
Resources and Connections

Enhancing the Quality of Early Learning and
Early Intervention for Infants, Toddlers, & Their Families



May, 2003 • Volume 2, Number 2

A monthly compilation of useful resources to help keep you up-to-date on the latest information and opportunities supporting quality practices in early learning and early intervention. Read the details at the end of this issue to request a **FREE** monthly subscription. An online version of can be viewed at: www.cde.state.co.us/earlychildhoodconnections/Technical.htm

Special Focus: IFSP Development

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IFSP Development

The Individualized Family Service Plan (IFSP) is a process that assures that early intervention supports and services are meaningful to children and their families. Following are key principles that team members should keep in mind while developing the IFSP.

Individualization. Every family that seeks early intervention has unique concerns, resources, and priorities. Both the process and the resultant plan need to be flexible and individualized in order to meet the uniqueness of each child and family. Supports and services need to fit the context of the individual child and family's everyday routines, activities, and places.

Meaningful. The ultimate plan needs to be meaningful to the family. The plan needs to be relevant and useful to the family and fit the context of their everyday life.

Team Process. One of the most important parts of the IFSP is the *team process*. Throughout this process families work collaboratively with service coordinators, service providers, and others to clarify the family's desired outcomes and ways to achieve those outcomes. This close collaboration is made possible by developing respectful, trusting, and effective relationships among all the team's members. The process needs to facilitate an open exchange of information and ideas to assist the family in clarifying their priorities.

Logical Steps. The IFSP process is completed through a series of logical, well thought out steps that guide the team in developing a plan that is individualized, family-centered, collaborative, flexible, and respectful. It is important to thoughtfully complete each of the steps in sequence. It is through this sequence of steps that a family narrows their concerns to their most immediate priorities. Focusing on the family's most immediate priorities, the team develops desired outcomes. It is only *after* outcomes are developed that the team can identify the supports and services that can address those outcomes. The entire planning process, including the plan to be put in place is documented on the IFSP Form.

On the following page is a chart that describes the steps to creating meaningful Individualized Family Service Plans.

Steps In Creating the Individualized Family Service Plan

Set the Stage

- Lay the foundation for ongoing, positive relationships.
- Offer families information about early intervention supports and services, the IFSP process, their rights, and procedural safeguards.

Learn about the Child and Family

- Build relationships among the team members throughout the IFSP process.
- Plan the evaluation and assessment process.
- Have conversations with the family to learn about their child and family's typical routines and activities, strengths, resources, concerns, culture, etc.
- Answer the family's questions about their child's development and/or meeting their child's needs.
- Collect information from a variety of sources, for example health providers, child care providers, extended family members, etc.
- Complete child assessments.
- Determine the child's eligibility for Part C services and supports.
- Review and discuss the information that has been gathered.

Develop Outcomes

- Summarize the concerns that the family has related to their child's development in light of the information gathered thus far in the IFSP process.
- Identify the family's most immediate priorities from the list of concerns.
- For each of the family's most immediate priorities, develop outcome statements that describe changes that the family would like to see in the child's learning, development, and/or participation. Each outcome statement should include specific descriptions of the desired abilities and behaviors for the child in enough detail so that the IFSP team will be able to know when the outcome has been achieved in the child's everyday routines and activities.

Identify Supports and Services

- Brainstorm all of the strategies that should be considered for addressing the outcomes within the child/family's everyday routines, activities, and places.
- Choose the strategies that will best address the outcomes.
- Identify "informal supports" (e.g. people, groups, clubs, associations, programs, and/or organizations other than health and early intervention related services that can help address the outcomes).
- Identify early intervention services that can meet the developmental needs of the child eligible and the needs of the family related to enhancing the child's development.
- Identify "other services" (medical and other services that the child needs, but that are not required by the law).

Get a Copy of Colorado's IFSP Form and Instruction Booklet

Colorado's approved IFSP form and Instruction Booklet guide IFSP teams through the process described above. The Instruction Booklet is an excellent tool to familiarize IFSP team members about best practices in IFSP development. Download the IFSP form (in English and Spanish) & the IFSP Instruction Booklet at:

[http://www.cde.state.co.us/earlychildhoodconnections/service_co.htm#IFSP forms](http://www.cde.state.co.us/earlychildhoodconnections/service_co.htm#IFSP%20forms)

Research Brief

Park, J. & Turnbull, A. (2003). Service integration in early intervention. *Infants and Young Children* 16, 1, pp.48-58.



Service integration is vital to achieving the ultimate outcomes of early intervention, the child's learning and development and enhancement of the family's quality of life. For this literature review, the authors regarded service integration as "a) a systemic effort to provide appropriate and harmonized services to young children and their families, and b) collaborative partnerships between families and professionals, among professionals, and among agencies that are formed in the process of enhancing child and family outcomes" (p. 50).

