



Individualized Family Service Plan

Child's Name: Tara Test

IFSP Meeting Date: 02/03/2020

IFSP Print Date: 02/04/20

Birth Date: 08/13/2017

IFSP Type: Initial

Official Transition Plan: No

Designated Service Coordinator: Kirsten Coordinator, BR, (270)123-4567

TRANSITION DATES

	Date Due:	Date Completed:
Notification of Local Education Agency (LEA) by age two	08/13/2019	
Planning Conference with Parent's, Lead Agency, LEA and other Service Providers as appropriate. (At least 90 days, or up to 6 months prior to child's third birthday)	04/15/2020	
Transition to LEA, as appropriate	08/13/2020	

NATURAL ENVIRONMENTS/SETTINGS

To the maximum extent appropriate, services are provided in natural environments, including the home, and community settings that are natural or normal for the child's age peers who have no disabilities. Natural environments for young children are those environments' situations that are within the context of the family's lifestyle - their home, their culture, daily activities, routines and obligations. Services will only be provided in settings not identified as the natural environment when it is determined that the desired outcomes cannot be satisfactorily achieved within the natural environment of this child and family.

The natural environment for Tara Test includes the following places' settings:

Tara's natural environment is in her home. Service providers may choose to meet in the community as well

IDENTIFYING INFORMATION

Child's Name: Tara Test **Eligibility: % of Delay:** YES

Child's Birthdate: 08/13/2017 **Diagnosed Condition:** NO

Child's Address: 100 Pin Oak Place, Frankfort, KY 40601 **Informed Clinical Opinion:** NO

Parent's Name(s): Becky Test, John Test **Referral:** Physician - 27-DEC-19

IFSP Participants Detail:

Kirsten Coordinator, SC Sally Talker, SLP Debbie Devine, DI Becky Test, Mother

Designated Service Coordinator/Agency: Kirsten Coordinator, BR, (270)123-4567

YES I am the parent/legal guardian/trained surrogate parent of this child.

YES I have been informed of & understand my rights as a parent under Part C Regulations and I have received a copy of Rights of Infants and Toddlers with Disabilities.

YES I have participated in the development of the IFSP and understand its contents.

YES I agree to its implementation to the degree noted above.

PRESENT LEVELS OF DEVELOPMENT

Primary Level Evaluation/5 Area Assessment

Evaluation Date: 01/22/2020

Evaluation Instruments: BDI-II, AEPS

Chronological Age at Evaluation:

Adjusted Age:

Scores Corrected for Prematurity? No

Instrument Scores Corrected for Prematurity? No

Evaluator: Sally Speaker, CCC-SLP

Assessment Method: Parent interview, observation, direct testing

Chronological Age: -29 Months, -9 Days

Environment, Health and Behavioral Observations: Tara is a twenty nine-month old female who lives with her adoptive family. Much of her early medical history is unknown. Her medical records indicate that she was born at full term and went through withdrawal after birth due to drugs in her system. Tara remained in the hospital for a week after birth, after which, she was placed in the care of the state. She has been with her adoptive family for four months. Tara was evaluated in her home. She appeared to be in good health on the day of the evaluation. She was well rested, and did not cough, sneeze, or experience any congestion or running nose. The environment was ideal with no distractions and Tara was able to maintain attention throughout the evaluation. Tara's adoptive mother, Becky Test, was present and was involved in the evaluation. Becky is concerned regarding Tara's speech/language development, her behavior, and the long-term effects of Tara's intrauterine drug exposure. Becky feels that Tara's performance on the day of the evaluation was typical.

Composite Score:

Summary:

Motor Domain:

Domain Description: This domain has two areas. Gross motor skills include how a child moves around, including sitting, crawling, walking, and running. Fine motor skills include how a child uses his/her hands to point, pick up objects, play with toys, and color with markers and crayons.

Standard Deviation: -0.33

Clinical Observation: Tara maintains and corrects her balance when moving from standing to other non-vertical positions. She walks up four steps one at a time with support (holding another's hand) to get into her home. She will independently sit and scoot down steps. She attempts to kick a ball forward without falling. When she attempts to jump, her feet do not consistently leave the floor. Tara is able to stand on one foot for at least a second without holding onto anything for support. When Tara attempts to throw the ball, she propelled slightly forward. Tara extends, releases, and throws objects. These behaviors indicate that Tara is showing age-appropriate gross motor skills and is able to independently maneuver in her environment from activity to activity. Tara is able to remove forms from the form board, is able to string beads and turn pages of a book one at a time. She will also point with her index finger. She does not scribble or grasp writing instruments with pads of fingertips. She dumps small objects from a small bottle. She places rings on a post but does not stack blocks. Tara did not imitate circular markings, but is able to draw a vertical and horizontal line across a page when it is modeled for her. Tara's fine motor skills are also age-appropriate when compared to similar aged-peers and do not impact her participation in her daily activities.

