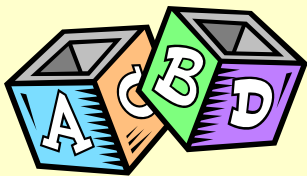
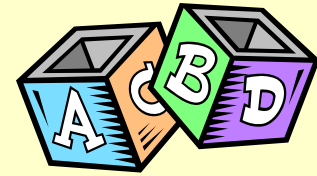


Parents Of Children Birth Through Two Part C

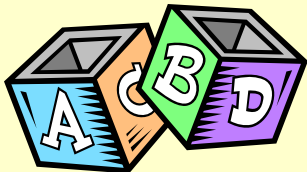
**Things To Consider
In Preparing For Your IFSP Meeting**



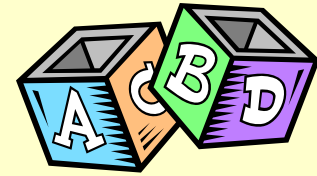


The Purpose of the Law (Part C)

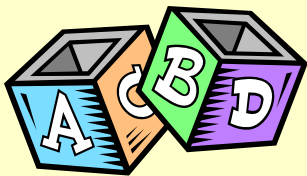
- To **enhance the development** of infants and toddlers with disabilities to minimize their potential for developmental delay.
- To **enhance the capacity** of families to meet the special needs of their infant and toddlers with disabilities.

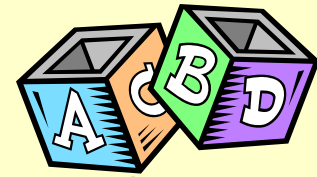


Key Principles of Part C



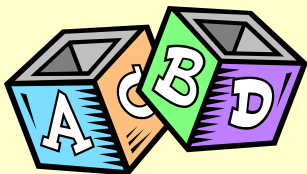
Infants and toddlers learn best through everyday experiences and interactions in their natural environments.





The Individual Family Service Plan IFSP

- Revolves around the family
- Outcomes for child & family
- Natural environments
- Names a service coordinator
- Includes other non Part C services



Family Routines and Priorities

Everyday Routines, Activities, and Places

Young children learn best through routines and activities that they are interested in and that they participate in often. It is helpful for the team to know where your child regularly spends time so that together we can plan for early intervention supports and services for your family.

I choose not to share information about my concerns, priorities and resources and/or include this information in the IFSP. I understand that if my child is eligible, he/she can still receive services if I do not complete this section. _____(parent's initials)

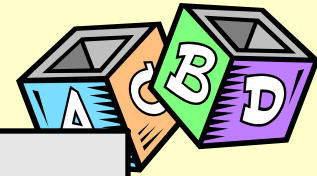
Where and with whom does your child spend time?

Describe activities that your family would like to do now or in the future and that you would like some help with.

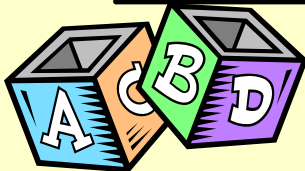
Describe the people, toys, activities, routines, and places your child enjoys the most:

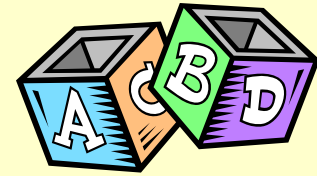
Describe the people, toys, activities, routines, and places your child finds challenging or difficult:

Child/Family Outcome



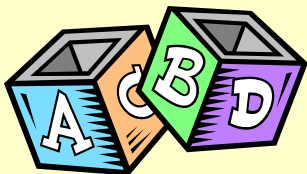
| OUTCOME # (Long term functional goal) | | |
|---|-------------|----------|
| <p align="center">Outcome Statement</p> <p align="center">What does the family want to see for their child/family as a result of early intervention supports and services?</p> | | |
| <p align="center">Short Term Objectives</p> <p align="center">What short term objectives will help us make progress toward the above outcome statement?</p> | | |
| Short-Term Objective | Target Date | Date Met |
| 1. | | |
| 2. | | |
| 3. | | |
| <p align="center">Strategies</p> <p align="center"><i>(Who will do what in which everyday routines, activities and places?)</i></p> | | |
| <p align="center">Progress</p> <p align="center"><i>(What will progress look like?)</i></p> <p>Procedure (How will we, as a team, measure progress towards this outcome?)</p> <p>Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)</p> <p>Timeline (When will we, as a team, measure progress towards this outcome?)</p> | | |

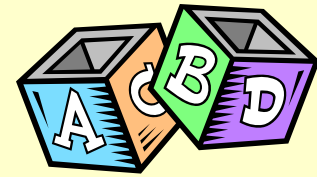




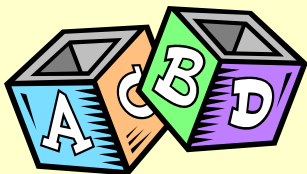
Ask your CDS Service Coordinator what the IFSP process will be like.

