



**Needs, Dreams, and IFSPs**  
**Study Guide Activity 2**

**Directions:** In what ways did Grace Williams, the EISC for the Richardson family, demonstrate adherence to the family-centered principles introduced in the online training? Be as specific as possible about what she did and how her practices relate to one or more of the principles. Record at least five examples below.

1.

2.

3.

4.

5.

Record additional examples below or on the back of this page if desired.

**Needs, Dreams, and IFSPs**  
**Study Guide Activity 3**  
Quiz on Required Elements of the IFSP

**Directions:** Please complete this quiz without referring to the online training pages. Then, return to the online training to check your answers.

1. Which of the following is NOT a requirement for assessment and program development?
  - a. Assessment of the child must be multidisciplinary.
  - b. Assessment must focus only on the needs of the child.
  - c. The family must receive a written IFSP.
  - d. With the family's consent, assessment of the family's concerns, priorities and resources is part of the basis for the IFSP.
  
2. True False IFSP reviews can occur no more than every six months.
  
3. Fill in the blanks:
  - a. The initial IFSP must be completed within \_\_\_\_ calendar days of the child's referral to the early intervention system's point of entry.
  - b. Services required under the ITP and listed on the IFSP are to begin within \_\_\_\_ days from the completion of the IFSP and carried out within the specifications of the IFSP.
  
4. Fill in the blanks in the list below.

The IFSP must contain eight content areas. These are:

  - a) A statement of the infant or toddler's present level of development.
  - b) \_\_\_\_\_
  - c) A statement of the major outcomes expected to be achieved.
  - d) \_\_\_\_\_
  - e) A statement of the natural environments in which early intervention services will be provided (or justification if services will not be provided in natural environments).
  - f) The projected date for initiation of services and the anticipated duration of services.
  - g) \_\_\_\_\_
  - h) \_\_\_\_\_
  
5. True False If parents do not give consent for a particular early intervention service, other services for which consent has been given must be provided.
  
6. True False Verbal notice of meetings is sufficient if it is given far enough in advance for all parties to arrange to be present.

(Quiz continues on next page.)

7. a. Please list the six kinds of participants who must be included in the initial and annual IFSP meetings.

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- b. If any of the required persons cannot be present at the initial, semi-annual, or annual IFSP meetings, what steps can be taken to ensure their involvement?

Thank you for completing the quiz! Please return to the online training pages to check your answers.

## **Needs, Dreams, and IFSPs**

### **Study Guide Activity 4**

**Directions:** This is an exercise that includes two situations that describe some appropriate and inappropriate interactions that staff had with families of children receiving ITP services. Considering each situation, think about why the family in each situation may have acted as they did, and think about how the service coordinators' interactions may have impacted the development of positive relationships with the families. Then write your answers to the questions on the next page. You may also find it interesting and helpful to discuss these vignettes with colleagues.

#### Situation 1

Lily, an Early Intervention Service Coordinator, is in the process of getting to know a family from another country who has a 2-year-old with suspected developmental delays. By listening carefully to the family, she learns that they are already thinking about their child's success in school and are very concerned about his cognitive, language, and fine motor development. She has affirmed their priorities, and they seem eager to proceed with the entry level evaluation.

Lily has noticed that the family spoon-feeds the toddler and holds his cup for him when he drinks. He does not seem to have developed any self-feeding skills, and Lily thinks this is odd because his motor skills are sufficient to at least finger-feed, and the family does seem interested in improving his other fine motor skills. However, the family has not identified feeding as a concern.

At her next visit, Lily says, "We haven't talked much about how you feed Eddie. Is that going OK?" "Oh, yes," says his mother. He eats well."

Lily forges ahead, "Well, I wondered if you might want him to learn to feed himself. Most two-year-olds can do that, you know."

Eddie's mother looks puzzled and doesn't say anything. She listens politely during the rest of Lily's visit and agrees to proceed with the entry level evaluation scheduled for next week, but she remains quiet. Lily has the feeling that she is upset about something.

Lily decides to let the matter drop, but she brings it up during a conversation with a co-worker. "I don't know what happened with Eddie's mom today," she says. "She didn't seem to like my suggestion that it might be time for him to learn to feed himself. I thought she was going to be pretty easy to work with, but now I'm not so sure. If she doesn't want her son to be independent, that's going to be a problem. I need to figure out how to make her understand that she's babying him."

