



Wyoming
Department
of Health

Behavioral Health Division

Session 2: IFSP Development

WAVE Conference 2019

Welcome!

On behalf of the Wyoming Department of Health, Early Intervention and Education Program's (EIEP), AnLar is developing professional development trainings and resources to share best practices on the IFSP development process.



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Professional Development Opportunities

- **Module Series**
 - Module 1: Diagnostic Evaluations for Eligibility
 - Module 2: IFSP Development
 - Module 3: Ongoing IFSP Progress Monitoring
- **Webinars**
 - 1-hour in duration
 - 3 tentative dates
- **In-Person Trainings**
 - Full day in duration
 - WAVE Conference Sessions and 2 additional tentative dates



WAVE Conference Sessions Offered Today

- Session 1: Diagnostic Evaluations for Eligibility
- **Session 2: IFSP Development**
- Session 3: Transition and Ongoing Progress Monitoring
- Session 4: IFSP Development - Case Study



Agenda For Today's Session

Session 2: IFSP Development

- How children learn, and how this impacts how IFSPs are written
- The connection of authentic assessments to IFSP outcomes
- Part C requirements for the IFSP
- IFSP team roles and responsibilities
- The process for developing high-quality IFSPs, including functional outcomes for children and families
- How to complete the IFSP



How Children Learn

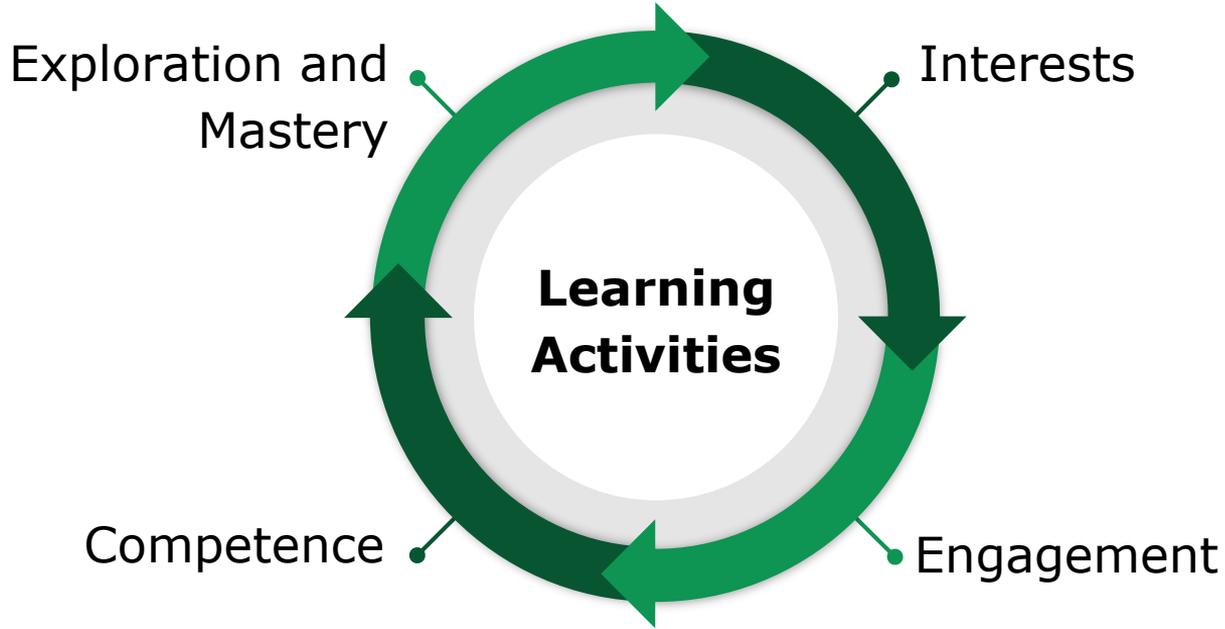
- Natural learning opportunities
- Everyday routines and activities
- Within family and community life

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, 4(3), 18-25.

Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. *Infants & Young Children*, 14(1), 1-13.



Context for Learning: Child Interest & Competence



Interest-Based Learning

Children's interests influence...

- Participation in activities
- Level of engagement in activities
- Amount of practice of new skills
- Development of new competencies
- Sense of mastery



Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASE in Point*, 1(2). Retrieved from <http://www.fippcase.org/index.php>



Defining Engagement

“...amount of time children spend interacting appropriately with their environment”



McWilliam, R.A. (April, 2010). Enhancing Services in Natural Environments [webinar]. Retrieved from <http://www.eclacenter.org/~pdfs/calls/2004/particsettings/mcwilliam.pdf>

Engagement of Children with Disabilities

“Children with disabilities spend more time non-engaged (e.g., wandering around, crying, waiting) than do their typically developing peers.”

McWilliam, R.A. (n.d.) Engagement. Siskin Children's Institute.
Retrieved August 2012 from
<http://www.siskin.org/www/docs/112.181>



Practice for Children with Disabilities

- Research on young children with disabilities tells us they need even more practice – for example, **twice as much for 50% delay**.
- They **need opportunities to learn** in context (e.g., walking on rugs, yards, gravel).
- They also need instruction, coaching, and **practice!**



Children Learn Through Practice

- The amount of a toddler's experience with walking is the **only predictor of proficiency**
- Toddlers practice walking for more than six hours a day
 - 500-1,500 steps per hour
 - 9,000 steps per day (length of 29 football fields!)



Mastery

- Mastery of functional skills occurs through **high-frequency, naturally-occurring** activities in a **variety of settings** that are **consistent with family and community life**.

Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. *Infants & Young Children, 14*(1), 1-13.

Dunst, C. J., & Bruder, M. B. (1999). Family and community activity settings, natural learning environments, and children's learning opportunities. *Children's Learning Opportunities Report, 1*(2).

Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education, 21*(2), 68-92.

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children, 4*(3), 18-25.

Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2002). Young children's participation in everyday family and community activity. *Psychological Reports, 91*, 875-897.



Keys to Development

- Children's opportunities to practice are increased when parents, caregivers, or teachers...
 - Select everyday activities that are interesting to the child or foster situational learning
 - Are responsive to a child's play
- Without adequate practice in a fundamental skill, a child cannot move to the next developmental level
- It takes the time it takes!

Mahoney, G. (2008). The critical role of practice in the early childhood curriculum. Presentation at South Carolina Early Intervention Conference for Families and Providers.

Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASE in Point*, 1(2). Retrieved from <http://www.fippcase.org/index.php>



Services Focus on Successful Participation

- Services should strengthen families' and caregivers' capacity to use multiple routines and activities as learning opportunities
- Successful participation = learning and practice = **mastery of skills**
- Services should also help families and caregivers figure out how to address challenging activities by improving the child's skills, making adaptations she/he can be more successful



Parents and Caregivers Influence Learning

- What happens **between intervention visits** is most critical to learning
- The consistent adults in a child's life have the greatest influence on learning and development – **not providers or teachers**
- All family members and caregivers have **strengths and capabilities** that can be used to help a child develop and learn



Supporting Parents and Caregivers

- Practitioner shares knowledge and resources with a child's key caregivers through adult-to-adult relationships
- Family members are supported in their day-to-day responsibilities of caring for their child



Figure adapted from ECTA's "Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package," available at <http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>

Hanft, B. (April, 2010). Enhancing Services in Natural Environments [webinar]. Retrieved from <http://www.ectacenter.org/~pdfs/calls/2004/partcsettings/hanft.pdf>



Goals of Early Intervention

For Children:

Enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings: home, child care, preschool or other programs, and the community

For Families:

Enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities

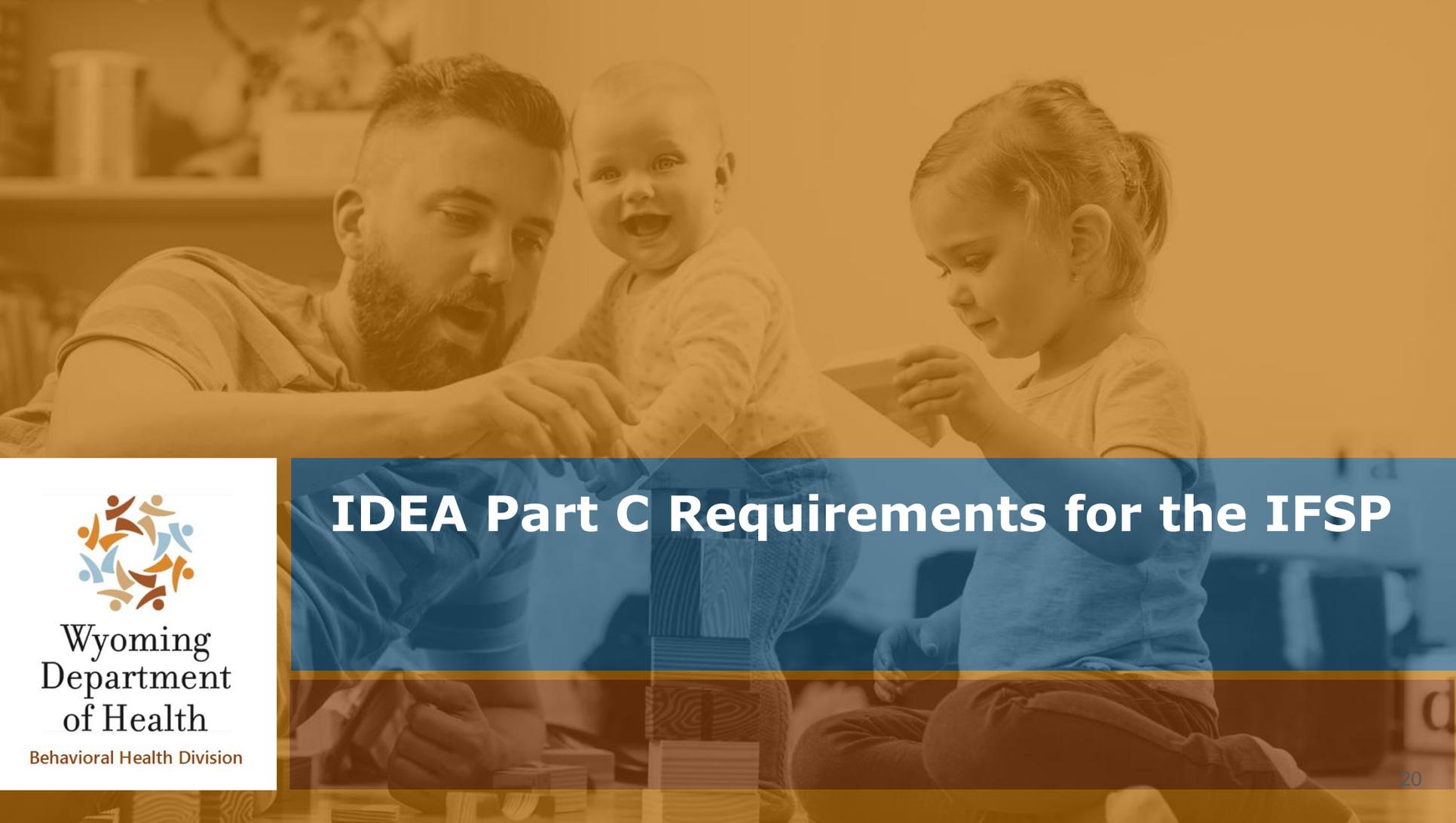


Mission of Early Intervention Services

Part C early intervention provides supports and resources to help family members and caregivers enhance their child's learning and development through everyday learning opportunities.

