

Anatomía de un IFSP

Un Plan de Servicio Familiar Individualizado (IFSP, por sus siglas en inglés), orienta y apoya a las familias en sus esfuerzos por impulsar el desarrollo de un niño. Los servicios de intervención temprana que se incluyen en un IFSP, disponibles para niños hasta los 3 años, están diseñados para satisfacer las necesidades únicas de cada niño. Pero la mayoría de los planes tienen cosas en común. Estos son los elementos más importantes que usted encontrará en la mayoría de los IFSP.



Individualized Family Service Plan

Child information

Child's Name: Beto López	Date of Birth: 01/21/2013
Date of Birth: 01/21/2018	Home Address: 11454 Pruder Street Fargo, SD
Chronological Age: 18 mos.	

Primary Family Contact: Diana López	Relationship to Child: Mother
Daytime Phone: 555-2358	
Email Address: dlopez@email.com	

Secondary Family Contact: Juan López	Relationship to Child: Father
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IFSP Meeting Type: Annual	Meeting Date: 07/11/19
IFSP Start Date: 07/12/19	IFSP End Date: 07/13/20

Información del niño y la familia

La primera sección incluye el nombre del niño, su fecha de nacimiento y otros detalles básicos. También incluye información de contacto de la familia del niño. La fecha de la reunión del IFSP también podría estar anotada.

Service coordinator information

Name: Annie Lee	Agency: South County Early Intervention
Work Phone: 555-3535	
Email Address: annielee@southcountyei.com	

IFSP team

Name / Position	Phone #
Annie Lee / Service Coordinator	555-3535
Agency: South County Early Intervention	
Sally Foo, OTR / Occupational Therapist	555-5397
Agency: Foo Rehab	
Diana & Juan López / Parents	555-2358
Agency: N/A	
Connie Kemp, SLP/CCC / Speech Therapist	555-3434
Agency: Kemp Language, Inc	

Información del coordinador de servicios

El coordinador de servicios es la persona responsable de asegurarse de que el IFSP se cumpla. Otros miembros del equipo del IFSP pueden mencionarse aquí o al final del plan.

Physical skills

Beto has low muscle tone, which keeps him from reaching milestones like crawling and sitting independently as quickly as his same-age peers. He moves by pulling himself with his arms while positioned on his belly. He is not yet crawling or walking, but can bear some weight on his legs for short periods of time and will pull himself up to a standing position if he is near enough to an object. Building his physical strength and balance as well as further investigating his fine motor skills like his grasp and lip/mouth/tongue coordination will help to get him moving more independently and help provide him access to interacting with toys, people, and his environment.

Cognitive skills

Beto's low muscle tone is impacting his cognitive abilities. He is unable to obtain, hold, and activate age-appropriate toys. He is not demonstrating...

Communication skills

Beto is not able to consistently follow simple one-step directions, such as "give me." He also does not demonstrate an understanding of age-appropriate language. Expressively he...

Self-help or adaptive skills

Beto has general overall low muscle tone, which is impacting his ability to support himself in a seated position and maintain head control. He needs support to learn to transition from...

Social or emotional skills

Based on the H.E.L.P. assessment, Beto is demonstrating a greater than 25% delay in the social/emotional area. He does initiate interaction by vocalizing when he sees someone...

Niveles actuales de desarrollo

Aquí se describen las habilidades y aptitudes actuales del niño.

Puede incluir:

- Habilidades físicas (alcanzar objetos, gatear, caminar, dibujar, construir)
- Habilidades cognitivas (pensar, aprender, resolver problemas)
- Habilidades de comunicación (hablar, escuchar, entender a otros)
- Autoayuda o habilidades de adaptación (comer, vestirse)
- Habilidades sociales/emocionales (jugar, interactuar con otros)

Statement of family resources, concerns, and priorities

Strengths and resources

- Beto's parents both have college degrees and have worked in computer programming positions, but his mother recently lost her job. She is working part time now, but she was the main breadwinner for the family. As a result, the family is experiencing some financial stress.
- Beto typically spends the day at home, and his grandmother watches him while his parents work, either in the office or from home.
- Because the family lives in a major city, there are many resources available nearby for early intervention services.
- The family has a small home with little space for movement activities.

