

THE FOLLOWING ARE ADDITIONAL HANDOUTS AS PART OF

**PARENT TRAINING:
PARENTS OF CHILDREN BIRTH THROUGH TWO
PART C**

**THINGS TO CONSIDER IN PREPARING FOR YOUR IFSP
MEETING**

AND

**AND PROVIDER TRAINING:
INFANT –TODDLER
IFSP OUTCOMES**

**BY CHERYL A. HILlicosS, M.ED.
EARLY CHILDHOOD SPECIAL EDUCATOR
CHILD DEVELOPMENT SERVICES-CUMBERLAND
Cherylh@cds-cumberland.org**

Family Routines and Priorities

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FAMILY ROUTINES AND PRIORITIES

SUMMARY OF FAMILY CONCERNS: (based on challenges in everyday routines)

PRIORITIES OF THE FAMILY: (based on concerns identified above)

STRENGTHS, RESOURCES THAT FAMILY HAS TO MEET CHILD'S NEEDS: (include family, friends, community groups, financial supports, etc. that are helpful to you)

In addition to the information you have already provided, is there anything else you would like to tell us that would be helpful in planning supports and services with you to address what is most important to your child and family?

CHILD/FAMILY OUTCOME

OUTCOME #2 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1.		
2.		
3.		
4.		
5.		
6.		

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

FAMILY ROUTINES AND PRIORITIES

(Here are some additional questions to help further draw information out.)

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?
Please tell us a little about your child's and family's routines and activities. In addition to your child's day-to-day activities, you might want to tell us about some of the things that you do every now and then that are important to your child/family, like visits to friends and family members, religious or spiritual celebrations, community and/or cultural activities.

Describe activities that your family would like to do now or in the future and that you would like some help with.
If there is nothing like this that is important to you right now, we will just write "none".



Can you tell me about your day?
Where do you go?
What do you do?
What kinds of things happen most mornings? Nights? Weekends?
What is your child doing during those activities?

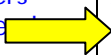
Who do you spend time with?
Who are the key family members, other caregivers (future caregivers), or important people who spend time with your child?
Where do they spend time together?

What do you want help with?

Are there any activities that you used to do before your child was born that you would like to do again?

Are there any other activities that you and your child would like to try?

Are there places that you've tried to take your child, that didn't work out, that you would like to try again (store, play group, library, restaurant)?



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

What do you like to do with your child?
What does your child like to do with you?
What does your child like to do alone?
What makes your child happy, laugh or smile?

- Meal times
- Dressing/Diapering
- Bedtime/sleeping
- Bath-time
- Play with toys
- Playing and getting along with others
- Moving Around
- Outings

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

What is a tough time of day or a tough activity for you both?

How does your child behave & interact during these challenging activities?

- Meal times
- Dressing/Diapering
- Bedtime/sleeping
- Bath-time
- Play with toys
- Playing and getting along with others
- Moving Around
- Outings

FAMILY ROUTINES AND PRIORITIES

Family Concerns, Priorities, and Resources
related to enhancing the child's development and
challenges in everyday activities and routines.

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)

SUMMARY OF FAMILY CONCERNS: (based on challenges in everyday routines)

Service Coordinator summarizes for the family the concerns that they heard identified during the conversation regarding everyday routines, priorities and places and confirms these concerns with the family.

PRIORITIES OF THE FAMILY: (based on concerns identified above)

Assist the family in identifying which of these concerns are their most important priorities. This is helpful especially if a parent has many concerns, we can start by targeting the most important to the family and add the others in later.

STRENGTHS, RESOURCES THAT FAMILY HAS TO MEET CHILD'S NEEDS: (include family, friends, community groups, financial supports, etc. that are helpful to you)

Summarize for the family any resources that were identified during their conversation about everyday routines that may be helpful in addressing their priorities. The parent is asked if this "summary of resources" is accurate and if they can think of others that were not previously mentioned.

In addition to the information you have already provided, is there anything else you would like to tell us that would be helpful in planning supports and services with you to address what is most important to your child and family?

OUTCOME #2 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

IFSP Outcomes should be worded to reflect the family's understanding of the outcome.

