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- **Finding Our Common Ground:**
- **Supporting Young Children with**
- **Disabilities in Our Communities**
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**Individual Family Service Plan
(IFSP)**

**Individual Education Program
(IEP)**

October 23, 2009





IFSP/IEP

Birth to 3 Training and
Technical Assistance Website

www.waisman.wisc.edu/birthto3/

The Link: Preschool Options and the IEP

www.preschooloptions.cesa10.k12.wi.us

Collaborating Partners

<http://www.collaboratingpartners.com/>



What is Birth to 3? Mission Statement

- The Birth to 3 Program is committed to children under the age of three with developmental delays and disabilities and their families.
- We value the family's primary relationship with their child and work in partnership with the family.
- We work to enhance the child's development and support the family's knowledge, skills, and abilities as they interact with and raise their child.





Purpose of Birth to 3

- Serve infants and toddlers (birth to age 3)
- Provide resources, supports and services to meet the child's developmental needs
- Address family needs related to their child's development

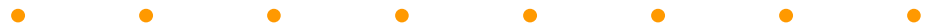
-HS90





Birth to 3 Components

- Referral/Evaluation/Assessment
- Individualized Family Service Plan (IFSP)
- Service Coordination
- Procedural Safeguards/Family Rights
- Provision of Services, Resources & Supports
- Transition Planning



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: **Purpose of Special Education
for Ages 3 through 5**

- Provide service to children with disabilities who are need of special education
- Provide specially designed instruction so that children who receive services have access to the general curriculum.



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Purpose of IEP

Vehicle for providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) for children with disabilities age 3 through 5



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Purpose of IEP

Provides special education and related services for young children when a disability is effecting the child's educational performance, for example:

- Health and Physical Development
- Social Emotional Development
- Language and Communication Development
- Cognitive (knowing skills) Development





Purpose of IEP

- Special education and related services are provided at no cost to the family, to the same standards as other children.
- Special education and related services are provided with other children who do not have disabilities to the maximum extent appropriate.





Eligibility for Birth to 3

- **Diagnosed Condition**
 - physical or mental condition which is likely to result in delayed development
 - 50% or higher probability of resulting in developmental delay
- **Developmental Delay**
 - 25% or -1.3 S.D. below the mean
 - One area of development (motor, communication, cognitive, adaptive, social emotional)
- **Atypical Development**

(-HS 90)





Disability Categories 3-5

- Cognitive Disability (CD)
- Specific Learning Disability (SLD)
- Emotional and Behavioral Disorder (EBD)
- Speech & Language/Communication Disorder
- Other Health Impairment (OHI)
- Hearing Impairment (D/HH)
- Visual Impairment (VI)





Disability Categories 3-5

- Autism
- Traumatic Brain Injury (TBI)
- Orthopedic Impairment (OI/ physical disability)
- Significant Developmental Delay (SDD)

*3 through 5 years only (current revisions are proposed to match the federal age limit of 3 through age 9 years)





The IFSP is...

- A fluid/dynamic process
- A way to empower families and build a trusting relationship with parents
- A mechanism for interagency collaboration between a family & B-3
- An agreement about what is important and how services will look for each family





The IEP is a...

- Communication Vehicle
- Mutual Agreement
- Commitment of resources
- Management tool
- Monitoring document
- Evaluation tool





The Written IFSP...

- The interactions, collaborations, and partnerships between families and professionals that are necessary to develop and implement the IFSP are what is most important.
 - McGonigel & Johnson, 1991





The Written IEP is.....

The communication vehicle between parents and school personnel who are EQUAL PARTNERS in the PROCESS of developing the IEP





IFSP/IEP Meeting Process



Team Membership



• : Parent Participation in the IFSP AND IEP

- Parents are full team members and informed decision makers
 - Parental Rights and Procedural Safeguards
- In all aspects of the program
 - Eligibility
 - IFSP/IEP development and review
 - Services





IFSP Team Membership

- Parent*
- Other family members requested by parents
- Service coordinator*
- Advocate requested by parents (could be child care provider)
- At least 1 qualified person who participated in the eval/assessment*
- At least 1 professional with expertise in*
 - assessment of typical development/
 - child development and program planning*
- Other service providers
 - *required members





IEP Team Membership

Required Involvement:

- Parents
- General Educator
- Special Educator
- Local Education Agency Representative (special education director, principal or another appointed representative)





IEP Team Membership

Others as appropriate:

- Birth to 3
- Child Care/Preschool
- Social Services
- Medical Services
- Parent Advocates
- Others.....