- Mission and Key Principles of Early Intervention Services
http://www.ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf
- Seven Key Principles Looks Like/Doesn't Look Like
http://www.ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf



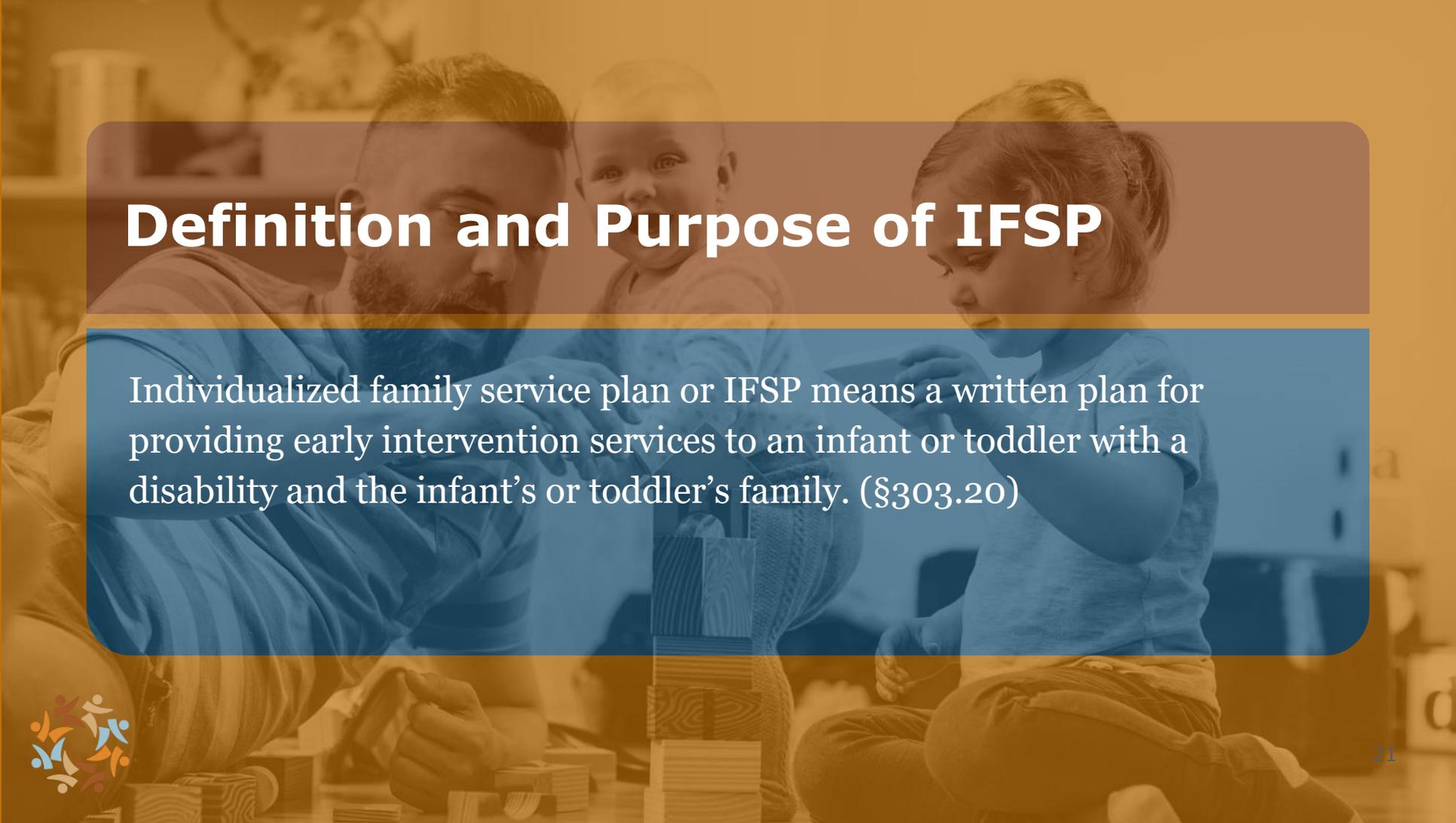


IDEA Part C Requirements for the IFSP



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A photograph of a man with a beard, a baby, and a young girl sitting on the floor and playing with wooden blocks. The man is on the left, the baby is in the middle, and the girl is on the right. They are all looking at the blocks. The background is a playroom with shelves and toys. The image has a warm, orange-toned overlay.