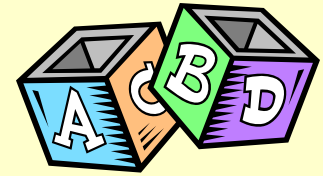
- Who will be attending the meeting?
- How long the meeting will be?
- Are there any reports that might be available to you prior to the meeting?



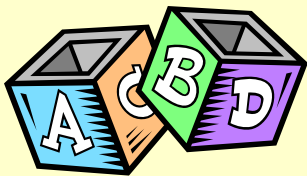


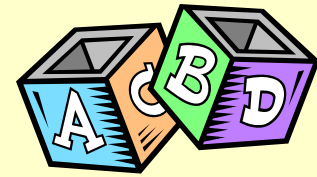
Prior to the IFSP meeting, jot down some notes about your family's typical **routines**, including those that occur with a childcare provider, if appropriate.



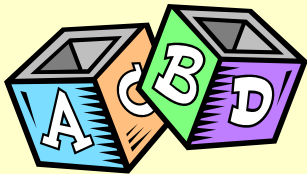


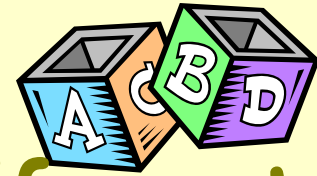
Some routines only happen on weekends or **periodically**, such as doctor appointments, meeting brothers/sisters at the bus stop, going to the mall, visiting relatives etc.





Some routines happen *every day* such as getting up in the morning, meal-times, dressing/diapering, bath, nap, playing with toys, playing with others, moving around, going to daycare etc.

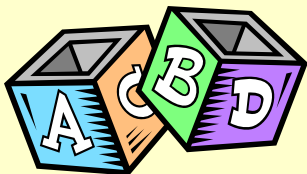


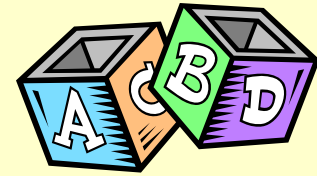


As you think about your different routines/activities, consider the following:

What does each family member do during these activities?

What does your child do during these times?



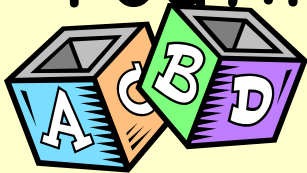


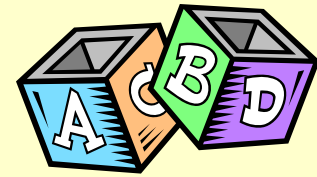
How does your child participate in these routines?

What can your child do independently?

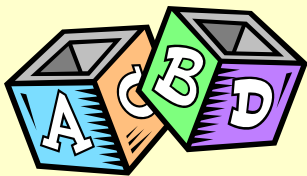
How does your child communicate and get along with others during these times?

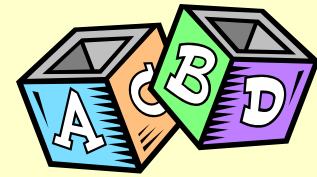
How satisfied are you with how these routines are going?



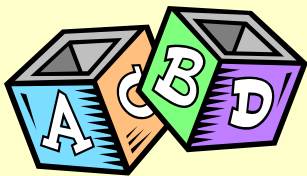


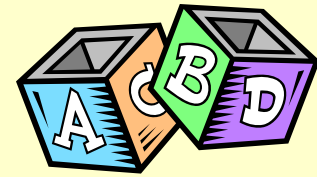
At the IFSP meeting, you can include information in the IFSP about your family's routines.



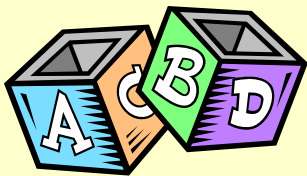


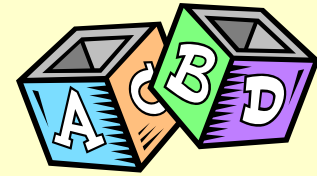
Identify what is **going well** and what areas of concern you would like to have the team concentrate.



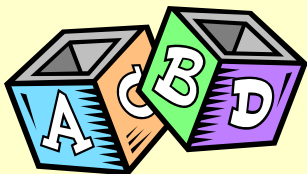


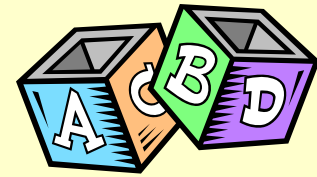
Thinking about your family's routines helps you and your team decide what to include in your IFSP.



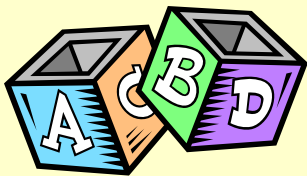


When developing the Outcomes, think of specific parts of a routine that you feel would be important to concentrate on.

