

# Wisconsin Birth to 3 Early Intervention Program

## IFSP Development

2010



# IFSP Content



*Birth to 3*

\_\_\_\_\_ County Birth to 3 Services

## Individualized Family Service Plan

CHILD: \_\_\_\_\_  
BIRTHDATE: \_\_\_\_\_



Service Coordinator: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

Referral Date: \_\_\_\_\_ Initial IFSP Date: \_\_\_\_\_  
Number of Days between Referral and Initial IFSP Dates: \_\_\_\_\_

IFSP Review Due Date: \_\_\_\_\_

IFSP Review Date(s): 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_  
4) \_\_\_\_\_ 5) \_\_\_\_\_ 6) \_\_\_\_\_  
7) \_\_\_\_\_ 8) \_\_\_\_\_ 9) \_\_\_\_\_

HFS 90.10(7), HFS 90.10(5)(e)  
Revised: 6/06



# The IFSP is...



- A dynamic process
- A way to empower families and build a trusting relationship with parents throughout the process
- An agreement about what is important and how services and supports will look for each family
- Required elements
- Form is designed to follow the process



# What we know about child learning- Context



... Learning and development occurs more rapidly in young children when they are engaged in activities of interest to them, thus creating opportunities for them to practice existing skills, explore the environment and learn new skills.



# Contextualized Intervention/Gathering Assessment Information to Inform IFSP



Tools to help us start with where the family is at:

- **RBI – Robin McWilliam**
- **Coaching/Contextually-mediated practices – Rush & Shelden**
- **CORE**



# Routines Based Interview™

## What is it?



- A way to gather information about the child and family's everyday routines and activities and the child's behavior and interactions with others in those contexts.
- A practice which informs us about the family's formal and informal supports.
- A way to help families identify meaningful, functional outcomes
- Identifies opportunities to enhance participation and learning in natural environments.

# Discuss each routine using the following elements:



1. What the child does at that time
2. What everyone else is doing
3. How the child participates (engagement)
4. What the child can do on his or her own (independence) during this activity/time of day
5. How the child communicates and gets along with others (social relationships)
6. How well this time of the day is working for the parent (satisfaction rating)

# When is an RBI done?/Who participates?



## Team Considerations:

- Prior to IFSP meeting
- When the team and family determine it is needed as part of ongoing assessment
- Could be completed with the family and service coordinator, could be completed with the family and person with primary relationship

## Related Links



- <http://www.siskin.org/index.php?sid=109>
- <http://naturalenvironments.blogspot.com/>
- <http://www.nectac.org/topics/families/families.asp>
- <http://dhs.wisconsin.gov/bdds/b3etn/2009/200907/index.htm>
- <http://www.fipp.org/>
- <http://www.coachinginearlychildhood.org/>

# More tools for getting to know families (by Rush & Shelden)



- **ABC Matrix (Asset-Based Context Matrix)**
- **Activities Checklist (Early Preschool Interest-Based Everyday Activity Checklist)**

# IFSP Content



**TELL US ABOUT YOUR FAMILY** - Date: \_\_\_\_\_

|  |  |
|--|--|
| <p>What is going well for your child and family right now? (e.g., activities, routines, times of day, relationships)</p> | <p>What is your family concerned or interested in learning more about?</p>                   |
| <p>People or supports that are helpful to your family:</p>   | <p>What are some activities you enjoy doing with your child and family?</p>                  |
| <p>What would you like to see happen for your child and family in the next six months?</p>                               | <p>What activities or times of day are difficult or stressful for your child and family?</p> |



\*HFS 90.09 (2)

# Summary of Development



## SUMMARY OF ALL DEVELOPMENTAL AREAS\*

(For use with the Early Intervention Team Report and IFSP. Include tools, strategies, and locations.)



