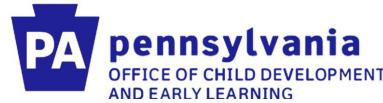


Office of Child Development and Early Learning



Individualized Family Service Plan (IFSP) **-with Annotations**

In all sections of the IFSP, use language that is understandable to all team members. Define words that may not be familiar to all team members.

- The IFSP is a plan that identifies services and supports so that family members and early education programs are actively engaged in promoting the child's learning and development.
- The IFSP team determines the skills/abilities and appropriate supports and services either in the natural environment or the least restrictive environment to accomplish the established goals and outcomes.
- These decisions are not made by matching the child's areas of delay with a particular early intervention discipline. Rather, supports and strategies are individualized and build on the strengths and skills the child demonstrates in all areas of development.
- The IFSP is a plan that considers: the strengths of the child; concerns of the parent/guardian; most recent evaluation results; academic, developmental and functional needs of the child; communication needs of the child; and will incorporate revisions to the plan to address lack of progress.

Meetings for the IFSP	
Date meeting(s) held	Purpose Of Meeting(s) (Ex.: Initial IFSP, Annual, Revisions)

I. Demographics and IFSP Team Membership

Child Information	
Child's Name:	Gender:
Date of Birth:	Age:
EIX00 #:	
Referral Date:	
Referral Source:	
Child's Address:	
City/State/Zip:	
Phone #:	
Primary Language:	<i>If the family identifies a primary language other than English, you must offer an interpreter.</i>
School District of Residence:	
County of Residence:	

Family Information	
Name:	Relationship:
Address:	
City/State/Zip:	
Phone (home):	Phone (cell):
Phone (work):	Email:
Primary Language: <i>If the family identifies a primary language other than English, you must offer an interpreter.</i>	
Is Interpreter Needed? <i>If the family declines an interpreter, indicate 'No' in this section and document in the Family Information section of the record.</i>	
School District of Residence:	
County of Residence:	

IFSP Team Membership:

Members shall include: parent and others as requested by the parent (if feasible); the County Designee/Service Coordinator must be present for the meeting; a person directly involved with evaluation and assessment results who can interpret instructional implications; a person who will be providing services, as appropriate.

Role	Printed Name	Attendance Signature

The following individuals provided information to the IFSP team but did not attend or were excused from the meeting.

List Infant/Toddler team members excused from the planning meeting who participated by providing pertinent written information to the meeting, by phone or by the attendance of another authorized representative.

Role	Printed Name

Parent(s) received copy of Procedural Safeguards/Parental Rights Agreement:

Yes No

Parent Signature: _____

II. Child and Family Information

Summary of the Child's Present Performance

Provide a summary from the Evaluation Report, if current, or update with current information. This summary describes the child's strengths (including strengths that exist in areas of concern) and the child's needs. Include developmental and functional performance. Describe how the child's developmental delay or disability affects the child's involvement in everyday routines and appropriate activities. Describe instructional strategies that have been successful and how they can be incorporated into the child's educational program and curriculum that will support the child. Describe the child's favorite activities and materials, and factors that motivate the child to participate and learn.

This section is designed to link the evaluation information with the IFSP. It should combine a synthesis of information first shared by the family about their child's development with the findings of the evaluation team. It should capture team priorities and provide contextual information to be addressed through the development of outcomes/goals and teaching strategies. If needed, medical and health considerations should be addressed here.

For Newborn Hearing Screening (NBHS) results, documentation should be 'refer' rather than 'fail' or 'did not pass' and include the date and hearing test results from the audiogram and audiologist report in the Hearing section of the Health Summaries. This would include the type of loss (sensorineural, conductive, mixed, or other).

Summary of Family Information

Provide a summary from the Evaluation Report, if current, or update with current information.

This section is intended to provide an opportunity to review and highlight assessment information shared by families. Include family information that will be helpful in the design of Early Intervention supports and services that are respectful of and culturally responsive to the child and family and their activities and routines.

For children who are deaf or hard of hearing, document whether or not the parent(s) and sibling(s) are hearing, have some degree of hearing loss, identify as culturally Deaf, or their hearing status is unknown. For children who are deaf or hard of hearing, documentation that the Communication Plan was discussed/developed with the family could be included here.

With parent consent, list assistance to the family in helping them access community, medical or other non-EI funded services. If the parent does not want to address this item, document in the child's record.