IFSP/IEP Team Roles





IFSP/IEP

- **All** members of the team have important information to share during the meeting.
- Listen and share ideas respectfully – value participation of each member.
 - Provide necessary information to team members prior to IFSP/IEP meeting
 - Come to IFSP/IEP team meetings with information, expertise and ideas; not preconceived definitive decisions about outcomes/goals and services.
 - Allow the team to make decisions regarding outcomes/goals and services.





IFSP Team Member Roles

- **Parent** - Interpreter of child's behavior, participant in the evaluation, validate the evaluation activities, provider of information
- **Service Coordinator** - Development, Review & Evaluation of IFSP, inform family of parent and child rights, make appropriate community referrals, coordinate with Health Care & child care providers
- **Other team members** - Work with service coordinator and family to revise IFSPs (6 month, annually, as requested) Provide information to team prior to IFSP, evaluation report, clinical opinions





IEP Team Member Roles

- Parents required involvement and participation in evaluation, development of IEP and placement decision
- General Educator required involvement in development, review and revision of the IEP





IEP Team Member Roles

- Special Educator required involvement in evaluation, development, implementation measurement of progress, and placement decision.
- Local Education Agency Representative commits Local Education Agencies resources for the implementation of the IEP





IFSP Content

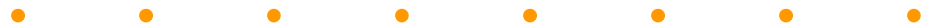
- Developmental status
 - Cognitive
 - Physical – vision, hearing & health
 - Communication
 - Social emotional
 - Adaptive/self-help
- Summary of the family's resources, concerns and priorities related to enhancing the child's development
 - Voluntary, with parent permission only





IFSP Content

- Statement of expected outcomes
 - (Criteria, procedures, timelines)
- Developed from...
 - needs occurring in the family's routines
 - evaluation and assessments of a child's current level of functioning.





IFSP/IEP Elements





IFSP Elements

- Developmental status
 - Cognitive
 - Physical – vision, hearing & health
 - Communication
 - Social emotional
 - Adaptive/self-help
- Summary of the family's resources, concerns and priorities related to enhancing the child's development





IFSP Content

- Statement of expected outcomes
 - Criteria, procedures, timelines
 - We want..., so that..., what is already happening..., We will know we are successful when
- Developed from...
 - needs occurring in the family's routines
 - evaluation and assessments of a child's current level of functioning.





Types of IFSP Outcomes

- Activities present and future related to a child's development
- Participation in the community
- Support to the family to enhance their child's development
- Identification of natural supports and professional/paid supports
- Attaining basic needs



Reference: Rosenketter & Squires, Young Exceptional Children V. 4 No. 1





IEP Content

Joint Decisions Regarding:

- Child's strengths and needs
- Child's goals and
- Extent of child's participation in the general curriculum and the environment





IEP Joint Discussions

- What is the child doing now (Present Level of Academic Achievement and Functional Performance)?
- What should the child be doing (Goals)?
- How are we going to get there (Objectives)?
- How will we measure and report progress?
- What special education services does the child need to meet the goals? What related services?





IEP Joint Decisions cont.

- Consideration of Least Restrictive Environment
- Consideration of the extent the child will participate in the general curriculum and the general environment





IEP Elements

- Eligibility
- Need for Special Education
- Present Level of Academic Achievement and Functional Performance
- Goals
- Objectives/Benchmarks
- Measurement of progress toward meeting goals
- Reporting progress toward meeting goals





IEP Elements Continued

- Determination of Special Education and Related Services, frequency, location, duration
- Determination of Least Restrictive Environment
- Extent of participation in general curriculum and environment





IFSP/IEP Placement Decisions





IFSP Natural Environments

- **Locations**

..to the maximum extent appropriate, early intervention services are provided in natural environments; and the provision of early intervention services for any infant and toddler occurs in a setting other than the natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddlers in a natural environment.