- ✓ Based on family concerns and priorities
- ✓ Functional
- ✓ Measurable
- ✓ Related to activities in everyday routines
- ✓ Relevant to the child's current functioning
- ✓ Realistically achieved within 3, 4 or 6 months.

Who, What, Condition, Criteria

_____ will _____, _____, _____.
Child's Name functional activity in what everyday routine how well, how often/how long
(Who) (What) (What) (Condition) (Criteria)

- 1) Bradford (Who) will walk (Functional activity) outdoors on uneven surfaces (Condition), in his yard, from the house to the car, and at the playground (In what everyday routine), daily (Criteria).
- 2) Bobby (Who) will use words and pictures (Functional activity) to tell adults what he wants (Condition) during meals (In what everyday routine) at home and at daycare (Criteria).
- 3) Marilyn's parents (Who) will feed her by breast or bottle (Functional activity), comfortably (Condition), where Marilyn will not cough or gag during each feeding (Criteria).
- 4) Ruth (Who) will crawl (Functional activity) throughout her house (In what everyday routine) to explore toys (Condition) daily (Criteria).
- 5) Patty (Who) will play (Functional activity) with five different kinds of toys (Condition) in the way they are designed (Criteria) with her brother Billy (In what everyday routine).
- 6) Cherilyn (Who) will enjoy (Criteria) bath time (Functional activity) while being washed by her parents (Condition).

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

* Identify Strategies to Implement the Plan. This step involves working closely as a team to increase learning opportunities, to use the child's surroundings to facilitate learning, to select the most effective strategies to bring about the desired outcomes, and identify reinforcers that best support the child's learning. Implementation may involve a toddler participating in a library story hour one afternoon a week; a physical therapist showing family members how to use adaptive equipment; or a service coordinator completing the paperwork to pay for a child's transportation from his or her home to needed services.

Intervention strategies should help promote generalization of outcomes, i.e., the child performs new skills in a variety of environments after intervention has ended. For example, both service providers and family members can encourage a child to request desired objects (e.g., toys) with gestures in numerous environments (e.g., home, playgroup, child care).

- ✓ How will the outcome be accomplished?
- ✓ Who will be involved?
- ✓ When and where will the activities occur?
- ✓ Can be specific or general.
- ✓ Should be embedded into routines.

- 1) The Primary Service Provider will assist the family on documenting progress on the above objectives.
- 2) The Primary Service Provider will assist the family in discovering motivating activities that will _____.
- 3) The family will offer opportunities on a daily basis for Julie to practice: (list skills).
- 4) The family will assist the primary service provider in collecting data on the above outcomes
- 5) Service providers will coach parents on how to support the child in developing _____.
- 6) Service provider will work with family to build skills of _____.
- 7) Family and Service Provider will determine which daily routines the child will practice the skills of _____.
- 8) Service provider will make seating adaptations to provide Martha with adequate support for chewing and swallowing.
- 9) Service provider will discuss strategies to support Sam in transitioning from daycare to home calmly.

FAMILY ROUTINES AND PRIORITIES

<p>E Ruth lives at home with her Mom and Dad and Y older sister Cheryl. C Mom stays home and Dad works full time and S travels as part of his work.</p> <p>V Ruth still takes two naps each day. Mom tries t to get her outside everyday. F a a t c r a</p>	<p>t the to kn early</p> <p>Mealtimes are frustrating because Ruth wants to do everything herself, but she can't get enough food in.</p> <p>[r r li v</p>
<ul style="list-style-type: none"> * Music * Going for walks with Mom * Going to the beach * Playing with the dog * Playing with her older sister Cheryl * Bath time <p>[ε</p>	<p>Mealtime can be difficult because Ruth wants to feed herself but experiences some difficulty doing so.</p> <p>Ruth isn't getting frustrated yet that she's not talking, but parents are worried that she will be soon.</p> <p>De an</p>

FAMILY ROUTINES AND PRIORITIES

SUMMARY OF FAMILY CONCERNS: (based on challenges in everyday routines)

For Ruth to continue with PT and OT through Visiting Nurses.

To help Ruth with communication, including both verbal language and signing.

For Ruth to be able to feed herself.

PRIORITIES OF THE FAMILY: (based on concerns identified above)

Communication and feeding.

