


IFSP: A Closer Look

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Early Intervention

Through early intervention, kids from birth to age 3 can receive services at home or in the community.

Regulations that Guide *Early On*

Early On

Referral



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Regulations that Guide *Early On*

Individuals with Disabilities Education Act (IDEA)

- Federal Law
- Part C: Early Intervention
Birth to Age 3


Early On Michigan Part C of IDEA State Plan

The Michigan School Code-PA 451 of 1976

- Special Education serves Birth to 26

Michigan Administrative Rules for Special Education (MARSE)


- Michigan Law
- Special Education
Birth to 26 years
- Eligibility
13 Categories



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What is *Early On* Michigan?


<https://www.1800earlyon.org>



A statewide system of early intervention services mandated by federal legislation (Part C of IDEA);

Designed to help families find the supports and services that will promote the development of their infants and toddlers with special needs;

Emphasizes early identification and early supports and services.



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Early Intervention

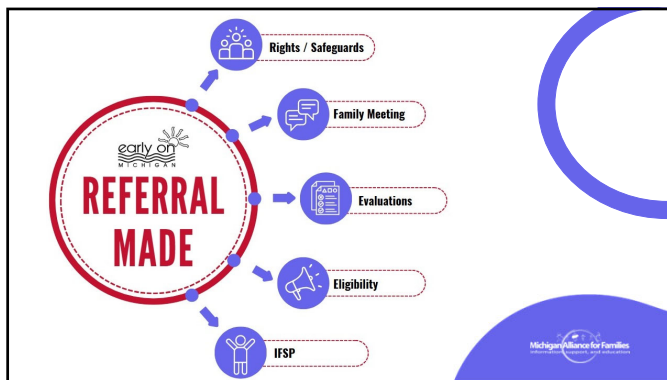
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Procedural Safeguards

What Are Procedural Safeguards?

Their purpose is to guard your rights and ensure that the *Early On* process happens as it is supposed to for you and your child in your native language. Your rights and the related procedural safeguards begin with your first contact with *Early On* and continue throughout the entire time you are involved.

Procedural safeguards include:

- Early Intervention Records and Confidentiality of Information
- Parental Consent
- Surrogate Parents
- Prior Written Notice
- Problem Solving & Dispute Resolution



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Parent Rights

When Do Our Rights Apply?

Your rights and the related procedural safeguards begin with your first contact with *Early On* and continue throughout the entire time you are involved. Your rights apply to any paperwork and any time *Early On* interacts with you and your child.

Why Is It Important and How Do We Learn About Our Rights?

By learning about your rights, you and the *Early On* system can make sure that you are fully informed and involved in every aspect of *Early On*. Knowing your rights will support you in making decisions about your child's participation. Your rights will be explained to you, and you will be given the information in this booklet. You and your service coordinator will review these rights, and you will be able to ask questions



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Informational Meeting


A time for asking questions

Service Coordinator:

- Demographics
- Family and child's routine
- Concerns or reason for referral
- Screenings

Family:

- Resource referrals
- Next steps



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Are evaluations always required?



Established Health Condition

NO

Examples:

- Down Syndrome
- Autism
- Cerebral palsy
- Hearing loss
- Vision Impairment



Developmental Delay

YES

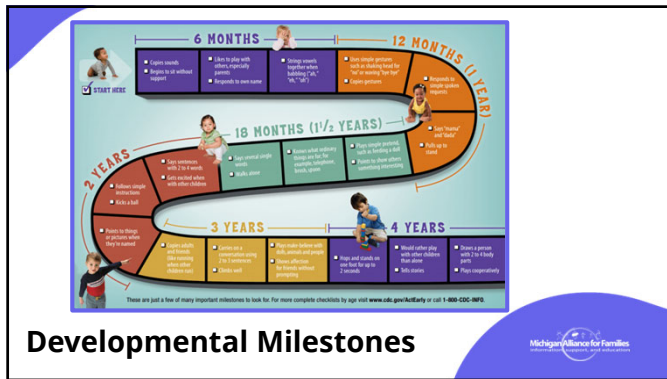
When a child takes longer than expected to learn a basic skill

Examples:

- Talking
- Moving
- Responding to others





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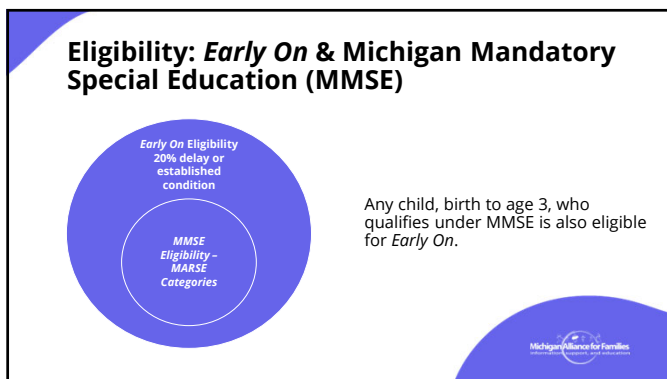
Evaluation