This section may include a wide range of supports such as referrals and access to community agencies. These are resources and people that may be useful in supporting the child and family to begin or enhance their access to successful participation in community activities.

Families may or may not prefer to have these referral supports listed on the IFSP. In any case, these types of agency referrals can be an appropriate and needed component of Early Intervention services.

Service Coordination activities can be documented here: Include community activities, medical or other services that the child needs but are not otherwise available or being provided. If there are services that are not currently provided and the family needs or requests assistance, write a brief description of the steps the Service Coordinator, family and/or team may take in securing these services.

III. Special Considerations

Following are special factors the IFSP team must consider before developing the IFSP. Each question must be answered. If YES is checked, the IFSP must address the child's needs related to any identified special factor. *If you check yes to any of the considerations below, please indicate where in the IFSP this need is addressed. Special Considerations must also be updated as appropriate when the IFSP is reviewed.*

Assistive Technology/Tools should be considered for all children to support all areas of development. Assistive Technology is defined as no-tech, low-tech, or high-tech tools to support participation in everyday activities.

1. Is the child blind or visually impaired?

NO YES - As developmentally appropriate for the infant, toddler and preschooler, the IFSP should evaluate the child's early literacy needs, including reading and writing media. The IFSP must consider the current and future needs of the child related to the use of Braille if the team decides that this is appropriate for the child.

A teacher of the blind and visually impaired can help the team determine the relative roles of vision, hearing, and touch in the child's learning. The IFSP team should then incorporate the results of the learning media assessment, including the functional vision assessment, into the IFSP, documenting the child's present need for Braille and the likelihood of future need. The IFSP team should adopt a systematic method of documenting this information for all children with visual impairments, including children with multiple disabilities, when visual impairment is present.

2. Is the child deaf or hard of hearing?

NO YES – Team must consider the infant's, toddler's or preschooler's language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IFSP.

Opportunities for direct interaction (without the need for an interpreter or transliterator) in the child's own language and communication mode must be considered. When children use communication methods such as American Sign Language, Listening and Spoken Language, Total Communication, or Cued Speech as their primary method of communication in typical early childhood programs, the teacher, other children, and the ancillary support service providers should be supported to understand and use the appropriate form of communication. The Communication Plan identifies considerations that must be addressed during the planning process. The team may choose to embed the Communication Plan components into the IFSP; or the team may elect to use the Communication Plan and append it to the printed IFSP. Both options should be explained to the parents/caregivers.

3. Does the child exhibit behaviors that impede the child's learning or that of others?

NO YES – Team must base the use of positive behavior interventions and supports, and other strategies to address that behavior on a functional behavior assessment.

When a child engages in behavior that is not developmentally appropriate in form or intensity and the child is not responding to typical interventions, there must be a functional behavior assessment, and either: (1) specific outcomes/goals related to the child's behavioral needs or, (2) a Positive Behavior Plan. Note: In the case of culturally or linguistically distinct children, a person of the child's cultural group who has knowledge or special expertise regarding the child should participate to explain or evaluate the behavior.

4. Does the child have limited English proficiency (e.g., the child's home language is not English)?

NO YES – Team must consider the family and child's language needs as those need relate to the development and implementation of the IFSP.

Describe how the child's native language and the language needs of the family and child will be incorporated into the development and implementation of the IFSP. The team should consider evidence-based practices related to dual language learning.

