

tion lists your child's
of birth and other
. It also includes your
act information. The
FSP meeting may be

Student Name: <u>Dr. Hoy</u>	Home Address: <u>14542 Pidgeon Street</u>
City: <u>Chico</u>	<u>Bozeman, MT</u>
Chronological Age: <u>18 mos.</u>	
Primary Family Contact: <u>Debbie Hoy</u>	Relationship to Child: <u>Mother</u>
City: <u>MT 59102</u>	
Email address: <u>dhoy@msd.com</u>	
Secondary Family Contact: <u>John Hoy</u>	Relationship to Child: <u>Father</u>
City: <u>MT 59102</u>	
USP Start Date: <u>07/12/14</u>	USP End Date: <u>05/13/15</u>

Name: Annie Lee Agency: South County Early Intervention
Work Phone: 555-3555
Email Address: annielee@southcountyei.com

Name	Position	Phone
Andrea Lee	Secretary/Coordinator	555-3525
Agency: South County	Early Intervention	
Sally Finn, OTS	Occupational Therapist	555-3399
Agency: Al Sahab		
Debbie & John Ray	Parents	555-3365
Agency: N/A		
Christy Kenna, SLP/CCC	Speech Therapist	555-3434
Agency: K&L Language, Inc.		

body has four major bones, which keep him from reaching milestones like crawling and sitting independently as quickly as his same-aged peers. He has trouble standing and walking, but can bear some weight on his legs for short periods. He has a very strong sense of touch, but not enough to be sensitive enough to an object. Building his physical strength and balance as well as further developing his fine motor skills like his grasp and his mouth, will help him use his body more fully. He has a strong sense of touch, and so help provide him access to interacting with toys, people and his

Billy's low muscle tone is impacting his cognitive abilities. He is unable to obtain, hold and activate age appropriate toys. He is not demonstrating

Social or Emotional Skills

Statement of Family Resources, Concerns

• Several times a day, Billy cries and wails because his family doesn't understand what he wants or needs.

[illegible]

- The family will work with Billy to improve his lower body strength. The physical therapist will provide the family with information on how to perform the exercises.

- Billy's mother or father will take him to a park or open-space playdate three times a week to encourage movement.
- Billy's grandmother will get involved in strengthening activities so she is

- Billy's parents will observe and take notes on Billy's movement.
- The OT will formally track progress at every therapy session.

- Billy's family will model one-step directions for Billy by pointing and using words or commands.

Start Date: 7/15/2014	End Date: 7/15/2015
Provider: Sally Foo	Location: Home Ex, Office Ex
Frequency: 2x monthly	Intensity: 60 minutes

Outcome: #2	Service: Speech Pathology
Start Date: 7/12/2014	End Date: 7/11/2015
Provider: Connie Kemp	Location: Home

Frequency: 3x monthly Intensity: 30 minutes

Other Services			
Service: Playgroup	Service Type: Family & Child		
Responsible Individual: Local Playdate Group	Funding: Parent		

Service: Neurologist	Service Type: Child
Responsible Individual: Dr. Sullivan	Funding: Health Insurance

Parent/Guardian Consent
I, the parent/guardian of _____, hereby certify that I have read and understand the purpose and objectives of the study and I have given my consent for my child to participate in the study.

I have therefore give my [court] permission for this plan to be implemented.

____ Yes, I (we) give permission.
____ No, I (we) do not give permission.

Parent/Guardian Signature _____

The first section lists your child's name, date of birth and other basic details. It also includes your family's contact information. The date of the IFSP meeting may be noted, too.

The service coordinator is the person responsible for making sure the IFSP is carried out. Other members of the IFSP team may be listed here also or at the end of the plan.

This describes your child's current abilities and skills. These can include:

- Physical skills (creeching, crawling, walking, drawing, building)
- Cognitive skills (thinking, learning, solving problems)
- Communication skills (talking, listening, understanding others)
- Self-help or adaptive skills (eating, dressing)
- Social interaction skills (playing, interacting with others)

This is a statement of your family's strengths and challenges. You'll help create it. Any concerns you have about your child and the priorities for his progress will also be noted here.

This important section lays out the goals ("outcomes") for your child, how they'll be met and how your child's progress will be measured. The IEP team can help the IEP team decide if services should be added or changed.

This describes the early intervention services your child and family will get. The plan should specify where the services will be provided, how often they'll be provided and how long each session will last.

Services in an IFSP should be provided at home, in day care or in other "natural environments" for your child. If a service is provided outside of this age section will typically be, this section will explain why.

Some services that your child and family need may not be paid for by early intervention. But they're listed here to give you a complete picture. Potential sources of funding are also noted.

Your consent is required before early intervention services can be provided. Some IFSPs have a signature line.

Sample Of Ifsp Notes

N Noddings



Sample Of Ifsp Notes:

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Sample Of Ifsp Notes**

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