Definition and Purpose of IFSP

Individualized family service plan or IFSP means a written plan for providing early intervention services to an infant or toddler with a disability and the infant's or toddler's family. (§303.20)



Overview of the IFSP

- An IFSP is developed based on the evaluation and child and family assessment, with significant input from the family
- The lead agency must ensure the development, review, and implementation of the IFSP developed by a multidisciplinary team, which includes the family
- The IFSP is implemented as soon as possible once parental consent for the early intervention services in the IFSP is obtained (in Wyoming, this is within 30 days)



(* Multidisciplinary means the involvement of two or more separate disciplines or professions)

Required Procedures for IFSP Development, Review and Evaluation

- A meeting to develop the initial IFSP must be conducted within the 45-day time period. The 45 days includes:
 - Referral
 - Intake
 - Child evaluation and assessment
 - Family assessment
 - Eligibility determination
 - The initial IFSP meeting



Parental Consent on the IFSP

- Contents of the IFSP must be fully explained to the family in a way that the family can understand
 - This means that, to the extent practicable, the IFSP must be explained in the family's home language
 - Multiple methods must be used; verbal explanation, written information (with careful attention to reading level), and/or translation must be provided based on the family's preferences and needs
- Informed and written consent must be provided by the family prior to the provision of early intervention services described in the IFSP (procedural safeguards)



Periodic Review of the IFSP

- Periodic review of the IFSP for a child and the child's family must be conducted every six months, or more frequently if conditions warrant
 - Anyone can request an IFSP review - including the family!
- The review may be carried out by a meeting or another means acceptable to the family and other participants



Purpose of Periodic Review for the IFSP

- Determine if and how progress toward achieving the results or outcomes identified in the IFSP is being made
- Determine if modifications or revision of the results, outcomes, or early intervention services identified in the IFSP is necessary



Annual Review of the IFSP

- An IFSP meeting must be conducted on at least an annual basis to evaluate and revise the IFSP for child and the child's family as needed
- For annual meetings, results from any current evaluations and other information available from the assessments of the child and family must be taken into consideration to determine early intervention services



The IFSP changes over time!

Every part of the IFSP (assessment results; families concerns, resources and priorities; IFSP outcomes; service delivery) is a living, breathing part of the document and should be updated to reflect the child and family's current status at each review.



The IFSP Meeting Requirements

- Meetings occur at locations and during times convenient for the child's family
- Written notice of meeting arrangements are provided to the family well in advance (procedural safeguard)
- Meetings are conducted in the native language of the family or another mode of communication used by the family



Participants in IFSP Team Meetings

- Parent(s) or guardian(s) of the child
- Other family members
- Service coordinator
- Person(s) conducting the evaluations and assessments
- Person(s) providing early intervention services, as appropriate



Contents of the IFSP

- Statement on any present level disability status for the child:
 - Physical development (including vision, hearing, and health status),
 - Cognitive development,
 - Communication development,
 - Social or emotional development, and
 - Adaptive development
- Family resources, priorities, and concerns related to enhancing the development of the child (optional for the family)



Contents of the IFSP

- Measurable results or measurable outcomes expected to be achieved for the child and family including details on the criteria, procedures and timelines
- Specific early intervention services, based on peer reviewed research, that meet the unique needs of the child and the family to achieve the results or outcomes



Contents of the IFSP

- Name of service coordinator responsible for implementing early intervention services
- Steps and services to be taken to support the smooth transition of the child from Part C services (transition plan)



Natural Environments Requirements

All services are to be provided in the child's natural environment.

