

Technical Support to implement reforms to support the development of family centred early childhood intervention services in Greece - ECI Greece

Grant Agreement n° 101048313

Family Centred ECI Training Package for Staff of ECI Services

PPT 8: Individual Family Service Planning. Design and Implementation



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Chapter 4

Individual Family Service Planning. Design and Implementation

Child and Family Individual Service Plan

- Is created by the transdisciplinary team, parents are members of the team
- IFSP is based on parents' priorities
- Long-term and Short – term functional goals/outcomes are indicated for a child as well as for family
- **The key to good IFSP is to set individual functional goals**

Group discussion

Referred to ECI service: Sandro, 3 years old boy, developmental delay, ASD. Main concerns of the parent: doesn't talk, is picky eater, problems at kindergarten due to poor self-help skills, he is fully depended on caregivers' care. Was diagnosed at age of 18 month. Lives with parents and brother 7 years old; attends regular kindergarten.

Write down the ECI service delivery schedule based on

Existed working model / Transdisciplinary team working model / Interdisciplinary team working model

What type of service/services?

How many times per week/per month?

Who are providing the ECI service?

Where is the service delivered?



Example 1. Individual Service Schedule – In the frame of ECI state program; transdisciplinary teamwork

Sandro, 3 years. Developmental delay, ASD. Entered ECI program at age of 18 months Lives with parents and brother 7 years old, attends regular kindergarten.

Individual Service Plan- March 2018

- Early Intervention Specialist 2 X per week – home and kindergarten visits, with the aim to support parent and kindergarten caregivers to improve child self-care and independent functioning, especially during eating time.

Support of ECI specialist by transdisciplinary team members

- Occupational Specialist once a month; Speech and language therapist once a month - observation at home and kindergarten, supervision/consultation of ECI specialist

After one year and 6 months of revision IFSP was changed:

- ECI specialist 4 times per month
- Group sessions at the ECI center – 4 sessions per month

Example 2. Interdisciplinary Teamwork within ECI state program (free of charge) + Private service (paid out of pocket)

Sandro, 3 years. Developmental delay, ASD. Entered ECI program at age of 18 month
Lives with parents and brother 7 years old, attends regular kindergarten.

Individual Service Plan

Early Intervention Specialist 2 X per week – home and kindergarten visits (8 times per month)

Occupational Specialist 2 X per week - Sensory Integration room (8 times per month)

Feeding therapy with speech and language therapist 2 X per week – Center and home (8 times per month)

After 1 year and 6 months, IFSP Plan was changed based on revision

Occupational Specialist 1 session per week - Sensory Integration room (4 times per month)

Speech and language therapy – in pairs - 1 session per week (4 times per month)

Group sessions – 1 session per week (4 times per month)

Example 3. Interdisciplinary Teamwork within ECI state program (free of charge) + State Rehabilitation Program (free of charge)

Individual Service Plan

Early Intervention Specialist 2 X per week – home visits, kindergarten visits (8 times per month)

Rehabilitation Center – Plan is created by child Neurologist

Physical therapist 10 hours once in 3 months – under supervision of OT

Speech and Language therapist 10 hours in 3 month



Three Key Steps

Gather information

- Listen for family needs, concerns, priorities

Observe family/child

- Child's personal characteristics
- Across settings, people, times
- Ecological assessment
- Home safety and hygiene

Document quality statements

- Discipline-free
- Jargon-free
- Parents determine when/how the outcome is met
 - Special occasion, life event
- Third word rule
 - Key concept, skill desired: action
- Words to avoid
 - Tolerate, stop, not, often, maintain, therapy, receive, improve

Preserve as much of parents' wording as is appropriate

Functional Goals answer 5 key questions: Who? What? Where? With whom? When?

Long term goals should lead to outcomes in three main areas of child functioning

- Communication
- Personal Independence
- Positive Social Interactions

Short-term goals promote the acquisition of such functional skills which lead to the fulfillment of the long-term goals

Example goals from the RBI

- Geneva will move independently
- Time for Ana and Andrew
- Learn to play with more complicated toys
- Hobby for Andrew
- Andrew to college
- Info re: financial help
- Say words
- Pull to stand
- Come to sitting
- Lower Ana's stress
- Time for Ana for herself (trustworthy child care)
- Info on child care

Which of these
are family
(parent) goals?

