

Form EI-04 Individualized Family Service Plan (IFSP)



IFSP type and date Initial 4/1/2024 Periodic 8/1/2024 Periodic _____
 Annual _____ Periodic _____ TPC _____

ETID number
000000001

Section 1: Child and Family Information

Child's first name <u>Samantha</u>	Last name <u>Long</u>	Nickname <u>Sami</u>	Date of birth <u>4/10/2022</u>
Languages spoken with child <u>English</u>	Interpreter needed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Child's race and ethnicity <u>White/Hispanic</u>	Child's school district of residence <u>Columbus Public</u>
Parent name <u>Nathan Long</u>	Address <u>123 Fake Ave, Columbus, OH 43205</u>		Child lives with? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Relationship to child if not biological or adoptive parent		Phone: Cell (C); Home (H); Work (W) <u>(C) 614-555-5555</u>	
Email address <u>Nathan.long@gmail.com</u>	Preferred contact method <input type="checkbox"/> Call <input type="checkbox"/> Email <input checked="" type="checkbox"/> Text	Preferred contact times <u>9am-8pm</u>	
Parent name <u>Estelle Long</u>	Address <u>123 Fake Ave, Columbus, OH 43205</u>		Child lives with? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Relationship to child if not biological or adoptive parent		Phone: Cell (C); Home (H); Work (W) <u>(C) 614-555-5555</u>	
Email address <u>Estelle.long@gmail.com</u>	Preferred contact method <input type="checkbox"/> Call <input type="checkbox"/> Email <input type="checkbox"/> Text	Preferred contact times <u>9am-8pm</u>	

Other important family information

(anything you want your team to know about your family's culture, spiritual beliefs, or living arrangements)

Please, remove your shoes at the door. We have two dogs.

Section 2: Early Intervention Service Coordinator Information

Your Early Intervention (EI) Service Coordinator serves as the single point of contact for carrying out the following activities during your participation in EI. This includes -

- Explaining and ensuring your rights in EI
- Coordinating your child's initial eligibility
- Coordinating Individualized Family Service Plan (IFSP) meetings within required timelines including those requested by you
- Assisting the IFSP team with developing outcomes that are functional and reflect your concerns and priorities
- Assisting you in identifying, obtaining, funding, and monitoring needed EI services
- Assisting you with locating and connecting to other supports and resources that you need and want
- Facilitating the development of a transition plan before age three

Name of EI Service Coordinator <u>Henry Davidson</u>	Phone <u>614-555-5555</u>	Email <u>Henry.davidson@cbdd.gov</u>
Agency name <u>County Board Department of Disabilities</u>	Supervisor name and contact information <u>Katrina Hoffman; 614-355-5555; Katrina.hoffman@cbdd.gov</u>	

Daily Activities and Routines Summary

The Easiest or Most Enjoyable Times of Day with Your Child

Activity/Routine	Who is involved?	What makes the activity/routine go well?
Snack time	Dad	Typically, Sami is not as hungry during snack time, so she is more patient while Dad tries to figure out what she wants.
Bathtime	Mom or Dad	Sami knows and loves the bathtime routine. During her bath, she is full of laughter and follows all of Mom/Dad's directions.
Nap/bedtime	Mom or Dad, and Sissy	Sami quickly falls asleep when she is tired. She easily gets tired. Dad reads with Sami before nap. Mom reads with Sami before bed.

The Most Challenging or Frustrating Times of Day with Your Child

Activity/Routine	Who is involved?	What makes the activity/routine challenging?
Lunch during the weekdays	Dad and Sissy	Sami typically refuses to eat what Dad offers. When Dad asks her to choose a food, she does not appear to understand him. When Dad gives Sami a fork at lunch, she sometimes throws it at her sister.
Grocery Store	Mom or Dad	Sami gets upset when she is confined in the stroller or grocery cart for more than 5 minutes. If she is not in a stroller or cart, she attempts to run away in the store.
Potty Training	Mom or Dad	Sami does not let Mom or Dad know if she has a dirty diaper. She will sit on the potty for a minute or two, but Mom and Dad do not think she knows what to do.

Summary of Your Child's Development

Children develop skills in three functional areas, known as the Three Child Outcomes: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet their needs. Your team has compiled information through observation, family interview, review of your child's records, and the information you shared about your child's participation in family activities and routines. These summaries of your child's present levels of development represent your child's individual strengths and needs in relation to same age peers. This link provides more information on the functional skill breakdown for each of the [Three Child Outcomes](#).