#### Situation 2

Marti is a new Early Intervention Service Coordinator who is in the process of developing an IFSP with the Rodriguez family. Their daughter Isabela, who is 18 months old, has cerebral palsy but has not received early intervention services regularly because the family has moved frequently since she was born.

With the help of an interpreter and using the little bit of Spanish she knows, Marti feels she has begun to develop a relationship with Isabela and her mother, Camila. The enrollment and evaluation process has taken longer than usual because Camila's husband, Jorge, seems to be out no matter what time Marti visits and Camila says she must ask him about everything before making any decisions. Marti feels a great sense of accomplishment when the entry level evaluation is complete and the IFSP meeting has been scheduled, with both Camila and Jorge agreeing to be present.

"Now we'll finally get Dad in the room and we can make some decisions," she says. "If we can just agree on a few outcomes, we can get things moving for Isabela."

Much to her dismay, the Rodriguez family does not arrive at the scheduled time. Half an hour later, Camila calls and explains to the interpreter that Jorge's brother needed a ride to find out about a job in a nearby



## Needs, Dreams, and IFSPs Study Guide Activity 5

### Directions:

#### Step 1

Reflect on the information presented on the pages about Structuring, Active Listening, and Nonverbal Communication. Which of these skills do you demonstrate regularly? Which of these skills might you need to work on, or for which skills might you need to assess your interactions to learn more about your typical behavior? Record your answers to these questions below.

#### Step 2

Arrange to complete one of the following learning experiences. Choose the experience that seems most relevant and “do-able” at this stage of your training and professional development. Please consult with your supervisor as appropriate about videotaping interactions. (Note that Study Guide Activity 6 can be based on the same experience, so it is suggested that you become familiar with the requirements of that activity before completing the experience you choose.)

- Identify areas for self-assessment or improvement in the areas listed in Step 1. Ask a colleague to observe your interactions during a meeting with other colleagues and/or family members. Identify the specific skills or practices you want him/her to observe and give you feedback about, OR
- With all participants’ permission, videotape yourself during a meeting with colleagues and/or family members. View the videotape and assess your structuring, active listening, and nonverbal communication skills. Focus on the areas you identified for improvement and/or assessment, OR
- Observe the use of structuring, active listening, and nonverbal communication skills during a meeting of professionals, or when professionals meet with family members. Notice what happens when the practices recommended on the pages are used and when they are not used. Jot down examples as you observe.

### Step 3

Summarize what you learned from your chosen activity in Step 2 in the space below. What positive practices did you engage in or observe, and what was the effect of using these strategies? Can you identify any examples of less positive practices in the areas of structuring, active listening, and nonverbal communication? What was the effect of these practices?

### Step 4

Based on this experience, identify one to three professional development goals. How do you want to improve your skills in the areas of structuring, active listening, and/or nonverbal communication?

## Needs, Dreams, and IFSPs Study Guide Activity 6

### Directions:

#### Step 1

Reflect on the information presented on the pages about Verbal Communication and Difficult Interactions. Which of these skills do you demonstrate regularly? Which of these skills might you need to work on, or for which skills might you need to assess your interactions to learn more about your typical behavior? Record your answers to these questions below.

#### Step 2

Arrange to complete one of the following learning experiences. Choose the experience that seems most relevant and “do-able” at this stage of your training and professional development. Please consult with your supervisor as appropriate about videotaping interactions. (Note that Study Guide Activity 5 can be based on the same experience, so it is suggested that you become familiar with the requirements of that activity before completing the experience you choose.)

- Identify areas for self-assessment or improvement related to verbal communication. Ask a colleague to observe your interactions during a meeting with other colleagues and/or family members. Identify the specific skills or practices you want him/her to observe and give you feedback about, OR
- With all participants’ permission, videotape yourself during a meeting with colleagues and/or family members. View the videotape and assess your verbal communication skills. Focus on the areas you identified for improvement and/or assessment, OR
- Observe the use of verbal communication skills during a meeting of professionals, or when professionals meet with family members. Notice what happens when the practices recommended on the pages are used and when they are not used. Jot down examples as you observe.

*(Activity continues on next page.)*

### Step 3

Summarize what you learned from your chosen activity in Step 2 in the space below. What positive practices did you engage in or observe, and what was the effect of using these strategies? Can you identify any examples of less positive verbal communication practices? What was the effect of these practices?

