


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


Michigan Administrative Rules for Special Education (MARSE)

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

Early On Michigan Part C of IDEA State Plan

The Michigan School Code-PA 451 of 1976

- Special Education serves Birth to 26



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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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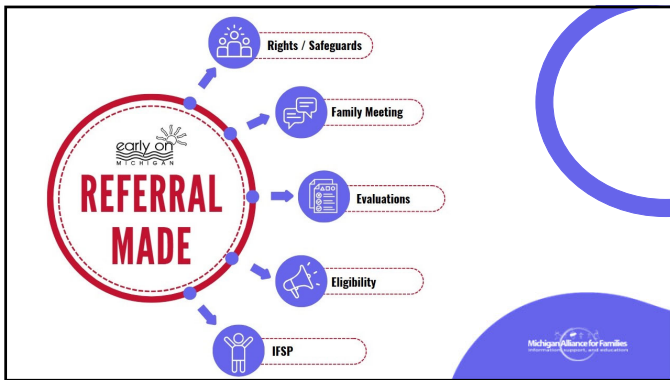
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Procedural Safeguards

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?

<p>✗ NO Established Health Condition</p> <p>Examples:</p> <ul style="list-style-type: none"> • Down Syndrome • Autism • Cerebral palsy • Hearing loss • Vision Impairment 	<p>✓ YES Developmental Delay</p> <p>When a child takes longer than expected to learn a basic skill</p> <p>Examples:</p> <ul style="list-style-type: none"> • Talking • Moving • Responding to others
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Developmental Milestones

6 MONTHS

- Crawl towards
- Babble with consonants
- Respond to own name
- Sit up with support
- Hold a rattle
- Respond to simple verbal requests
- Respond to simple non-verbal requests

12 MONTHS (1 YEAR)

- Stand with support
- Say "mama" and "dada"
- Follow simple verbal requests
- Respond to simple non-verbal requests

18 MONTHS (1 1/2 YEARS)

- Walk
- Use simple words
- Follow simple verbal requests
- Respond to simple non-verbal requests

2 YEARS

- Run
- Use two-word phrases
- Follow simple verbal requests
- Respond to simple non-verbal requests

3 YEARS

- Climb on and off furniture
- Use three-word phrases
- Follow simple verbal requests
- Respond to simple non-verbal requests

4 YEARS

- Run and walk on a path
- Use four-word phrases
- Follow simple verbal requests
- Respond to simple non-verbal requests

These are just a few of many important milestones to look for. For more complete checklists by age visit www.cdc.gov/actearly or call 1-800-CDC-1095

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

Early On Eligibility
20% delay or established condition

MMSE Eligibility – MARSE Categories

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

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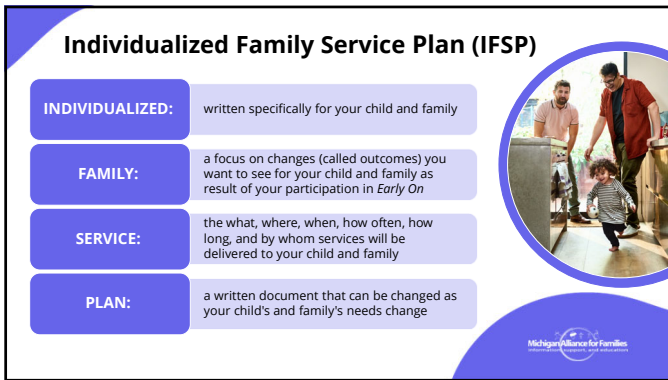
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MILEAP Michigan Department of Early Learning, Advancement, and Potential
early on MICHIGAN
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Individualized Family Service Plan (IFSP)

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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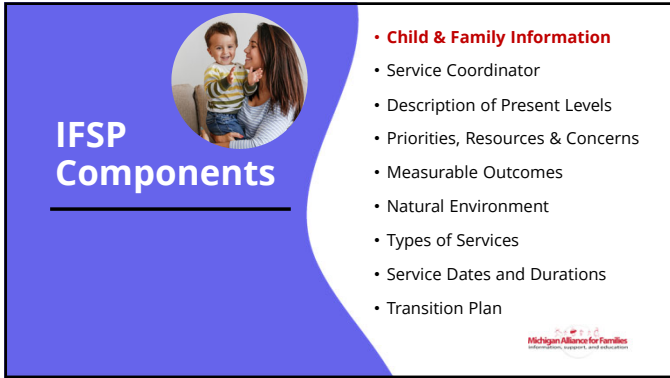