Services may be provided in environments that are not the child's natural environment, however:

- This must be described and explained on the IFSP, and
- A plan to move the services back into the child's natural environment as soon as possible must be on the IFSP.





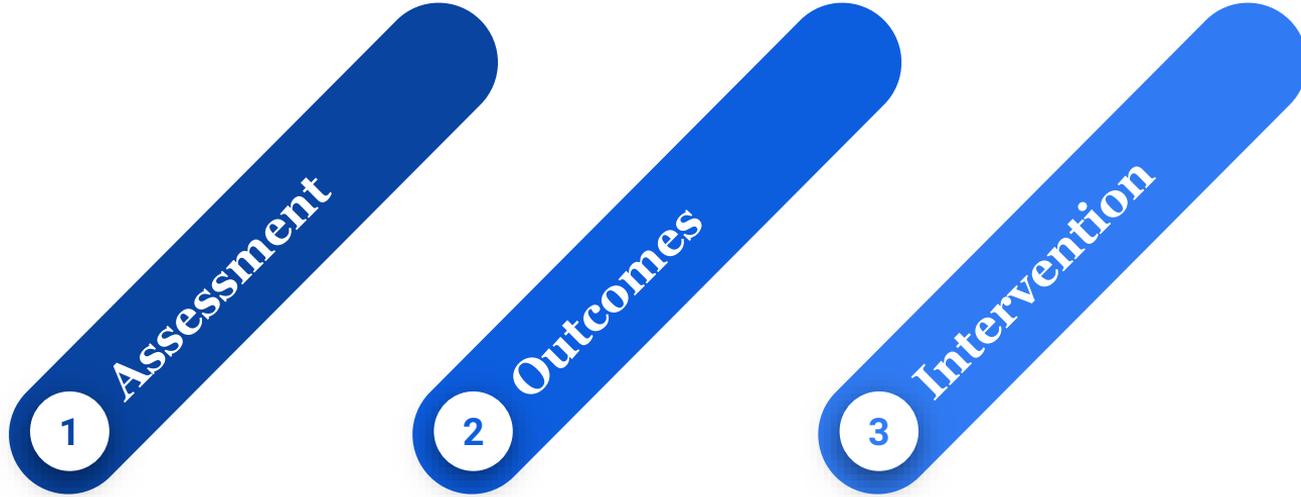
Developing High-Quality, Functional IFSP Outcomes



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Follow the Path...



Assessment and IFSP Development

Information from authentic assessments and ongoing progress monitoring assessments should be reflected within a child's IFSP outcomes, objectives, and strategies



Assessment and IFSP Development

Remember, good assessment includes the following:

- Standardized/diagnostic assessments
- RBI/parent interview
- Observations of the child in multiple settings and situations
- Interviews with those that know the child best
- Ongoing instructional assessment



Using Information to Develop Outcomes

The following information can be used to help you develop strong outcomes (and strategies for achieving them):

1. Start with **parent/caregiver needs and priorities** regarding the child's learning and development
2. **Consider what is and isn't working** in everyday routines and activities
3. Consider how the child's developmental skills, needs, and disability influence his or her **learning and participation in everyday routines and activities**



Requirements for IFSP Outcomes

IFSP must include...

- A statement of the measurable results or outcomes expected to be achieved for the child and family
- The criteria, procedures, and timelines used to gauge progress toward results or outcomes and whether the expected results or outcomes should be revised



Outcomes and IFSP Development

Two Types of Outcomes:

- Child outcomes
- Family outcomes



IFSP Child Outcomes

Two Types of Child Outcomes:

- Participation-based
- Routine/activity-based

Child Outcomes Should..

- Enhance learning through functional participation in everyday activities (child is learner/actor)
- Be important and meaningful to the family/caregiver (priorities)
- Expand activity settings so the child can be competent
- Be based on the child's interests



IFSP Family Outcomes

Two Types of Family Outcomes:

- Participation-based
- Routine/activity-based

Family Outcomes Should..