Note:

Cognitive Domain:

Domain Description: This domain addresses thinking and learning skills. Young children demonstrate cognitive skills by showing how alert they are to their surroundings, how they respond to what is going on around them, and how they solve problems like completing a simple puzzle.

Standard Deviation: -1.73

Clinical Observation: Tara occupies herself for at least ten minutes without demanding attention. She attends to peek-a-boo for at least one minute. She also uncovers hidden objects before her; however, when toys were removed, she did not search for them and just moves on to something else. If an object is out of reach, Tara does not find a chair or box to stand on to reach the item. She is able to turn pages in a book, but does not look at the pictures. If Becky asks Tara to identify an object by pointing to it and asking "What is this?", Tara does not answer with a verbal response. Becky reported that she does not think Tara recognizes herself as the cause of events and happenings or experiments with variations for causal behavior. Tara does physically explore and investigate her surroundings. She also imitates simple facial gestures. Tara is showing some delays with her cognitive skills, which means she might struggle with problem solving activities.

Note:

Communication Domain:

Domain Description: This domain has two areas. Receptive language skills are how a child recognizes sounds and understands words and directions. Expressive skills are how a child expresses thoughts and feelings using sounds, gestures, and words.

Standard Deviation: -1.80

Clinical Observation: Tara listens briefly to people talking to her and responds appropriately when approached by familiar persons. She responds to different tones of voice, as well as simultaneous verbal and gestural commands. Tara occasionally associates spoken words with familiar objects and actions, usually with headshakes, nods or pointing--i.e. shoe, people, Jack (the dog), Do you want to take a nap? , Do you want to get out of the bathtub? , Do you want to go see grandma and grandpa? She held up her shoe, vocalized, and made eye contact, when she overheard the word when the examiner was discussing dressing skills with her mother. When asked, Tara is able to identify her eyes and nose by pointing. Tara says "mama" only. She waves good-bye, although when the evaluator was leaving she repeatedly pointed at the step at her feet to communicate, "come back". In church, Tara holds up her hands and jabbars as though she is preaching. She vocalizes, grunts, and cries to communicate feelings, wants, needs and socialization. She will nod her head for "yes" and "no" at times, but isn't always consistent with this behavior. Tara seems to understand simple commands and will sometimes comply, but is unable to verbally express her wants and needs. Becky shares that Tara's lack of verbal language increases frustration for Tara and her family.

Note:

Self-Help Domain:

Domain Description: This domain addresses how young children take care of themselves. Young children demonstrate self-help skills by participating in daily activities. These skills include being able to pay attention to an activity, eating, sleeping, and other tasks such as dressing that they are able to do by themselves.

Standard Deviation: -0.33

Clinical Observation: Tara finger feeds herself bite-sized pieces of food; she also feeds herself with a spoon with minimal assistance. She chews using side-to-side jaw movement and does not choke or strangle. She asks for food and drink with pointing, grunting and crying. Tara removes her shoes and tries to take off other clothing. She is able to take off her jacket with limited assistance (if it is unzipped or unbuttoned). She is also able to pull up loose fitting pants to her waist once they are placed around her feet. Tara drinks from a cup without assistance. She does not attempt to eat non-food substances. Tara will nod her head "yes" or "no" when asked if she needs to go to the bathroom, but still has some accidents from time to time. She understands that hot is dangerous; Becky asked her if the bathwater was too hot and she shook her head "yes". Although she loves on her brother, Tara does not take care with infants and small animals. Tara is able to feed herself and drink without assistance. Tara is emerging on dressing and potty-training skills. She is also successfully using non-verbal and limited verbal skills to attempt to have her needs met. Becky is very attentive to Tara's cues in attempt to cut down on frustration.

Note:

Social/Emotional Domain:

Domain Description: The social/emotional domain measures how a child interacts and gets along with other people, including adults and children, family members and strangers, and at home and in the community.