Family concerns

- Beto's low muscle tone doesn't seem to be improving as he gets older.
- Several times a day, Beto cries and fusses because his family doesn't understand what he wants or needs.

Family priorities

- Would like Beto to get stronger and be able to sit up.
- Would like Beto's mobility and independence to improve so that his grandmother and parents won't need to pick him up and put him down as often.
- Would like to help Beto's grandmother feel more confident and able to lift and carry Beto safely.

Recursos, prioridades y preocupaciones familiares

La familia del niño ayudará a crear esta declaración de las fortalezas y los desafíos de su familia. Se anotará aquí cualquier preocupación que tenga la familia, así como lo que ustedes piensen que es importante.

Outcome #1
Beto will improve head and trunk control, allowing him to crawl on all fours.
Strategies and activities
<ul style="list-style-type: none"> • The family will work with Beto to improve his lower body strength. The occupational therapist (OT) will consult with Beto's family to help address this. • Beto's mother or father will take him to a park or open-space playdate three times a week to encourage movement. • Beto's grandmother will get training on strengthening activities so she is better able to pick up Beto and move him from place to place.
Evaluation
<ul style="list-style-type: none"> • Beto's parents will observe and take notes on Beto's movement. • The OT will formally track progress at every therapy session.
Outcome #2
Beto will learn to understand and use simple words and one-step directions.
Strategies and activities
<ul style="list-style-type: none"> • Beto's family will model one-step directions for Beto by pointing and using words or commands. • Beto's mother will name every piece of clothing each day while she dresses him.



Resultados o efectos medibles

En esta importante sección se establecen los objetivos (“resultados”) para el niño, cómo se lograrán y cómo se medirá el progreso del niño. Estos objetivos también pueden ayudar al equipo del IFSP a decidir si hay servicios que deben agregarse o cambiarse.

Early intervention services

Outcome #1	Service: Occupational Therapy
Start Date: 7/12/2019	End Date: 7/11/2020
Provider: Sally Foo	Location: Home 1x, Office 1x
Frequency: 2x monthly	Intensity: 60 minutes
Outcome #2	Service: Speech Pathology
Start Date: 7/12/2019	End Date: 7/11/2020
Provider: Connie Kemp	Location: Home
Frequency: 1x monthly	Intensity: 30 minutes

Servicios de intervención temprana

Describe los servicios de intervención temprana que recibirán el niño y la familia. El plan debe especificar dónde se brindarán los servicios, con qué frecuencia y cuánto durará cada sesión.

Natural environments/settings

Outcome #1	Service: Occupational Therapy
Once a month, this service will be provided at the OT office. This is appropriate because the office has a larger area for play and movement. This is intended to help motivate and support Beto in his goal of crawling on all fours.	

Ambientes naturales/ Entornos

Los servicios estipulados en un IFSP deben brindarse en “ambientes naturales” para el niño. Esto podría ser en casa o en una guardería. Si un servicio se ofrece en un lugar donde comúnmente los niños a esa edad no están, esta sección explicará el motivo.

Other services

Service: Playgroup	Service Type: Family & Child
Responsible Individual: Local Playdate Group	Funding: Parent
Service: Neurologist	Service Type: Child
Responsible Individual: Dr. Sullivan	Funding: Health insurance

Otros servicios

Algunos servicios que el niño y la familia necesitan podrían no estar cubiertos (ser pagados) por la intervención temprana. Pero se mencionan aquí para brindar una imagen completa. También se anotará potenciales fuentes de financiamiento.

Parent/guardian consent

I (we) the parent(s)/guardian(s) of Beto López hereby certify that I (we) have had the opportunity to participate in the development of my (our) child's IFSP. This document accurately reflects my (our) concerns and priorities for my (our) child and family.

I (we) therefore give my (our) permission for this plan to be implemented. .

I/we **give** permission.

I/we **do not give** permission.

Parent/Guardian Signature

Consentimiento

Se requiere el consentimiento de los padres o tutor antes de que se puedan proveer los servicios de intervención temprana. Algunos IFSP tienen una línea para la firma.