

Date Family Concerns And Desired Priorities

03/04/2015 Dahlia is not interested in being around other children. Parents would like her to play with them or her older sister. They want to know more about the preschool at the school. Dahlia does not say any words. She pulls Patty and Neal around if she wants something or screams. Parents would like to find some way for Dahlia to let them know what she wants. Dahlia has meltdowns when the family goes places in the community. Parents would like to be able to go somewhere altogether instead of one staying at home with Dahlia. Patty and Neal want to be able to talk to other parents and get more information about autism. Patty and Neal want to use a Services Coordinator.

Previous IFSPs

No previous IFSPs to display.

Date Child and Family Strengths

03/04/2015 Patty and Neal have been talking to another family in their community and have found this to be helpful. Dahlia has been sleeping better which seems to make it easier to get her to take them to what she wants without the meltdowns. Dahlia has been healthy. Patty and Neal have been in contact with a doctor in Courtsville who has provided alot of information about autism.

Previous IFSPs

No previous IFSPs to display.



IFSP - Child's Present Levels of Development

Date **Vision - Date / Current Abilities**

03/04/2015 Neal has noticed that when Dahlia's favorite TV shows are on, that she watches intently and even tries to imitate what she sees (e.g. if Sponge Bob stamps his foot or claps, Dahlia tries to do this too).

Previous IFSPs

No previous IFSPs to display.

Date **Hearing - Date / Current Abilities**

03/04/2015 Dahlia does not always respond to her name. Patty and Neal did have her hearing tested and the results indicated that Dahlia's hearing is within normal limits.

Previous IFSPs

No previous IFSPs to display.

Date **Health/Status - Date / Current Abilities**

03/04/2015 Dahlia was diagnosed with autism by a specialist in Courtsville. The specialist recommended that Dahlia begin taking Melatonin to help with sleeping. She also takes some other vitamins that were recommended by the doctor and Patty and Neal are noticing some positive changes. Dahlia is up to date on her shots.

Previous IFSPs

No previous IFSPs to display.

Date **Cognitive/Thinking Skills - Date / Current Abilities**

03/04/2015 Dahlia follows simple directions about things she is familiar with: get your shoes, it's bath time, get your blanket, etc. If the family does not understand her, she gets mad. Dahlia loves balls; she likes to put them into containers and then dump them out. Dahlia loves music and has figured out how to turn on the radio and the TV. She especially likes to watch Sponge Bob and Yo-Gabba. Her family has noticed that she sometimes imitates what she sees the characters doing, simple things like clapping and stomping her feet. She likes things to be a certain way. Dahlia recognizes her favorite cereal when she sees the box on the cupboard and will try to reach for it, fusses if she is not able to touch it.

Previous IFSPs

No previous IFSPs to display.

Date Communication Skills - Date / Current Abilities

03/04/2015 Dahlia pulls Patty, Neal and her older sister by the hand or pushes them from behind to what she wants. She also puts her hand on their hand until they get what she wants. She lets them know if she doesn't want something by pushing things away or screaming. The family has heard some vocalizations, like ah, uh, yaya, eeh, but they are not sure if the sounds are intentional or not.

Previous IFSPs

No previous IFSPs to display.

Date Social/Behavior Skills - Date / Current Abilities

03/04/2015 Dahlia likes to be tickled, especially by Neal and will anticipate his hands by curling up into a ball and smiling and taking quick breaths. She will put her hand on her Dad's hand or looks at his hand if she wants him to continue but has not yet started the tickling game or looked at the adult's face on her own. When the family goes to Walmart, Dahlia starts to get agitated, trying to get away and fussing. Sometimes the family can distract her if she has her blanket and can chew on it, but if she gets really upset, she will scream or throw things. Once they leave Walmart and get into the car, they can get Dahlia to calm if she has her blanket and if Patty or Neal squeeze her tightly. It is very difficult to get Dahlia to make eye contact, and she will usually isolate herself from the family unless there is music or the tickling going on.

Previous IFSPs

No previous IFSPs to display.

Date Self-Help/Adaptive Skills - Date / Current Abilities

03/04/2015 Dahlia used to wake up several times a night, but now since they have started the Melatonin, she has done much better. Dahlia likes to eat but only certain things: chicken nuggets, French fries, corn dogs and ham. She also likes yogurt but only one brand. She can eat with utensils but tends to use fingers more.

Previous IFSPs

No previous IFSPs to display.