Standard Deviation: -1.57

Clinical Observation: Adult Interaction: Tara likes to be cuddled and discriminates between familiar and unfamiliar people. She will explore a new environment, but checks back to make sure that caregivers are still nearby. She shows appropriate anxiety when separating from her family. She is not vocalizing when asked to "Say_____." When asked for a kiss, she pooches out her lips. Tara is following routine one-step directions. Tara claps when praised. Sometimes she goes to familiar adults spontaneously, without using words. Once Tara is excited or upset, she has a difficult time calming herself down. At times, she will have episodes of excessive crying or screaming for longer than 15 minutes. Peer Interaction: Tara shows awareness of other children, but prefers to sit back and watch, and play alone in their company. She usually does not initiate contact or imitate other children. Becky reported that she does not respond differently to familiar and unfamiliar children. Self-Concept: Tara responds to her nickname "sissy." When Becky asks her to "Bring Mama the phone" she usually points. Becky also reported that Tara exhibits a wide range of positive and negative emotions; however, the emotions are more often negative. Tara imitates other people's behavior based on what they are doing; for example, she wanted to eat bread when her brother started eating bread, and with the same way of eating the bread. Tara does not use speech to express herself or use objects in make-believe play. Becky notes that Tara is a good sleeper and will sleep through the night. Becky shares that Tara is very sweet and loving, but it can be challenging to help Tara to calm herself once she get overly excited or excited. Sometimes Tara's behaviors prohibit the family from their daily activities (if Tara gets upset out in the community or in the car, typically they just go back home).

Note:

Hearing Domain:

Domain Description: Did the child pass the newborn hearing screening? Has the child had a follow-up screening? When did it occur? What were the results? Does the child's parent(s) have any concerns regarding how well their child hears? If yes, PLE should refer to the Warning Signs of HI checklist.

Evaluation Date: 01/10/2020

Evaluator: Samantha Booth, AuD / Sally A. Hubbard, AuD, CCC-A

Instrument: ,

Development Age:

Summary: HISTORY: Tara was seen on 01/10/2020 for an audiologic evaluation as referred by First Steps due to concerns about her global development. She was accompanied to the appointment by her adoptive mother, Becky Test, who reported no concerns regarding this child's hearing at this time. Diagnosed history of otitis media is unremarkable. Family medical history for this child is unknown for this child. Early Hearing Detection & Intervention records indicate that this child passed her newborn hearing screening bilaterally. TEST PROCEDURES AND RESULTS: Otoscopy revealed clear ear canals safe for probe placement bilaterally. Tympanometry was attempted bilaterally, but accurate tracings could not be made due to the patient's vocalizations. Distortion Product Otoacoustic Emissions were present at normal amplitudes bilaterally from 3000-5000 Hz. Present DPOAEs are consistent with normal or near normal hearing. SUMMARY: Limited audiologic testing is consistent with normal or near normal hearing in both ears per present DPOAEs.

SUMMARY OF FAMILY RESOURCES, PRIORITIES, AND CONCERNS RELATED TO ENHANCING THE DEVELOPMENT OF THE CHILD

Parent Interview Date: 01/28/2020

Parent Declined Interview: No

Main Concerns:

Becky's main concerns are Tara's Language Delays, behaviors and the long-term effects of her birth mother's drug use during her pregnancy.

During wake up and bedtime, Tara doesn't use words to greet family, indicate the need to use the potty, or indicate if she is hungry. Her only word that she uses is "Momma" and that is rare. She will babble and make sounds; she is just not making words or repeating words that are said to her.

Tara is able to assist with dressing, but doesn't use words to express what she wants to wear. She will make choices by pointing, gesturing or grunting when given 2 options. Tara is also able to point to body parts when asked "Where's your...?", but she is not able to provide a verbal response.

During meals and snacks, Tara is able to climb into her highchair with minimal assistance, independently drink small amounts of liquid from an open cup, finger feed herself, and feed herself thicker foods with a spoon with minimal spilling. She has attempted using a fork and is able to stab bites of food, but will often use her hands as well. Tara is unable to use words to indicate what she wants to eat, but will use gestures to get her preferences known. Tara does get frustrated if her preferences can't be determined. She will swipe her tray, whine, scream, cry, and becomes inconsolable. She will cry excessively for over 10 minutes even with attempted comforting by her caregivers.

