

**Individualized Family Service Plan (IFSP)**

Meeting date: 01/29/14

Child's Name: \_\_\_\_\_ Gender: M Birthdate: \_\_\_\_\_ SSID #: \_\_\_\_\_

Parent(s)/Guardian: \_\_\_\_\_

Service Coordinator: \_\_\_\_\_

Resident School District: L \_\_\_\_\_

IFSP date	01/29/14
Eligibility date	02/01/12
Review date(s)	
Annual review date	08/31/14

**EI/ECSE Services**

Service	Method	How Often	Location	Start Date	Stop Date
Specialized instruction in social and expressive communication skills	Direct	3 hours, 4 times/week	Preschool	01/29/14	06/10/14
Who will do this? Preschool Staff		Who will pay?			
Consultation to preschool to provide specialized instruction in social and expressive communication skills	Consultation	1 hour, 1 time/month	Preschool	01/29/14	06/10/14
Who will do this? EI/ECSE Specialist		Who will pay?			
Consultation to parents to provide specialized instruction in social and expressive communication skills	Consultation	1 hour, 1 time/month	Home	01/29/14	06/10/14
Who will do this? EI/ECSE Specialist		Who will pay?			
Speech / Language Therapy	Direct	25 min, 1 time/week	Preschool	01/29/14	06/10/14
Who will do this? Speech Language Pathologist		Who will pay?			
Service Coordination	Consultation	60 min, 2 times/year	Preschool	01/29/14	08/31/14
Who will do this? EI/ECSE Specialist		Who will pay?			

**Other (non EI/ECSE) Services**

None Identified

Are EI services in the child's natural environment? na If not, please explain:Enter hours **per week** child attends an early childhood program 10  
*group child care, Head Start, community preschool; see definitions in the IFSP instructions*Enter hours **per week** ECSE services **will** be provided with typical peers in an early childhood program: 9.50Enter hours **per week** ECSE services **will not** be provided with typical peers in an early childhood program: 0.50If ECSE services **will not be** provided with typical peers in an early childhood program, explain the reason(s) for not providing services with typical peers:

Matthew's individual speech therapy time provides him with minimal distractions so he can focus on specific speech sounds he needs to learn without hearing competing sounds. This will enable him to make progress on his goals.

Child Name: Matthew

Birthdate:

Meeting date 01/29/14

Parents will be informed of the child's progress toward annual goals. Review Schedule:

☒ Six month and annual review ☐ Other review schedule

How will progress be reported to parents?

Notes by e-mail with ideas and suggestions, progress notes added to IFSP and annual Assessment, Evaluation and Programming System (AEPS).

Parents or any IFSP member may request an IFSP meeting at anytime, regardless of when the most recent IFSP occurred.

Name: Matthew J

Birthdate:

Meeting date: 01/29/14

## Early Childhood Special Education

### Supplemental services, adaptations and accommodations

None Needed

### Modifications or support for program personnel

None Needed

### Consideration of Special Factors

1. Does the child's behavior impede his/her learning or that of others?  
☒ No ☐ Yes, strategies to address behavior are included in the IFSP
2. Is the child **blind or visually impaired**?  
☒ No ☐ Yes, pre-reading and writing needs addressed in the IFSP and evaluation is attached
3. Does the child require **assistive technology** devices and services?  
☒ No ☐ Yes, services addressed in the IFSP
4. Is the child or the child's family **limited English proficient**?  
☒ No ☐ Yes, limited English proficiency needs are addressed in the IFSP
5. Does the child have **communication needs**?  
☐ No ☒ Yes, communication needs are addressed in the IFSP
6. Is the child **deaf or hard of hearing**?  
☒ No ☐ Yes, communication needs are addressed in the IFSP
7. Does the child require **extended year services**?  
☒ No ☐ Yes ☐ Maybe, collect data and determine later

Child Name: , Matthew J

Birthdate:

Meeting date: 01/29/14

## Developmental Information

### The child's strengths and interests:

Matthew is an adorable, energetic boy who is curious about his world. He likes to know how things work and loves to ride his bike and play outside. He also enjoys playing games with his family, creating projects and imaginary/pretend with his sister. He follows routines well at preschool and is making friends.