5. Does the child have communication needs?
NO YES – Team must consider the communication needs of the child in the development of the IFSP. <i>Consideration should be given to the mode(s) of communication used by the child, including whether the child requires Augmentative and Alternative Communication (no-tech, low-tech, high-tech) to assist in the development and use of meaningful communication. Family input is critical to the comprehensive communication considerations. The Communication Plan identifies considerations that must be addressed during the planning process for children who are deaf or hard of hearing. The team may choose to embed the Communication Plan components into the IFSP; or the team may elect to use the Communication Plan and append it to the printed IFSP. Both options should be explained to the parents/caregivers.</i>
<i>If this Special Consideration is checked, consider Special Consideration #6 carefully.</i>
6. Does the child need assistive technology devices and/or services?
NO YES – Team must consider the infant, toddler or preschooler needs for assistive technology in the development of the IFSP. <i>Assistive technology is any no-tech, low-tech, or high-tech tool to support a child's participation in everyday activities, it is not necessarily a device. Anything that the child needs access to in order to participate is considered assistive technology. It would not be considered assistive technology if these are universally available and not necessary for the child to participate. AT also includes the services required for assessment and implementation of tools or devices. Be sure to include specific steps/timelines to identify, trial and obtain any needed service and/or device.</i>
<i>If Special Consideration #5 is checked yes, you should carefully consider checking this box. A plan should be developed to provide supports for communication, including Augmentative and Alternative Communication (pictures, signs, etc). Use PEAT's Suite as a resource.</i>
7. Is it anticipated that the infant/toddler will be transitioning from the early intervention program because of a transition in the life of the family and child?
NO YES – The IFSP should address the child's transition to future community programs and the needs of the family related to transition. <i>This consideration is for all children who are anticipated to be exiting the Early Intervention program because they have been successful in meeting their outcomes/goals, will be moving out of state, or for any other transition out of the current Early Intervention program.</i>
8. Is this an IFSP for a toddler who is at least 2 years 3 months of age?
NO YES – The IFSP must include a transition plan that addresses the child and family's needs related to the transition to the Part B program if eligible or to other community programs. <i>The development of the Transition Plan within the IFSP shall be documented at the IFSP meeting or IFSP review after the child turns 2 years, 3 months. If a child is referred after they are 2 years, 3 months old, the Transition Plan should be completed as part of the initial IFSP.</i>

IV. Measurable Result/Outcome/Goal

Activity/behavior/skill in everyday life, identified by the family and the IFSP team, that they would like to see happen. Includes information on the routine/activity of the family, community, or early childhood setting where the behavior/skills will be incorporated. Should address the child's needs identified in the evaluation and the priorities of the family. Be functional and measurable to provide a framework for ongoing progress monitoring. Goal should be developed in accordance with the PA Early Learning Standards and enable the child to be involved in and make progress in the general curriculum.

Outcome/Goal:	Date outcome/goal developed:	Date outcome/goal completed:
Outcome/Goal Statement:		
<i>A statement of the functional, measurable results or outcomes/goals expected to be achieved. Outcomes/goals should be both measurable and functional. Functional activities reflect participation in the child's natural learning environment, based on everyday activities rather than on specific skills, observable in natural interactions and activities, and meaningful to the child.</i>		
<i>Measurable can be seen in real world contexts, not tested; evidence is available through hearing and/or seeing the child say or do the things described in the goal; quantifiable and documented; the family and caregivers know when this outcome/goal is achieved. The wording of an outcome/goal should be positive, precise, and easily understood; the use of acronyms or jargon should be avoided. It should not be discipline-specific, and may be addressed by multiple team members, including the family, Early Interventionists, and early childhood education providers.</i>		
What is happening now?	What is child's current level of performance related to this outcome/goal?	
<i>For the outcome/goal listed above, give a description of current status of activity/behavior/skill stated in the outcome and how it impacts on the family's routines and activities. The description should be based on evaluation results and/or progress monitoring information, as well as other assessment information as appropriate. The description should serve as a baseline for measuring progress on individual outcomes/goals and should include dated periodic updates. Simply stating that the child cannot do what the goal says is not adequate. (Ex. Child is not walking.) Statement should include what the child IS doing. (Ex. how is the child moving around) For an annual IFSP, include progress specific to the outcome/goal and a summary statement.</i>		
What teaching strategies are needed to reach the outcome/goal?	Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this.	
<i>All strategies should be individualized for the specific child and family based on their unique needs.</i>		
<i>Strategies which relate to this outcome/goal should consider the following:</i>		
<i>1) Skills needed by the child for successful participation in the outcome/goal through the child's routines/activities: Include the setting(s) or portion</i>		
<i>of the child's daily routine and activities when the child will perform the behavior/activity,</i>		
<i>2) Skills to be learned by the family/caregivers/early childhood educators to assist in the child's development and participation in everyday routines;</i>		
<ul style="list-style-type: none"><i>● Observation, instruction and reflection should be used to support the use of evidence-based practices by the adults in the child's life to support the child's continued development;</i>		
<ul style="list-style-type: none"><i>● Describe the coaching and collaborative practices that will be used.</i>		

- *Include teaching strategies such as: direct teaching, demonstration, guided practice with feedback, caregiver practice with feedback, problem solving, and reflection*

3) *Steps to identify, trial and obtain Assistive Technology/Tools or Augmentative and Alternative Communication, adaptations to existing materials, or acquisition of other materials that will support the child's participation in everyday routines and activities; this should include current use of Assistive Technology/Tools*

4) *Referrals or linkages to people and community resources that will assist the family in expanding their opportunities for involvement in community activities; and*

5) *Information to enhance the family's capacity to assist their child's development and enhance the family's participation in everyday activities.*

Service Coordination activities could be documented here.