Developing Positive Social-Emotional Skills

This is a summary of how your child interacts and plays with the family, other adults, and other children. This includes how they (1) show affection to family members, (2) understand and use their name and the names of others, (3) communicate greetings and goodbyes, (4) play with familiar and unfamiliar adults and peers, (5) express ownership of toys and share with others, (6) show their feelings and calm when upset, and (7) participate in social rules and games, such as playing peek-a-boo, singing songs, dancing, pretend play, and taking turns.

Sami lives at home and spends most of her time with her mom, dad, big brother, and her baby sister. Sami is often happy and enjoys playing peek-a-boo with Mom and Dad. She is typically easy-going and has not yet shown signs of stranger anxiety. She appears to have some awareness of strangers, as when the family goes to the grocery store and a stranger says "hi," she may hide her face.

Sami calls for her parents, using "Mama" and "Dada." She often waves and says, "hi" and "bye-bye" to others, and sometimes says, "bye-bye Mama," when she leaves for work in the mornings. Dad modeled "bye-bye Mama," when Mom left for work for months before Sami began to imitate him. She also likes to say, "Hi, Sissy," to her baby sister. Sometimes, it seems as if Sami does not always hear her parents when they call her name, even though she quickly turns towards Mom's phone when she hears a familiar song. Sami loves to give kisses and snuggles to her family and to new people who visit the house. Sami often helps care for her baby sister by giving her a blanket, snuggles, and kisses. She also frequently tries to hold her hand, give her toys, and occasionally tries to give her a bottle when she cries.

Sometimes Sami spins in circles when listening to music. Dad and Sami's older brother like to sing during bath time. When they sing, Sami often laughs, but she is not yet attempting to sing along to any nursery rhymes with them. Sami is not yet making consistent eye contact when she plays with her family. Although, when she sits on Dad's lap facing him, she often looks at his face when he speaks to her and likes to reach out and grab his lips. When something scares Sami, she immediately looks to Mom and Dad to see their reaction. Sami loves dogs but sometimes gets scared when they bark, like her dogs do every day at 2pm when the mail is delivered.

Sami often becomes upset after coming up to Mom or Dad and making "uhh" sounds, unless they give her what she wants. Mom and Dad do not often know what she wants and if they offer the wrong item, a tantrum follows. Sami typically needs 30 or more minutes to calm down when this happens. Sometimes Mom thinks she figures out what Sami wanted, but she still does not calm down when Mom offers what she thinks was the desired item. Additionally, Sami becomes upset if her big brother or another child takes an item she is playing with. She is not yet telling other children, "mine," to claim items.

For annual IFSP and at exit - Has your child shown any new skills or behaviors related to developing positive social-emotional skills since the most recent Child Outcome Summary rating? Yes No

Child Outcome Summary (COS) Rating Statement - Relative to same age peers, your child:

- | | |
|---|---|
| <input type="checkbox"/> Uses the skills expected of a much younger child in this area. | <input checked="" type="checkbox"/> Occasionally uses age-expected skills. They have more skills of a younger child in this area. |
| <input type="checkbox"/> Uses some early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses many age-expected skills. They have some skills of a younger child in this area. |
| <input type="checkbox"/> Uses many early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses the skills that we would expect in this area. However, there is potential for concern. |
| | <input type="checkbox"/> Uses all the skills that we would expect in this area. |

Acquiring and Using Knowledge and Skills

This is a summary of how your child plays, learns new things, and communicates what they know to others. This includes how they (1) observe and learn from others, (2) problem-solve, (3) analyze new information, (4) engage in purposeful play, (5) "read" books, (6) understand directions, and (7) use gestures, words, or signs to tell others about the world and answer questions.

Sami learns all about her world through play and self-exploration. She often likes to investigate new toys and items on her own. Sami's favorite toy right now is her activity cube. She loves to use the hammer to bang on the buttons on the top and side. She also likes to push the buttons on her dancing dogs, which makes them light up and plays music. Sometimes Sami watches her older brother play. Over the summer, she would sit and watch him play in his play kitchen every day before nap. Recently, she has started to show interest in the toys found in the kitchen, but she is not yet pretending to play with those toys like her brother. She may become frustrated and walk away when someone else attempts to join in her kitchen play, even her big brother.