### How the child's disability affects participation in appropriate activities:

Matthew's language delay impacts his ability to communicate in a way that others can understand him.

### Information considered in developing this IFSP:

- ☒ Parent input and observations
- ☒ Staff input and observations
- ☐ Most recent evaluation dated
- ☒ Other (specify): Assessment, Evaluation and Programming System 1/20/14

**Health Status:** Health, Hearing, and Vision Questionnaire completed 1/29/14. No health concerns reported by parent. Followed by Dr.

**Hearing Status:** Health, Hearing, and Vision Questionnaire completed 1/29/14. No concerns reported by parent

**Vision Status:** Health, Hearing, and Vision Questionnaire completed 1/29/14. No concerns reported by parent.

### Developmental Areas

Area	Can do	Needs to learn
Cognitive	Matthew identifies letters and numbers and is able to count with meaning. He enjoys figuring out how things work and putting things together. He is attentive to school activities. He is a good problem solver.	No IFSP goals needed in this area.
Adaptive	Matthew can wash his hands, use the bathroom and dress independently. He can brush teeth too. Matthew puts things away where they belong when asked most of the time. he eats a variety of foods.	No IFSP goals needed in this area.
Social or Emotional	Matthew likes to be with other people. Matthew can share and take turns and wait for a turn in a game. Matthew usually does what is asked and does not overreact or have a tantrum at school. Matthew shows a sense of humor. He is liked by other children.	Matthew will respond to disappointment appropriately
Gross Motor	Matthew can throw a ball overhand with direction, catch a large ball, stand on one foot for a second, walk on his tiptoes, hop forward on both feet, and run. Matthew can ride a bike with training wheels. He's very skilled at climbing and jumping.	No IFSP goals needed in this area.
Fine Motor	Matthew is holding a marker, crayon with a 3-finger grasp. He is cutting paper in two and starting to cut out shapes. He enjoys drawing and cutting at home.	No IFSP goals needed in this area.
Receptive Communication	Matthew can follow three step directions. Matthew can answer what and where questions.	No IFSP goals needed in this area.
Expressive Communication	Matthew uses long sentences (up to 10-12 words each) to comment, request, reject, take part in conversations, and talk about what he and others see and do. His speech is often difficult to understand. He does not yet use subject pronouns.	-improve overall intelligibility -use subject pronouns (I, he, she, they)

**Note:** For each item under needs to learn, there must be corresponding goals and/or objectives.

Name: Matthew J

Birthdate:

Meeting date: 01/29/14

## Goals and Objectives

### Social or Emotional goals

*What we want to happen (long term goal)*

*Criteria*

*Evaluation procedures*

Matthew will respond to disappointment appropriately (no pouting or tantrums)

observed 5 times

parent report,  
teacher report

*What the child will learn (shortterm objectives)*

when presented with a situation that could be disappointing, Matthew will choose a solution presented by an adult  
when presented with a situation that could be disappointing, Matthew will choose a solution on his own

*Is the progress sufficient to meet this goal?  
If not what changes are planned?*

*Review date*

*Progress made toward goal (base on the criteria and evaluation)*

### Expressive Communication goals

*What we want to happen (long term goal)*

*Criteria*

*Evaluation procedures*

Matthew will use speech that is understood by others

during conversation at least  
80% of the time

Language sample at least  
3x/year

*What the child will learn (shortterm objectives)*

Matthew will use speech that is:

- a) 60% intelligible
- b) 70% intelligible
- c) 80% intelligible

*Is the progress sufficient to meet this goal?  
If not what changes are planned?*

