

Sample Individualized Family Service Plan

I. Child and Family Information

Child's Name Maria Ramirez Date of Birth 12-08-16 Age in Months 30 Gender F
 Parent(s)/Guardian(s) Bruce & Catherine Ramirez Address 2120 Valley Park Place Middletown, IN 46810
Street City Zip Code
 Home Telephone No. (513) 555-0330 Work Telephone No. (513) 555-1819
 Preferred Language English Translator Appropriate Yes No

II. Service Coordination

Coordinator's Name Susan Green Agency Indiana Early Intervention Program
 Address 105 Data Drive Burlington, IN 46980 Telephone No. (513) 555-0214
Street City Zip Code
 Appointment Date 6-11-19

III. IFSP Team Members

Name	Agency	Telephone No.	Title/Function
<u>Susan Green</u>	<u>Indiana Early Prevention (EI) Program</u>	<u>513-555-0214</u>	<u>Service Coordinator</u>
<u>Mr. and Mrs. B. Ramirez</u>	<u>N/A</u>	<u>513-555-0330</u>	<u>Parents</u>
<u>Barbara Smith</u>	<u>Indiana EI Program</u>	<u>513-555-0215</u>	<u>Speech-Language Pathologist</u>
<u>Martha King</u>	<u>Indiana EI Program</u>	<u>513-555-0213</u>	<u>Occupational Therapist</u>
<u>Libby Young</u>	<u>Middletown Preschool Program</u>	<u>513-555-3533</u>	<u>Preschool Teacher</u>

IV. Review Dates

Date of IFSP 6-11-19 Six-Month Review 12-11-19 Annual Evaluation N/A

V. Statements of Family Strengths and Resources

Maria's parents are well-educated professionals. They have realistic goals for her educational development. The entire family unit, including her grandparents, is committed and motivated to assist her in any way. Because of the family's geographic location, limited resources are available for service delivery at this time.

VI. Statements of Family Concerns and Priorities

CONCERNS

Due to Maria's medical diagnosis of Down syndrome, her parents are concerned about appropriate early intervention services to assist in ameliorating her developmental delays. Additionally, the parents have stated reluctance about a change in Maria's service delivery from her natural environment (for example, her home) to an inclusive community preschool.

PRIORITIES

The priorities that Maria's parents have for her include improving her communication skills, ability to use utensils, and toileting skills. They desire services to be delivered at home but would like for her to go to a child care/early learning program at least one day a week to interact with other children her age. The eventual goal is placement with typically developing children who attend the local kindergarten. Her parents and grandparents want to learn ways in which they can help to facilitate Maria's development in her natural environment.

VII. Child's Strengths and Present Level of Development

Cognitive Skills (Thinking, reasoning, and learning)

Maria's cognitive abilities are commensurate with a 20-month-old child. She is extremely inquisitive and understands simple object concept skills. Imitative play is consistently observed; however, discrimination of objects, persons, and concepts continues to be an area of need.

Communication Skills (Understanding, communicating with others, and expressing herself with others)

Communication/language competency skills appear to be similar to that of an 18-month-old toddler. Her receptive language is further developed than her expressive abilities. Primitive gestures are her primary mode of communication. She consistently exhibits a desire/interest to interact with others. Verbal responses primarily consist of vocalizations and approximations of single-word utterances (e.g., ma-ma, da-da, ba-ba).

Self-Care/Adaptive Skills (Bathing, feeding, dressing, and toileting)

Eating, in general, such as drinking from a cup and finger feeding, is appropriate at this time. Maria prefers to eat the same foods all the time (for example, SpaghettiOs, Cheetos, Cheerios) and is reluctant to try new foods. A great deal of assistance from caregivers is still required for daily dressing tasks and toileting.

Gross and Fine Motor Skills (Moving, reaching, and grasping)

Maria appears to be quite mobile. She is adept at rambling and walking, but needs to improve muscle strength and endurance. She enjoys movement to music. She can scribble, grasp large objects, and turn pages of books, and she prefers using her right hand while performing tasks. She needs to work on using utensils and writing tools.

Social-Emotional Development (Feelings, coping, and getting along with others)

Maria is a happy, affectionate, and sociable child. She enjoys being the center of attention and engaging in interactive games; however, she also appears content to play alone. Temper tantrums seem to be triggered by frustration from her limited communication skills. Sharing and turn-taking continue to be difficult for Maria.