### Step 4

Based on this experience, identify one to three professional development goals. How do you want to improve your skills in the areas of verbal communication and handling difficult interactions?







**Needs, Dreams, and IFSPs**  
**Study Guide Activity 10**

**Directions:** Please look carefully at the linked picture. What strengths and resources are evident in this family scene? Please record at least seven strengths and resources below.

1.

2.

3.

4.

5.

6.

7.

Additional strengths and resources:

## Needs, Dreams, and IFSPs Study Guide Activity 11

**Directions:** This is an exercise that includes two vignettes that describe some appropriate and inappropriate interactions that staff had with families of children receiving ITP services. Please read the vignettes illustrating these interactions between early intervention professionals and families. In the space below each vignette, note the strengths, resources, concerns and priorities that are evident from this brief account of their situation. Then, record examples of sensitive, effective communication strategies used by the professional. Finally, record specific improvements you might suggest in the way each professional facilitated the interaction, and suggest next steps for the professional working with this family.

### Vignette 1

*Frank, an Early Intervention Service Coordinator, has been assigned to work with the Smith family. The family lives in a restored older home on a tree-lined street near downtown. Sam and Susan Smith contacted the CDSA immediately upon learning that their first child, six-month-old Trey, has a profound hearing loss. During his first visit, Frank started to explain the Infant-Toddler Program, but the Smiths quickly informed him that they knew a great deal about the program because Susan's sister had a child with cerebral palsy who was enrolled in the program. They also informed him that they had already called BEGINNINGS for Parents of Children Who Are Deaf or Hard of Hearing.*

*Frank spent most of the first visit listening to the Smiths talk about their shock when learning of Trey's hearing impairment and their worries about choosing the right communication method for him. Kara, the Smiths' nanny, cared for Trey in his nursery during the visit.*

*"We've read so much on the web about the pros and cons of signing vs. an oral-aural approach with a cochlear implant," Susan explained. "Is it more important for him to be part of Deaf Culture, or is it more important for him to learn to speak and be part of the mainstream? It's all so confusing and whatever we choose now is going to affect his whole life."*

*"Yes, it's a big decision," agreed Frank. "Everyone feels a lot of pressure to make the right choice at this stage, but I can tell you have done a lot of research and I'm sure you'll make the right choice."*

*Susan continued to look worried and was quiet for a moment.*

*Frank continued, "To get the process started, there are a number of forms we need to complete. I suggest we do that now."*

*Sam looked at his watch. "I had no idea this meeting would take so long," he said. I need to get back to work."*

*"Actually, so do I," said Susan. Our nanny leaves at six today for her day off, so I can't stay late to finish everything up today."*

*They agreed to meet again the following week, and Frank gave the Smiths a copy of the parent handbook and the statement of child and family rights. "These will answer any further questions you may have about the program, so you may want to take a look at them," he suggested.*

*At the second meeting, which was held at Susan's office, Frank had his stack of forms ready on the table. "OK," he began, "In order to get Trey enrolled in the ITP, we need to complete this set of forms. We only have 45 days from the time he was referred, which was two weeks ago, to have an entry level evaluation done and get the IFSP written. So we'd better get started on these."*

*“Wait a minute,” said Sam. “What’s an entry level eval...you called it? And what’s an IFSP? I mean, we know that Trey is deaf, and we know he’s going to need a lot of help. Shouldn’t we be deciding what approach we’re going to use and what services he is going to get?”*

*“Oh, I’m sorry,” Frank apologized, feeling confused. “I thought you said you knew a lot about the program.” With frequent pauses to answer the Smiths’ many questions, Frank explained the purpose of the IFSP, what an entry level evaluation is and why it is needed, and how the evaluation would be completed. The meeting concluded with Frank’s stack of forms untouched.*

*“Working with the Smiths is going to be harder than I thought,” he complained to a coworker that afternoon. “I thought it would be easier because they are so motivated and well-informed, but they don’t know as much as they think they know. And they talk so much and they have so many questions, I can’t even get Trey enrolled.”*

Strengths, resources, concerns, & priorities:

Examples of sensitive, effective communication:

Suggestions for improvement:

Next steps:

## Vignette 2

Haley is making her first visit to the home of Treva Hoover and her two-year-old son Marvin. Marvin was referred to the CDSA by Carla Collins, the family's caseworker at the Department of Social Services. Although Treva seemed uncertain about why Haley was calling her, she agreed to let Haley visit and explain the Infant-Toddler Program. "I've got to get some help with this child!" she emphasized.