Date Fine Motor Skills - Date / Current Abilities

03/04/2015 If Dahlia gets ahold of a pen, she will scribble on anything. She likes to stack her big wooden blocks because her older sister will knock them down.

Previous IFSPs

No previous IFSPs to display.

Date Gross Motor Skills - Date / Current Abilities

03/04/2015 Dahlia walks and runs on her toes sometimes. Sometimes she will dance if her family is dancing and her favorite music is on. She loves to be outside in the sandbox and will get in/out over the ledge on her own. She also loves to swing and has figured out how to get in/out of the swing by herself too.

Previous IFSPs

No previous IFSPs to display.

Goals

Confidential

Goal #1

Goal / Outcome

Dahlia will participate in the tickling game with her family by letting them know she wants another "turn". We will know she can do this when she lets them know that she wants them to tickle her again using eye contact with a family member before or after looking at their hand at least 3 times during a game.

Child / Family strengths and resources related to this goal:

Dahlia pulls people to what she wants. She will also put her hand on their hand.

If the family is doing something Dahlia likes, such as listening to music, she will come over to that area.

Dahlia loves the tickling game and anticipates that Neal will tickle her again by curling up in a ball and watching his hand closely.

What will be done / by whom:

Dahlia's family will:

Continue to use routine activities and any preferred toys that Dahlia likes as a way to motivate her to be with them. They will reinforce this by doing what she wants them to do.

Once the activity has started, stop and wait to see what Dahlia does.

As much as possible, use Dahlia's name and then wait to see if she responds. Pair this with the preferred activity if needed to keep her motivated.

The Primary Service Provider (ECSE) will:

Engage in the favorite activities with the family and then observe and reflect with them about ways that Dahlia may be indicating her turn or could learn to indicate her turn.

Figure out, with the family, how to get Dahlia to make eye contact, and then begin moving her gaze back/forth between the person and what she wants them to do.

Discuss other activities and play routines that could be used for Dahlia taking turns, and include her older sister, and then determine how to use interventions across other activities and routines.

ECSE visits will be more frequent in the beginning, as often as needed to allow for the kinds of supports the family needs to learn how to support this outcome (e.g. modeling, feedback, etc.).

The ECSE and the SLP will: make joint visits to discussion communication signals and strategies that can be used.

The ECSE and the SLP participate in weekly team meetings and receive coaching from the rest of the early intervention team.

Progress will be reviewed

monthly

by Family and PSP

through Observation and report

Goal #2

Goal / Outcome

Dahlia will participate in bath time and meal time by letting her family know what she wants. We will know she can do this when she uses at least one other way of communicating (other than pulling and putting her hand on the family's hand) during these routines daily.

Child / Family strengths and resources related to this goal:

Dahlia pulls her family to what she wants and puts her hand on theirs.

Dahlia is making some sounds.

Dahlia loves bath time and runs up stairs when she hears the water running and sees Patty get out the cup that Dahlia likes to have in the tub.

Dahlia hands her cup to Patty or Neal when she wants more and likes to drink water in the bath tub.

Patty and Neal have been reading about sign language and are interested in trying some simple ones.

What will be done / by whom:

The family will:

Wait for Dahlia to let them know she wants more to drink or that she wants to get into the tub.

Try forgetting to put Dahlia's favorite cup into the tub to see how she responds, or say it's bath time but then wait before going to the bathroom to see what Dahlia does.

Put small amounts of water into Dahlia's drinking cup so that she has to come back for more.

Introduce a second cup and show Dahlia how to pour water from one cup to the other.

The Primary Service Provider will (ECSE):

Consider, with the family, signing and other communication strategies which might be useful for the routines and activities that are the most motivating for Dahlia. Model and/or try out how to teach Dahlia these things.

Discuss and help the family set up a visual schedule for mealtime and bathtime as a way of introducing visuals into a preferred activity.

Explore the possibility of using picture exchange or simple switches as a means of communication.

ECSE visits will be more frequent in the beginning, as often as needed to allow for the kinds of supports the family needs to learn how to support this outcome (e.g. modeling, feedback, etc.).

The ECSE and the SLP will: make joint visits to discussion communication signals and strategies that can be used.

The ECSE and the SLP participate in weekly team meetings and receive coaching from the rest of the early intervention team.