Sami's eyes and hands are still learning how to work together to be careful when playing with toys like her Lego blocks and putting together puzzles. While playing today, Sami used her hands to hold and manipulate toys but did not use her thumb and index finger to pick up and manipulate small items or crayons. Dad typically reads with Sami before nap time. Sami's interest in books is growing, though she prefers to control the book, often turning the pages quickly. She is not yet examining the pictures, nor copying Mom when Mom points to pictures. When Dad takes Sami to the library's story time, Sami sits next to the other children for a minute or two. She typically stands up and runs around the room after two or three pages into the book. Sami also enjoys scribbling with her crayons, especially her bath crayons while in the tub.

Sami uses a few words on her own during the day, but mostly communicates through sounds. She is not yet using words to name her toys, like her baby doll or her drum, though she imitated "baby" while playing, today. Sami jabbars throughout the day, using a variety of sounds, though she does not yet imitate sounds back and forth. When Mom and Dad try to get Sami to copy what they say, she either laughs or does not respond. Sami used to imitate silly sounds with her lips but stopped about a month ago. She also used to say "duck" all the time, as she lives right next to the water and frequently sees ducks walking by but stopped saying it a few months ago too. Sami follows simple directions like "come here" or "put this in the trash" more for Mom than Dad, though she is not yet consistently retrieving familiar items, like a book or her monkey when asked by anyone.

For annual IFSP and at exit - Has your child shown any new skills or behaviors related to acquiring and using knowledge and skills since the most recent Child Outcome Summary rating?

Yes No

Child Outcome Summary (COS) Rating Statement - Relative to same age peers, your child:

- | | |
|--|--|
| <input type="checkbox"/> Uses the skills expected of a much younger child in this area. | <input type="checkbox"/> Occasionally uses age-expected skills. They have more skills of a younger child in this area. |
| <input checked="" type="checkbox"/> Uses some early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses many age-expected skills. They have some skills of a younger child in this area. |
| <input type="checkbox"/> Uses many early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses the skills that we would expect in this area. However, there is potential for concern. |
| | <input type="checkbox"/> Uses all the skills that we would expect in this area. |

Using Appropriate Action to Meet Needs

This is a summary of how your child moves purposefully, helps to take care of themselves, and communicates what they want and need. This includes how they (1) move from place to place, (2) eat and drink, (3) participate in dressing and undressing, (4) sleep during their nap and overnight, (5) participate in bathing, diapering, and toileting, (6) follow directions about safety, and (7) communicate their wants and needs to others.

Sami is a very active little girl who likes exploring her home. She runs everywhere and likes climbing up on the couch to get to things she wants. Sami enjoys rough house play with Dad and likes to stack up the pillows from the couch, climb onto the couch, and then jump onto the pillows. She uses both her hands to play with toys and enjoys throwing balls out of her ball pit. When it is time for a bath, Sami walks up the stairs, placing one foot on each step. She prefers to hold on to the wall or rail, rather than hold Mom or Dad's hand.

Sami is starting to help with dressing by pushing her arms through her shirt, pulling her pants and shirt off, and undoing her diaper. Sami loves the bath and leans her head back to wash her hair when Mom grabs a cup of water, taps on the back of Sami's head, and asks her to lean back. At night, Sami sleeps in her toddler bed, in her and her sister's room. She takes a 2-3-hour nap in the afternoon, and almost always sleeps through the night. If Sami is only wearing a diaper, she removes the diaper when it is dirty. If she is wearing clothes and has a dirty diaper, Sami continues to run around her home. She is not yet alerting Mom and Dad when she has a dirty diaper. When Mom or Dad place Sami on her little potty, she sits on it for 2-3 minutes before getting up and running away. She has not yet successfully gone in the potty.

During meals, Sami typically sits in her booster seat at the table. She is often fed at the same time as her younger sister, typically before her parents sit down to eat. Sami is a good but picky eater and prefers to graze throughout the day. She likes noodles, mac and cheese, ravioli, chicken nuggets, French fries, dry cheerios, and yogurt melts. When eating yogurt melts, Sami always tries to stuff as many yogurt melts as she can in her mouth. She sometimes tries to overstuff her mouth with other foods. Recently, Mom has attempted to figure out why Sami only eats certain foods. She has noticed that Sami typically prefers softer foods. When given meats or other foods that require more chewing, Sami often spits them out. However, she enjoys eating a specific baked cheese-stuffed chicken dish that Mom makes. When the family has time, Sami feeds herself with her hands. Typically, she picks up food with her whole hand. She may become frustrated if her cheerios break apart when she attempts to pick them up. When given a utensil, Sami typically bangs with and shakes the spoon or fork on and around the table. Sometimes she will try to stick the utensils in Mom or Dad's glass or throw them at her sister. She is not yet using a spoon or fork to feed herself. Sami's mom or dad typically feed her to get through a meal. Sami drinks 20oz of milk each day, from a sippy cup. She drinks from an open cup or water bottle if her parents help to hold the container steady.