Outcomes

- Everyday life centered & Child-centered
- Participation oriented
- Related to child learning within the context of everyday learning opportunities
- Builds on interests of child/family
- Indicate active involvement of child

Family worded
Positive
Action-oriented
Indicate changes



IFSP Child Outcomes



Two types of child outcomes:

- Participation-based
- Routine/activity-based

Child outcomes should:

- Enhance learning through functional participation in everyday activities (child is learner/actor)
- Be important and meaningful to the family/caregiver (priorities)
- Expand activity settings so child can be competent
- Be based on child's interests

IFSP Family Outcomes



Two types of family outcomes:

- Participation-based
- Resource-based

Family outcomes should:

- Enhance capacity of (family is learner/actor)
- Support accessing community resources and supports (service coordinator supported)
- Be important and meaningful to the family/caregiver (priorities)
- Be based on family's interests

Family-Level Outcomes

- Preserve as much of the parents' wording as is appropriate
- Add at least 1 measurable criterion

Shabnam will do more things with Emma and Timur	Shabnam will do 3 activities with Emma & Timur, together, in 1 week for 3 consecutive weeks
Shabnam—info on sleep & ASD	Shabnam will receive 1 article about sleep & ASD & the name of 1 expert she can contact by May 31
Shabnam—info on public housing	Shabnam will have information about public housing by May 31

Necessary Functional	3rd Word Rule- Action	Jargon-Free
Discipline-Free	OUTCOME	Emphasize the Positive
Reflects Real Life	Context Family Concerns Family Priorities Strengths-Based	Avoid Passive Words (tolerate, maintain, receive, improve)

Functional?
Meaningful? Child?
Family?

- Be specific with activity
- Be direct
- **Ask: *What does the family want the child to do and when?***
- IFSP outcome is a benchmark representing what we would like to happen
- **Don't forget: *third word rule***

Lily will go fishing with her grandfather and hold the fishing pole

Jennifer will eat her meals with her family while sitting in her highchair

Myka will play with the puppy by throwing the ball while being held by his father

Lili and Pat will put Mike to bed for naps and bedtime

Leka will sit in the bathtub during bath time

Eka will walk to the mailbox to get the mail every afternoon

Child Outcome: Example

This

“John will play with toys and eat meals with his family by sitting without much support.”

Not This

“John will improve muscle tone for sitting.”



Goal Functionality

- **Emphasize the child's participation** in a routine (child will participate in playtime not child will participate in running)
- **State specifically** what the child will do
- Address a **skill that is either necessary or useful** to participation in meaningful activities or routines

Goal Functionality

- **Have generalization criterion** (uses the skill across routines, people, places, materials such as holding the spoon for 2 minutes at lunch and dinner)
- **Have a criterion for the timeframe** (when he holds the spoon for 2 minutes at lunch and dinner for three consecutive days or 3 days in one week)

McWilliam, R.A.
(2006). Steps to build a
functional outcome.

Step 1: Determine the functional area(s)	Eating
Step 2: What routine(s) does this affect?	Meal time with the family
Step 3: Child will participate in [routines in question]	“John will eat with her Family at mealtime...”
Step 4: “by _____ing” (address specific behaviors)	“...eating the foods they eat.”



Steps 6 for developing outcomes

Add another criterion for generalization, maintenance, or fluency, if appropriate

- Across routines, people, materials, places, etc.
- Over time (see following step)
- Rate of behavior

- at two times of the day (meals, play, dinner preparation, outside)

Step 7 for developing outcomes

Over what amount of time?

- On 4 consecutive days

Whole outcome:

Evgenia will participate in meals, play, dinner preparation, and outside by using words or signs. We will know she can do this when she uses 3 different words or signs at two times of the day (meals, play, dinner preparation, outside) on 4 consecutive days.

Why Routines?

1. Contexts where life happens
 1. Learning and development occur because of the impact of the environment on child behavior/ functioning
2. Accommodations families make to create their ecocultural niches are mostly adjustments to their routines
 1. Routines-based early intervention helps families find the accommodations that suit them and that are effective with the child
3. Family quality of life improves when they are more satisfied with family functioning in routines

Intervention Matrix

	Outcome	Waking Up	Meals	Play Inside	Outside	Bath	Bedtime	Outings	Nappy	Dinner Prep
1.	Eat with spoon		X							
2.	Use 25 words consistently	X		X		X			X	
3.	Run without running into things				X			X		
4.	Do as he's told, without saying no		X		X		X			X
5.	Time for [mother] alone									
6.	Information about preschool options									
7.	Play with something for 15 minutes	X		X						X
8.	Name objects in a book			X			X			
9	Decide about going back to work									

Stage 5. Service Delivery

Important!