Progress will be reviewed

monthly

by Family and PSP

through observation and report

Goal #3

Goal / Outcome

Patty and Neal will have strategies they can use to help Dahlia cope with being at the store for longer than 10 minutes. We will know this goal has been met when the family goes to the store altogether and is able to finish their shopping at least 3 times in a 2 week period.

Child / Family strengths and resources related to this goal:

Right now, Patty or Neal usually go to the store separately so that Dahlia does not have to deal with it. Dahlia lasts about 10 minutes.

On a few occasions, Dahlia was distracted by having her cup along. Having her blanket helps calm her but only if she is out of the store. Squeezing helps her calm down.

What will be done / by whom:

The family will:

Try going to a different store with Dahlia to see if this makes any difference.

Talk with the other family they know in town about things they have used with their child.

The Primary Service Provider (ECSE) will:

Talk with the OT on the team to see about ideas for how to use the squeezing in ways that might help Dahlia deal with the store experience.

Share information with the family about visuals (pictures, stories, etc.) that can be used to help Dahlia deal with difficult experiences. Since Dahlia recognizes her favorite cereal box, discuss ways to incorporate this into the trip to the store to help prime Dahlia for what will happen. If the family agrees, help develop something for the store.

Meet the family at Walmart or another store to try out agreed upon strategies including the possibility of starting with short trips first, e.g. only buying 1 or 2 things as well as ways to immediately reinforce any time, no matter how short, that Dahlia is able to be in the store without having a meltdown.

The ECSE participates in weekly team meetings and receives coaching from the rest of the early intervention team.

Progress will be reviewed monthly **by** Family and PSP **through** observation and report

Plan Review for this Goal 08/31/2015

Previous IFSPs

Date: Previous IFSP Text

Goal #4

Goal / Outcome

Patty and Neal will have information about how to connect with other families and, what the preschool is like to help them make decisions about present and future experiences and opportunities for Dahilia and their family by May of 2011.

Child / Family strengths and resources related to this goal:

Patty and Neal have already connected with one family in their community who has a child with autism. Patty and Neal have talked with the school elementary principal about the preschool in town.

Patty and Neal have learned from previous experiences with Dahilia that she needs to have more than one time to go to a new place to get used to it.

What will be done / by whom:

The family will:

schedule a time to visit the preschool.
think about questions they have for other families and what their priorities are for making these connections.

Attend the upcoming ASD conference.

The Primary Service Provider (ECSE) and the Services Coordinator will:

meet the family at the school and help them ask questions of the teacher and building principal.
talk with the school about scheduling some times when Dahilia and the family can both visit, both this spring and also over the summer.

make a referral to the ASD team.

connect the family with PTL of Nebraska.

invite the family to come to a Planning Region Team meeting.

The Services Coordinator will:

make contact with the family at least every month - one month in the home, the next a phone contact, to document progress and make sure that all team members are connected with one another.

Progress will be reviewed

in two months

by Family, SC and PSP

through report

Plan Review for this Goal 08/31/2015

Previous IFSPs

Date: Previous IFSP Text

Goal #5

Goal / Outcome

Dahlia will participate in singing her favorite TV songs by imitating the actions. We will know she can do this when she imitates simple actions that her Mom, Dad, and older sister show her, imitating at least 3 actions during one song.

Child / Family strengths and resources related to this goal:

Dahlia has imitated some simple actions when she sees them on her favorite TV shows, such as clapping and stomping her feet. When Dahlia hears someone from her family singing one of the songs she recognizes, she will come over to the TV. Dahlia loves balls and likes to put them into containers and then dump them out.

What will be done / by whom:

Family will:

Write down the actions from the favorite shows to start with.

The Primary Service Provider (ECSE) will:

Brainstorm with the family how to help Dahlia start imitating them using the favorite songs. This may include using consistent cues or phrases that Dahlia can recognize to help prompt her for the actions. Also think about how to reinforce Dahlia for using the actions, such as singing the song again.

Brainstorm with family how to use Dahlia's interest in balls and containers for imitation, e.g. shake the container, dump it into a box, roll the ball over to the container, etc.

Discuss and determine the best cues/phrases/prompts to use for actions. Model how to use them for the family and then have the family try it out too.

Discuss and determine other routines and child interests which can be used to promote this outcome.

ECSE visits will be more frequent in the beginning, as often as needed to allow for the kinds of supports the family needs to learn how to support this outcome (e.g. modeling, feedback, etc.).

The ECSE and the SLP will: make joint visits to discuss with the family the cues and phrases that could be used, along with other strategies that can be used.

