

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.

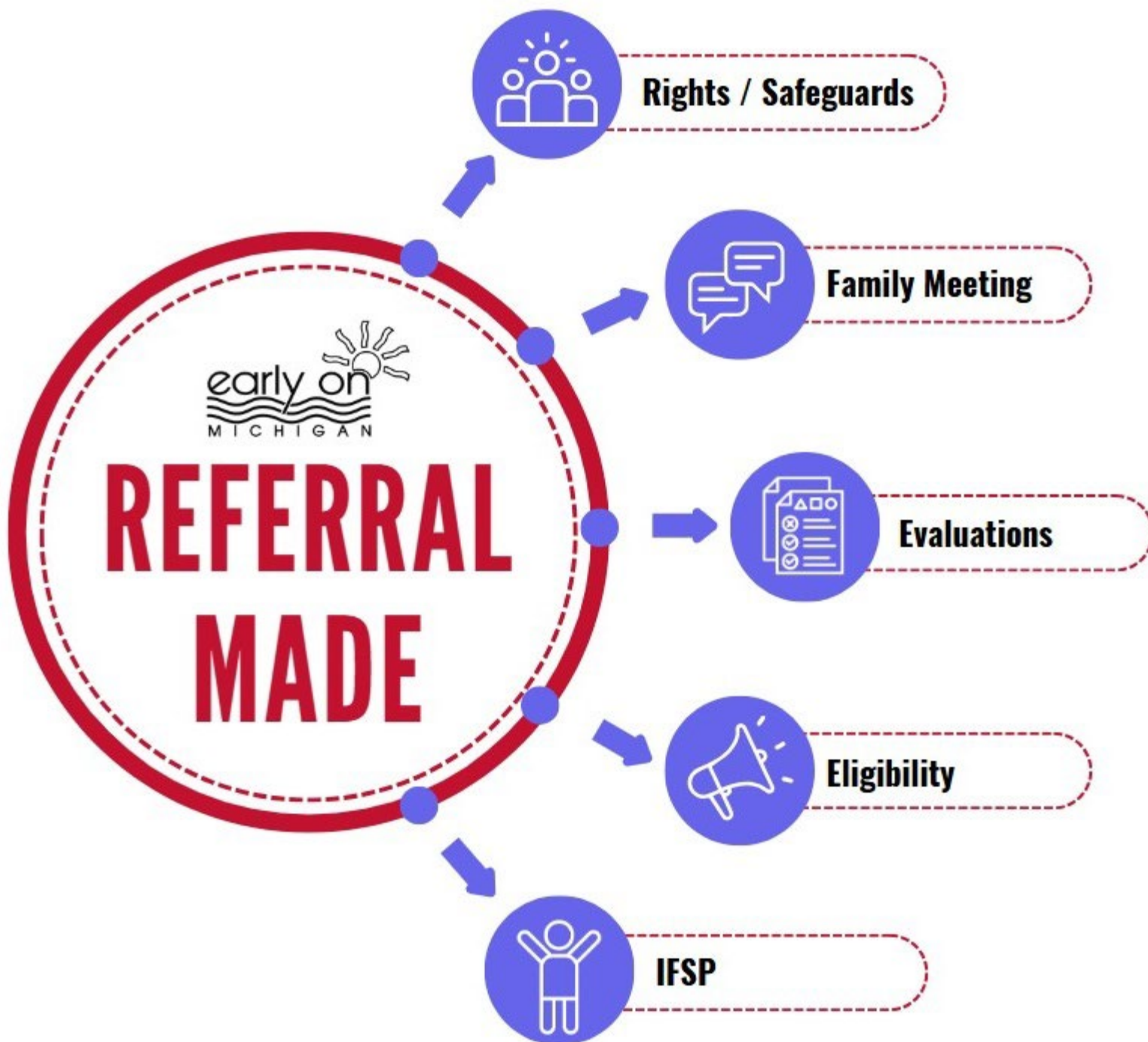


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Procedural Safeguards

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

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

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

Are evaluations always required?