- All interventions occur between visits
- We are building family capacity
- We promote children's functioning, engagement, and participation
- We follow the service structure, at the same time are flexible in responding to families' current needs



Structure of the Home Visit

1. *Beginning of the session*

- EI specialist asks parent/caregiver questions how the week has passed, what interaction with child looked like, how they rehearsed the skills which were demonstrated during last visits

2. **Activities with Caregiver and Child**

- Observing Child -Caregiver interaction - how caregiver works with the child within specific functional activities
- EI Specialist asks reflective questions to the caregiver about just demonstrated activities
- Introduction of new ideas of working with child by EI specialist to caregiver and demonstration of specific techniques of working with a child

3. **Summing up the session** - Planning next visit, giving homework to caregiver

Home visiting Process

1. Ask caregiver what has happened since the last visit
2. Observe child-caregiver interaction and give feedback
3. Offering new strategies and working on new skills
4. Planning next visit, agree upon what the will caregiver work together with the child on between visits
5. Sum up the visit



Transition to Kindergarten

- Discussion with Family
- Plan to visit kindergarten
- Make collaboration
- Planning of Transition process
- Support of child, parents and the new team



Progress Monitoring

Individual Goal's Monitoring

- How goals are implemented
- The aim is to modify /change the goal or take a new one
- Every 3-6 Months

Annual Re-assessment

- Child and family Reassessment
- Service Plan Revision
- Change Goals
- Change key specialist
- Revision of duration/frequency of the program

Program Evaluation



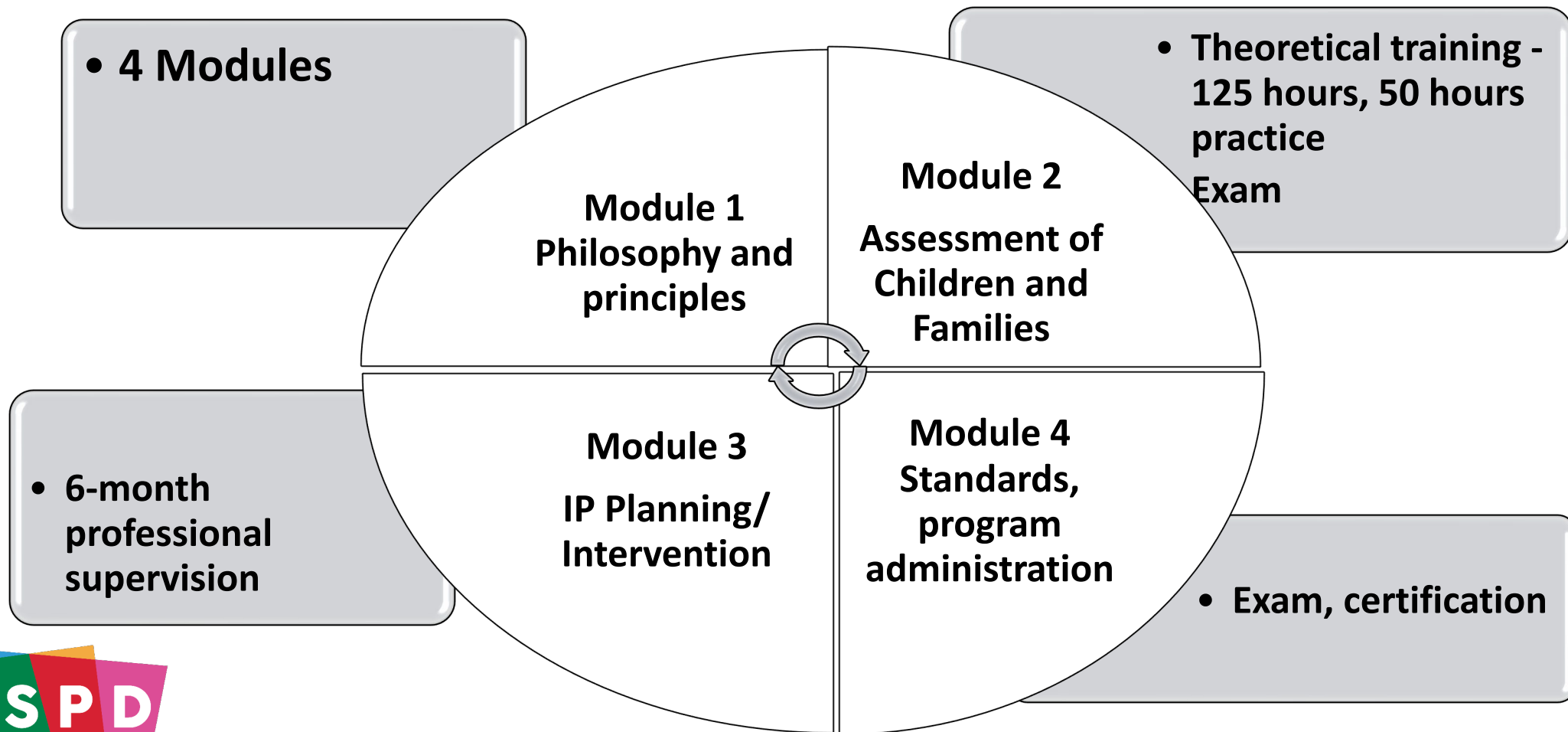
- Parent Satisfaction
- Staff members' evaluation and satisfaction
 - Self–evaluation
 - Peers Evaluation
- Evaluation of program administration process
- Databases