- Enhance capacity of family (family is learner/actor)
- Support access to community resources and supports
- Be important and meaningful to the family/caregiver
- Be based on the family's interests



Developing IFSP Outcome Statements

1

Determine the functional area(s)

Example: "Eating"

2

What routine(s) does this affect?

Example: "Meal time with family"

3

Child will participate in [routines in question].

Example: "Kim will eat with her family at mealtime."

4

"By _____ing" (address specific behaviors)

Example: "...eating the foods they eat."



Third Word Rule

The third word of the the IFSP child outcome statement should be a **contextualized action that is functional.**”

Example: “Kim will eat with her family at mealtime, eating the foods they eat.”

Shelden, M. L., & Rush, D. D. (2009). Tips and Techniques for Developing Participation-Based IFSP Outcome Statements. *Briefcase*, 2(1). Retrieved from http://www.fipp.org/Collateral/briefcase/briefcase_vol2_no1.pdf



High-Quality, Functional IFSP Outcomes

- Necessary and functional for child's and family's life
- Reflects real-life contextualized settings
- Crosses developmental domains and is discipline-free
- Jargon-free, clear, and simple
- Emphasizes the positive, not the negative
- Uses active rather than passive words



Criteria Definitions

“Necessary and functional for child’s and family’s life”

- Supports participation in community life and family activities
- Based on what is important to the family
- Supports child’s progress toward outcomes

The outcome statement is not based on what the practitioner thinks.



Criteria Definitions

“Reflects real-life, contextualized settings”

- Everyday activity settings and routines for the child and family
 - Includes typical routines such as meal time
 - Also includes routines and activities specific to the family.

Test items are not real-life or contextualized.



Criteria Definitions

“Crosses developmental domains and is discipline-free”

- Written to describe the child’s participation in routines and activities
 - Promote the child’s skill development in multiple domains
 - Addressable by any member of the IFSP team
- Written so that the child and family are the “actors”



Criteria Definitions

“Jargon-free, clear, and simple”

- Easily understood by family and the general public

Does not include professional jargon or practitioner speak.



Criteria Definitions

“Emphasizes the positive, not the negative”

- Focus of the whole outcome is positive
- States what the child and family will do

Does not state what the child will not do or will stop doing. Negative words create a negative statement.



Criteria Definitions

“Uses active rather than passive words”

- Words encourage the child’s and family’s active participation
- Words indicate what the child or family will do

Passive words reflect a state of being or a (lack of) change in performance.