How will we as a team measure progress and collect data for this outcome/goal? Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent.

Include criteria, procedures and timelines, such as:

WHAT – What change will we see in the activity/behavior/skill, stated in the outcome/goal as a result of the intervention?

HOW - What data collection strategies will be used to evaluate and record progress?

WHEN - What is the recommended frequency/timeline for collecting the information? When will it be reviewed and used for decision making?

BY WHOM - Who on the team, including the family, is going to be responsible to collect data?

At IFSP reviews, this information should be used to determine:

- *The degree to which progress toward achieving the results or outcomes/goals identified in the IFSP is being made*
- *Whether modifications or revisions of the expected results or outcomes/goals, instruction/teaching strategies or Early Intervention services identified in the IFSP, are necessary.*

Data should be presented in a manner that is understandable to parents/caregivers and describes progress in specific, functional terms.

Service Coordination activities could be documented here.

After reviewing the outcome/goal and progress monitoring data, we, the team, have decided: (Check one)

- We still need to work toward this outcome/goal. Let's continue with what we have been doing.
- We still need to work toward this outcome/goal. Let's discuss new ways to get there.
- Our situation has changed; we no longer need to work on this outcome/goal.
- We are satisfied that we have finished this outcome/goal. *Fill in "Date Outcome/Goal Completed" above.*
- Other:

Use this section to update child progress and provide families with periodic updates. Any revisions to the Outcome/Goal can be made to the appropriate sections.

Date of review: _____

Measurable Result/Outcome/Goal – **Optional** **Service Coordination Outcome/Goal**

Activity/behavior/skill in everyday life, identified by the family and the Tracking team, that they would like to see happen. Includes information on the routine/activity of the family, community, or early childhood setting where the behavior/skills will be incorporated. Should address the child's needs identified in the evaluation and the priorities of the family. Be functional and measurable to provide a framework for ongoing progress monitoring.

Outcome/Goal:	Date outcome/goal developed:	Date outcome/goal completed:
Outcome/Goal Statement: <i>This outcome/goal statement can be used when the family needs Service Coordination support to access needed services, meet their priorities, and/or gain confidence and competence. It should be used if the oversight of the plan or the activities needed extend beyond coordinating and monitoring services or the activities are not easily included in other areas of the plan. There could also be a very specific outcome/goal related to assistance to support the family in meeting their needs.</i>		
What will occur to reach the outcome/goal?	<i>This should include the Service Coordinator and family's individualized steps and activities to meet the outcome/goal statement. It should also include support provided to the family and informing them of appropriate community resources.</i>	

After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:
We still need to work toward this outcome/goal. Let's continue with what we have been doing. We still need to work toward this outcome/goal. Let's discuss new ways to get there. Our situation has changed; we no longer need to work on this outcome/goal. We are satisfied that we have finished this outcome/goal. Fill in "Date Outcome/Goal Completed" above. Other:
<i>Use this section to update progress and provide families with periodic updates. Any revisions to the Outcome/Goal can be made to the appropriate sections.</i>
Date of review: _____

V. Early Intervention Services

Early Intervention Service ¹	Location ²	Start Date ³	Delivered Date Needed	Actual Delivered Date	Service End Date	Frequency up to a Maximum	Session Duration ⁴	Unit Costs ⁵	Estimated Total Costs
	"Home", "Community" or "Other"	The date the IFSP is developed and the parent has provided consent.		The date the child received the service. If actual delivered date is more than 14 days from start date, document the reason for the delay.		Frequency of service per 7 days, per 14 days, per 30 days, per 60 days or per 90 days.	Length of session – reflect in units; 1 unit = 15 minutes	Cost per unit of this service	Total Cost of this service per year
Contact Person & Phone Number:					Agency:				
Service Comments: Include any additional service details if needed/relevant.									

¹All services will be on an individual basis unless otherwise indicated within the plan here and/or in the service page.

² If IFSP services/supports are not being provided in a natural environment or an inclusive environment, complete the sections titled "Participation with Typically Developing Children".