Sami touches buttons on a phone or computer with her pointer finger but is not yet pointing to things she wants or pointing to things she finds interesting to show her parents. Sami often makes sounds (i.e. "uhh") while standing in front of her parents when she wants something. Sami is not yet consistently using words or pointing to objects to get her needs met during the day. Sami's mom and dad typically anticipate what she wants throughout the day and often provide her with items she may want before giving her an opportunity to ask for them. When Sami is being watched once a week by Mom's friend, Maggie, she often fusses and whines, like she does at home, when she wants something. However, her babysitter is attempting to teach Sami to sign "more," when she wants more to eat. Sami allows Maggie to grab her hands and help her sign, but she has not yet signed "more" without any help.

For annual IFSP and at exit - Has your child shown any new skills or behaviors related to using appropriate action to meet needs since the most recent Child Outcome Summary rating?

Yes No

Child's name: Samantha Long

Date of birth: 4/10/2022

ETID number: 000000001

Child Outcome Summary (COS) Rating Statement - Relative to same age peers, your child:

- | | |
|---|---|
| <input type="checkbox"/> Uses the skills expected of a much younger child in this area. | <input checked="" type="checkbox"/> Occasionally uses age-expected skills. They have more skills of a younger child in this area. |
| <input type="checkbox"/> Uses some early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses many age-expected skills. They have some skills of a younger child in this area. |
| <input type="checkbox"/> Uses many early skills that are necessary for developing age-expected skills. They are not yet using age-expected skills in this area. | <input type="checkbox"/> Uses the skills that we would expect in this area. However, there is potential for concern. |
| | <input type="checkbox"/> Uses all the skills that we would expect in this area. |
-

Family-Directed Assessment (FDA) Summary

FDA Conducted by: Henry Davidson

Family Concerns

This is a summary of the concerns, difficulties, or challenges that your child and/or family experience during daily routines and activities that would be helpful for the EI team to address.

Mom and Dad are concerned with Sami's difficulties communicating what she wants and how picky she is at meals. They also find it difficult to take Sami out in public, as she does not like to be constrained in her stroller and will run away from Mom and Dad if they let her walk on her own.

Family Resources

This is a summary of the resources that your child/family has for support, including people, activities, programs, or organizations, as well as resources that you do not currently have but want or could benefit from.

The Long family is supported by their friends and family. Both sets of grandparents live within 30 miles and often help with childcare. Mom works full-time and is employed by the Ohio State University. Dad works part-time and cares for the children when he isn't working. Sami and her younger sister spend one day a week, from 8am-5pm with a family friend who also has two children of similar ages. Dad would like Sami to have the opportunity to consistently interact with her peers in a full-day childcare setting. The family is interested in finding an affordable and quality childcare for every weekday. The family has transportation and stable housing. Mom and Dad currently rent a townhouse, but they would like to purchase a home. They are having difficulty finding a home that is the right size, in a good neighborhood with quality schools, and in their price range.

Family Priorities

This is a summary of the specific skills, activities, and/or resources that you would like your child and/or family to acquire as a result of early intervention services.

Sami's family would like to see her point and use words to tell them what she wants. They would also like to see her use utensils, eat a larger variety of foods, and not overstuff her mouth. They are interested in learning about teaching Sami signs since her babysitter is trying to teach Sami to sign, "more."

Section 4: Your Child and Family Outcomes

This section identifies a child or family outcome based on what you want to accomplish, as well as the steps to meet your outcome. The outcome is based on the information you shared about your family's daily life during the child and family assessment(s). Each IFSP outcome must be written in words easily understandable by everyone and with enough detail so the entire team will know when it is accomplished. Outcomes should be based on what you would like to see happen within your family's activities as a result of EI supports and services.

Outcome number: 1	This child outcome addresses:	<input type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input checked="" type="checkbox"/> Taking action to meet own needs	This family outcome addresses:	<input type="checkbox"/> Family well-being, family participation, or information
Date outcome added: 4/1/2024						

Outcome:

When Sami finishes the yogurt bites on her highchair during breakfast and wants more, she will sign "more" to Dad.

