Individualized Family Service Plan Overview

For each infant or toddler with a disability who chooses to participate in the Infant Toddler Program, the lead agency must ensure the development, review, and implementation of an Individualized Family Service Plan (IFSP). The IFSP is developed by a multidisciplinary team, which includes the parent, and is done in compliance with state definition of evaluation and assessment, in a timely manner, and consistent with state and federal requirements.

The IFSP is a written plan for providing early intervention services to an infant or toddler eligible for early intervention services and for the child’s family. The plan is:

- Based on the multidisciplinary evaluation and assessment of the child and information approved by the family or family assessment if the family wants to have such information included; Implemented as soon as possible once parental consent for the early intervention services in the IFSP is obtained; and
- Developed in accordance with the IFSP procedures in §§303.342, 303.343, and 303.345.

**Individualized Family Service Plan**

The Individualized Family Service Plan (IFSP) is a written plan outlining the provision of services for the eligible child and family. The IFSP must be developed jointly with the family and the appropriate qualified personnel and must be based on the multidisciplinary evaluation of the child and the resources, priorities, and concerns of the family. The IFSP outlines the services necessary to enhance the development of the child and the capacity of the family to meet the needs of the child.

The Individuals with Disabilities Education Act (IDEA) and Idaho Code, Title 16, Chapter 1 require the development and implementation of an IFSP for every eligible child and family who chooses to participate in the Infant Toddler Program. A Service Coordinator is available to each family throughout the IFSP process and subsequent service delivery.

**Individualized Family Service Plan Definitions**

Terms related to an IFSP are defined in the following paragraphs.

**Documentation** – Includes evidence that actions of implementation procedures have been carried out. Unless otherwise indicated; acceptable methods of documentation in a child’s permanent record include physician recommendation and notes, copies of required forms and letters, staffing notes, evaluation narrative reports or protocols, nursing notes, or Continuing Service Reports (CSRs).

**Family Concerns** – Areas family members identify as needs, issues, or problems they want to address as part of the IFSP process.
**Family Priorities** – A family’s desires and choices for how early intervention will be involved in family life.

**Family Resources** – The strengths, abilities, and formal and informal supports that can be mobilized to meet family concerns, needs, or outcomes.

**Family Strengths** – Characteristics family members identify as contributing to the growth and development of the child and family. Among the areas of family life that many families identify as strengths are coping strategies, nurturing relationships, communication, religious or personal beliefs, family competence, and family/community interconnectedness.

**IFSP Team** – Made up of family members and professionals who meet together to identify strengths and needs, develop and carry out Outcomes and strategies, and evaluate the effectiveness of the IFSP.

**Long Term Interruption** – Includes items such as staff resignations, staff training, extended illness, maternity leave, extended family vacation or illness. ITP defines long term interruption as an interruption to early intervention services for greater than 90 days.

**Strategies** – Planned strategies and resources used necessary to achieve a stated Outcome. Strategies include who will do what during which regular activities and routines, and where will it occur.

**Outcomes** – Statements of changes a family wants to see for their child or themselves. Outcomes are identified and stated in the words of the family.

**Program Graduation** – Occurs when direct services are no longer indicated for a child following re-evaluation by qualified service provider(s) and the child’s team.

**Evaluation** – The procedures used by qualified personnel to determine a child’s initial and continuing eligibility.

**Assessment** – The ongoing procedures used by qualified personnel to identify the child’s unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child’s eligibility.

**Initial Assessment** – The assessment of the child and the family assessment conducted prior to the child’s first IFSP meeting.

**Service Coordinator** – The individual assigned to or selected by the family to carry out service coordination activities to assist or enable a child or family to:

- Communicate with a family referred for a multidisciplinary evaluation.
- Ensure families receive their rights, procedural safeguards, system of payment policies regarding early intervention services.
- Coordinate the evaluations required to determine eligibility.
- Establishes the initial IFSP.
- Oversees the implementation of the IFSP.
- Complete IFSP reviews.
- Facilitate and complete the child’s transition from the program when the child turns three (3) years of age.
Short Term Interruption – Infrequent and short term. Includes items such as a child’s or therapist’s brief illnesses, weather conditions, family emergencies, and holidays. ITP defines short term interruption as an interruption to early intervention services for less than 90 days.

Surrogate Parent – An individual assigned to protect the rights of the child whenever the parents are not known or cannot be found, or the infant is a ward of the state.

Transitional Individualized Education Plan (IEP) Team – The group responsible for determining potential eligibility for Part B services, developing the IEP, and determining the placement of the child who will transition to the local school district for early childhood special education services. Members of the transitional IEP team must include:

- Parent of the child.
- District representative (e.g., building Principal, Special Education Director, District Superintendent, and others who meet criteria specified in the Special Education Manual).
- Special Education Teacher/provider.
- General Education Teacher.
- Individual who can interpret evaluation results and implications.
- Child, whenever appropriate.
- Part C Coordinator or representative. At the request of the parents, the Part C Coordinator or representative is invited to the IEP meeting.
- Other. At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the child, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the child shall be made by the parent or district person who invited the individual to be a member of the IEP team.

The Special Education Manual (Chapter 5 and Chapter 5 Appendix) provides details regarding IEP team members. For further information contact the Idaho State Department of Education or go to www.sde.idaho.gov.

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- Family Concerns
- Family Priorities
- Family Resources
- Family Strengths
- IFSP Team
- Outcomes