

## VI. Natural Environment/Setting

Federal statutes require that early intervention services be provided in natural environments and may only be provided in other settings when outcomes cannot be achieved satisfactorily in the natural environment. IDEA requires justification to support the IFSP team's decision that the outcome cannot be achieved satisfactorily in the natural environment.

Outcome #	Service	1. Discuss Efforts and Rationale Why Outcome Cannot be Met in Natural Environment	2. Describe How the Intervention will be Generalized into Child's and Family's Daily Routines and Activities	3. Identify Steps for Moving Intervention into a Natural Environment
3	Assistive Technology	<p>Libby requires assistive devices to support her communication skills development. At this time, it is not known which devices will be most effective for her. Because there are various devices and options for using them, it is difficult to bring every possible selection to her home or childcare center.</p> <p>Libby will come to the Assistive Technology Resource Center (ATRC) to work with staff so they can best determine which devices will support her communication skills development.</p>	<p>ATRC staff and Early Intervention Service Coordinator (EISC) will involve Libby's parents in identifying daily routines where she might need to communicate her wants and needs. Assistive devices for supporting her communication skills development will be selected with these routines in mind. ATRC and EISC will problem-solve with parents ways to utilize devices to help Libby have more functional communication with them. Parents will observe how the devices work and practice using them with Libby at the ATRC.</p>	<p>After determining the most useful devices for Libby, she and her parents will practice using the devices at the ATRC. This phase should take six weeks. Then, staff from ATRC will come to Libby's home twice per week for one month to support Libby and her parents in successfully using the devices. The staff will then check with Libby's parents by telephone every two weeks for updating progress. The EISC will monitor these steps on a weekly basis, either by home visit or by telephone.</p>

Child's Name: Libby Katz

Medicaid Number: \_\_\_\_\_  N/A

Agency: Anywhere CDSA

Section Number: VI

## VI. Natural Environment/Setting

### Instructions:

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**Outcome #:** Identify which outcome (by number) cannot be achieved satisfactorily in the natural environment. You may have more than one outcome but answer for each one individually.

**Service:** List the specific service.

- #1. Discuss efforts and rationale as to why outcome cannot be met in the natural environment. Provide supportive information from the team. Lack of service providers who are willing to provide services in the natural environment is not a justification, nor is family choice. Justification should specify the rationale for why the setting selected is appropriate for the child.
- #2. Describe how the intervention will be generalized into the child's and family's daily routines and activities. Provide information about what the service provider, the family, or other caregivers are doing that is consistent with the daily routines and activities. When is intervention occurring in daily routines/activities?
- #3. Identify steps for moving intervention into a natural environment. Provide intervention strategies for moving from a setting, which is not considered natural or typical for the child into a natural environment. Think about gradually moving from one setting to the other, mixing the settings, and eventually getting to all settings that are natural environments.

**Child's Name:** Enter the first, middle, and last name of the child.

**Medicaid Number:** Enter child's Medicaid number. If child does not have a Medicaid number, check the box indicating N/A.

**Agency:** Identify which Children's Developmental Services Agency is involved.

**Section Number:** Identify page using the roman numerals corresponding with the Section. If inserting additional pages, indicate with letter of alphabet after numeral (e.g. if adding a page to Section III, identify that page as IIIa).