What's happening now with respect to this outcome?

Sami typically repeats, "uhh" until Mom or Dad gives her what she wants. If they do not give her more of the desired item quickly, Sami throws a tantrum. Maggie (babysitter) is attempting to teach Sami to sign "more," when she wants more to eat. Sami allows Maggie to grab her hands and help her sign, but she has not yet signed "more" without any help. Additionally, Sami always overstuffs her mouth with yogurt melts if she is given a full container of melts.

Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?

EI provider will model and coach during visits to encourage signing and assist caregivers with ways to motivate Sami to request 'more'. Dad/Mom/Maggie/Grandparents should only give Sami three yogurt bites at a time. When she is finished with the yogurt bites, they will sign, "more," in front of Sami, then grab Sami's hands and quickly help her sign, "more." They will then give Sami three more yogurt bites as quickly as possible and praise all attempts Sami makes. Caregivers and EI provider will explore using this strategy in other activities with toys, fun games, drinks, and other preferred foods.

Supports that we currently have available to help with this outcome (formal and natural, including services not provided by EI).

Maggie (babysitter) and grandparents will practice the same steps to establish the same expectation at home and at other frequently visited homes.

Review of this outcome: A review of the IFSP must occur at least every six months but may occur sooner. You may request an IFSP review at any time.

Result of review:Date of review: 8/1/2024

Outcome met Continue outcome Revise outcome Outcome no longer a priority

New concerns or events that affect this outcome:**Progress made toward meeting this outcome:**

Sami is now signing, "more," to request more yogurt melts at breakfast and at snack without being prompted by Mom, Dad, and Maggie. Sometimes, she makes a /mo/ sound when signing, "more." Additionally, she occasionally signs, "more" to request other foods when prompted.

Updated strategies:

Section 4: Your Child and Family Outcomes

This section identifies a child or family outcome based on what you want to accomplish, as well as the steps to meet your outcome. The outcome is based on the information you shared about your family's daily life during the child and family assessment(s). Each IFSP outcome must be written in words easily understandable by everyone and with enough detail so the entire team will know when it is accomplished. Outcomes should be based on what you would like to see happen within your family's activities as a result of EI supports and services.

Outcome number: 2	This child outcome addresses:	<input type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input checked="" type="checkbox"/> Taking action to meet own needs	This family outcome addresses:	<input type="checkbox"/> Family well-being, family participation, or information
Date outcome added: 4/1/2024						

Outcome:

When Sami wants food from the pantry at snack time, she will point to the pantry and tell Dad, "eat."

What's happening now with respect to this outcome?

When Sami wants something out of reach or behind a door, she is not yet pointing to what she wants. She typically repeats, "uhh" until Mom or Dad gives her what she wants. If Mom or Dad cannot figure out what Sami wants, then Sami typically has a meltdown. Mom and Dad typically anticipate what she wants throughout the day and often provide her with items she may want before giving her an opportunity to ask for them.

Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?

The EI providers will coach the family on ways the family/caregivers can offer snack choices to Sami. The providers and family will help Sami use her index finger to touch the item that they think she wants. Family will show Sami that the snacks come from the pantry. Family and provider will explore use of signs, pictures, and verbal modeling to help Sami communicate. Mom and Dad will coach Maggie and Grandparents to use the same strategies when Sami is with them.

Supports that we currently have available to help with this outcome (formal and natural, including services not provided by EI).

Maggie (babysitter) and grandparents will practice the same steps to establish the same expectation at home and at other frequently visited homes.

Review of this outcome: A review of the IFSP must occur at least every six months but may occur sooner. You may request an IFSP review at any time.

Result of review:

Date of review: 8/1/2024

Outcome met Continue outcome Revise outcome Outcome no longer a priority

New concerns or events that affect this outcome:

Progress made toward meeting this outcome:

Sami now touches the snack that she wants. Sometimes she will touch with her whole hand and other times she will touch with her index finger.

Updated strategies:

The family will now move the snack options farther away from Sami and help her point instead of touching the option she wants. The family will model the sign and say, "eat," then grab Sami's hands and quickly help her sign, "eat" immediately before handing Sami foods.

Section 4: Your Child and Family Outcomes

This section identifies a child or family outcome based on what you want to accomplish, as well as the steps to meet your outcome. The outcome is based on the information you shared about your family's daily life during the child and family assessment(s). Each IFSP outcome must be written in words easily understandable by everyone and with enough detail so the entire team will know when it is accomplished. Outcomes should be based on what you would like to see happen within your family's activities as a result of EI supports and services.