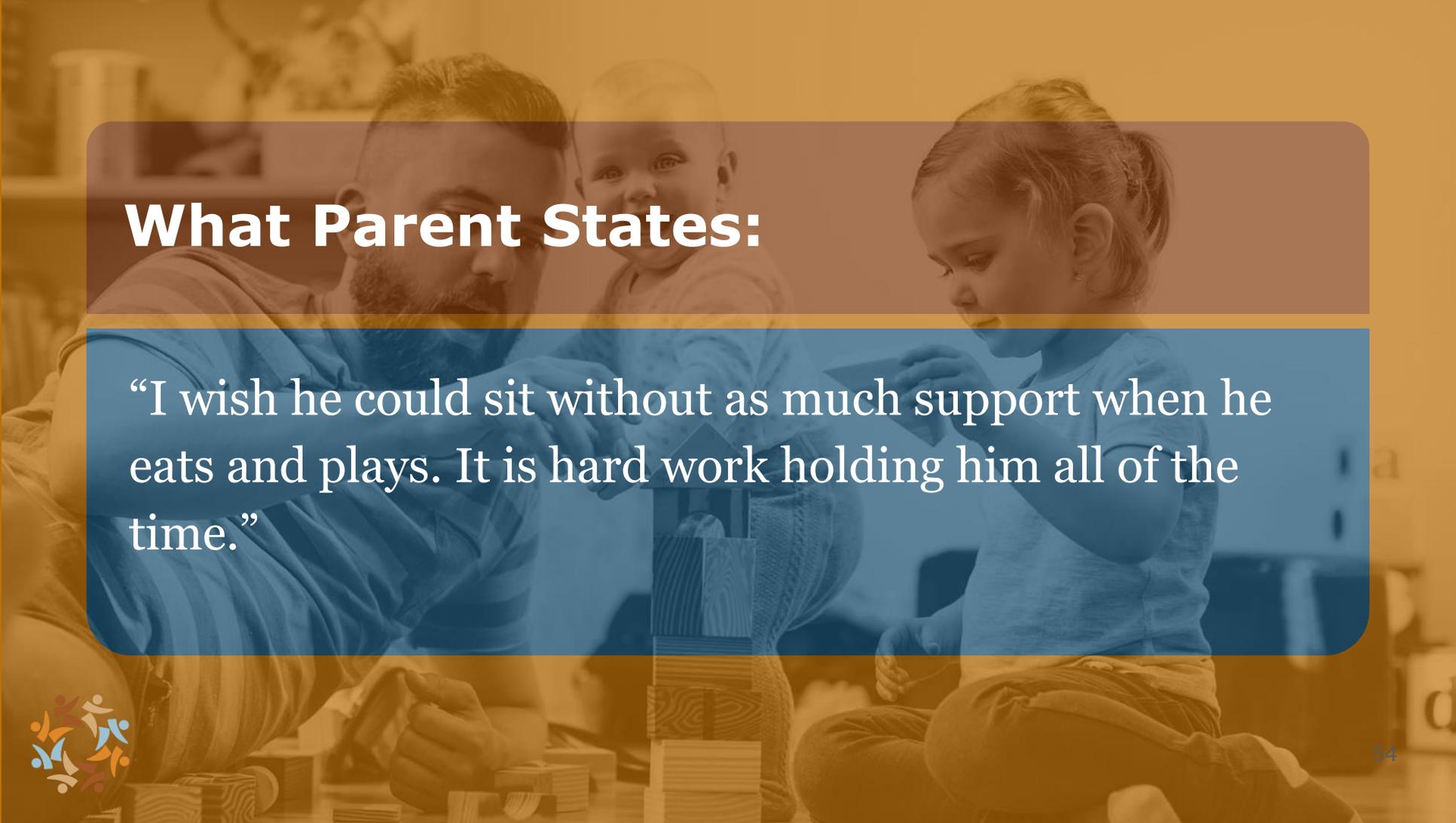


High-Quality, Functional IFSP Outcomes

If available, the child's complete record can reveal if an IFSP outcome is based on...

- Information gathered from the family (e.g., priorities, concerns)
- Evaluation and authentic assessment of the child (e.g., skills, degree of participation, behaviors across settings, strengths, needs)



A photograph of a man with a beard and a young girl playing with wooden blocks on the floor. The man is holding a baby in the background. The image is overlaid with a semi-transparent blue and orange gradient.

What Parent States:

“I wish he could sit without as much support when he eats and plays. It is hard work holding him all of the time.”



Example IFSP Statement

This:

“Romeo will play with toys and eat meals with his family by sitting without much support.”

Not This:

“Romeo will improve muscle tone for sitting.”



A photograph of a family playing with wooden blocks. A man with a beard is on the left, a baby is in the middle, and a young girl is on the right. They are all sitting on the floor and playing with wooden blocks. The image has a warm, orange-toned overlay.

What Parent States:

“We want to be able to take Romeo with us in the car.
We need a good car seat.”



Example IFSP Statement

This:

“Karen and Mark will explore options for financial assistance for car seats and then buy one.”

Not This:

“Staff will explore options for financial assistance for car seats.”





Activity

IFSP Placemat





Activity

Self-Assessment





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**Thank you for
attending!**