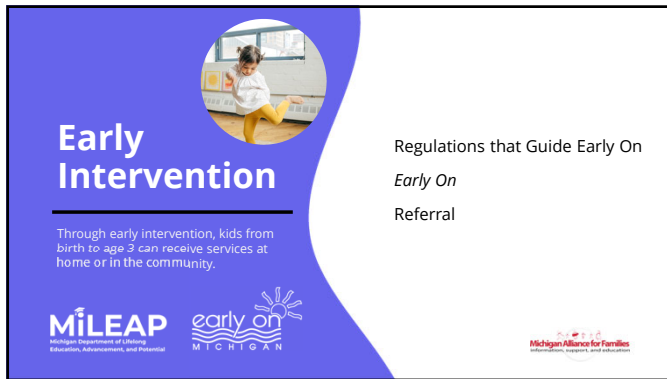
Physical	• Hearing and vision
Gross and Fine Motor	Reaching for and grasping toys, crawling, walking and jumping
Cognitive	Watching activities, following simple directions, problem - solving
Social Emotional	Making needs known, initiating games, starting to take turns
Communication	Vocalizing, babbling, using two -to-three-word phrases
Adaptive	Holding a bottle, eating with fingers, getting dressed

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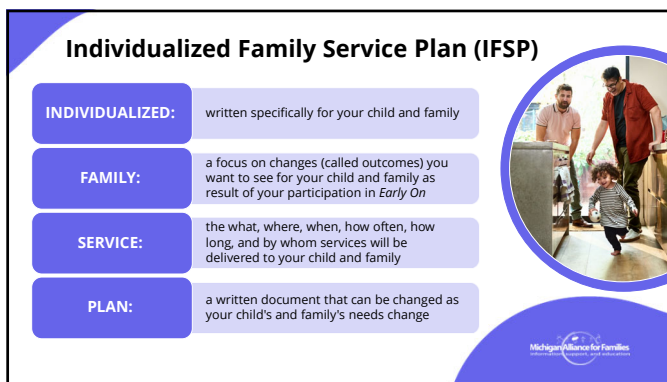
Regulations that Guide Early On
Early On
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MILEAP
Michigan Department of Children, Education, Advancement, and Potential

early on
MICHIGAN

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Individualized Family Service Plan (IFSP)

INDIVIDUALIZED: written specifically for your child and family

FAMILY: a focus on changes (called outcomes) you want to see for your child and family as result of your participation in *Early On*

SERVICE: the what, where, when, how often, how long, and by whom services will be delivered to your child and family

PLAN: a written document that can be changed as your child's and family's needs change

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IFSP Components

- Child & Family Information
- Service Coordinator
- Description of Present Levels
- Priorities, Resources & Concerns
- Measurable Outcomes
- Natural Environment
- Types of Services
- Service Dates and Durations
- Transition Plan


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Role of the Service Coordinator

Help families...

- understand information given to them
- access support services, such as parent groups
- get the evaluations and assessments the child needs
- become their child's best advocate

Make sure families receive the services in the IFSP


Assist in the development and implementation of a transition plan

Refer to other services, such as childcare, health or family support services

Inform families of their rights within the *Early On* Program


Let families know what services are available and how to get them

Coordinate and assist in the development and review of the IFSP




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Requirements: Child's Present Level

Strengths	Concerns
<input type="checkbox"/> Smiles often	<input type="checkbox"/> Difficulty falling asleep
<input type="checkbox"/> Makes noises at brother	<input type="checkbox"/> Removes own diaper
<input type="checkbox"/> Signs for yes, all done, more	<input type="checkbox"/> Cries in car seat/highchair
<input type="checkbox"/> Puts things in mouth	<input type="checkbox"/> Difficulty grasping utensils
<input type="checkbox"/> Eats a variety of foods	<input type="checkbox"/> Does not point at objects
<input type="checkbox"/> Stands with support	<input type="checkbox"/> Wakes up throughout night
<input type="checkbox"/> Loves favorite toys	<input type="checkbox"/> Screams during bath time



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Priorities, Resources and Concerns



Oxygen machine not working during the night
 Babysitting for siblings
 Financing hospital bills
 Transportation to doctors' appointments
 Weekend help around the house
 Feeding different meals at dinner time
 Coordinating appointments around work schedules
 What a disability diagnosis means for the future
 Answering questions from relatives
 concerns with biting other kids
 An adaptive stroller

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IFSP Outcomes

Criteria: Identify a reasonable frequency, duration, or rate for the new skill or behavior so that the family and other team members can know when the outcome is met. It should also state over what amount of time the new skill or behavior will be demonstrated in order to help decide if the outcome has been achieved.