Outcome number: 3	This child outcome addresses:	<input type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input checked="" type="checkbox"/> Taking action to meet own needs	This family outcome addresses:	<input type="checkbox"/> Family well-being, family participation, or information
Date outcome added: 8/1/2024						

Outcome:

Sami will scoop yogurt with a spoon and bring it to her mouth to feed herself during lunch.

What's happening now with respect to this outcome?

Sami's mom or dad typically feeds her to get through a meal. When the family has time, Sami feeds herself with her hands. Typically, she picks up food with her whole hand. When given a utensil, Sami typically bangs with and shakes the spoon or fork on and around the table. Sometimes she will try to stick the utensils in Mom or Dad's glass. She has just started to show some interest in stabbing and scooping food.

Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?

EI providers will coach and model hand over hand support and will explore sticky food options to allow success. Family and providers will trial different spoons and Mom and Dad will work on guiding Sami's hand to scoop yogurt then slowly provide less support.

Supports that we currently have available to help with this outcome (formal and natural, including services not provided by EI).

Maggie (babysitter) and grandparents will practice the same steps to establish the same expectation at home and at other frequently visited homes.

Review of this outcome: A review of the IFSP must occur at least every six months but may occur sooner. You may request an IFSP review at any time.

Result of review:

Date of review: _____

- Outcome met Continue outcome Revise outcome Outcome no longer a priority

New concerns or events that affect this outcome:

Progress made toward meeting this outcome:

Updated strategies:

Section 5: Your Child and Family Transition Plan

The supports and services provided through Early Intervention end when the child turns three. This section serves as your transition plan and identifies the child and family transition needs and the steps and activities needed to make this transition from EI as smooth as possible. Your team will work with you to develop a plan and assist you to identify potential community supports or services that may be beneficial to your child and family.

Your plan will be developed between **9 months** ([7/28/2024](#)) and **90 days** ([1/28/2025](#)) before your child's third birthday.

Date

Date

If your child was referred to EI within 90 days of their third birthday, your transition plan will be developed at your initial IFSP meeting.

This planning process will include:

- Discussion with you about your child and family's future needs, potential future services and placements, and details you may need about those service options.
- Procedures to prepare your child for changes in service delivery, including steps to help your child adjust to and function in a new setting. This may include anything from learning to get on a school bus, to separating from family members, to acquiring and using a communication or other assistive technology device in a new setting.
- Identifying the transition steps, activities, and any services that the IFSP team determines necessary to support the transition.
- With your consent (on the EI-07 Consent for Transition Planning Conference), a Transition Planning Conference (TPC) with any community service providers you have identified as potential resources.

While your child's name, date of birth, and your contact info has already been shared with your school district, the TPC is a time for you to share and learn additional information. If your child may be eligible for preschool special education services at age three, this planning process will also include conversations with you about the role of the school district and the process for obtaining your consent for sharing copies with your school district of the most recent evaluations, assessments and IFSP, and inviting the school district representative to a Transition Planning Conference.

Date transition outcome with steps and services developed: [8/1/2024](#)

Potential future resources, placements, and/or services:

[Preschool special education classroom \(½ day\), childcare \(when located\), local library story time \(Monday and Thursday a.m.\)](#)

Child transition outcome: What will your child need to make a smooth transition?

Outcome number: [4](#)

[Sami will sit in her spot for an entire book at story time at the library.](#)

What steps and activities, including who and when, will help us meet this outcome?

[The DS and OT will support Mom and Dad at library story time and reading time at home/babysitter's. The family, Maggie, and providers will work on ways to engage Sami and maintain her attention while reading, including sensory rich items, seats, or activities.](#)

This transition outcome addresses:

 Developing positive social relationships

 Acquiring and using new skills and knowledge

 Taking action to meet own needs

Family transition outcome: What will you need to support your child in this transition?

Outcome number: [5](#)

[Dad will find available quality childcare, within 10 miles of his office, for Sami and her sister.](#)

What steps and activities, including who and when, will help us meet this outcome?

[Dad will research childcare options near his office. He will reach out to coworkers with kids and employee support at his office. The EISC will provide support and resources to help the family with their search, including the link to the childcare search engine and the EI Resource Directory, as needed.](#)

Review of transition outcome(s): A review of the IFSP must occur at least every six months but may occur sooner. You may request an IFSP review at any time.