Name \_\_\_\_\_ Date: \_\_\_\_\_  
 Birth date \_\_\_\_\_  
 Age at evaluation \_\_\_\_\_ Adjusted Age \_\_\_\_\_

### PHYSICAL DEVELOPMENT

**HEALTH** (Includes Medical, Dental, Nutrition):

**VISION/HEARING** (Screening, Glasses, Hearing Aids, History of Ear Infections):

**FINE MOTOR** (Use of Hands and Upper Body, Sensory):

**GROSS MOTOR** (Quality and Function of Movement, Equipment/Devices):

\* HFS 90.08(7)(b); HFS 90.08(7)(c); HFS 90.08(7)(b)(1); HFS 90.10(5)(a)

## SUMMARY OF ALL DEVELOPMENTAL AREAS\*

(For use with the Early Intervention Team Report and IFSP. Include tools, strategies, and locations.)



**COMMUNICATION** (Understanding, Expression, Intelligibility, Use of Language)

**COGNITION** (Thinking, Play Skills, Sensory)

**SOCIAL EMOTIONAL** (Engagement, Response to Caregivers, Coping, Sensory)

**SELF-HELP** (Feeding, Dressing, Toileting, Sleeping)

\* HFS 90.08(7)(b); HFS 90.08(7)(c); HFS 90.08(7)(b)(1); HFS 90.10(5)(a)



# Another Way to Look at Development Across Domains



- **Integrated Development**
  - Positive Social Emotional Skills
  - Child's Use of Knowledge and Skills
  - Child's Independence & Ability to Meet own Needs





# Writing Outcomes



- Consider why the outcome is important to the family ( functional, meaningful)
- State how the outcome will be measured, state an end point that can be observed/measured concretely

# Functional, Participation-Based Outcomes



## CONTEXT— CONTEXT-- CONTEXT

- Family-friendly language
- Reflect a discussion about family routines or activities
  - Participation in every day activities of interest to child and family
- Include parent priorities and information gained from assessments/RBI.
- Integrate information across developmental domains

Red Flag “PT goal”, or an “OT goal” or a “Speech Goal”

Tips and Techniques for Developing Participation-Based  
IFSP Outcomes

# Examples



- Domynic will say two words so that he is not frustrated. (Decontextualized, skill-based)
- Domynic will join his family to eat during mealtimes and he will let his mom, dad, and siblings know what he would like to eat. (Context, activity-based, routine)
- Domynic will have happy car rides to and from the grocery store. (Context, activity-based, routine)

# IFSP Content: Outcomes



CHILD AND FAMILY OUTCOME\* Date: \_\_\_\_\_



|  |
|--|
| <b>We want:</b> (What will happen or change?)  |
| <b>So that:</b> (Why is this important?)   |
| <b>What is already happening?</b> (What is the child doing now? What has been tried? What is working?) |
| <b>We will know we are successful when:</b> (What can we measure?)                                     |

| What will happen within the child and family's everyday routines and activities and places? | Notes |
|---|-------|
|   |       |
|   |       |
|   |       |
|   |       |

Date(s) Reviewed: \_\_\_\_\_

Describe progress toward outcome:

Check one:  Accomplished  Continue  Other: \_\_\_\_\_



\* HFS 90.10(5)(c)

# Connecting Outcomes to IFSP Services



- **When outcomes are based on activities and family routines, they are more integrated into a family's life than a discipline specific, skill-based outcome.**
- **Activities-based, contextualized outcomes allow for discussion and consideration about who the best person might be to work with the family**

# Identifying IFSP Supports



## EARLY INTERVENTION SERVICES TO HELP 'S DEVELOPMENT

| BIRTH TO 3 SERVICES  |                 |          |            |           | Date:           |
|----------------------|-----------------|----------|------------|-----------|-----------------|
| Services             | Start/End Dates | Location | Frequency* | Intensity | Funding Sources |
| Service Coordination |                 |          |            |           |                 |
|                      |                 |          |            |           |                 |
|                      |                 |          |            |           |                 |
|                      |                 |          |            |           |                 |
|                      |                 |          |            |           |                 |
|                      |                 |          |            |           |                 |



