

## Record

148

## File Number

10120

Author: Unknown

Title: Summary of the regulations regarding the individualised family service plan

Original source: Unknown

Resource type: Written

Publication Date: N/A

Publisher info: -

**Abstract**

This is a concise summary of the content of the Individualised Family Service Plan which is developed jointly between the family and appropriate qualified personnel involved in the provision of early intervention services to meet the needs of the child. It lists what should be involved in such plans and how the outcomes are implemented and maintained. Emphasis is on the identification of family strengths and needs. **Keywords: Pre-school aged, Individualisation**

# **SUMMARY OF THE FEDERAL REGULATIONS REGARDING THE INDIVIDUALISED FAMILY SERVICE PLAN (IFSP)**

## **I. General Information**

- A. The IFSP must be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services;
- B. The IFSP must be based on the multi disciplinary evaluation and assessment of the child and his/her family;
- C. The IFSP must include services necessary to enhance the child's development and the capacity of the family to meet the special needs of the child;

## **II. Procedure for IFSP Development, Review, and Evaluation**

- A. There is a timeline of 45 days for an agency to complete the evaluation and assessment process and hold an IFSP meeting;
- B. A review of the IFSP for a child and his/her family must be conducted every 6 months (or more frequently if requested);
  - 1. The review is conducted to determine the degree to which progress toward achieving the outcomes is being made; and
  - 2. Whether modification or revision of the outcomes or services is necessary;
  - 3. The review may be carried out by a meeting or by another means that is acceptable to the parents and other participants;
- C. After the initial IFSP meeting, there must be a meeting conducted on at least an annual basis to evaluate the IFSP;

## **III. Participants in the IFSP Meetings and Periodic Reviews**

- A. Each initial meeting and annual meeting must include the following participants:
  - 1. The parent(s) of the child;
  - 2. Other family members, as requested by the parent;

3. An advocate or person outside of the family, as requested by the parent;
4. The case manager that has been working with the family or has been designated to be responsible for implementing the IFSP;
5. A person or persons directly involved in conducting the evaluations and assessments;
6. As appropriate, persons who will be providing services to the child or family;

#### **IV. Content of the IFSP**

- A. Information about the child's status, including a statement of the child's present levels of physical development (vision, hearing, and health status included), cognitive, language/speech, and psychosocial development, and self-help skills;
- B. Information about the family's strengths and needs related to enhancing the child's development;
- C. A statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures, and timelines used to determine:
  1. The degree to which progress toward achieving the outcomes is being made; and
  2. Whether modifications or revisions of the outcomes or services are necessary;
- D. A statement of the specific early intervention services necessary to meet the unique needs of the child and family, including:
  1. The frequency, intensity, location, and method of delivering the services;
  2. The payment arrangements, if any;
- E. To the extent appropriate, a statement of medical and other services that the child needs, and the steps that will be undertaken to secure those services;
- F. Projected dates for initiation of services and the anticipated duration of those services;
- G. The name of the case manager from the profession most immediately relevant to the child's or family's needs, who will be responsible for the implementation of the IFSP and co-ordination with other agencies and persons;

- H. The steps to be taken to support the transition of the child, upon reaching age three, to preschool or other services;
- I. Discussions with, and training of, parents regarding future placements and other matters related to the child's transition;
  - 1. Procedures to prepare the child for changes in service delivery; and
  - 2. With parent consent, the transmission of information about the child (eg copies of IFSPs, evaluations & assessments) to the local educational agency;

## **SUMMARY OF THE FEDERAL REGULATIONS REGARDING THE IDENTIFICATION OF FAMILY STRENGTHS/NEEDS**

### **I. Definitions of Evaluation and Assessment**

- A. Evaluation: procedures used by qualified personnel to determine the child's initial and continuing eligibility, including determining the status of the child in the major developmental areas;
- B. Assessment: ongoing procedures used by qualified personnel to identify the child's unique needs, the family's strengths and needs, and the nature and extent of early intervention services that are needed by the child and family;

### **II. Family Assessment**

- A. Must be designed to determine the strengths and needs of the family related to enhancing the child's development;
- B. Any assessment that is conducted must be voluntary on the part of the family;
- C. If the assessment is carried out, it must:
  - 1. Be conducted by personnel trained to utilise appropriate methods and procedures;
  - 2. Be based on information provided by the family through a personal interview; and
  - 3. Incorporate the family's description of its strengths and needs related to enhancing the child's development;

### **III. Timelines and Non discriminatory Procedures**

- A. The evaluation and initial assessment of the child and family must be conducted within a 45-day time period;**
- B. Tests and other procedures should be administered in the native language of the parents or other mode of communication;**
- C. Any assessment and evaluation procedures and materials that are used are selected and administered so as not to be racially or culturally discriminatory;**
- D. No single procedure is used as the sole criterion for determining a child's eligibility;**
- E. Evaluations and assessments are conducted by qualified personnel.**