Result of review for child transition outcome:

Date of review: _____

- Outcome met Continue outcome Revise outcome Outcome no longer a priority

Result of review for family transition outcome:

- Outcome met Continue outcome Revise outcome Outcome no longer a priority

New concerns or events that affect these outcomes:

Progress made toward meeting these outcomes:

Updated strategies, steps, and activities:

Section 6: Early Intervention Services

Early Intervention services may be provided by a primary service provider (PSP) or a secondary service provider (SSP). The PSP directly assists/serves the family at all visits to support the outcomes and promote child learning and development. SSPs periodically support the PSP and family with the IFSP outcomes through joint visits. Joint visits occur as often as necessary based on the needs of the PSP and family. In addition to your provider(s), you always have access to a full team of EI providers available to support your family.

Using all the information available, the IFSP team has identified the following EI services to support our outcomes:

Date of IFSP: **8/1/2024**

EI Service Type	Method	Location	Frequency	Session Length	Provider Agency	Funding Source	Projected Start Date*	Projected End Date	Outcome Number(s)
Special Instruction <input checked="" type="checkbox"/> PSP <input type="checkbox"/> SSP	P	H/C	24X/180 days	60 minutes	CBDD	CBDD	4/15/2024	1/28/2025	2, 3, 4
Occupational Therapy <input type="checkbox"/> PSP <input checked="" type="checkbox"/> SSP	P/T	H/C	6x/180 days	60 minutes	ABC Therapy	DCP	8/7/2024	1/28/2025	2, 3, 4
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		

Method: In-person (P); Technology (T)

Location: Home (H); Community (C); Other (O)

*If any new or changed service is projected to occur within 10 days of this IFSP meeting, see the "Waiver of Timeline" within Section 8 of the IFSP

Explanation of why any EI service(s) cannot be provided in a natural environment:

N/A

Steps that the EI Service Coordinator and family will take, including projected date, for moving the service(s) into a natural environment:

N/A

EI services that are needed, but not yet coordinated:

N/A

Steps that your EI Service Coordinator will take to coordinate the needed EI service(s):

N/A

Timely receipt of services (TRS) due by: 8/31/2024

Section 6: Early Intervention Services

Early Intervention services may be provided by a primary service provider (PSP) or a secondary service provider (SSP). The PSP directly assists/serves the family at all visits to support the outcomes and promote child learning and development. SSPs periodically support the PSP and family with the IFSP outcomes through joint visits. Joint visits occur as often as necessary based on the needs of the PSP and family. In addition to your provider(s), you always have access to a full team of EI providers available to support your family.

Using all the information available, the IFSP team has identified the following EI services to support our outcomes:

Date of IFSP: **4/1/2024**

EI Service Type	Method	Location	Frequency	Session Length	Provider Agency	Funding Source	Projected Start Date*	Projected End Date	Outcome Number(s)
Special Instruction <input checked="" type="checkbox"/> PSP <input type="checkbox"/> SSP	P	H/C	18X/180 days	60 minutes	CBDD	CBDD	4/15/2024	9/28/2024	1, 2
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		
<input type="checkbox"/> PSP <input type="checkbox"/> SSP							<input type="checkbox"/> New Service		

Method: In-person (P); Technology (T)

Location: Home (H); Community (C); Other (O)

*If any new or changed service is projected to occur within 10 days of this IFSP meeting, see the "Waiver of Timeline" within Section 8 of the IFSP

Explanation of why any EI service(s) cannot be provided in a natural environment:

N/A

Steps that the EI Service Coordinator and family will take, including projected date, for moving the service(s) into a natural environment:

N/A

EI services that are needed, but not yet coordinated:

N/A

Steps that your EI Service Coordinator will take to coordinate the needed EI service(s):

N/A

Timely receipt of services (TRS) due by: 5/1/2024

Section 7: Team Participation

In addition to your valuable contributions to the development of this IFSP, the following individuals participated in the eligibility determination, assessment, and/or IFSP development:

EI Service Coordinator name:

[Henry Davidson](#)

Phone: [614-555-5555](#)

Email: Henry.davidson@cbdd.gov

Name: [Melissa Rodriguez](#)

Phone: [614-555-5555](#)

Email: melissa.rodriguez@cbdd.gov

Role: Evaluator/Assessor Provider

Discipline:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Developmental Specialist | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Pre-K/K Educator | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Vision Specialist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Hearing Specialist | <input type="checkbox"/> Other: |

Name: [Anna Hurley](#)

