

IFSP Practice

The IFSP Meeting:

1. Establish a welcoming and respectful climate for family members as equal members of the IFSP team.
 2. Review the purpose and process of the IFSP. Review the IFSP as a document as a dynamic plan that will guide the provision of supports and services.
 3. Review information collected during early contacts regarding family concerns, priorities and resources.
 4. Review the recommendations and concerns that were revealed in the Functional Evaluation and how they may inform the functional outcomes/goals.
 5. Identify functional outcomes to be achieved by the child and family.
 - Discuss the outcomes the family wants to work on to enhance the child's development, engagement, social relationships and independence in family and community routines and activities
 - Discuss the family outcomes that they want to include
 - Prioritize potential outcomes and choose which to work on first
 - Discuss what can be reasonably achieved in an agreed upon time frame. *Try to anticipate when the particular service will begin and be accurate on the start date.*
 - Write outcomes using active language that describe a desired and measurable end result, including what the routine/activity/behavior should look like and when/where/with whom it should occur. For example, *"Abby will crawl to get toys out of her reach when playing on the floor, so she can play more independently."*
 6. Plan and write strategies/activities, services and supports to address outcomes and enhance participation and learning in natural environments.
 - What to do if a parent states that they do not want to work on a concern or follow up on provider recommended services:
 - i. Acknowledge that the concern may be addressed under another goal. We will revisit if it continues to be a developmental concern with the family.
 - ii. Acknowledge the parent preference and do not add a goal to the IFSP. The provider recommendation, the family preference and follow up plan will be noted in a daily note for this date. We will continue to support the family in their understanding and impact of delays.*
- *Generally, the IFSP acts as a note of the event and another daily note is required. If there is information that was not captured in the IFSP that is relevant to the IFSP meeting, the primary will make an additional note.
7. Identify the criteria, procedures and timelines used to determine progress toward achieving each outcome.
 - Use measurable, functional criteria and family-friendly language to verify family understands in a supportive manner
 - Emphasize the critical role that family members play in sharing information about the status of progress

8. Services tab (complete each box in the row for each service added) and remember that the service is what is being agreed upon, rather than who is delivering it:
 - Service status: indicate “initiate” if the service is just starting.
 - Early intervention service: indicate the services that PIC is providing as appropriate for your discipline and secondary provider’s services.
 - Add Service Coordination if you are the PSP (add for every family at a rate of monthly
 - Person/Agency responsible
 - Service Start Date: parent will be made aware that the start date is the projected date that services will begin, which is as soon as possible after the IFSP meeting. ECTA (Early Childhood Technical Assistance) indicates that:
 - Duration: generally 12 months is indicated
 - Length: 1-4 units is generally indicated. A unit is 8-15 minutes.
 - Frequency of visits are determined by the team, and projected on visits per quarter.
 - i. The frequency is chosen based on the minimum number of projected visits per quarter. If the family would like weekly, many providers select 9 visits per quarter when considering weekly. PSPs are encouraged to discuss with the family their recommendation for number of visits and what fits with the family’s availability.
 - Intensity: Individual or Group
 - Method: ILP Provider/Contractor
 - Location: Provide justification of the extent, if any, to which services will not be provided in a natural environment.
 - i. If the team decides that a specific child outcome cannot be met in a natural environment, write a sufficient justification
 - ii. Make sure to include a plan for how to move the child from the non-natural environment back into other settings in the home, community once the outcome has been achieved in the non-natural environment
 - iii. If services are provided in an exclusive/restricted environment, discuss plans for moving services to a natural environment when appropriate.
 - Method of payment [IFSP Services Payer Source.docx](#)
9. Transition: Identify transition documentation required based on child age. For example, if the child is over 24 months old and transition activities occur during the IFSP meeting, it will be indicated on this tab. For further information about transition: [Transition Overview](#)
10. Review procedural safeguards and next steps.
 - Review procedural safeguards related to consent for services and sign IFSP signature pages including:
 - PWN (indicating the reason for the IFSP)
 - IFSP signature page
 - +/- Consent to Bill if adding any PT/ST/OT services and family has private insurance.

- Ensure family has a copy of IFSP
- Discuss confidentiality and family access to records
- Agree upon next steps for all team members to begin services