



Writing Family-Guided IFSP Outcomes

Family-Guided IFSP Planning

Included in the hard copy version of this packet is an article developed by the PEAK Parent Center Inc. under a grant from the Colorado Department of Education entitled *Getting Ready for Your IFSP Meeting*. This article can be downloaded from <http://clas.uiuc.edu/fulltext/cl01532/cl01532.html>

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June 2004**

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Family-Guided IFSP Planning Worksheet

When writing Individual Family Service Plans (IFSPs), it is often helpful to have a “planning worksheet or planning guide” to assist families with the decisions they will make during the IFSP meeting. Recording families strengths and resources as well as concerns and challenges help them to better articulate their own needs and desires for their child during the IFSP process. Additionally, completing the worksheet reinforces to the family that they are a vital team member and that their input is as important as everyone else’s on the team. As with other practices related to services, families should have the choice of whether to use the worksheet/guide. On the following pages are examples of different planning worksheets and how they might be completed to support the IFSP decision making process.

Family-Guided IFSP Planning Worksheet

Joseph's Plan

What is the outcome? "Brenda needs more rest and sleep."
What needs to change to make the natural supports more accessible and successful? "Joseph needs to sleep more than two hours at a time or Brenda will need help in caring for Joseph at night."

What strengths, resources and supports are already in place?	What changes are needed to make these strengths more effective in progressing toward the outcome?	Roles of team members (who can help?)	Services needed to achieve outcome?	How will we know we are there?
<p><u>Resources:</u> Both parents are home at night. Bob, Joseph's father, is a sound sleeper but is a willing partner! Brenda's sister, JoAnn, wants to help.</p> <p><u>Environments:</u> Family is comfortable in their home, carpeted surfaces, natural lighting, sufficient space, variety of baby equipment.</p> <p><u>Interactions:</u> Caring, supportive interactions among adults and with Joseph.</p> <p><u>Skills:</u> Reading cues, vocalizations, eye contact, adjusting positions, persistence</p>	<p><u>Change in resources:</u> Bob, Brenda and JoAnn need assistance in developing a plan to provide more support to Brenda. All adults need strategies to assist Joseph with sleep issues.</p> <p><u>Change in environments:</u> Explore various positioning options for Joseph in his crib.</p>	<p>Bob does not wake up during the night when Joseph cries. However, he would like Brenda to wake him up so he can take his turn getting up with Joseph and Brenda can get more sleep.</p> <p>JoAnn would like to come over one or two evenings a week to spend time with Joseph and to give Brenda some time to rest.</p> <p>Tiny-k staff can advise/consult/provide information to parents/aunt. Tiny-k staff can spend time during home visits to support Brenda in caring for Joseph. Ellen, the occupational therapist, will show Brenda & other Tiny-k team members strategies to help Joseph sleep better.</p> <p>Brenda's father, John is great at rigging things up once we have ideas of what might help Joseph. Should we look at all environments? Does Joseph sleep during the day in environments that are different than at night time?</p>	<p>Tiny-k program to provide special instruction through home visits at least two hours and up to six hours per month to address sleep issues with parents.</p> <p>OT at least one hour and up to three hours per month for ongoing assessment, problem solving, consultation and instruction provided to parents/other caregivers/ Tiny-k team members as needed.</p>	<p>Bob gets up with Joseph three nights per week.</p> <p>Brenda is sleeping at least eight hours per night three nights during the week.</p>

Family-Guided IFSP Planning Worksheet

_____’s Plan

What is the outcome?

What needs to change to make the natural supports more accessible and successful?

What strengths, re-sources and supports are already in place?	What changes are needed to make these strengths more effective in progressing toward the outcome?	Roles of team members (who can help?)	Services needed to achieve outcome?	How will we know we are there?



Kansas Early Intervention Program

IFSP PLANNING GUIDE

Who Grace Age: 32 months
When (Date of IFSP): March 1 Time: 12:00 p.m.
Where (Location): Daycare Phone: 123-4567 (daycare)

Family/Friends/Professionals/Agency Representatives to attend meeting: _____
Jill, Terri, George, Kim, Shelly

Concerns

Child Concerns:

- We want her to play more appropriately with toys and other children
- We do have concerns about her sneakiness

Family Concerns: (optional)

- We want to make sure we are giving Grace the right experiences to help her develop appropriate social-emotional skills

Priorities

Child Outcomes:

- Getting her to express her wants and needs through gestures, words or signs instead of whining/yelling
- Play skills and appropriate social behavior

Family Interests:

- Being a support to families who have internationally adopted children receiving early intervention services

Resources

Child Strengths:

(Include recent progress or changes, favorite activities, special qualities)

- Grace likes to listen to music and dance
- Grace loves going to daycare

Family Resources:

(Include available resources, abilities, supports)

- Mom is familiar with how early intervention services work
- Aunt Jane helps us a lot
- We have a strong support system!
- We have great daycare providers!



Kansas Early Intervention Program

IFSP PLANNING GUIDE

Who _____ Age: _____

When (Date of IFSP): _____ Time: _____

Where (Location): _____ Phone: _____

Family/Friends/Professionals/Agency Representatives to attend meeting: _____

Concerns

Child Concerns:

Family Concerns: (optional)

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Priorities

Child Outcomes:

Family Interests:

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Resources

Child Strengths:

(Include recent progress or changes, favorite activities, special qualities)

Family Resources:

(Include available resources, abilities, supports)

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