³ If an early intervention service is projected to start later than 14 calendar days after the Start Date, a justification of the later date must be documented in the Service Comments section.

⁴A unit is equal to 15 minutes.

⁵This child's Infant/Toddler early intervention services may be funded through state, Medical Assistance or Infant/Toddler and Family Waiver funds.

VI. Participation in Early Childhood Environment

Is the child currently attending a regular early care and education program?

(Early care and education programs include, but are not limited to: Early Head Start, Head Start, preschools, or child care. Attendance at an early childhood program need not be funded by early intervention funds.)

If Yes, how many hours per week does the child spend in the regular early childhood program?

Enter the time the child is in an early childhood education setting including time the child is receiving any Early Intervention services in the early childhood education setting.

VII. Participation with Typically Developing Children

Explain why and to what extent the eligible child does not receive early intervention services in their natural environment. Include in what environment the child will receive early intervention services, the reason for this placement, and ways to maximize the opportunities for the child to participate with typically developing peers in natural/inclusive environments.

If all services are provided in the natural environment, include a statement that all Early Intervention services are provided in the natural environment. If services/supports are not being provided in natural environments, include the justification for the determination that services/supports not be provided in the natural environment.

The availability of services, child's disability, or program issues are not an appropriate rationale for not providing services/supports in natural environments

VIII. Revisions to the IFSP

Date of Revision(s)	Name and Role of Team members involved in the Revision	IFSP Section(s) Amended	Reasons For Revision

IX. Transition Plan

A transition plan should be completed for children as identified in the Special Considerations section.

This plan should be written in conjunction with the team as part of an IFSP team meeting. It should be reviewed and updated as needed, and will be reviewed at the required transition meeting. For children at the age to transition, the parent should be made aware that basic child information is transmitted to the receiving program for child find purposes. With parental permission, further information is exchanged between the programs to ensure a smooth transition for the child, including the most recent evaluation and assessment of the child, and the IFSP.

Transition Outcome/Goal:

Team should develop an overall outcome/goal based on the individual child and family needs for transition; both to Preschool Early Intervention and/or out of Infant/Toddler Early Intervention to the community. It should describe an activity, behavior or skill that is identified by the family and team. The transition outcome will include the routines, activities and unique needs of the child and the priorities of the family within their natural learning environments, whether it is at home, in the community, or in an early childhood education setting.

What is happening now? What information and child and family considerations should be shared with the team in order to better prepare for transition?

Specifically related to this transition outcome/goal, give a description of current status of activity/behavior/skill stated in the outcome and how it impacts on the child/family/caregiver/early childhood educator routines and/or activities. In what community programs, activities or early childhood programs does the child currently participate? How are services delivered?

Activities/Services Designed to Ensure a Smooth Transition In Early Intervention

The plan should include at least the following:

1. Discussions with the parent regarding future support and other matters related to transition;
2. Steps to prepare the toddler/young child for changes based on developmental needs, including activities to help the adjustment to and participation in new settings;
3. Steps to ensure a smooth transition, including sharing of information, and convening a meeting with the family, preschool EI program and/or community provider at least 90 days and up to 9 months prior to the child's 3rd birthday.

Individual Activities should support transition of the child and family and include things such as:

- *Action Steps to support the transition of the child as identified by the IFSP team.*
- *Strategies/supports needed by the infant/toddler and his or her family*
- *Discussions with families/parents regarding early childhood education options and other matters related to the transition of their child*

Questions IFSP team might consider:

- *What type of programs or experiences would the family consider if the child did not have a developmental delay or disability?*
- *In what programs and activities do the child's siblings and neighbors participate?*

- *What makes current experiences successful for the child? Are there any challenges?*
- *How can the family continue to support their child's development once they exit Early Intervention?*

Also include steps to exit the Early Intervention program so families know what to expect. Steps to exit the Program include:

- *Timeframes related to transition as the child exits the Infant/Toddler Early Intervention Program*
- *Other steps which will vary depending on the program to which the child is transitioning:*

Information should be specific to the child and family, and should document the sharing of information, as well as all activities and specific steps that occur related to transition. It should include information related to all aspects of transition, not just the transmission of information or skills needed by the child.

Transition Plan Dates

Transition plan initially developed on (MM/DD/YYYY):

Date transition notification letter sent (MM/DD/YYYY):

Transition meeting held on (MM/DD/YYYY):