

**QUESTIONS FOR STAFF OF CONNECTICUT BIRTH TO THREE PROGRAMS
REGARDING THE INDIVIDUALIZATION OF FAMILY SERVICE PLANS**



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| <u>YES</u> | <u>NO</u> | 1. Meeting was held at time and location convenient to family, in their native language or mode of communication and with the people they wanted present. |
| <u>YES</u> | <u>NO</u> | 2. Parents were informed about the IFSP process and asked for their preferences for who they would like to participate and what information they may want to share. |
| <u>YES</u> | <u>NO</u> | 3. The family is presented with an integrated summary of their child's functional abilities and needs. |
| <u>YES</u> | <u>NO</u> | 4. The parents are asked what and how they would like information about their family's Concerns, Priorities and Resources recorded. |
| <u>YES</u> | <u>NO</u> | 5. The discussion includes identification of where the child and family spend time on a daily basis to determine what services are needed to enhance their child's development and how these services can be provided with respect for the family's daily routines. |
| <u>YES</u> | <u>NO</u> | 6. The family describes the outcomes they expect to achieve for their family with the help of the other IFSP team members: These outcomes are recorded along with and the criteria to determine the degree to which progress is being made in achieving these outcomes. |
| <u>YES</u> | <u>NO</u> | 7. The family, as part of the IFSP team, identifies the circumstances in which they would like assistance, to facilitate, enhance and ensure the quality of participation for their child in his/her natural environment. |

YES NO
8. Strategies are developed through a collaborative process between parents and other team members. The strategies support the child and family's ability to achieve the outcomes and ability to function where they live, learn and play.

YES NO
8a. The IFSP team, including the family, identifies the natural supports and resources present in the child's environment and activities in the child's daily routine that offer opportunities for the child to learn the new skills.

(These are recorded in the strategies and Section VI of the IFSP).

YES NO
8b. Consideration is given to who can "teach" the child the new skills, (i.e., parents, peers, siblings, other caregivers, professionals) and whether or not the parents or other caregivers need assistance facilitating the child learning the new skill.

YES NO
8c. Strategies document activities that the parent is already doing.

YES NO
9. Services reflect the medical, social, educational, and developmental needs of the child and of the family.

YES NO
10. The program does not list a service as a strategy for reaching an outcome.

YES NO
11. Services are delivered where the child lives, learns, and plays in order to increase the likelihood that the skills learned will be functionally relevant to the child's natural environment and that the child will practice the skill on an ongoing basis.

12. If the IFSP team is considering service provision in a location other than a child's natural environment, the justification must be reconsidered at least every six (6) months, documented in the IFSP and include:

<u>YES</u>	<u>NO</u>	12a. an explanation of how and why the IFSP team determined that the child's outcomes could not be met if the service were provided in the child's natural environment with supplementary supports provided by the Birth to Three program.
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<u>YES</u>	<u>NO</u>	12b. how services provided in this location will be generalized to support the child's ability to function in his/her natural environment, and
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<u>YES</u>	<u>NO</u>	12c. a plan, with timelines and the supports necessary to allow the child's outcomes to be satisfactorily achieved in his/her natural environments.
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<u>YES</u>	<u>NO</u>	13. The IFSP team discussed and recorded the need for individual services or group services.
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14. If the IFSP team decides services should be provided in a group setting, the following information on how the child will benefit from the group setting are discussed and recorded:

<u>YES</u>	<u>NO</u>	14a. how participating in a group of children will help the child progress toward meeting the outcome(s) listed in the IFSP,
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<u>YES</u>	<u>NO</u>	14b. how the child will interact with the other children in the group, and
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<u>YES</u>	<u>NO</u>	14c. what the other children in the group will be doing that is of benefit to the child.
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Connecticut Birth to Three System: Questions for Program Administrators

The following questions may help your program consider how you are offering supports to families in their natural environments.

1) How is it that services are offered to families? Do they let you know where they would like help with their child during their daily routines before we offer suggestions?

2) What do your IFSPs look like as a whole? Is there a wide variety of plans or do most kids get home visits and playgroup?

Regarding homevisits:

3) What are some of the different locations in the community in which you are supporting families?

4) Do you work in different locations within a home addressing different aspects of the families daily routine?

For programs that use playgroups:

5) How was it decided for each child that the group should be part of the IFSP? What part of that family's daily routine was that group before they started going to it?

6) Can you guarantee the number of typical children in the playgroups you currently have running? (50/50 is not an acceptable ratio)

7) If you had no children in Birth to Three attend your playgroups, would you keep running the group for the community?

8) If your staff did not participate in the group except as a consultants, would the group continue to run the same way?

9) Is there another way to facilitate developing community resources without running them?

QUESTIONS FOR ADMINISTRATORS OF
BIRTH TO THREE PROGRAMS
REGARDING HOW THEIR PROGRAM OFFERS SUPPORTS TO
FAMILIES IN THEIR NATURAL ENVIRONMENT

1. *What do our program's IFSP's look like as a whole? Are there a wide variety of plans or do most kids get home visits and playgroup?*
Daycare visits, gymnastics, temporary foster care, kindermusic, shoe stores, doctor visit playground, walk, library, preschool, related therapists (private), grocery store, playground visit, pediatrician, walking around block, McDonalds
2. *What are some of the different locations in the community in which we are supporting families?*
See #1. Also: coffee shop, pool
3. *Do we work in different locations within a home addressing different aspects of each family's daily routine?*
Staircase, backyard, bedroom, kitchen, dining room (feeding), bikes, swing-sets, music room, bathroom (potty training, bathing), playroom, driveway & streets.
4. *Do we operate or support any group programs for children?*
Yes (both)
5. *If yes, how are families/children identified to participate?*
Based on outcomes. Parent desire, Therapist/teacher recommendation, Child need for participation, transition.
6. *Are the locations of this program(s) somewhere that these children or families would go if they did not have delayed development or issues with their health?*
Yes and No
7. *Is the service or support offered in their town or community?*
Town – no Community – yes
8. *Do other children with delays in their development and their families participate in these activities?*
Yes
9. *If yes, what is the ratio of Birth to Three children and their families to children without disabilities and their families?*
Varies according to group
10. *Is there consistency in attendance which affords an opportunity for the children and their families to establish relationships?*
Yes
11. *Do we operate this program for the community?*
Yes (the community varies with location), invite exemplary kids goal models
12. *Would it exist without Birth to Three funding?*
No
13. *Would we continue to operate this program if there were no Birth to Three children/families choosing to attend?*
No

Program: Kidsteps – December 1998
Connecticut Birth to Three System Natural Environment Plan