Role of the Child Care Provider in the Individualized Family Service Plan Process or Individualized Education Program Process

The following checklist has been designed to assist child care providers in understanding the important role they play in the Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) process.

An IFSP is a legal document that describes a child’s developmental level, family concerns and priorities, outcomes, and early intervention services. It applies to children birth to three years.

An IEP is a legal document that describes a child’s special education needs, annual goals and objectives, and special education and related services. It applies to children and youth three to twenty-two years.

Ongoing:

____ Establish a process to document your observations of the child (e.g. notebook, index cards, sticky-labels)

____ Share your observations with the child’s family on a regular basis.

____ With parent’s consent, maintain communication with the specialists working with the child, (speech, occupational and physical therapists, vision specialists, etc.) Share your observations of the child. Ask for suggestions on ways to best meet the needs of the whole child by focusing on his/her interests and strengths.

Before the IFSP or IEP meeting:

____ Review the child’s progress with the parent, considering the child’s strengths, interests, and needs. Include observations from all staff working with their child.

____ Ask parents if they have been given and understand their parent rights and responsibilities, and ask if they are prepared to participate in the IFSP or IEP process.

____ With parent consent, forward any developmental screening or ongoing assessment information you have completed on the child to the Part C service coordinator.

____ Prepare a list of information and suggestions that you can share during the IFSP or IEP team meeting (e.g., the child’s strengths, how you could assist in adapting routines and environment in order to best meet the child’s needs.)
Consult with the family to determine if interpretation will be needed during the IFSP or IEP meeting. If interpretation is needed, encourage the family to inform the service provider.

**During the IFSP or IEP Meeting:**

- Assist the parent to understand what is happening in the meeting (if needed).
- Share a summary of your observations, including the child’s strengths, needs, progress and preferences.
- Participate with the IFSP or IEP team in identifying goals and objectives for the child.
- Assist parents to communicate their family’s strengths, needs and resources. (Support the family to advocate on their own behalf.)
- Be prepared to describe the services and support provided by your program.
- Suggest activities, interventions and strategies for service delivery based on your knowledge of young children and the family and child’s preferences and interests.

**After the IFSP or IEP Meeting:**

- Request a copy of the child’s IFSP or IEP from the child’s parent, or ask the parent if you can review the child’s plan.
- Ask the parent and service provider for ideas on how you can adapt activities and how you can infuse the new IFSP & IEP goals into the child’s daily routines and activities.
- Agree upon a system to communicate the child’s progress to parents and service providers.
- Continue ongoing observations and assessment of the child; review the child’s goals and program plan.
- Maintain ongoing communication with the parents, the specialists, and the service coordinator.
- Be prepared to make changes in your curriculum and program activities as the child develops.

Adapted from *Role of the Primary Caregiver or Home Visitor in the Individualized Family Service Plan Meeting* CIHS/Sonoma State University – 2005