Service integration occurs at levels of formality and informality. Formal integration occurs at system levels (e.g. interagency coordinating councils) and informal integration occurs at associations such as the family level (e.g. during development of an IFSP). Integration at both levels depends on several structural and interpersonal factors. Structural factors are components of the relationship between agencies or systems that smooth the processes of collaborative efforts. Interpersonal factors are characteristics of a relationship between individuals that enhance or inhibit collaborative efforts.

The authors recommend adequate preservice and inservice training to promote service integration. Service providers need to focus on the following interpersonal skills: a) learning to be positive and proactive in interactions with families; b) avoiding labeling and blaming behaviors; c) working across disciplinary and agency boundaries; and d) developing skills in communication, joint problem solving, conflict resolution, and negotiation. Structural knowledge includes: a) understanding early intervention service systems; b) knowing about funding sources and the mechanics necessary to access them; and c) having expertise in infant toddler development and the regulations related to early intervention.

In addition to training, system change is also required in these areas: a) co-location of services; b) single point for intake and assessment; c) flexible and pooled funding and co-application procedures; d) coordination among agencies in policies regarding eligibility, funding, and certification; e) state technical assistance in examining available community resources and strong leadership for integrated efforts; f) centralized management of information retrieval system; and g) administrative approval and support for flexible scheduling for collaborative efforts.

The core of interpersonal and structural development is based on relationship building using these family-centered strategies:

- Respect cultural and socioeconomic differences among families.
- Seek family input at every level of service delivery to move system from a typical to an ideal one as envisioned by families.
- Ensure that the full range of needs expressed or needed by families is addressed.
- Build on family's strengths and promote independence.
- Have families evaluate the effectiveness of service integration.

Editorial comment: This article is very detailed in reporting specific means for enhancing individual relationships and the supporting systems to successful service integration. Although effective structure is important for service integration, it is not sufficient. Its crucial to develop productive relationships based on good communication, satisfaction from working together to resolve personal and system issues, and increased leadership from family members in the process. This article offers sound guidance for practitioners, those who provide training and consultation to early intervention programs, and for local and state agencies.



On the Web

Colorado's Service Coordination Core Training Program

Colorado's Service Coordination Core Training Program was developed to provide basic training to Colorado's early intervention service coordinators. The Core Training Program offers essential information and preferred practices in serving families with children birth through three who receive services under Part C of the Individuals with Disabilities Education Act (IDEA). It is intended for service coordinators, family members, community centered board personnel, public health personnel, home visitors, and child find personnel. Follow the URL below to download the entire curriculum, including Trainer's Notes, Handouts, and PowerPoint slides.

<http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>

Service Coordination Under IDEA By National Early Childhood Technical Assistance System (NECTAS)

Definitions, information about state-specific programs, and a national overview of service coordination characteristics and caseloads are some of the resources that may be downloaded at no cost at the NECTAS site. Inexpensive publications on topics related to service coordination (e.g., Assuring the Family's Role on the Early Intervention Team: Explaining Rights and Safeguards) are also available through the NECTAS homepage (www.nectas.unc.edu).

<http://www.nectac.org/topics/scoord/scoord.asp>

The Research and Training Center on Service Coordination

This national initiative examines the status of service coordination for children with disabilities and their families receiving early intervention services under Part C of IDEA. The center is a partnership of the University of Connecticut (Mary Beth Bruder, Principal Investigator), the University of North Carolina at Chapel Hill, Indiana University, and the Federation for

Children with Special Needs in Massachusetts. The site contains many interesting newsletters and reports.

<http://www.uconncced.org/rtc/rtchome.htm>

The Individual Family Service Plan (IFSP) By Mary Beth Bruder

This overview article was reprinted from The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC).

<http://endoflifecare.tripod.com/juvenilehuntingtonsdisease/id304.html>



Print and Video

Pathways: A training and resource guide for enhancing skills in early intervention service coordination

by Peggy Rosin, Meredith Green, Liz Hecht, Linda Tuchman, & Sue Robbins
This curriculum is a rich source of activities,

stories, resources, and references to enhance skills, knowledge, and values needed by effective service coordinators. Content sections include getting started in the IFSP process and follow-along and implementation of the IFSP. Cost: \$35.00
Waisman Center Early Intervention Program. (608) 263-5022
Email: duschak@waisman.wisc.edu
<http://www.waisman.wisc.edu/earlyint/>

The Steps to Creating a Better IFSP

By The Community Inclusion Project
A serialized story of the Canaletto family weaves together the sections of this resource, which offers content, activities, vignettes, and checklists. The sections on promoting participation in natural environments, assigning transdisciplinary intervention responsibilities, and evaluating early intervention would be particularly valuable to individuals providing service coordination. Cost: \$20.00