IFSP Components

- 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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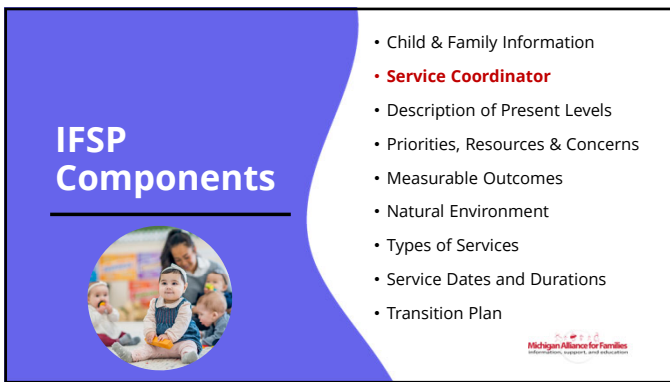


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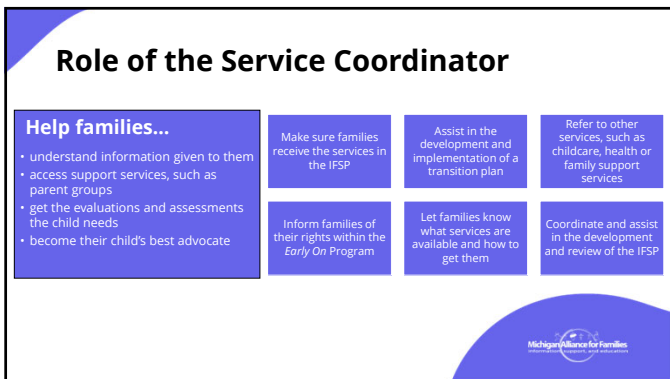


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Role of the Service Coordinator

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 <i>Early On</i> 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 adaptative 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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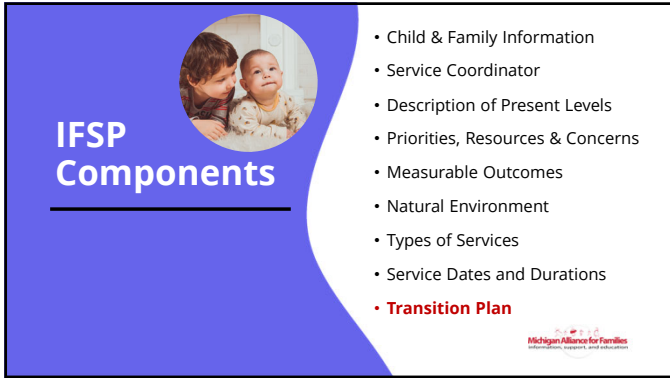
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Service Dates and Durations

- **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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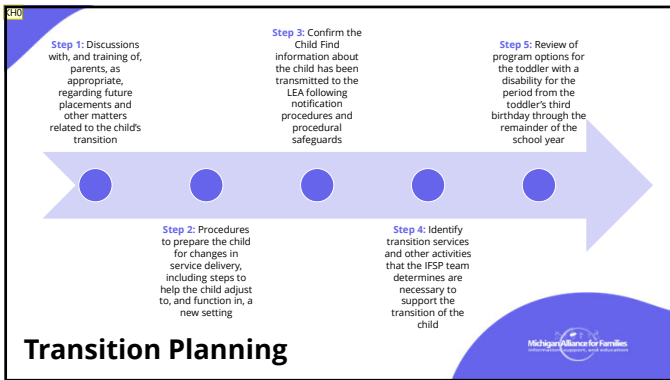


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Transition Planning

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

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

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

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

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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




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For more information visit
www.michiganallianceforfamilies.org

Call 800-552-4821
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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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