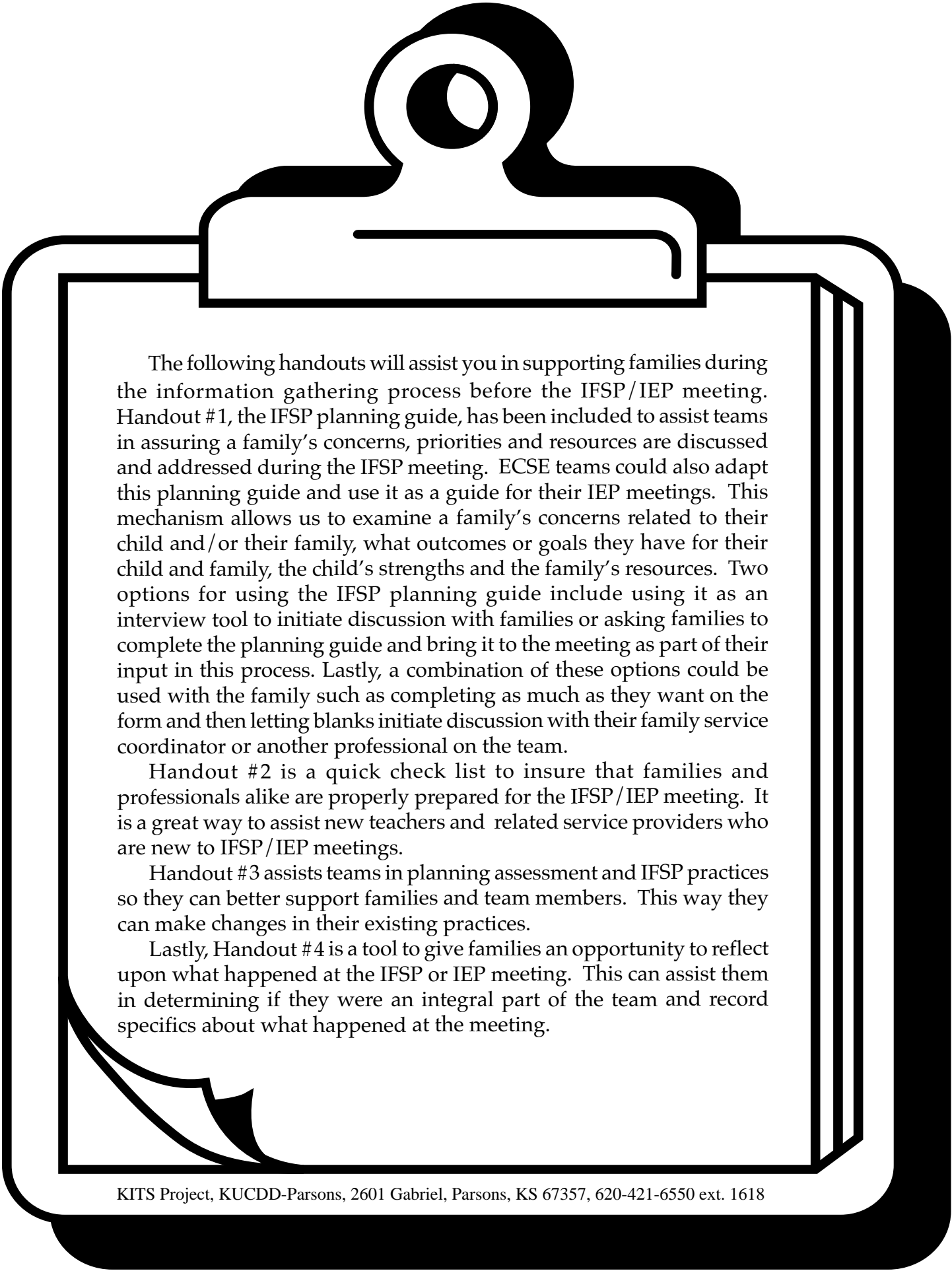




Enhancing Family Participation in the IFSP/IEP Process

Preparing Families for the IFSP/IEP Process

**Kansas Inservice Training System (1999)
Kansas University Center on Developmental Disabilities
2601 Gabriel, Parsons, KS 67357
620-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618
email: kskits@mail.ku.edu
web: kskits.org**

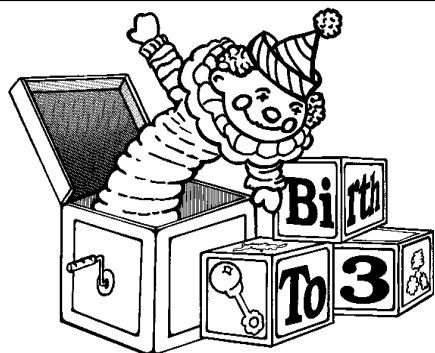


The following handouts will assist you in supporting families during the information gathering process before the IFSP/IEP meeting. Handout #1, the IFSP planning guide, has been included to assist teams in assuring a family's concerns, priorities and resources are discussed and addressed during the IFSP meeting. ECSE teams could also adapt this planning guide and use it as a guide for their IEP meetings. This mechanism allows us to examine a family's concerns related to their child and/or their family, what outcomes or goals they have for their child and family, the child's strengths and the family's resources. Two options for using the IFSP planning guide include using it as an interview tool to initiate discussion with families or asking families to complete the planning guide and bring it to the meeting as part of their input in this process. Lastly, a combination of these options could be used with the family such as completing as much as they want on the form and then letting blanks initiate discussion with their family service coordinator or another professional on the team.

