

Welcome to ESS  
IFSP Development Module  
TRUE/FALSE QUESTIONS

1. A child's IFSP should be directed toward one-on-one intervention with a child in their home.

TRUE FALSE

2. The IFSP is written together with the parents.

TRUE FALSE

3. The IFSP provides goals and strategies that may be implemented by a variety of people in a variety of places.

TRUE FALSE

4. For the purpose of the IFSP CPR= Concerns, Priorities and Resources.

TRUE FALSE

5. Natural learning activities are exploring nature.

TRUE FALSE

6. In order to create a meaningful plan, the IFSP team must consider parents' wishes for their child.

TRUE FALSE

7. The goals in the IFSP should be in the parents own words.

TRUE FALSE

8. Children should receive home visits at least weekly.

TRUE FALSE

9. The Service Coordinator is responsible to assure that the services stated in the IFSP are delivered.

TRUE FALSE

10. Outcomes should be specific and measurable.

TRUE FALSE

Welcome to ESS  
IFSP Development Module  
ANSWERS

1. A child's IFSP should be directed toward one-on-one intervention with a child in their home.

FALSE. There is little we can hope to accomplish in one hour a week of direct intervention. If we share our professional skills with family members and caregivers, they can implement the strategies and the child can receive comprehensive intervention. The IFSP should reflect the "others" who are involved with the child and provide strategies that they can use.

2. The IFSP is written together with the parents.

TRUE. The service coordinator and other team members work together with parents to complete the IFSP. It is a joint document, not one that is presented to parents. The IFSP is not complete until it has a signature of parental approval.

3. IFSP stands for Individual Family Service Plan.

FALSE. It stands for Individual Family Support Plan. Support is a unique and important component of Early Supports and Services.

4. For the purpose of the IFSP, CPR= Concerns, Priorities and Resources.

TRUE. This is a handy way to remember that the IFSP must reflect the parents concerns and priorities, as well as the family's resources.

5. Natural learning activities are about a child's day.

TRUE. The term "natural learning activities" is about regular activities that a child is involved in that might be feeding, diapering, riding in the car, taking a bath, climbing stairs, going to Grandma's house all of which offer opportunities to naturally and joyfully work on developmental skills. The IFSP should help direct the team's attention to the natural learning activities that are compatible with the child's outcomes and strategies.

6. In order to create a meaningful plan, the IFSP team must consider parents' wishes for their child.

TRUE. It is very important for the IFSP team to ask and really listen to parents' wishes. It is the beginning of a partnership that is guided by parents and built on

trust. Active listening is an acknowledgement of the belief that parents know their children best.

7. The goals/outcomes in the IFSP should be in the parents own words.

FALSE. Parents should be asked to generate the outcomes but they often rely on our professional skills to help formulate next steps that are developmentally appropriate and attainable.

8. Children should receive home visits at least weekly.

FALSE. The IFSP is *individualized* and one size does not fit all. The frequency of visits is determined by the team with parents as the ultimate decision-maker.

9. The Service Coordinator is responsible to assure that the services stated in the IFSP are delivered.

TRUE. The Service Coordinator is charged with this responsibility and should expect support for this responsibility from her team and her administrator. It is therefore important that the IFSP be realistic with full knowledge of the timelines, mandates and resources available.

10. Outcomes should be specific and measurable.

TRUE. They should be written in a way that it will be quite apparent whether a child has achieved the outcome or not. Importantly, outcomes should also be functional. It doesn't matter much if a child can be prompted to say three words clearly, it does matter if a child can be successful using words to ask for something he wants.