Established Health Condition **NO**

Examples:

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

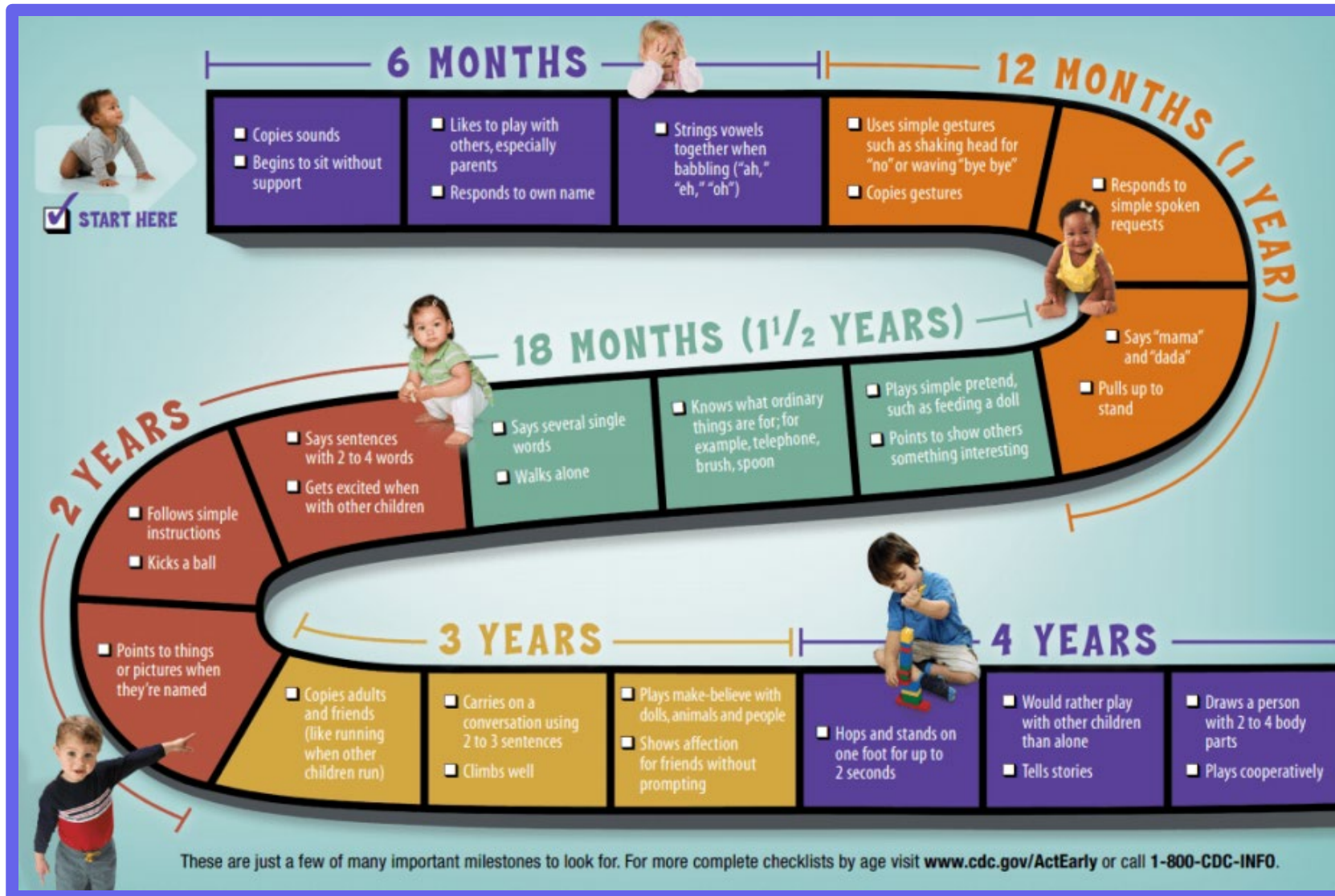
Developmental Delay **YES**

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

Examples:

