



Hope! Dream! Achieve

Newsletter



What is an IFSP? *Individual Family Service Plan*

- **A plan of services for infants and toddlers and their families.**

The IFSP is a written plan which is the framework for meeting the unique needs of a child and a family. This plan is developed at the IFSP meeting by a team which includes the parents/guardians, the service coordinator or anyone who has evaluated the child. Parents may also invite other family members, friends, advocates, or other supportive people.

- **Who is the Service Coordinator?**



The person who is responsible for coordinating all early intervention services and helping parents to identify and obtain the services and assistance they need to enhance their child's development.

- **When and where is the IFSP meeting Held?**

This meeting must be held at a time and place that is most convenient for all persons involved.

- **What will be Discussed?**

1. Child's present development level.
2. Family's concerns, priorities and resources which relate to the child's development.
3. Major goals/outcomes for the next 6-12 months.
4. Specific services the child will receive, including:
 - Where
 - How often
 - Approximate starting dates
 - Any other services needed by the child or family such as health care, etc.

After the referral is made...

- The Early Start Program has 45 days to complete an assessment and develop an Individualized Family Service Plan (IFSP).
- IDEA requires that services to infants and toddlers be family-focused.

August, 2010

*Parent Links
Hope! Dream!
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Getting Ready for the IFSP Meeting



Before the meeting

- Prepare by making a list of the things you want to discuss.
- You may ask to see your child's school file to help you prepare.
- If you'd like, you may invite someone to come with you to the meeting (friend, relative, advocate, Parent Link Consultant, therapist, etc.) to be a support, provide information, or take notes.
- Inform the school ahead of time if someone else will be coming with you to the meeting.
- Think of your child in various situations (home, school, community). What are your child's particular strengths and needs in these situations?
- Jot these ideas down before the meeting.

At the meeting

- Bring any records, notes that would be helpful.
- Review your past IFSP, circling objectives which have not been met. Should they remain on the IFSP? Should the methods of instruction or criteria be changed?
- Place a check beside objectives that have been completed. Ask about the next step. Know what your child can currently do in each area. What is his/her present level of performance?
- Do the goals and objectives/outcomes address every area of delay found in the evaluation and in the present levels of performance section of the IFSP?
- Make sure outcomes are measurable. Will the teacher be able to show you progress?
- What amount, place or type of service would be appropriate for your family and child based on your child's needs and your family's desires?

For one on one support contact your area Parent Links Representative.
(Printable version in English/Spanish is available at www.myparentlinks.com)

Deaf Child's Bill of Rights

(AB 1836)

The Deaf Child's Bill of Rights is specific state law that recognizes the unique communication and language needs of deaf and hard of hearing children. AB 1836 plays a key role when an Individualized Education Program (IEP) team convenes to consider the needs of deaf and hard of hearing children. This bill stipulates that when the IEP team is developing goals and objectives for a deaf or hard of hearing child, it must consider several important issues. For example,

- Does the student have sufficient numbers of schoolmates who are similar in age, language and learning ability?
- Are the teachers and other professionals who work with the child skilled in the child's language and way of communicating?
- Are the critical elements of the educational program (i.e., academic instruction, school services, and extracurricular activities) available in the child's language and way of communicating?

AB 1836 is one of several critical steps in the state's effort to provide deaf and hard of hearing children with a quality education system.

Questions contact:
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Parent Mentors

Parent mentors are parents of children who are deaf or hard of hearing. From hearing aids, cochlear implants, sign language and speech, we have been there. Have questions? Give us a call.

Exceptional Parents Unlimited

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Family Focus Resource & Empowerment Center

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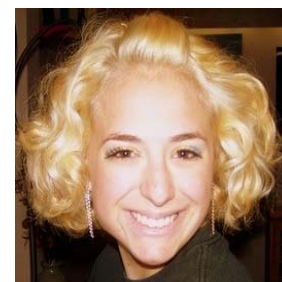
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(Daughter of Parent Links Representative Darla Schwehr: Erika was diagnosed with bilateral profound hearing loss at 3 months, received a cochlear implant at 3 years and has recently graduated from highschool.) As parent mentors we too are walking the path of having a child who is deaf or hard of hearing and understand the decisions and choices that have to be made. We are here to lend support.

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 Visit Parent Links at
www.myparentlinks.com