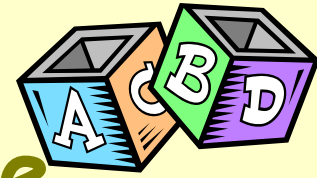




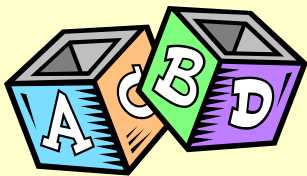
If mealtimes are difficult because your child doesn't like to sit in the high chair, think about that as part of a routine that could be addressed in the IFSP.

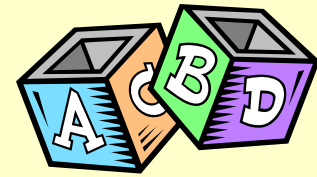


Sample Feeding Outcome

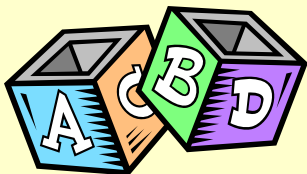


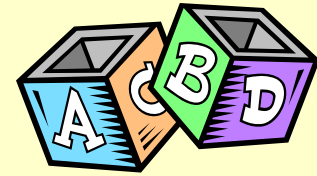
Patty will sit in her highchair
and eat the foods her family
eats at dinner each night.





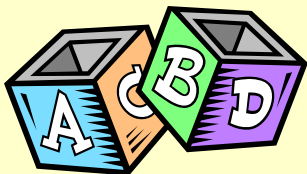
If your child is tantruming frequently and having difficulty playing with his brother, think about why this is happening? Do you feel he is frustrated because he is not talking yet? Is it because he doesn't know how to play with the toys?

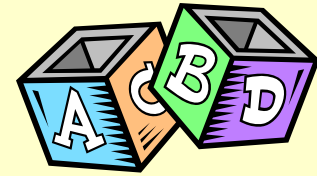




Sample Social Communication Outcome

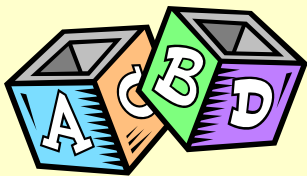
James will use words, pictures or signs to request and protest with his brother and his parents during daily play interactions.



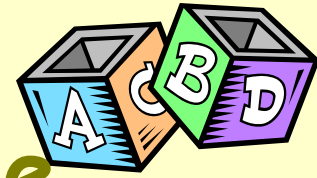


Sample Functional Play Skill Outcome

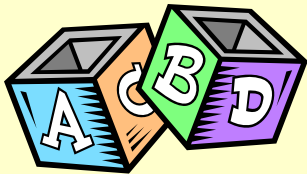
James will play with five different kinds of toys in the way they are designed.



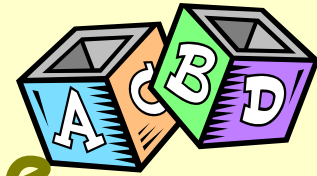
Sample Walking Outcome



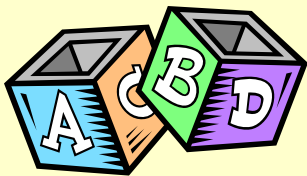
Brad will walk outdoors on uneven surfaces, in his yard, from the house to the car, and at the playground daily, without falling.

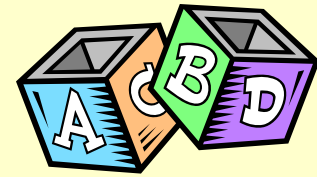


Sample Walking Outcome

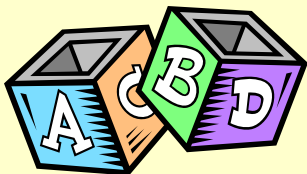


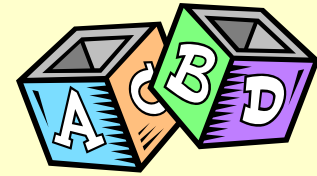
Ruth will cruise around the house to reach toys and to play with her sister at home daily .



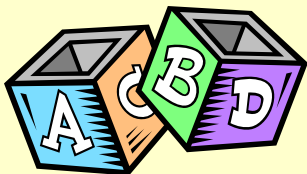


You Know Your Child Best.

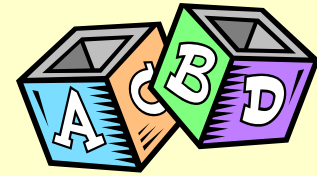




The IFSP process brings all of our expertise together to create a plan in order to support your child to reach his/her developmental potential.



FMI



Chapter 101

www.maine.gov/sos/cec/rules/05/chaps05.htm

CDS-Cumberland

www.cds-cumberland.org