STRENGTHS, RESOURCES THAT FAMILY HAS TO MEET CHILD'S NEEDS: (include family, friends, community groups, financial supports, etc. that are helpful to you)

Extended family lives close by, including aunts, uncles and grandparents.

Home Health Visiting Nurses has been a helpful resource.

The family has access to insurance.

In addition to the information you have already provided, is there anything else you would like to tell us that would be helpful in planning supports and services with you to address what is most important to your child and family?

Ruth is a very fun, social little girl! She is always happy and eager to learn new things.

CHILD/FAMILY OUTCOME

OUTCOME #2 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Ruth will feed herself using a spoon with minimal spilling.

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Ruth will get food off a spoon with her lips when fed by a parent or caregiver.	8/08	
2. Ruth will hold a spoon and feed herself with caregiver guidance.	8/08	
3. Ruth will feed herself finger foods, move food around in her mouth and then swallow with her mouth closed.	8/08	
4. Ruth will use a crude pincer grasp to pick up foods and feed herself.	8/08	
5. The family will get support regarding upper respiratory congestion.	8/08	
6.		

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

The Service Providers will assist the family in discovering motivating activities that will encourage Ruth to feed herself. The Service Providers will also assist the family in documenting Ruth's progress on the above objectives.

The family will offer Ruth opportunities to practice feeding herself at mealtime and snack time. The family will also assist the Service Provider in collecting data on the above objectives.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

Ruth's team will measure progress with data collection and parent report. Ruth's progress will be reviewed in progress notes and at ECT meetings so that her team can provide feedback.

CHILD/FAMILY OUTCOME

OUTCOME #3 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

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

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Ruth will crawl on her hands and knees to reach people, the dog and various toys.	8/08	
2. Ruth will walk with her hands held by Mom and Dad.	8/08	
3. Ruth will get down from a standing position while in her crib.	8/08	
4.		
5.		

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

The Service Providers will assist the family in discovering motivating activities that will encourage Ruth to cruise around the house independently. The Service Providers will also assist the family in documenting Ruth's progress on the above objectives.

The family will offer Ruth opportunities to practice cruising around the house while playing with her sister, the dog and her toys. The family will also assist the Service Provider in collecting data on the above objectives.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

Ruth's team will measure progress with data collection and parent report. Ruth's progress will be reviewed in progress notes and at ECT meetings so that her team can provide feedback.

CHILD/FAMILY OUTCOME

OUTCOME #4 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Ruth will use word approximations and signs to request on a daily basis.

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Ruth will imitate actions with toys.	8/08	
2. Ruth will imitate 10 different signs.	8/08	
3. Ruth will sing 5 simple songs with hand motions.	8/08	
4. Ruth will imitate 10 different speech sounds.	8/08	
5.		
6.		

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

The Service Providers will assist the family in discovering motivating activities that will encourage Ruth to use words approximations and signs to get her needs met. The Service Providers will also assist the family in documenting Ruth's progress on the above objectives.

The family will offer Ruth opportunities to practice using words and signs in her everyday routines. The family will also assist the Service Provider in collecting data on the above objectives.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

Ruth's team will measure progress with data collection and parent report. Ruth's progress will be reviewed in progress notes and at ECT meetings so that her team can provide feedback.

CHILD/FAMILY OUTCOME

OUTCOME #5 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Ruth will play with 5 different types of toys, the way that they were designed, during play with her mother at home.

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Ruth will screw and unscrew covers to get desired items out of a container, 4 out of 5 tries.	8/08	
2. Ruth will let objects go to drop them into containers (ball into cup, block into box, ball into "Marble works" toy), during play at home, independently.	8/08	
3. Ruth will stack 6 flat blocks, 80% of tries, then knock them over, during play with her mother.	8/08	
4. Ruth will pull apart 4 pop beads in a row during daily opportunities.	8/08	
5. Ruth will put a circle in a shape sorter, independently, 3 out of 4 times.	8/08	

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

The Service Providers will assist the family in discovering motivating activities that will encourage Ruth to play with toys appropriately. The Service Providers will also assist the family in documenting Ruth's progress on the above objectives.