Procedures: Identify the procedures or methods that will be used to evaluate progress towards achieving the outcome. Examples of procedures may include, but are not limited to, documented observation, parent report, use of a rating scale or an assessment tool.


Time frame: If possible, use a special occasion or life event such as a birthday, holiday or a real-life point in time such as "when grandma visits this summer" or "by the time school starts" this fall (for the siblings) as the timeline on an IFSP outcome statement.

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Michigan's Child Outcomes

- 1** Gaining positive social emotional skills, including social relationships. This outcome measures how children interact and play with their family, other adults, and other children.
- 2** Learning and using new knowledge and skills. This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten.
- 3** Using appropriate behaviors to meet their needs. This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.



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Natural Environment

Settings: home, backyard, relative's home, childcare site, park

Materials: toys, books, swings, grass, spoons


People: parents, siblings, neighbors, friends

Activities: eating, bathing, family vehicle, playing, walking, grocery trips, where celebrations occur



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Examples of Services

- Service Coordination
- Family Training, Counseling & Home Visits
- Special Instruction
- Speech Therapy
- Physical Therapy
- Occupational Therapy
- Social Work
- Assistive Technology

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Key Players




Contact Information: Name, Email, Phone Number

Early On Coordinator
Service Coordinator
Service Providers



Early On services may be provided by several agencies/organizations



Best means of communication for you? Best means of communication for staff?

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Organization



Record Keeping

IIFSP – current and previous
Progress Updates
Evaluations



Log Notebook

Meeting notes
Casual conversations
Phone call notes



Emails and Text

Separate email or email folders
Documenting informal conversations
Keeping text messages



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IIFSP Components



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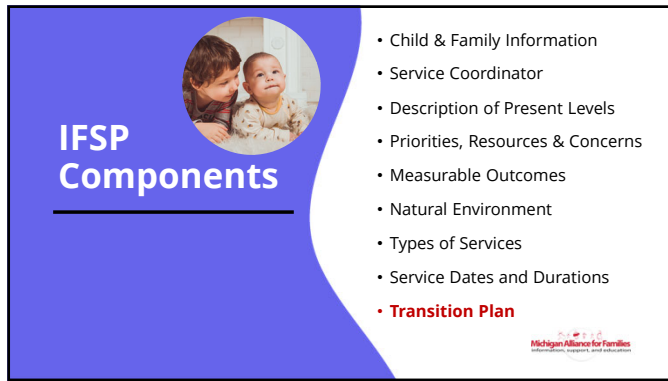
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Service Dates and Durations

- **Frequency:** number of times a session is provided
- **Length:** number of minutes/hours a session is provided
- **Delivery Model:** how a service is provided
- **Intensity:** service provided individually or within a group
- **Location:** the natural environment, unless otherwise justified
- **Duration:** a projection of when the service is no longer needed



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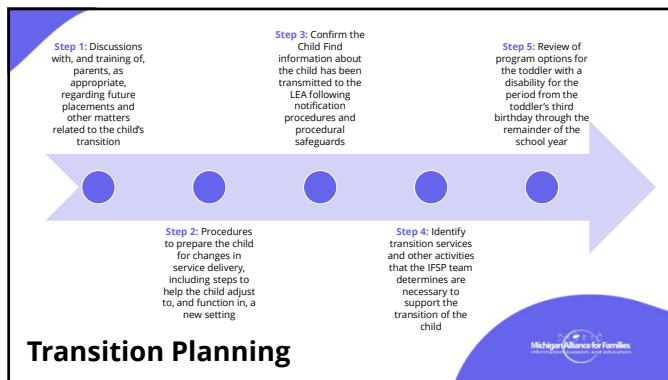


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IFSP Meetings

- Initial IFSP
- Periodic Review
- Annual Meeting to Evaluate

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IFSP Meeting Types

Initial IFSP	Periodic Review of the IFSP	Annual Meeting to Evaluate the IFSP
<ul style="list-style-type: none"> once after eligible develops starting plan 	<ul style="list-style-type: none"> every six or less months not as formal face-to-face not required 	<ul style="list-style-type: none"> annual more formal face-to-face meeting

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Options for Resolving Disagreements



Informal Meeting



Facilitated Meeting



Mediation



State Complaint



Due Process Complaint/Hearing

Special Education
Mediation Services
1-833-KIDS-1ST

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In collaboration with


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