Phone: [614-555-5555](#)

Email: anna.hurley@cbdd.gov

Role: Evaluator/Assessor Provider

Discipline:

- | | |
|---|--|
| <input type="checkbox"/> Developmental Specialist | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Pre-K/K Educator | <input checked="" type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Vision Specialist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Hearing Specialist | <input type="checkbox"/> Other: |

Name:

Phone:

Email:

Role: Evaluator/Assessor Provider

Discipline:

- | | |
|---|--|
| <input type="checkbox"/> Developmental Specialist | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Pre-K/K Educator | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Vision Specialist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Hearing Specialist | <input type="checkbox"/> Other: |

Name:

Phone:

Email:

Role: Evaluator/Assessor Provider

Discipline:

- | | |
|---|--|
| <input type="checkbox"/> Developmental Specialist | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Pre-K/K Educator | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Vision Specialist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Hearing Specialist | <input type="checkbox"/> Other: |

Other participant names

[Maggie Smith](#)

Role/Relationship to family

[Family friend/babysitter](#)

Section 8: Prior Written Notice and Consent for EI Services

Parent Consent

I agree to the provision of these Early Intervention services described in this IFSP. I participated in the development of this IFSP and have been fully informed and understand all information related to the provision of Early Intervention services described in this IFSP. I have a copy of the Ohio Early Intervention Parent Rights brochure and understand my rights for giving consent. I understand that I have dispute resolution options if I have an Early Intervention complaint.

I understand that when any Ohio Early Intervention (EI) service provider recommends or proposes to begin (initiate) or change the EI services that will be provided to my family and child, I must receive prior written notice at least ten calendar days before beginning or changing that EI service. I understand that this IFSP constitutes prior written notice about the proposed Early Intervention services and the details of the proposed initiation or change of services are described within Section 6 of the IFSP. Additional prior written notice is not needed for a service that was proposed to end using form EI-11 prior to this IFSP meeting.

Waiver of Timeline (optional)

I understand and agree to waive my right to receive written notice 10 calendar days prior to changing or beginning an EI service.

 NL
 8/1/2024
 Initials of parent(s) Date

<u> Nathan Long </u>	<u> <i>Nathan Long</i> </u>	<u> 8/1/2024 </u>
Parent name	Parent signature	Date

<u> Estelle Long </u>	<u> <i>Estelle Long</i> </u>	<u> 8/1/2024 </u>
Parent name	Parent signature	Date

EI Service Coordinator and Provider Consent

We acknowledge that the outcomes reflect the family's priorities and concerns, and the EI services support those outcomes. We agree to implement this IFSP in a manner that supports the family's ability to help their child participate in and learn from their everyday activities whenever possible.

Name	Discipline	Signature	Date
Henry Davidson	EI Service Coordinator	<i>Henry Davidson</i>	8/1/2024
Melissa Rodriguez	DS	<i>Melissa Rodriguez</i>	8/1/2024
Anna Hurley	OT	<i>Anna Hurley</i>	8/1/2024

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I understand that when any Ohio Early Intervention (EI) service provider recommends or proposes to begin (initiate) or change the EI services that will be provided to my family and child, I must receive prior written notice at least ten calendar days before beginning or changing that EI service. I understand that this IFSP constitutes prior written notice about the proposed Early Intervention services and the details of the proposed initiation or change of services are described within Section 6 of the IFSP. Additional prior written notice is not needed for a service that was proposed to end using form EI-11 prior to this IFSP meeting.

Waiver of Timeline (optional)

I understand and agree to waive my right to receive written notice 10 calendar days prior to changing or beginning an EI service.

Initials of parent(s)

Date

Nathan Long

Parent name

Nathan Long

Parent signature

4/1/2024

Date

Estelle Long

Parent name

Estelle Long

Parent signature

4/1/2024

Date

EI Service Coordinator and Provider Consent

We acknowledge that the outcomes reflect the family's priorities and concerns, and the EI services support those outcomes. We agree to implement this IFSP in a manner that supports the family's ability to help their child participate in and learn from their everyday activities whenever possible.

Name	Discipline	Signature	Date
<u>Henry Davidson</u>	<u>EI Service Coordinator</u>	<u>Henry Davidson</u>	<u>4/1/2024</u>
<u>Melissa Rodriguez</u>	<u>DS</u>	<u>Melissa Rodriguez</u>	<u>4/1/2024</u>
_____	_____	_____	_____
_____	_____	_____	_____