Training and Supervision of ECI Specialists

- ECI Philosophy and principles
- Case management
- Standards and Administration rules
- Pre-service training requirements

Certificate Training Course for service providers

Provided by ECI Coalition



Supervision

Supervisor – (3 years Experience In ECI, MA Diploma, Supervisor's Certificate)

Who gets supervision – all staff members with different intensity of individual supervision, Peer and group supervision /training once a week

Types of Supervision

1. Reflective – regarding working with child and parents/teachers
 2. Organizational – about administrative Procedures
- During Session
 - After Session (Individual)
 - In Large and small groups

ECI State Service Standards



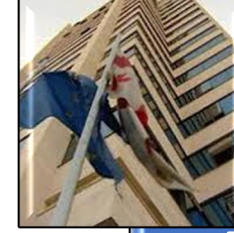
For children and parents

- Awareness
- Active engagement within service provision process
- Child involvement in general education system
- Protection of child and family interests and rights



For specialists

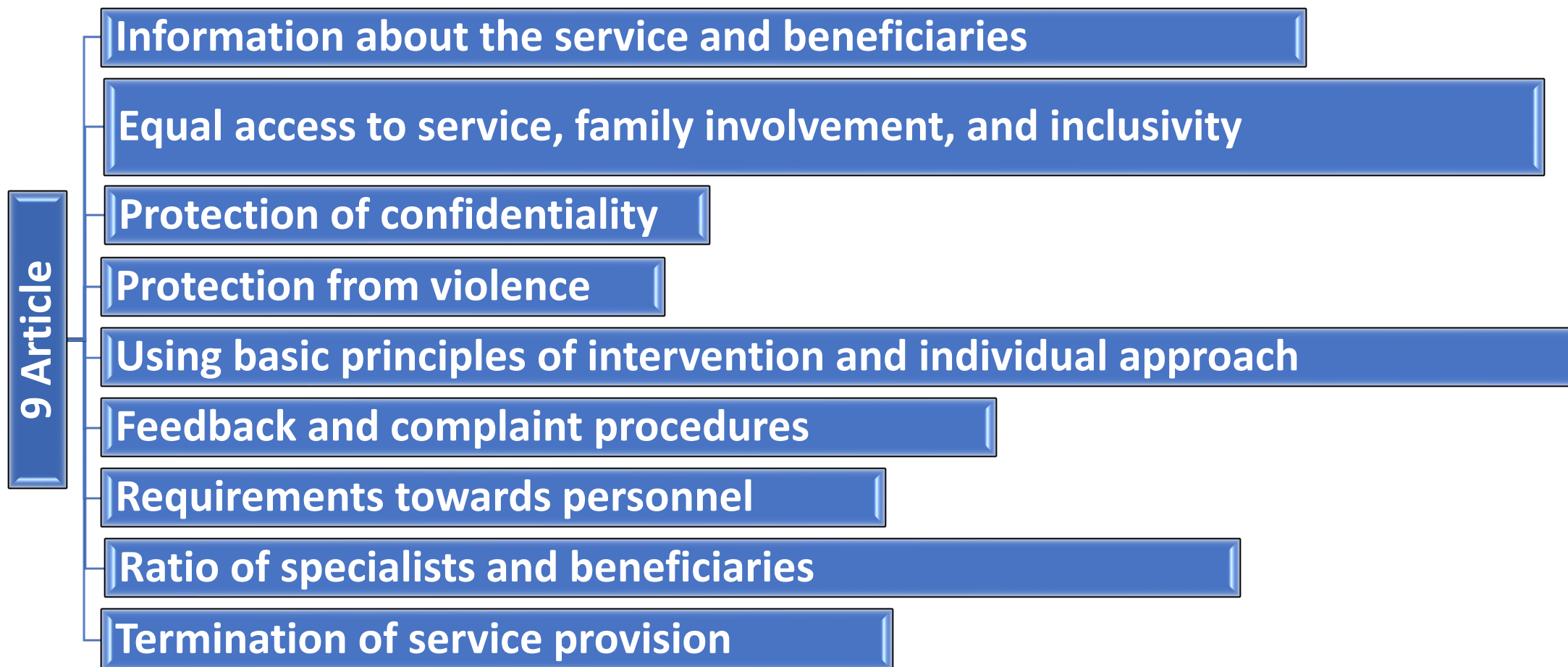
- Feedback regarding the quality of service provision
- Professional satisfaction and prevention from overwork and exhaustion



For State agencies

- Existence of service standard procedures and documents
- Opportunity to implement monitoring of the services

Early Childhood Intervention service standards





European Association of Service providers
for persons with disabilities



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Thank you!