Party and Neil want to use a Services Coordinator. Party and Neil want to be able to talk to other parents and get more information about autism. They also want something to do together instead of one staying at home with Dahlia. Parents would like to be able to go somewhere Dahlia has meltdowns when the family goes places in the community. Parents would like to have a way to find some way to let her know when she wants. Dahlia does not say any words. She plutis party and around if she wants something or screams. Parents would like to know more about the preschool at the school. Dahlia is interested in being around other children. Parents would like her to play with them or her older sister. They
Party and Neal have been in contact with a doctor in Courtsville who has provided a lot of information about autism.

Daiana has been healthy.

Daiana has been sleeping better which seems to make it easier to get her to take them to what she wants without the

Party and Neal have been talking to another family in their community and have found this to be helpful.

Date 03/04/2015

Child and Family Strengths
Danielle often likes to watch Sponge Bob and Yo Gabba Gabba. Her family has noticed that she is not able to touch the cereal box on the cupboard and will try to reach for it, but she is not able to touch it. Danielle also likes to dump things like snacks and ingredients, but she never leaves them around. She also likes to disconnect the TV and the radio, and the family has noticed that she does not understand her. She gets mad when Danielle allows the baby to put them into containers and then she likes to put them into containers and then follow simple directions. Danielle likes to follow simple directions as well.

Date: 03/04/2015

Danielle was diagnosed with Autism spectrum disorder by specialists in Countryside. The specialists recommended that Danielle begin taking melatonin to help with sleepiness. She also takes some other vitamins that were recommended by the doctor and family.

Date: 03/04/2015

Danielle does not always respond to her name. Party and Neel di have her hearing tested and the results indicated that her hearing is within normal limits.

Date: 03/04/2015

She sees (e.g. if Sponge Bob stamps his foot or drops, Danielle likes to do this too).

Date: 03/04/2015

Neel has noticed that when Danielle's favorite TV shows are on, that she watches intently and even tries to imitate what she sees.
Date

No Previous IFSPs to display.

Cross Motor Skills - Date / Current Abilities

Previous IFSPs

sister will knock them down.

If Daniella gets ahead of a pen, she will scribble on anything. She likes to stack her big wooden blocks because her older

Date

Previous IFSPs

only one brand. She can eat with utensils but tends to use fingers more.

Daniella likes to eat but only certain things; chicken nuggets, French fries, corn dogs and ham. She also likes yogurt, but

Date

Previous IFSPs

eye contact, and she will usually isolate herself from the family unless there is music or the clicking going on.

ey is very difficult to get Daniella to go to the bathroom and eat and to feed herself. She is quite stubborn and can

Date

Previous IFSPs

sounds are internal or not.

things away of scavenging. The family has heard some vocalizations, like ah, uh, yaya, gee, but they are not sure if the

Date

Previous IFSPs


03/04/2015

03/04/2015

03/04/2015

03/04/2015

03/04/2015

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

The ESE and the SLP will:
- Make joint visits to discuss communication signals and strategies that can be used.
- Support this outcome (e.g., modeling, feedback, etc.).

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 use interventions across other activities and routines.

Discuss these activities and play routines that could be used for Daphila taking turns and include her older sister, and then determine what she wants them to do.

Figure out, with the family, how to get Daphila to make eye contact, and then begin moving her gaze back/forth between the person.

The primary service provider (ECSE) will:
- Engage the ESE, activities with the family and then observe and effect with them about ways that Daphila may be indicating her need.
- Motivate her.

As much as possible, use Daphila’s name and then wait to see if she responds. Pair this with the preferred activity if needed to keep this by doing what she wants them to do.

Continue to use outline activities and any preferred toys that Daphila likes as a way to motivate her to be with them. They will reinforce the links.

What will be done / by whom:

Daphila loses the tickling game and articulates that she will still take her sibling by cutting up in a ball and watching his hand closely.

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

Daphila pulls people to what she wants. She will also pull her hand on their hands.

Child / Family strengths and resources related to this goal:

While they know that she wants them to take her sibling, she wants them to look again using eye contact with a family member before or after looking at their hand, at least 3 times during a game.

Daphila will participate in the tickling game with her family by letting them know she wants another "turn." We will know she can do this

Goal / Outcome

Goal #1

Confidential
The ESE and the SLP will make joint visits to discuss communication strategies and support the family needs to learn how to support this outcome (e.g., modeling, feedback, etc.).

**Activity:**
Exploring the possibility of using picture exchange or simple switches as a means of communication and discussing and helping the family set up a visual schedule for mealtime and bathtime as a way of introducing visuals into a preferred activity.

**Consider:** What family strengths and other communication strategies might be useful for the routines and activities that are the most motivating for Dahlia. Model and/or teach Dahlia how to reach these things.

The PRIMARY PROVIDER (ESE):

- Introduce a second cup and show Dahlia how to pour water from one cup to the other.
- Put small amounts of water into Dahlia's drinking cup so that she has to come back for more.
- If forgetting to put Dahlia's cup into the lid to see how she responds, or say it's bath time but then wash before going to the 

**The Family will:**

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

**What will be done / By whom:**

- Party and Neel have been reading about sign language and are interested in trying some simple ones.
- Dahlia holds her cup to Party or Neel when she wants more and likes to drink water in the bath tub.
- Dahlia loves bath time and runs up stairs when she hears the water running and seems happy that Dahlia loves to have in the tub.
- Dahlia is making some sounds. Dahlia pulls her family to wash the hands and puts her hand on theirs.