*Review date*

*Progress made toward goal (base on the criteria and evaluation)*

*What we want to happen (long term goal)*

*Criteria*

*Evaluation procedures*

Matthew will use pronouns

in conversation, correct use as  
appropriate per context in one  
20 minute language sample, 2x

Language sample at least  
3x/year

*What the child will learn (shortterm objectives)*

Matthew will use the following grammar:

subject pronouns: I, you, he, she, it, we, they

*Is the progress sufficient to meet this goal?  
If not what changes are planned?*

*Review date*

*Progress made toward goal (base on the criteria and evaluation)*

### Family Outcomes: Plan to Enhance Matthew's Development

(Family indicates that plan is not needed at this time: \_\_\_\_\_ )

The following assessments, tools and methods were used to gather information from Matthew's parent(s):

#### Structured Family Interview

1. Family priorities and concerns related to supporting the child's goals and objectives:

Matthew's family priority is for him to be better understood. His parents are concerned that it will be hard for him socially if his speech is not intelligible.

2. Family resources available and/or needed:

Parents are available for home visits to learn strategies. At home, Matthew becomes excited when he's playing and it makes him harder to understand. Family, teachers, EC specialist and speech therapist will all be working to help Matthew slow down.

Matthew is also starting in a speech program at the University

3. Steps to address the family's priorities and concerns. Include timeline and person responsible:

ECSE Specialist to provide monthly home visit to address calming strategies.

ECSE specialist will go over sensory supports during home visits

*Timeline:* Once a month home visits

Email notes between visits

Resources and materials as needed

*Person Responsible:* EI/ECSE Specialist

## Transition from Early Intervention

Transition notification to the ECSE Program and to ODE is tracked through ecWeb.

Check and list additional steps necessary to support the transition of the child and family from Early Intervention to Early Childhood Special Education or other services:

- ☐ Determine eligibility for ECSE;
- ☐ Provide parents with information regarding their child's transition, including possible future educational settings, timelines, and service delivery options; and
- ☐ Prepare the child and parent for changes in service delivery, including steps to help the child adjust to and function in the new setting or steps to exit from the EI program.

## Transition from Early Childhood Special Education

List the steps necessary to support the transition of the child and family from Early Childhood Special Education to school:

Prior to entrance in kindergarten, the following will occur:

Mathew will enter kindergarten the fall of 2014. Prior to entering kindergarten, the following will occur:

1. Early Childhood CARES will provide you with transition information.
2. A school district representative will be invited to Matthew's IFSP meeting.
3. Early Childhood CARES will send Matthew's educational records to the school district.
4. Your school district will determine if Matthew is eligible for special education services in kindergarten. Additional testing may or may not be needed.
5. If Matthew is eligible for services in kindergarten, your school district will create an Individualized Education Plan (IEP) with you.
6. It is your responsibility to register Matthew for kindergarten. Call your school district to find out when and where to register Matthew for kindergarten.

Name: Matthew J Birthdate: Meeting date: 01/29/14

## Placement Decision

Describe placement option(s) considered:

Placement options considered	Benefits	Possible harmful effects on the child and/or the services to be provided	Modifications, aids or services	Give reason why option selected or rejected
Community Preschool Program	Opportunities to work on educational goals in a preschool setting with typical peers	None	Speech therapy	<b>selected</b> Matthew is attending a preschool where he is making progress on his goals. The members of the educational team agree that Matthew will likely continue to make progress in this setting with typical peers. He is happy to come to school and has friends there. No other option was considered.

The placement is based on the IFSP and the following evaluation reports:

☒ Attached

☐ Listed previously on: \_\_\_\_\_

☒ Listed below:

Assessment, Evaluation and Programming System

Team members determining placement (name and title):

Person knowledgeable about the child

\_\_\_\_\_  
\_\_\_\_\_

Person knowledgeable about evaluation data

\_\_\_\_\_  
\_\_\_\_\_

Person knowledgeable about placement options

\_\_\_\_\_  
\_\_\_\_\_

Parent

\_\_\_\_\_  
\_\_\_\_\_