Becky is concerned about playtimes and daycare activities because of Tara's lack of language. Tara is able to follow along with the schedule while at daycare, but doesn't use words. If her peers approach her, she may babble or ignore them all together. She does not initiate play with her peers and

seems to prefer playing alongside of them, but not interact with them. If a peer takes a toy from her, she will scream, cry, throw herself on the floor, kick, knock things over and again is difficult to calm. There are also times when Tara becomes overly excited about specific activities (like playing outside). She often is difficult to calm after preferred activities as well. Thomas, Tara's older brother will often initiate play with her at home, which she seems to enjoy. He will throw a ball and she will get it and attempt to throw it back to him. He will play "chase" in the yard and pretend he is going to get her. She will giggle and try to get away. Sometimes she will intentionally stop to allow him to get her. Tara is unable to verbally identify familiar objects in her environment or in books during story time and bedtime.

During pick-up time, often Tara will smile at Becky and run over to her cubby to get her things to go home, but rarely greets her. On occasion she has said "momma" at the prompting of her teacher "Who is that Tara?".

Tara is able to use the potty with minimal assistance, but she does not use words to tell her caregivers when she needs to go. Since she doesn't speak up, she will from time to time have accidents. Tara also does not use words to tell her caregivers she had an accident and seems unbothered by being soiled or wet.

On outings, Tara is cooperative with getting into her car seat and likes to assist with clipping the buckles. The family does struggle from time to time if Tara gets upset out in the community. Often they end up leaving what they are doing and going home.

Becky reports that she is concerned about Tara's inability to calm herself when overly excited or upset. Becky also states that Tara is unresponsive to hunger, discomfort, pain or the need to be changed if she has a toileting accident. At this time, Tara only states "Momma", nods, points, gestures and cries. Becky would like to see Tara use words to express her wants and needs, identify objects in books, identify body parts, to express when she needs to go potty or if she is wet or dirty, to greet her family and friends, and to initiate play with her peers. Tara is unable to calm herself when excited or upset. Tara doesn't play with her peers or pretend play.

Formal and Informal Supports:

Becky and John have lots of family that live nearby (John has 2 brothers: both are married with children and Becky has a sister and a brother: both who are also married with children). John's father is supportive and loves to keep Tara anytime. Becky and John have one older child, a son who is 13, Thomas. Becky and John also have many friends through work and through their church.

Becky and John both work for the state and have health insurance for Tara through their work.

The family uses Frankfort Family Medicine for their medical care; and have been going there since their older child was born. Becky reported that Tara's doctor has concerns regarding Tara's lack of expressive language.

Their older child, Thomas is also very loving and supportive of Tara and his parent's decision to adopt her. He has been extremely helpful, keeping an eye on her and playing/entertaining her. Becky's parents live out of town, but she is very close with them and speaks to them on a weekly basis.

While John and Becky work, Tara attends New Horizon's Child Development Center three days a week. John's father keeps her one day a week and Becky works a flex schedule so she can be off with her on Fridays.

Family Priorities:

1. Information for de-escalation techniques 2. Developmental information about substance-exposed infants and toddlers 3. For Tara to use words to express her wants and needs 4. For Tara to greet family and familiar adults when they enter the room 5. For Tara to verbally identify objects in a book

or in her environment 6. For Tara to verbally identify body parts 7. Potty-training- verbally identify the need to go 8. To initiate play with peers 9. For the family to adjust to the First Steps Program

Identification of Natural Environments:

Tara's natural environment is in her home, daycare, or in the community depending on the IFSP outcomes and early intervention services provided.

Other Services:

None

OUTCOME STRATEGY AND ACTIVITIES

Goal	1	Outcome	Becky will receive information regarding de-escalation techniques to use when Tara is overly excited or upset by March 10, 2020.	Target Date	08/03/20
		Outcome Status		Review Date	
Procedures:	Parent Report, analysis of Service Logs				
Outcome Review:					
Goal	2	Outcome	Becky will research information and resources to learn about the effects of intrauterine substance abuse by April 10, 2020.	Target Date	08/03/20
		Outcome Status		Review Date	
Procedures:	Parent report				
Outcome Review:					
Goal	3	Outcome	During playtimes, mealtimes and snacks, Tara will use words to express her wants and needs most of the time.	Target Date	08/03/20