**Child / Family strengths and resources related to this goal:**

- 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

**Goal / Outcome:**

Goal #2
### Plan Review for this Goal 08/31/2015

**Progress will be reviewed monthly**

**By Family and PSp:**

The ESE particpants in weekly team meetings and receives coaching from the rest of the early intervention team.

**Family Participation:**

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

**Monthly Progress Review:**

- Progress will be reviewed monthly.
- Progress will be reviewed monthly.
- Progress will be reviewed monthly.

**Date:**

- 08/31/2015
- 08/31/2015
- 08/31/2015

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**What will be done / By whom:**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

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**Goal / Outcome:**

- Goal 3:
- Goal 3:
- Goal 3:

---

**Resources Related to this goal:**

- Child / Family strengths and resources
- Child / Family strengths and resources
- Child / Family strengths and resources

---

**Notes:**

- Notes:
- Notes:
- Notes:

---

**Confidential:**

- Confidential:
- Confidential:
- Confidential:
Plan Review for this Goal 08/31/2015

Progress will be reviewed in two months.

The Services Coordinator will:
- Make a referral to the ASD Team.
- Make an appointment at the ASD conference.

The Primary Service Provider (CSE) and the Services Coordinator will:
- Meet the family at the school and help them set goals and questions of the teacher and building principal.
- Attend the upcoming ASD conference.
- Think about questions they have for other families and what their priorities are for making these connections.

The Family will:
- Schedule a time to visit the preschool.
- Make the necessary arrangements to visit the preschool.
- Get used to it.

Child / Family Strengths and Resources related to this goal:

Family and child and have attended previous experiences with Dasha and the family can both visit both this spring and also over the summer.

Family and child have attended previous experiences with Dasha and the family can both visit both this spring and also over the summer.

Meet the family at the school and help them set goals and questions of the teacher and building principal.

The Services Coordinator will:
- Make a referral to the ASD Team.
- Make an appointment at the ASD conference.
Previous IFSPs

Plan Review for this Goal 09/31/2015

| Progress will be reviewed through | Observation and report by Family and PDP | Monthly

The ESE and the SL-P will participate in weekly team meetings and receive coaching from the rest of the early intervention team.

The ESE and the SL-P will make joint visits to discuss with the family the core and phrases that could be used, along with other strategies that can be used.

To support this outcome (e.g., modeling, feedback, etc.):

- Make more frequent visits in the beginning, as often as needed to allow for the kinds of supports the family needs to learn how to discuss and eliminate other routines and child interests which can be used to promote this outcome.

- 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.

- 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.

- Reinforcement with family how to use Daniel's interest in dolls and containers for imitation. 8. Shake the container, dump it into a box, such as sing the song "The Twist"

- Prizes that Daniel can recognize to help promote his for the actions. Also think about a song Daniel for using the actions. This may include using consistent cues or blessings with the family how to help Daniel start initiating them using the favorite song. This may include using consistent cues or blessings with the family how to help Daniel start initiating them using the favorite song.

The Primary Service Provider (ESE) will:

- Write down the actions from the favorite song to start with.

Family will:

- What will be done / by whom:

- Daniel loves dolls and likes to put them into containers and then dump them out.

- When Daniel hears someone from the family singing one of the songs she recognizes, she will come over to the TV.

- Daniel has initiated simple actions with songs, such as clapping and slapping her feet.

- Daniel will participate in singing her favorite TV songs by initiating the actions. We will know she can do this when she initiates simple actions that her, dad, and older sister show her. Initiating at least 3 actions during one song:

- Child / Family strengths and resources related to this goal:

- Actions that her, dad, and older sister show her. Initiating at least 3 actions during one song.

- Daniel will participate in singing her favorite TV songs by initiating the actions. We will know she can do this when she initiates simple actions that her, dad, and older sister show her. Initiating at least 3 actions during one song.

Goal / Outcome

Goal #5
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<td>Who pays?</td>
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<td>Individual</td>
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<td>Who is responsible?</td>
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<table>
<thead>
<tr>
<th>Service: Speech-Language Therapy</th>
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<td>School District</td>
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<td>Who is responsible?</td>
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<tr>
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<tr>
<td>Natural Environment</td>
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<table>
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<tr>
<th>Service: ESE</th>
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<tr>
<td>Who is responsible?</td>
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<tr>
<td>Yes</td>
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<tr>
<td>Natural Environment</td>
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</table>

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

- Occupational Therapy Services
- Speech-Language Therapy
- ESE

Are there special conditions for safe transportation for this child?
Services Coordinator
Who's Responsible?
X Yes
No
Natural Environment?

Early Development Network
Who Pays?
Individual
Group/Individual

When Service Starts and Ends?
03/04/2015 / 08/31/2016

30 min/day
1 days/month

How Much?

How Often?

No
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<th>Time Line</th>
<th>What needs to be done?</th>
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<tr>
<td>06/10/2015</td>
<td>5/31/2015</td>
<td>Dahlia will make visits to the preschool room over the summer</td>
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Estimated Transition Date: 08/31/2015

Transition Conference Date: 03/04/2015
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<th>Date</th>
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