSP (Federal Guidelines)

- ❁ Must be time and place convenient to the family
- ❁ Must be in family's native language
- ❁ Family must have prior written notice of the IFSP meeting date and time

Author. (1998). *Procedure manual for infant-toddler services in Kansas*. Topeka, KS: Kansas Department of Health and Environment, p. X-8 (Section 303.343 of the Federal Regulations).

Natural Environments

- ❁ The IFSP must describe:
 - ❖ The natural environments in which early intervention services will be provided; and
 - ❖ A justification of the extent, if any, to which the services will not be provided in a natural environment.

Author. (1998). *Procedure manual for infant-toddler services in Kansas*. Topeka, KS: Kansas Department of Health and Environment, p. X-5 (Section 303.344(d)(1)(ii) of the Federal Guidelines).

Developing the Plan...Some Thoughts

- ❁ Ask yourself, "Would I find this child/family in this location/group if the child were not eligible for Part C services?"
- ❁ Discuss the importance of the planning process with family.
- ❁ Create meaningful plans that build on family routines, daily activities and everyday activities.
- ❁ Discuss with the family the collaborative nature of services to establish what services they need and what services they have.
- ❁ The focus of intervention/support should be the adults/caregivers in the child's life so that they can learn how to support the child.

As providers of early intervention services, we should always strive to make families aware that we care about their child first and not their child's disability . . .

Practices of People-First Language

In discussions with and about children and their families:

- 1) Focus on the individual, not the disability.
- 2) Avoid labeling people (i.e. autistic child, welfare mother).
- 3) Emphasize abilities rather than limitations.
- 4) Keep a person's disability in perspective.
- 5) Talk about people in ordinary terms.



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