Haley and Treva settled down to talk in the living room with Marvin watching a video on TV. "That's his favorite one," Treva commented. "He will watch it over and over again, and he pitches a fit if you try to change it. He already knows which buttons to push to start it over. Anyway, that will keep him busy while we talk."

Haley began by saying, "I think you know that I'm here because Ms. Collins called the Children's Developmental Services Agency, which is where I work. She said you were both concerned about Marvin. And I remember you said you needed some help with him when I called. Our agency is responsible for services for children from birth to three who have special needs of some kind. The program is called the Infant-Toddler Program. I can tell you more about the program today. I would also like to learn more about you and Marvin, and what you would like for him. Then, if you want to participate in the Infant-Toddler Program, we can start filling out the forms to get Marvin enrolled."

"Well, I don't know if he has special needs. But I do need some help," said Treva. "He is really hard to manage. He fights me when I'm getting him dressed if I don't put on his favorite old T-shirt and sweat pants, and his socks have to be just right. Sometimes I never do get them on him before I take him to my mother's. She watches him while I'm at work. There are only certain things he will eat, like mashed potatoes and bananas and lemon yogurt. It has to be lemon. He won't tell you what he wants, but he screams if he doesn't get it. He's pretty easy if you let him watch his videos or play with his fire truck or his phone. He likes the flashing lights and sounds. My mom and I make sure we keep extra batteries on hand. But it's funny, there are other noises he can't stand. Like when they empty the dumpster in the parking lot at six o'clock in the morning, he wakes up screaming. Sunday is the only morning I can get any sleep because the truck doesn't come."

"Yes, it sounds like you have some challenges with him," Haley sympathized. "Let me ask you some more questions so I can learn more." She pulled a list of questions out of a folder. "First, can you tell me what a typical day is like for you and Marvin?"

"Well, like I told you, it doesn't start off too well. Usually he has yogurt for breakfast. He can feed himself. Then it depends on my schedule. I work at the Mini-Mart. Sometimes I go in at seven, but sometimes I don't go in until eleven or three. I take him over to my mother's when it's time to go to work. If I get off before supper, we eat here. Fortunately he likes to take a bath, so I let him play in there a long time. He goes to sleep OK, too, if I play his Barney CD and he has his favorite pillow. If I work from three to eleven, he sleeps at my mom's house and we have to make sure she has his CD and his pillow."

Haley felt she was learning a little about Marvin and Treva, though she knew she would need more detail eventually. She went on to her next question. "What parts of the day seem to go best?"

Treva looked a little impatient. "Like I told you, bath time and bedtime are pretty easy. He doesn't find too much to be upset about."

"And what times of day are the most difficult?" Haley continued.

Treva continued to look impatient. "Well, the mornings," she replied. "But I'll tell you what is going to get really bad if I don't get some help. My mother is getting ready to have back surgery. She won't be able to keep Marvin any more. My sister said she would take him when I work the

*evening shift, but she said she won't put up with his picky ways. She said he would just have to eat what they eat for supper. So I don't know how that is going to work out. I looked at a couple of day cares, and DSS will pay for it, but he will never make it in one of those rooms. He would scream all day and they would kick him out. That happened to my friend. I have to have a job, or I will lose my benefits."*

*Haley wasn't sure what to say next. "So you're really worried about who's going to take care of him when your mother has surgery," she said tentatively.*

*"That's it," confirmed Treva. "If I don't find some day care, everything falls apart."*

Strengths, resources, concerns, & priorities:

Examples of sensitive, effective communication:

Suggestions for improvement:

Next steps:

**Needs, Dreams, and IFSPs**  
**Study Guide Activity 12**

**Directions:** You have read “Welcome to My World” for Hope and her family. Based on this information, please complete Section II of the IFSP, as you think Luke and Mary might complete it, or as they might ask their service coordinator to complete it. Remember to use language that the family might use and avoid complicated language or jargon.