Health/Physical Development (Hearing, vision, and health)

Maria's general health is good, but she has a history of chronic otitis media and upper respiratory infections. Vision and hearing are monitored frequently.

VIII. Outcome Statements

- I. Participate in language activities to increase communication.

Strategies/Activities	Responsible Person/Agency	Begin Date	End Date	Frequency of Service	Location	Evaluation Criteria
I.1 Maria will use sounds combined with consistent gestures (for example, pointing) to show what she wants or needs (for example, for a toy, to be picked up, for a drink).	SLP	6-11-19	12-11-19	Once Weekly	Home	Observation samples
I.2 Maria will use words combined with signs to indicate wants or needs.	Mom and Dad	6-11-19	12-11-19	Once Weekly	Home	Observation samples

- II. Maria's daily self-care skills will improve in the areas of dressing, toileting, and eating.

Strategies/Activities	Responsible Person/Agency	Begin Date	End Date	Frequency of Service	Location	Evaluation Criteria
2.1 Maria will push down/pull up undergarments with minimal assistance.	Mom and Dad Service Coord.	6-11-19	12-11-19	Once Weekly	Home	Observation

2.2 Maria will have a consistent pattern of elimination/toileting.	Mom and Dad Service Coord.	6-11-19	12-11-19	Once Weekly	Home	Recorded data of schedule and frequency of elimination
2.3 Maria will spontaneously indicate by using gestures and vocalizing the need for going to the restroom.	Mom and Dad Service Coord.	6-11-19	12-11-19	Once Weekly	Home	Observation samples
2.4 Maria will eat the same foods as her family members at mealtime.	Mom and Dad Service Coord.	6-11-19	12-11-19	Once Weekly	Home	Observation samples

III. Maria will develop improved abilities to discriminate sounds, movements, colors, and shapes.

Strategies/Activities	Responsible Person/ Agency	Begin Date	End Date	Frequency of Service	Location	Evaluation Criteria
3.1 Sort several colors and shapes consistently	Mom and Dad Service Coord.	6-11-19	12-11-19	Once Weekly	Home	Observation samples

IV. Maria will have opportunities for interaction with other children at a child care/early learning program.

Strategies/Activities	Responsible Person/ Agency	Begin Date	End Date	Frequency of Service	Location	Evaluation Criteria
4.1 After being given options by the Service Coordinator, Mom will visit and select a child care/early learning program for Maria to attend in the SPRING.	Mom and Dad Service Coord.	6-11-19	12-11-19	Variable		Parent report

IX. Transition Plans

If eligible, the followings steps will be followed to transition Maria Ramirez to preschool services on or about 12-16-19.
PROJECTED TRANSITION DATE CHILD'S NAME

1. The service coordinator will schedule a meeting with Maria's parents to explain the transition process and rationale, review legal rights, and ascertain their preferences and need for support in addition to their priorities.
2. The service coordinator will arrange for Maria and her parents (and grandparents) to visit the center and meet teachers, staff, and children.
3. The service coordinator will arrange for Maria to visit her classroom on at least three occasions in the month prior to her transition date.
4. At least 90 days prior to Maria's third birthday, the service coordinator will convene a meeting to further develop Maria's transition plan.

X. Identification of Natural Environments

The home environment is considered to be Maria's natural environment at this time.

Justification for not providing services in natural environment: Not applicable.

XI. Family Authorization

We (I) the parent(s)/guardian(s) of Maria Ramirez hereby certify that we (I) have had the opportunity to participate in the development of our (my) son's/daughter's IFSP. This document accurately reflects our (my) concerns and priorities for our (my) child and family.

We (I) therefore give our (my) permission for this plan to be implemented. Yes No

<u>Catherine Ramirez</u>	<u>6-11-19</u>	<u>Bruce Ramirez</u>	<u>6-11-19</u>
SIGNATURE OF PARENT/GUARDIAN	DATE	SIGNATURE OF PARENT/GUARDIAN	DATE

Source: R. Gargiulo and J. Kilgo, *An Introduction to Young Children with Special Needs*, 5th ed. (Thousand Oaks, CA: Sage, 2020), pp. 337–340.