

Child's Name:
Local Program:

Date of Birth:
Local ID#:

Office of Child Development and Early Learning



Infant / Toddler Tracking Plan – with Annotations

Meetings for the Tracking Plan

Date meeting(s) held	Purpose Of Meeting(s) (Ex.: Initial Tracking Plan, Other Update)

Demographics

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:	

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Measurable Result/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. 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>This should reflect the overall goal of tracking a child's development, providing regular developmental screenings and supporting a child's overall development. It also includes support provided to the family and informing them of appropriate community resources.</i>		
What will occur to reach the outcome/goal? <i>This should include the team's individualized plan for tracking the child's development, including the frequency with which the Service Coordinator contacts the family, method of screening (home visit, mail, phone call) and the screening tool to be used.</i>		

After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:
<i>This should include screening tool used, results, any actions taken based on the results, and any next steps. This section can also be used to indicate the date a screening tool was sent to a family if it was not returned.</i>
Date of Review:

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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 Cost ⁵	Estimated Total Cost ⁵
Service Coordination (Home/Comm)									
Contact Person & Phone Number:					Agency:				
Service Comments:									

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

² If early intervention 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.

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

Information on this page will pre-populate on the printed Tracking Plan from the service page in PELICAN EI.

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Revisions to the Tracking Plan

Date of Revision(s)	Tracking Plan Section(s) Amended	Reasons For Revision

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Transition Plan

The Transition Plan is for optional use with children enrolled in Tracking. This plan should be written in conjunction with the family and should be used to support the child's transition out of Early Intervention Tracking Services. Children enrolled in Tracking will only have a meeting with a Preschool Early Intervention Program if specifically requested by the family and coordinated by the Infant/Toddler Service Coordinator.

Transition Outcome/Goal: *Team should develop an overall outcome/goal based on the individual child and family needs for transition out of Early Intervention. 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 learning setting. What type of programs or experiences are the family considering? In what programs and activities do the child's siblings and neighbors participate?*

Transition Document Dates

Date transition notification Sent (MM/DD/YYYY):

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

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

Transition plan updated on (MM/DD/YYYY):

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 the child's development and how it impacts on the child/family/caregiver/early childhood educator/early learning practitioner's routines and/or activities. In what community programs, activities or early childhood programs does the child currently participate? What makes these experiences successful for the child? Are there any challenges? How can the child's continued development be supported in the community?

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, or school district at least 90 days and up to 9 months prior to the child's 3rd birthday (infant/toddler) or by February 28 of the current program year for preschool EI.	Person Responsible	Date To be Completed	Actual Completion Date
<p><i>Include both the steps to exit the Early Intervention program, as well as the supports identified as needed.</i></p> <p><i>Steps to exit the Program can include:</i></p> <ul style="list-style-type: none"> <i>Transmission of additional information to another program, if applicable, such as the most recent screening information, evaluation, or assessments. (with parental consent)</i> <i>Gathering child progress measurement information, and reviewing with family</i> 			