## **Needs, Dreams, and IFSPs**

### **Study Guide Activity 13**

**Directions:** You have read the IFSP Story about Latisa Richardson and her parents, James and Mae. From the information in this story, you know a great deal about the kinds of things Mae probably wrote on the Welcome to My World form when she filled it out for Grace. Please place yourself in Mae's shoes and complete Welcome to My World for Latisa. This activity will help you to take the family's perspective as part of your preparation to write Latisa's IFSP in a later module. Please keep the completed Welcome to My World form for later use.

**Needs, Dreams, and IFSPs**  
**Study Guide Activity 14**

Quiz on Evaluations and Assessment Policy Bulletin

**Directions:** Please complete this quiz without referring to the Evaluation and Assessment Policy Bulletin. Then, return to the online training pages to check your answers.

1. In the ITP, evaluations and assessments are conducted to
  - a. assess the developmental status of the child.
  - b. address concerns expressed by the family and others.
  - c. assist in determining eligibility for the ITP if needed, and serve as the basis for an IFSP.
  - d. All of the above.
  
2. True False Evaluators should encourage parent participation during evaluation and assessment to the extent appropriate for the assessment protocol.
  
3. True False North Carolina encourages service providers to use a multidisciplinary, not transdisciplinary team approach when providing evaluations and intervention services.
  
4. This Policy Bulletin lists six things that an Early Intervention Service Coordinator should do when planning the child's initial evaluation. Please list at least three of these things below.

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5. Which of the following statements is true about the number of types of disciplines that must be involved in an initial ITP evaluation?
  - a. At least three persons must be involved, representing at least three disciplines or professions with different clinical perspectives.
  - b. The number of disciplines and professionals involved in an evaluation should be based on the needs of the child, and these professionals must communicate directly with the EISC.
  - c. The medical provider can never be counted as one of the required number of disciplines.
  - d. The EISC cannot count as one of the required disciplines involved in an evaluation even if he or she conducts part of the evaluation.
  
6. True False The initial evaluation can use developmental evaluations completed previously if these evaluations were completed within the last six months and the information is available and complete.
  
7. True False If necessary, screening instruments can be used to evaluate developmental domains for the purpose of determining eligibility.

8. Additional evaluations and on-going assessments after the initial evaluation
  - a. must be completed on a regular schedule at least once a year.
  - b. must involve professionals from two or more disciplines.
  - c. may be requested by service providers or parents.
  - d. must include standardized assessments.
  
9. True False      If desired, evaluation reports may be attached to the IFSP in lieu of completing the child assessment section of the plan (Section III).
  
10. Which of the following statements describe requirements for evaluation reports?
  - a. They should describe how the child functions, identify strengths and needs, and recommend areas for intervention.
  - b. They must include sufficient detail to allow the IFSP team to develop outcomes and activities.
  - c. They must be written in language that families can understand.
  - d. All of the above.
  
11. True False      Either service coordinators or evaluation providers can share evaluation results with families at various times, depending on circumstances and family needs.
  
12. True False      Parents must receive written prior notice and give written consent before evaluations are performed.
  
13. Why are parental report, informed clinical opinion, and qualitative information about a child's development especially valuable in evaluations of children under three years of age?

Thank you for completing the quiz! Please return to the online training pages to check your answers.

## **Needs, Dreams, and IFSPs**

### **Study Guide Activity 15**

**Directions:** Now that you have reviewed Hope's WTMW and an entry level evaluation, please complete the following activities. Save your answers to review with your supervisor at the end of Part II of the online training.

What are the differences between the content and purpose for each tool (WTMW and ELE)?

Describe how each tool can be used to complete Section III of an IFSP.

**Needs, Dreams, and IFSPs**  
**Study Guide Activity 16**

**Directions:** You have read Welcome to My World and entry level evaluation for Freddie Farley. Please complete Sections I, II, and III of an IFSP for Freddie, to the best of your ability, using the information provided about Freddie and his family. If you are uncertain about how to complete any part of these sections, leave them blank and consult your supervisor when you review this activity at the end of Part III of the training.

## Needs, Dreams, and IFSPs Study Guide Activity 17

**Directions:** Several activities in this training contribute to development of an IFSP for Latisa Richardson and her family. As you have already seen, information is gathered that is relevant to the IFSP beginning with the first contact with a family. However, the IFSP itself is not written until a scheduled IFSP meeting. You will learn more about scheduling and facilitating these meetings in Part III of this training. This activity helps you to summarize what you have learned about Latisa's development for eventual use when writing Section III of her IFSP. Use her IFSP story, the information you recorded in the Study Guide Activity about Grace's early contacts with the Richardsons, Latisa's Welcome to My World, and Latisa's entry level evaluation information for this activity. Record information about her present abilities and strengths below. Retain this information to write Section III of her IFSP in a later module.