Division of Child and Family Studies,
Department of Pediatrics
University of Connecticut Health Center
(860) 679-4632

Resources

Upcoming Events

KIDs BRAINS: Healthy Connections for our Future - 4th Annual Conference

May 29 and 30 at the Tivoli, Auraria Campus, Denver

This conference is a two-day exploration into the importance of environment in brain development for infants and young children. This conference is of interest to child care providers, parents, health care providers, educators, family therapists, students, criminal justice professionals, social service providers, and persons who are concerned about children. For registration and more information go to <http://www.mscd.edu/~kids/>

DECA Implementation Program Training

June 23, 24 and 25 in Westminster
The DECA (Devereux Early Childhood Assessment) training focuses on enhancing social and emotional development and reducing challenging behaviors in children 2-5 years of age. This training is of interest to early childhood teachers & providers & family support staff, Head Start personnel, administrators & advocates for children's programs, child psychologists & other mental health professionals, and other professionals and agencies interested in promoting children's social and emotional development. For more information, please call Debi Mahler at (303) 639-1729 or e-mail at dmahler@devereux.org

DECA – C Training

June 25 in Westminster
The DECA - C is a new clinical assessment that measures protective factors and behavior concerns in young children 2 to 5 years old. This tool measures protective factors, but also takes a more comprehensive look at behavior concerns in the areas of emotional control problems, withdrawal/depression, attention problems, and aggression. It can be helpful as further assessment and/or if a referral is being considered for a young child. This training is intended for former participants of 2 or 3-Day DECA Program Basic Training. For information

contact Debi Mahler at (303) 639-1729 or e-mail at dmahler@devereux.org.

Service Coordination Core Training

July 8, 9, August 5, and 6, 2003 Denver metro area location TBA. 9 a.m. – 5 p.m.
A free intensive four-day course for anyone wanting to build their skills as a service coordinator and for those wanting to help others become highly effective service coordinators. Intended for service coordinators, family members, community centered board personnel, public health personnel, home visitors, and child find personnel. For information & registration: <http://eccevents.spindustry.com/asp/EventsPlus/events.asp?e=8>

Autism Spectrum Disorders: The SCERTS Model

June 25 and 26, 2003 at The Arvada Center for the Arts and Humanities, Arvada, Colorado
Presented by Barry M. Prizant, PhD., Director, Childhood Communication Services and Adjunct Professor, Center for the Study of Human Development, Brown University. This seminar is based on The SCERTS Model of assessment and intervention which focuses on Social Communication, Emotional Regulation, and Transactional Support. This two-day workshop will focus on practical, up-to-date information for supporting children with ASD and their families in educational settings and everyday activities, using an approach that integrates knowledge from a variety of disciplines. Costs: Professional: \$290/ Student: \$200/Parent: \$200
Registration can be downloaded from <http://www.colorado.edu/CDSS/index.html> or you may request a form from Sheila Goetz at University of Colorado, 409 UCB, Dept. SLHS, Boulder, CO 80309, by email at sheila.goetz@colorado.edu, or by phone at (303) 492-3039.

Routine-Based Intervention

August 24 and 25 in Denver
This presentation by Robin McWilliam may possibly be teleconferenced across the state. Look for details at: <http://www.cde.state.co.us/earlychildhoodconnections/>

Regional IFSP Training

Late July through November
Sessions will be offered in Denver,
Steamboat Springs, Durango, Grand
Junction, Pueblo, and Greeley. Details at:
<http://www.cde.state.co.us/earlychildhoodconnections/>

Interdisciplinary Fundamentals In Adaptive And Assistive Technology

The University of Miami is offering this online course. Scholarships are available. The cost is \$795.00 but is free with the scholarship. Please contact Michelle at 305-243-4466 or visit:
<http://pediatrics.med.miami.edu/projectabc/abcs.htm>

Home Page for Follow-up to the Institute

This section of the ECC web site highlights follow-up information for the 11th Annual Early Childhood Institute. Visit this site to link to presenter's web sites and download additional handouts:

<http://eccevents.spindustry.com/asp/EventsPlus/events.asp?e=9>

Early Childhood Activities Calendar

Remember to periodically check out this useful source of information on training opportunities and other events:

www.cde.state.co.us/earlychildhoodconnections/calendar/Cal.htm

Subscription Information

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or contact your local Early Childhood Connections at 1-888-777-4041.

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Please pass along copies of Resources and Connections to your colleagues and friends.

Larry Edelman, Co-Editor
edelman.larry@tchden.org

Susan Smith, Co-Editor
smith_s@cde.state.co.us

Ann Grady, Abstract Editor
grady.ann@tchden.org