		Outcome Status		Review Date
Procedures:		Analysis of service logs, observations and parent report		
Outcome Review:				
Goal	4	Outcome	Tara will greet family or other familiar adults three times a day during wake-up time, pick-up time from daycare and mealtimes.	Target Date 08/03/20
		Outcome Status		Review Date
Procedures:		frequency counts, anecdotal notes, and service logs		
Outcome Review:				
Goal	5	Outcome	Tara will verbally identify 50 familiar objects during outdoor and indoor playtimes, or story time,	Target Date 08/03/20
		Outcome Status		Review Date
Procedures:		Observations, frequency counts, review of service logs, and parent report		
Outcome Review:				
Goal	6	Outcome	During bath time and dressing, Tara will identify 10 body parts.	Target Date 08/03/20
		Outcome Status		Review Date
Procedures:		Review of service logs, parent report		

Outcome Review:

Goal 7 **Outcome** Tara will verbally identify the need to use the potty 2 times per day during wake up, playtime or bath time. **Target Date** 08/03/20

Outcome Status **Review Date**

Procedures: Parent Report, observation

Outcome Review:

Goal 8 **Outcome** During playtimes, Tara will initiate play with others once per day. **Target Date** 08/03/20

Outcome Status **Review Date**

Procedures: Observation, analysis of service logs, anecdotal notes

Outcome Review:

Goal 9 **Outcome** Becky will learn about transition options available in her community for Tara by 08/03/2020. **Target Date** 08/03/20

Outcome Status **Review Date**

Procedures: Parent interview

SERVICES

Service	Goal#	Provider	Date Originated	Starting Date	Expected Duration	Planned Method	Setting	Frequency	Length (Hour)	Payor(s)	PSP?	Justifications for environment
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Initial Service Coordination	Kirsten Coordinator - Lifeskills	01/20/2020	02/03/2020	08/03/2020	Provide Resources	Family/Guardian Home	1/6Month	25	First Steps	No	
Speech Therapy	Sally Talker - TestAgency	02/03/2020	02/03/2020	08/03/2020	Coaching	Family/Guardian Home	24/6Month	1	Private Insurance, First Steps	No	
Developmental Intervention by a DI	Debbie Devine - Test Agency	02/03/2020	02/03/2020	08/03/2020	Modeling	Family/Guardian Home	6/6Month	1	Private Insurance, First Steps	Yes	
Five Area Assessment	Sally Talker - TestAgency	02/03/2020	06/03/2020	07/03/2020	Exit Assessment	Family/Guardian Home	1/6Month	0	First Steps	No	
Speech Therapy Collateral Service	Sally Talker - TestAgency	02/03/2020	02/03/2020	02/10/2020	Meeting	Family/Guardian Home	1/6Month	1	First Steps	No	
DI Collateral Service	Debbie Devine - Test Agency	02/03/2020	02/03/2020	02/10/2020	Meeting	Family/Guardian Home	1/6Month	1	First Steps	No	

IFSP MEETING NOTE

SC conducted the IFSP meeting with Becky (Tara's mother) at the family's home. Debbie Devine (DI), and Sally Talker (SLP) were also present for the meeting. Outcomes based on the family's concerns from the Family Assessment were discussed and agreed upon by the IFSP team. Kirsten Coordinator recommended adding an outcome to address transition out of early intervention. Debbie (DI) and Sally Talker (SLP) gathered more information from the family about each of the outcomes to determine which procedures would work best and to know what routines to work on to make early intervention visits most beneficial. They both also provided input with determining the criteria for the IFSP outcomes. Early intervention services will occur in the family's home, sometimes at daycare depending on the family's schedule and in the community if warranted. The IFSP team decided that Sally (SLP) will serve as the Primary Service Provider for the case and will see Tara once a week for an hour. Debbie (DI) will see the family for one-hour sessions once a month. SC reviewed parent rights, Notice of System of Payments (FS-48), updated the Financial Assessment Verification Form (FS-13), and the Consent to Release and Obtain Information (FS-10), gave Notice and Consent for use of Private Insurance (FS-12A). SC also explained the Notice and Consent for Release of Child Outcomes Data to the Kentucky Center for Education and Workforce Statistics (FS-6) and the Notice of Confidentiality, Privacy Practices and Records (FS-29) Becky gave consent to the IFSP as written. SC also gave Becky a copy of the Parents' Rights brochure. FS-15 was signed by all present. SC will mail a copy of the completed IFSP to Becky within 5 working days of the meeting.