Adaptive/Self-Help Skills

Cognitive Skills

Communication Skills

Physical Development

Social/Emotional Skills



4. How will you facilitate the meeting to ensure that everyone is comfortable and everyone's ideas are heard?

5. What follow-up steps are needed after the meeting?



**Needs, Dreams and IFSPs**  
**Study Guide Activity 20**  
**Functional, Routines-Based Outcomes for Matthew, Karen and Bill**

**Directions:** Each of the out-of-context, clinical outcome statements below attempts to address the hopes that Karen and Bill have for their son Matthew. Revise each outcome to make it more functional, meaningful, and integrated into the typical routines and activities of the family's day.

1. Karen and Bill will access services to meet the family's needs.
  
2. Matthew will play with items/materials in a functional manner: putting in, taking out, and manipulating.
  
3. Matthew will use words to communicate wants and needs.
  
4. Matthew will have increased movement of his arms.
  
5. Matthew will learn to self-soothe and fall asleep.
  
6. Matthew will complete simple fine motor and manipulative tasks.
  
7. Matthew will stand in a prone stander.
  
8. Matthew will speak 8-10 new words and use them appropriately.
  
9. Matthew will be able to function positively in public places.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 21**  
**Hope's Activities**

**Directions:** Please use the link in the online training to review the activities that were written for Hope. Identify at least five positive characteristics from the pages that are exemplified in one or more of Hope's activity statements. For each positive characteristic, list at least one specific activity that meets this criterion well.

1.

2.

3.

4.

5.

If you have questions about how Hope's activities were written, please record them here and/or on the back of this page to discuss with your supervisor after completing Part III of the online training.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 22**  
**Matthew's Activities**

**Directions:** Please obtain Matthew's outcome pages from the link on the online training page as instructed. Then, write at least four activities that will help to accomplish each outcome and record the person(s) who would most likely be responsible for completing each activity. It is suggested that you discuss this assignment with an experienced colleague or with your supervisor as you complete it to generate ideas for activities and identify appropriate persons responsible if needed.

Please review these activities and persons responsible with your supervisor when you have completed Part III of the online training.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 23**  
**Freddie's IFSP, Section IV**

**Directions:** Please review the information that you have read about Freddie Farley and his family, along with his IFSP Sections I – III that you completed earlier. Based on this information, what do you think the family's highest priorities and/or greatest concerns are at this time? Please record your answers below. Give reasons why you have selected these concerns and priorities as most important. When you have completed this part of the activity, compare the concerns and priorities you identified with those we chose.

After considering the family's concerns and priorities, please complete Section IV of an IFSP for Freddie and his family, including the three outcomes that you believe would be most important to the family. On each page, record the Family's Concerns, Priorities and Resources, the Child's Abilities/Needs, the Outcome, the Activities, and the Person(s) Responsible for each activity. Retain this part of the activity to review with your supervisor when you have completed Part III of the online training.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 24**  
**Anticipating Outcomes and Activities for Latisa**

**Directions:** In previous study guide activities, you have recorded information that is relevant to the first five sections of Latisa’s IFSP. Please review your answers to those activities. In these activities, you identified the family’s strengths, resources, priorities and concerns, as well as Latisa’s current abilities, strengths, and needs. You also began to anticipate the outcomes the family would want to pursue.

Using all of the information you collected, draft the outcome statements that you believe are most likely to be written when the meeting to write Latisa’s IFSP takes place. Choose and write outcomes that are functional and likely to be important and meaningful to the family. Use family-friendly language that describes what Mae and James want to happen. For each outcome, brainstorm a list of activities that may be used to help the family accomplish the outcome. Record the outcomes and activities in the space below, and keep your answers to use when writing Latisa’s IFSP after you have completed Part III of the online training.

When you have finished this activity, use the “Self-Check” page to ensure that you have included outcomes related to all of the Richardsons’ major priorities and concerns.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 25**  
**Anticipating Services for Latisa**

**Directions:** In previous study guide activities, you have recorded information that is relevant to the first five sections of Latisa's IFSP. Please review your answers to those activities. In these activities, you identified the family's strengths, resources, priorities and concerns, as well as Latisa's current abilities, strengths, and needs. Finally, you also began to anticipate the outcomes the family would want to pursue.