If a service will not be provided in a natural environment, please attach a plan with steps to be taken to get back to a natural environment.

| NEEDED MEDICAL AND OTHER SERVICES   |               |             |                |
|---|---------------|-------------|----------------|
| <small>(These are resources, supports or services that assist the family but are not funded by Birth to 3.)</small> |               |             |                |
| SUPPORTS NEEDED   | WHO WILL HELP | STEPS TAKEN | FUNDING SOURCE |
|   |               |             |                |
|   |               |             |                |
|   |               |             |                |

IFSP Team discussion found that no medical or other services were identified at this time.  
Comments:

\_\_\_\_\_

\_\_\_\_\_

\* HFS 90.10(5)(d)

# Research Related to Multiple Providers



From Jan. 2010 Leadership Event with Rush & Shelden

**“The more [decontextualized, skill-based] services the child and family received, the less satisfied the respondents were with early intervention.”**

**“The total amount of child and family services received was negatively related to both personal and family well-being; the poorer parent and family functioning.”**

(Dunst, Brookfield, & Eipstein, 1998)

# Coaching Practices



- An interactive style of adult learning that builds **competence** and **confidence** of the learner.
- Within the **context** of family, community and early childhood setting.
- Now and in the future– **building capacity** of the learner.
- Large body of **research** to support coaching and parent engagement as assurance that child learning and desired outcomes will occur

<http://www.fippcase.org>

Frequently Asked Questions Document:

<http://www.waisman.wisc.edu/birthto3/ARRA.php>

# Natural Environments



- Family home
- Child care setting
- Preschool program
- Community playgroup
- Head Start
- Library story hour
- Grocery store
- Park
- Mall
- Other locations determined by the family



# Locations



## JUSTIFICATION FOR SERVICES PROVIDED IN LOCATIONS OTHER THAN NATURAL ENVIRONMENTS\*



Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

List services and activities provided in a setting other than the child's natural environment:

Team recommendation, explaining why this outcome cannot be met in the child's natural environment:

How will the outcome be met in this setting?

What activities will be provided to include this outcome in the child's home and community environment?

When will services be provided in the child's home and community environment (time frame)?



\* HFS 90.11(5)(a)

# Transition Planning



**TRANSITION PLAN FOR** \_\_\_\_\_ **Date:** \_\_\_\_\_

A transition is any major event that impacts a child and family, such as moving out of county or state, moving into or between programs, coming home from the NICU, changing a child care situation, or turning 3.\* For children turning 3, this page is to be filled out by 2 years 3 months.

What kind of transition is this? \_\_\_\_\_

What does your family want and hope for your child for this transition?  
 \_\_\_\_\_  
 \_\_\_\_\_

Date(s) of transition planning discussions: \_\_\_\_\_

Who participated in these discussions and what options were discussed?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**NEXT STEPS**

| Who will do what? | When? |
|-------------------|-------|
|                   |       |
|                   |       |
|                   |       |
|                   |       |

If referring to public school system:  
 Family given "Step Ahead at Age 3".  
 Non-identifying, confidential information forwarded to school district. Date: \_\_\_\_\_  
 Transition Planning Conference held and Preschool Options discussed. Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 Referral made at least 90 days before 3<sup>rd</sup> birthday. Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_

\* HFS 90.10(5)(f)

# Important Caveats



Parents view providers as the “experts”

“Fix it! More is better” This point of view could create caregiver dependence on providers

More is better! Especially more learning opportunities throughout the day when caregivers feel equipped/empowered so that children can participate in everyday family routines and activities, or classroom/child care routines and activities



# Other Considerations



- What is the parent's learning style?
- How can we include siblings, other children in the childcare, neighborhood children?
- How can we relieve the family from idea of needing to “get ready for therapy”?
- How can we use a “hands on” approach to empower a parent?