The ECSE and the SLP participate in weekly team meetings and receive coaching from the rest of the early intervention team.

Progress will be reviewed monthly

by family and PSP

through observation and report

Plan Review for this Goal 08/31/2015

Previous IFSPs

Are there special conditions for safe transportation for this child?

Annual

The Services that will be provided to support all goals and objectives are:
Services

Service: ECSE
Setting: Home

How Often? 20 days/6 month period
How Much? 60 min/day

When service Starts and Ends?
03/04/2015 / 08/31/2015

Group/Individual? Individual
Who pays? School district

Natural Environment? Yes No
Who's Responsible? Teacher

Service: Speech-language therapy
Setting: Home

How Often? 10 days/6 month period
How Much? 60 min/day

When service Starts and Ends?
03/04/2015 / 08/31/2015

Group/Individual? Individual
Who pays? School district

Natural Environment? Yes No
Who's Responsible? Speech pathologist

Service: Occupational Therapy Services
Setting: Home

How Often? 1 days/6 month period
How Much? 60 min/day

When service Starts and Ends?
03/04/2015 / 08/31/2015

Group/Individual? Individual
Who pays? School district

Natural Environment? Yes No
Who's Responsible? Occupational therapist

Service: Services coordination
Setting: Home

How Often?
1 days/month
When service Starts and Ends?
03/04/2015 / 08/31/2015

How Much?
30 min/day

Group/Individual?
Individual
Who pays?
Early Development Network

Natural Environment?
 Yes No
Who's Responsible?
Services Coordinator

**IFSP
IFSP TRANSITION PLAN**

Transition Conference Date: 03/04/2015

Estimated Transition Date: 08/31/2015

Transition Plan

What needs to be done?

3/4/2015 Dahlia will make visits to preschool at the school this spring so that the team and family can make some decisions about the kinds of supports she might need and also how she will react to being around other children.

6/10/2015 Dahlia and her father made visits to the preschool at the school during the last 3 months of school. The PSP collaborated with the classroom teacher to facilitate the visits. After discussion with team, family decided that Dahlia will attend in the fall. Strategies which may be needed are delineated in the outcomes section of the IFSP.

Who is responsible?

PSP, preschool teacher, principal, family

Time Line
5/31/2015

Date Completed
06/10/2015

What needs to be done?

3/4/2015 Dahlia will make visits to the preschool room over the summer.

7/29/2015 Dahlia and father and the PSP did summer services at the preschool room in June and July to help Dahlia get comfortable with the room and materials.

Who is responsible?

PSP, principal, family

Time Line
8/31/2015

Date Completed
07/29/2015

What needs to be done?

3/4/2015 The kindergarten teacher, school SLP, preschool teacher, and family will attend the Autism conference in April.

4/29/2015 School staff and family attended the ASD conference in April and have decided to try some video modeling of Dahlia and her sister at the store to use as preparation for trips.

Who is responsible?

school personnel, principal, family, SC

Time Line
4/29/2015

Date Completed
04/29/2015

What needs to be done?

3/4/2015 Discuss transportation needs - both for spring and summer visits, as well as in the fall when Dahlia starts preschool.

5/31/2015 Dahlia's father brought her to preschool for spring visits and the school reimbursed for travel. Neal has chosen to continue this over the summer and then in the fall, Dahlia will start to ride the van with the para going along at first.

Who is responsible?

PSP, family, SC, principal

Time Line
5/31/2015

Date Completed
05/31/2015

What needs to be done?

Discuss differences between early intervention and Part B services with family. Family chooses to continue with early intervention until August 31 of 2015. The IEP will be written at that time.

Who is responsible?

SC, PSP, family

Time Line
5/31/2015

Date Completed
08/31/2015

What needs to be done?

Family will understand eligibility timelines for EDN services coordination. SC will facilitate family coordination of services independently.

Who is responsible?

Family, SC

Time Line
8/31/2015

Date Completed
08/31/2015

What needs to be done?

At the family's request, the SC will attend the initial IEP meeting.

Who is responsible?

Family, PSP, SC

Time Line
8/331/2015

Date Completed
08/31/2015

What needs to be done?

Services Coordinator got family consent and provided copies of the current IFSP, evaluations and assessments to the preschool teacher and other school staff who will be seeing Dahlia in the fall. Family received their parent rights in education and Rule 55.

Who is responsible?

SC, family

Time Line
5/31/2015

Date Completed
05/31/2015