The family will offer Ruth opportunities to play with a variety of different toys throughout the day. The family will also assist the Service Provider in collecting data on the above objectives.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

Ruth's team will measure progress with data collection and parent report. Ruth's progress will be reviewed in progress notes and at ECT meetings so that her team can provide feedback.

CHILD/FAMILY OUTCOME

OUTCOME #2 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Heather's parents will work with Heather on gaining milestones by learning appropriate development for her and methods to encourage her.

Short-Term Objectives

(What short-term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Heather will roll to get to a toy that is out of reach at home.		
2. Heather will mouth, shake, bang and drop rattles/toys when she is held or when she is in a seat, frequently throughout her day.		
3. Heather will coo open vowels (oo, ah, u) when held and spoken to by her parents.		

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

- The Primary Service Provider will assist John and Joan in discovering motivating activities that will encourage and increase her skills.
- The Primary Service Provider will provide developmental charts and complete with family on an ongoing basis.
- John and Joan will offer opportunities on a daily basis for Heather to practice rolling, playing and talking.
- John and Joan will assist the primary service provider in collecting data on the above outcome.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

When will we as a team measure progress towards this outcome? (Timeline)

In six months, we will meet and review Heather and her family's progress on Outcomes, and Objectives, Strategies. We will meet sooner if parents or any other team member would like to.

In one year, we will review and renew the IFSP if services are needed at that time.

How will we, as a team, measure progress towards this outcome? (Procedure)

Progress towards this outcome will be measured by completion of developmental charts, and by parent and provider observations, data collections and report to team at IFSP meetings.

Our team will be satisfied we are finished with this outcome when: (criteria)

Parents are feeling well-informed on Heather's development.

When Heather is attaining age appropriate skills.

CHILD/FAMILY OUTCOME

OUTCOME #5 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met

Strategies

(Who will do what in which everyday routines, activities and places?)

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?)

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?)

Timeline (When will we, as a team, measure progress towards this outcome?)

CHILD/FAMILY OUTCOME

OUTCOME #2 (Long term functional goal)

Outcome Statement

(What does the family want to see for their child/family as a result of early intervention supports and services?)

Simon will use 4 to 6 words/pictures/signs daily to tell adults what he wants at home.

Short Term Objectives

(What short term objectives will help us make progress toward the above outcome statement?)

Short-Term Objective	Target Date	Date Met
1. Simon will imitate play actions (Bang on a drum, clang cymbals, put ball in shape sorter, push a car) during daily playtime with his mother or sister.	9/08	
2. Simon will imitate sounds such as "mamama" or "dadada" or other consonant and vowel sounds daily during play.	9/08	
3. Simon will pass a container to his mother or father to have them open it to get his snack or another desired item out, two times each day.	9/08	
4. When an adult says, "Simon", Simon will look to the adult for 3 seconds, within 5 seconds, 4 out of 5 trials.	9/08	
5. When offered a choice between 2 items such as juice or milk, Simon will make a choice by pointing to the desired object.	9/08	

Strategies

(Who will do *what* in *which* everyday routines, activities and places?)

Simon's service provider will coach, provide information and problem solve with his parents to motivate Simon to communicate. The service provider will help parents recognize when Simon is attempting to communicate. The service provider will suggest games, strategies and activities that can be done during his every day routines (such as bath time or play time) to increase Simon's skills and strengths. The family will participate in Simon's therapy and do carry over activities. The service provider will document progress and report to Simon's team. His parents will report to the service provider on his progress.

Natural Environment Yes
 No (Justify)

Progress

(What will progress look like?)

Procedure (How will we, as a team, measure progress towards this outcome?) In 6 months, Simon's team will meet to review his progress on outcome #2 and the objectives. If the team requests, we can meet sooner. Progress is documented quarterly through data collection. In one year, Simon will be re-evaluated to determine how he is developing. This information will be used to determine continued eligibility for services.

Criteria (What do we need to see for the team to be satisfied we are finished with this outcome?) Simon will be using sign/words or pictures to communicate and his parents will be able to meet his needs without frustration.

Timeline (When will we, as a team, measure progress towards this outcome?) Simon's progress will be measured quarterly through written progress report from the service provider. Parents will help document progress. Team will meet as requested.