

Developing an IFSP

This section will give you guidance on how to develop a great IFSP for a child with disabilities

Arriving at the IFSP with the Right Tools

Developing a great IFSP is easy when you have the “right tools”. This page explains right tools to use during the child and family assessment phase to determine the child's eligibility for services.

(/module3/arriving.php)

Reviewing Family Concerns and Priorities

This page explains that the IFSP meeting begins with a review of the concerns and priorities the family identified during initial contacts they had with the Services Coordinator and Early Intervention providers prior to the IFSP meeting.

(/module3/reviewing-concerns.php)

Describing a Child's Present Abilities

When the family concerns and priorities have been reviewed, the IFSP meeting facilitator will summarize the child's abilities within each developmental domain: vision, hearing, health/status, cognitive/thinking, communication, social/behavioral, self-help/adaptive, and fine motor and gross motor. This page will explain more on this.

(/module3/describing-abilities.php)

Developing and Prioritizing Functional Child and Family Outcomes

Review of the outcomes identified by the family during the child and family assessment phase comes next in the development of the IFSP. During the Routines-Based Interview (RBI), families will have identified and prioritized outcomes for themselves and their child. This portion of the IFSP meeting is spent transforming those priorities into measureable outcomes written in language the family can understand.

(/module3/developing-outcomes.php)

Natural Environments

A good IFSP outlines intervention supports to be provided in a child's “natural environments” whenever possible. This page explain what natural environments means and what are considered natural environments.

(/module3/natural-environments.php)

Building on Family/Child Strengths and Resources

A philosophy of Family-Centered Services demands programs be built on existing strengths of the family and the child. This page explains how to identify the family/child's strengths

(/module3/building-strengths.php)

Identifying Supports & Services for Each Outcome

When the child and family outcomes are written, discussion will occur about supports and/or services needed for the outcomes to be achieved. Once identified and agreed upon, the supports and/or services will be listed on the IFSP. This page will explain how to identify supports and services for each outcome.

(/module3/identifying-services.php)

IFSP as a Living Document

The IFSP will be reviewed and updated every six months or earlier at the request of the family. This page explains the reason for doing this and what needs to be done.

(/module3/living-document.php)

Moving from the RBI to the IFSP

This page provides examples of participation-based IFSP outcomes derived from a Routines-Based Interview (RBI).

(/module3/rbi-to-ifsp.php)

Planning for Transitions

It is essential to anticipate the time when the child will no longer receive early intervention services as well as other transitions the child might make, e.g. from home to child care, from home to the hospital, etc. This page will explain more on this.

(/module3/transition-planning.php)

Quiz 3

Test your knowledge of the material contained in this section of IFSPWeb.

(/quiz_mod3.php)

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