- Talking
- Moving
- Responding to others





Developmental Milestones

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

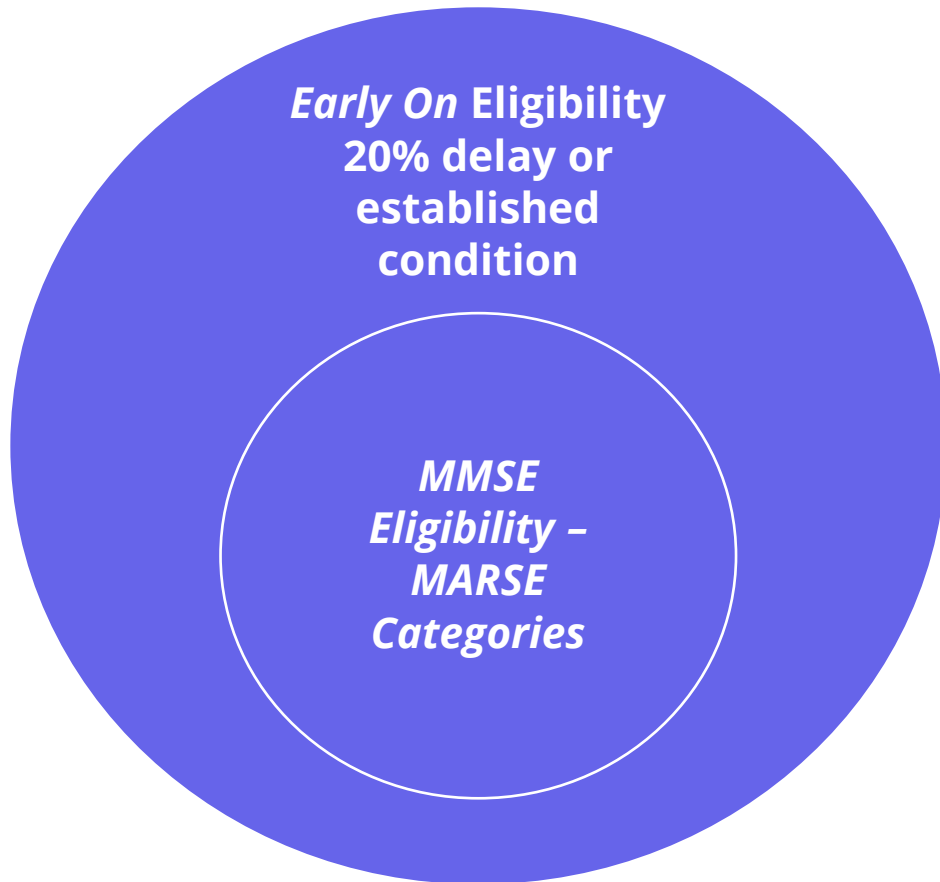
Communication

Vocalizing, babbling, using two -to-three-word phrases

Adaptive

Holding a bottle, eating with fingers, getting dressed

Eligibility: *Early On* & Michigan Mandatory Special Education (MMSE)



Any child, birth to age 3, who qualifies under MMSE is also eligible for *Early On*.



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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



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

- Smiles often
- Makes noises at brother
- Signs for yes, all done, more
- Puts things in mouth
- Eats a variety of foods
- Stands with support
- Loves favorite toys

Concerns

- Difficulty falling asleep
- Removes own diaper
- Cries in car seat/highchair
- Difficulty grasping utensils
- Does not point at objects
- Wakes up throughout night
- 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

Testing vision or hearing

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

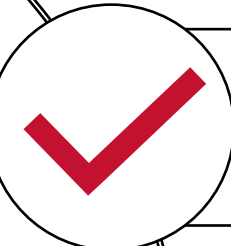
An adaptative stroller

IFSP Components

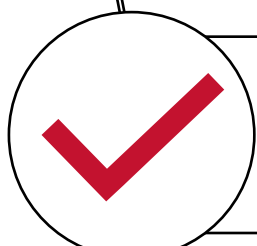


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IFSP Outcomes



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.

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

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?

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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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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Step 1: Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition

Step 3: Confirm the Child Find information about the child has been transmitted to the LEA following notification procedures and procedural safeguards

Step 5: Review of program options for the toddler with a disability for the period from the toddler's third birthday through the remainder of the school year

Step 2: Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting

Step 4: Identify transition services and other activities that the IFSP team determines are necessary to support the transition of the child

Transition Planning

IFSP Meetings



Initial IFSP

Periodic Review

Annual Meeting to Evaluate

IFSP Meeting Types

Initial IFSP

- once after eligible
- develops starting plan

Periodic Review of the IFSP

- every six or less months
- not as formal
- face-to-face not required

Annual Meeting to Evaluate the IFSP

- annual
- more formal
- face-to-face meeting

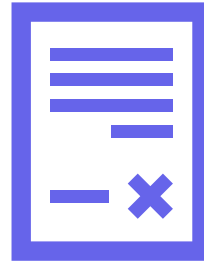
Options for Resolving Disagreements



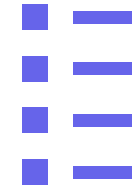
Informal Meeting



Facilitated Meeting



Mediation



State Complaint



Due Process Complaint/Hearing

We are here to support you!

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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families

In collaboration with



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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