Using all of the information you collected, record in the space below information about likely services, providers, locations, etc... based on information provided in the IFSP story.

Keep the responses to this activity to use later in the course when writing Latisa's IFSP.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 26**  
**Natural Environments**

**Directions:** You have learned that early intervention services for children enrolled in the Infant-Toddler program must be provided in the children's natural environments. However, there may be circumstances that warrant services to occur in an environment other than the children's natural environments. In the space below, please describe three such situations and how an IFSP team must respond to each.

1.

2.

3.

**Needs, Dreams and IFSPs**  
**Study Guide Activity 27**  
**Agreement Page**

**Directions:** You have learned that families must sign the agreement page to authorize services that are outlined in the IFSP. Families, however, do not have to agree to everything included in the plan and can make comments indicating their concerns. Based on information you have received and the completed study guide activities, please indicate some comments Latisa’s family might make in this section of the IFSP.

1.

2.

3.

**\* Now, you have all the information you need to complete Latisa’s initial IFSP. Complete sections I-VI and VIII for Latisa. Use information you collected on the following Study Guide Activities: 9, 13, 17, 18, 24, 25, and 27 to complete this assignment.**

**Needs, Dreams and IFSPs**  
**Study Guide Activity 28**  
**Review Page**

**Directions:** Use the information below and what you have learned in the last module to review, revise, and change Latisa's outcomes and address other issues. Describe how you would address each of the following areas of concern.

1. Sleep schedule;
2. Walking/movement;
3. Eating;
4. Language/communication;
5. Family access to community resources to relieve financial strain; and
6. Locating child care so mom can return to work.

It is time to review Latisa's initial IFSP. Grace, the Richardsons' EISC, made an appointment to visit with Tisa's parents to discuss her progress. During the discussion, Mae shared that the structured sleep schedule implemented following Tisa's initial IFSP, has helped the family and Tisa tremendously. She naps, goes to bed and wakes up on a schedule. She continues to fight going to bed and wants to remain awake with her parents. Mae and James allow her to cry until she goes to sleep, and she tends to sleep more hours during the night.

Mae and James continue to be concerned with Tisa's weight. She remains a picky eater; however, the family has followed the recommendations of their nutritionist to help identify more foods that she will eat. Tisa has gained 2 pounds over the past 6 months. As for the eating routine, the family tries to eat together at the table more consistently. Mae thinks this has helped lessen the distractions during meals for Tisa.

Tisa's mobility has changed as well. She is now pulling to stand and cruising around furniture. She tries to assist her mom with dressing, and selecting clothing. During these interactions, Mae noticed that Tisa is saying about 10 words, but remains difficult to understand.

Grace had referred the family to the Social Security Administration to apply for SSI to ease the family's financial strain. This application was initially denied. Mae informed Tisa's pediatrician, and he was very upset about this denial. Mae wants to know what to do next. Further, Mae has located a child care center that she feels is a good match for Tisa. However, the family can't afford the monthly fee.

**Record your responses to SGA 28 below.**

**Needs, Dreams and IFSPs**  
**Study Guide Activity 29**  
**Transition Page**

**Directions:** Use the information below and what you have learned in the last module to discuss and develop steps for Latisa to transition to Preschool services. Keep this information to use when completing Latisa's IFSP.

Latisa is now 30 months old. Her parents, Mae and James, are anxious because they know ITP services end for Tisa at 3 years of age. They are very pleased with her progress since entering the program, but remain concerned due to her identified developmental delays. The family has several concerns, such as:

1. How will Tisa's developmental needs be addressed once she leaves ITP services?
2. Can she continue to receive services from her current therapists/interventionists?
3. Who will help the family identify community resources?
4. Will Tisa have to leave her current child care center?
5. What is Preschool, and who provides it?
6. What is Head Start?
7. What services will Tisa qualify for?

**Needs, Dreams and IFSPs**  
**Study Guide Activity 30**  
**Latisa's IFSP and Critique**

**Directions:** Use all the information you have learned and collected in this training to complete all sections of Latisa's IFSP. From the online training, use the "Quality Indicator Checklist" and critique your newly developed IFSP.

**Employee Name:** \_\_\_\_\_

**Date of Completion:** \_\_\_\_\_