Handout #2 is a quick check list to insure that families and professionals alike are properly prepared for the IFSP/IEP meeting. It is a great way to assist new teachers and related service providers who are new to IFSP/IEP meetings.

Handout #3 assists teams in planning assessment and IFSP practices so they can better support families and team members. This way they can make changes in their existing practices.

Lastly, Handout #4 is a tool to give families an opportunity to reflect upon what happened at the IFSP or IEP meeting. This can assist them in determining if they were an integral part of the team and record specifics about what happened at the meeting.



Southeast Kansas Birth to Three Program

IFSP PLANNING GUIDE

Who Katie Age: 2
 When (Date of IFSP): February 22 Time: 4:00
 Where (Location): Our House Phone: 421-1082

Family/Friends/Professionals/Agency Representatives to attend meeting: Lou Ann Jane, Juliann

Concerns

| Child Concerns: | Family Concerns: (optional) |
|---|--|
| <p><i>Katie is not eating good. Her speech is slow.</i></p> | <p><i>The kids don't play well together at home or at the babysitter's. We don't know how to help.</i></p> |

Priorities

| Child Outcomes: | Family Interests: |
|---|---|
| <p><i>More words and sentences. Gaining weight. Checking to see she develops right.</i></p> | <p><i>Learning how to help Katie. Stopping the girl's fights.</i></p> |

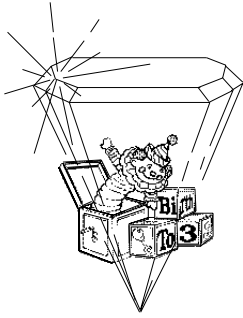
Resources

| Child Strengths: (Include recent progress or changes, favorite activities, special qualities) | Family Resources: (Include available resources, abilities, supports) |
|--|---|
| <p><i>Katie is curious, loving, likes books. She can ride her new bike.</i></p> | <p><i>Jane is a good babysitter. Our insurance covers Katie's basic medical needs. We want to help Katie.</i></p> |

Handout # 2

| Quick Checks: | YES | NO |
|---|--------------------------|--------------------------|
| Have the family members identified who will be at their planning meeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the time and location meet the needs of the family? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are attending team members aware of the meeting logistics? | <input type="checkbox"/> | <input type="checkbox"/> |
| Has the family had an opportunity to complete the IFSP/IEP guide (see previous divider explanation)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are the team members attending the IFSP/IEP planning meeting aware of what the family wants to discuss? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have community providers and resources had opportunities for input? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have the family members seen and approved the assessment results? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are copies of the assessment report available for their records? | <input type="checkbox"/> | <input type="checkbox"/> |
| Has the family received their Parental Rights and had an opportunity for questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are team members familiar with child and family routines, activities, and schedules? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there materials/plans/activities for other children attending the meeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have extra copies of any form you could possibly need (i.e. referrals to other agencies, information release, IFSP/IEP signature sheets, outcome plans)? | <input type="checkbox"/> | <input type="checkbox"/> |

Adapted from: Family-guided Approaches to Collaborative Early Intervention Training and Services (FACETS), 1996. Kansas University Center on Developmental Disabilities at Parsons, 2601 Gabriel, Parsons, KS 67357.



Planning for an IFSP: Team Reflections

What strategies have facilitated family comfort and involvement during the assessment process? What hasn't worked?

What roles have the family identified for themselves in the IFSP process? How and when can we assure opportunities for involvement?

How/Where does the family define their community? Who are their preferred providers? What sources do we want to be sure we include in our options?

Who does the family include in their informal and formal supports? Have we assured their involvement as requested by the family?

How have we adapted our process to meet the family's culture, constellation, values and beliefs?

What can we do to assure the focus is on positive contributions of the child and family?

What options for Parent-to-Parent support or parent resources can be offered?

What do we need to remember to support each other's expertise on the team?

What accommodations for collaboration across community agencies may be necessary?

Family Member Observation of IFSP or IEP Meeting

Date:

Who were the members of the team, including yourself, involved in this meeting?

What happened first?

Then what did you do (what was your role)?

How did the team respond to your words and/or actions?

What were the results of the IFSP/IEP meeting?

Do you think you or one of the team members could have done something better to make the meeting a more positive experience for you and your family? Why or why not?