(HS 90)





IFSP Service Locations

- Family home
- Child care
- Preschool program
- Park
- Parent/child play groups
- Head Start
- Library story hour
- Mall
- Grocery Store
- Church/Synagogue
- Others



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IEP Least Restrictive Environment

Each district must provide a continuum of placement options for young children with disabilities. Part B, 34 CFR 300.115 (a)



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IEP Least Restrictive Environment

For all children even in the smallest of school districts. 34 CFR 300.114 (a)(2)(i)

- Placement in other preschool programs operated by public agencies

- Placement in private school programs

- Locating classes in regular elementary schools





IEP Preschool Options

- General Education Settings
 - 4 year old kindergarten
 - 5 year old kindergarten
 - Title I Preschool
 - Licensed Child Care and Preschools
 - Head Start
 - Any combination of the above



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IEP Preschool Options

Continued

- Special Education Settings
 - Home
 - One to One services outside the Home
 - Part time General Education; Part time Special Education
 - Self-Contained Classroom
 - Residential Facility
 - Separate School





IFSP Service Identification

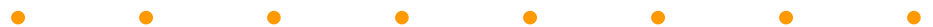
- The IFSP team comes to an agreement about how services will look and designs services uniquely for each child and family.
- Who is the best team member to help address the current outcomes? This person will serve as the family's **Primary Service Provider**. How often will visits occur, how much support and coaching do parents need?
- The team must also consider other alternatives needed to meet outcomes.
 - Natural supports
 - Other community, social, and health services



• : IEP Least Restrictive Environment (LRE) - Preschool Options

The discussion begins with these questions:

- Where does this child spend time during the day?
- Where do typically developing children this child's age spend their day in this community?
- Can the child's goal and objectives be addressed with the use of supplementary aids and services (special education and related services) in settings with same age peers?
- What other settings for service delivery would address the child's goals and objectives?





Birth to 3 Service Provision

- Early intervention professionals work with primary caregivers (e.g., parents and child care workers)
- Professionals emphasize the importance of parent-child interactions during regular routines for maximizing the child's progress.
- Professionals coordinate their services through consultation with each other and through co-visits
- Team will agree to a system of communication, especially when only one parent can be present, or when child is in daycare full-time

Reference: Rush and Shelden, Case in Point, 2008





IFSP Revisions and IEP

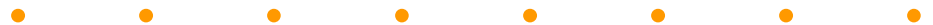
Reviews





IFSP Revisions

- The initial IFSP may look very different than the IFSP developed 6 months or a year after the child is in the program.
 - We recognize that a lot can change over the course of 6 months in the life of a child under 3
 - Team can agree to meet prior to 6 month requirement
 - IFSP update or revision requires at the minimum the parent and service coordinator



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IEP Review and Re-Evaluation

Any member of the IEP team may request a review of the IEP at any time.

The IEP **MUST** be reviewed at least annually.





IFSP/IEP Transition Plan

- IFSP includes transition plan (HS90)
 - Document steps on IFSP
 - Send Notification to School District
 - Host a Transition Planning Conference
- Transition Planning Conferences
 - At least 90 days before 3rd Birthday
 - school personnel invited to attend
 - Transition Resources
 - <http://www.collaboratingpartners.com/transcolla.htm>





It's the Law...IDEA

- Part C Birth to 3
Natural Environments
- Part B Section 619
3 through 5 year olds
A full continuum of alternative placements





The IEP and the IFSP are:

- About improved outcomes for children
 - As members of families, schools and the community.
- Parts of IDEA
- Much more than just FORMS
- They must be viewed as a PROCESS





Next Steps... Referrals

- All Counties provide Birth to 3 Services
- All School Districts are required by law to serve children 3-21 with a disability
- If you have concerns start by sharing these concerns with the parents
- If you and the family agree a referral is appropriate, contact the Birth to 3 agency or School District where the child resides

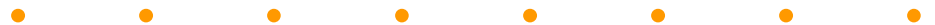




Important Resources to Know About

Please see handouts:

- Wisconsin First Step
- Regional Centers for Children and Youth with Special Health Care Needs
- Wisconsin FACETS
- Child Care Resource & Referral





Thank You!

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