

# Individualized Family Service Plan Rating Scale

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Code

Present Level of Development	<i>motor</i>	<i>cognitive</i>	<i>adaptive</i>	<i>social</i>	<i>communication</i>	<i>sum</i>	<i>/5 =</i>	<i>mean</i>
<i>Writing</i>							<i>/5 =</i>	
<i>Positiveness</i>							<i>/5 =</i>	
<i>Functionality</i>							<i>/5 =</i>	

Priorities and Concerns	#	#	#	#	#	#	#	#	#	#	<i>sum</i>	<i># of priorities</i>	<i>mean</i>
<i>Concerns with Outcomes</i>													####

Outcomes	#	#	#	#	#	#	#	#	#	#	<i>sum</i>	<i># of outcomes</i>	<i>mean</i>
<i>Writing</i>													
<i>Active</i>													
<i>Necessity</i>													
<i>Specificity</i>													
<i>Context Appropriate</i>													
<i>Match Outcome</i>													
<i>Family's Role</i>													
<i>Outcomes with Concerns</i>													

Natural Environment Statement
<i>Location</i>

# Individualized Family Service Plan Rating Scale

## Rating Manual

Each of the 13 items on the IFSP Rating scale can be found in bold under the label for each IFSP section. Carefully read the description and refer to examples before you rate each applicable part of the IFSP. Detailed descriptions and examples are provided for ratings of “1,” “3” and “5” for each item. If after referring to the examples and description, you are having difficulty deciding between a “1” and a “3,” you may rate the item “2.” Similarly, if you are having difficulty deciding between a “3” and a “5,” rate the item a “4.” Do not discuss any of your ratings with anyone.

### **PRESENT LEVEL OF DEVELOPMENT**

The Present Level of Development table is in yellow on the protocol. After rating each present level of development item, divide the sums for each item by 5 for a mean score for each item.

#### **Writing:**

For each developmental domain (Motor, Cognitive, Communication, Social-Emotional, and Adaptive) determine if results, strengths, and needs are written in family-friendly language. Writing that is obscure, technical, or complicated will be considered to not be family-friendly. Family-friendly language is clear and simple. There is little doubt that most any family would be able to understand the language used.

**1.** Assign a “1” to the domain if the author of the IFSP has used technical jargon or obscure or complicated language. If handwriting is so poor that words can not be read, rate the domain “1.”

#### **Examples:**

- Child had normal peripheral hearing in both ears.
- Child has decreased age appropriate response to visual stimuli.
- Child uses a pincer grasp.
- WNL (for within normal limits)

**3.** If the domain contains no technical jargon, but still remains unclear, rate the domain “3.” Any time scores are given with no further explanation, the item receives a “3.” Any time there is a delay and needs are only services with no developmental needs listed, assign a rating of “3.” An evaluation is an acceptable need and does not count as a service. Also assign a “3” if no strengths or needs are listed.

#### **Examples:**

- Child responded to 1 out of 11 visual stimuli.
- Child is functioning at 5 mo. Level. (Strengths) All age appropriate. (Needs) No delays.
- (Need) Speech therapy.
- Understands possessive forms.

**5** If all information is written in a manner that would likely be clear to a family, rate the item “5.”

#### **Examples:**

- Child seemed to be sensitive to light. He blinked at the shadow of a hand passing in front of his eyes. He should be referred for further evaluation by an ophthalmologist.
- Child moved three feet by crawling on his hands and knees.
- Child uses her hands to eat a complete meal by herself. She does not use utensils, yet.

#### **Positiveness:**

Look at each domain on the Present Level of Development to determine if the author emphasized strengths.

**1.** Assign a “1” to the outcome if the author of the IFSP has only described needs. Also assign “1” if words “unable to” or “can’t” are used. If a delay of greater than 50% is reported, assign a “1.” If the strength listed is not related to the child’s development in the corresponding area, rate the item “1.”

#### **Example:**

- [Child] is functioning at 0 months in all areas of development. Greater than 25% delay in all areas.
- 75% delay
- 25% delay in communication; (Strength) Supportive mom

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3. If the author described both strengths and needs, but used more words to describe needs, rate the item “3.” If the strengths and needs blocks are both empty, rate the domain “3.”

**Example:**

- Responds to “no.” Needs to develop at least a 10-word vocabulary.

5. If the author described both strengths and needs and used at least as many words to describe strengths as needs, rate the item “5.”

**Examples:**

- [Child] drinks from a cup and feeds herself finger foods. She is ready to use utensils.
- [Child] moves more than three feet by crawling. He picks up small objects with his fingers. An evaluation by a physical therapist is recommended.

### Functionality:

Look at the strengths and needs of each developmental domain to determine if the author provided functional information.

1. Assign a “1” to the domain if it consists of nonfunctional tasks from the instrument the child did and did not complete. Also, if no strengths are listed, rate the item “1.”

**Examples:**

- [Child] did not complete a three-piece formboard.
- [Child] stacked 4 blocks. She pulled the string to get the red ring. She did not stack five blocks.

3. If the information includes nonfunctional tasks from the instrument but includes functional information as well, rate the item “3.” Also if strength only refers to the domain and no skills, rate a “3.”

**Examples:**

- [Child] did not hug the doll to express affection. She is ready to work on greeting people around her with smiles and eye contact.
- [Child] dumped the pellet from the bottle to get it out. She demonstrated a high level of mastery motivation for her age when she worked for 10 minutes to learn to string beads.
- (Strength) Good motor skills.

5. If the domain includes only functional information, rate the domain “5.”

**Examples:**

- [Child] drinks from a cup and feeds herself finger foods. She is ready to use utensils.
- [Child] moves more than three feet by crawling. He picks up small objects with his fingers. An evaluation by a physical therapist is recommended.
- [Child] told the evaluators what he wanted to play with by pointing, giving eye contact, and making sounds. He is ready to work on using words to tell people what he wants.

## PRIORITIES AND CONCERNS

### Concerns with Outcomes

The priorities and concerns table is blue on the protocol. Count the number of priorities and concerns listed on the IFSIP and number the protocol. For each priority or concern, look ahead to the outcome statement pages. For those priorities that clearly are addressed in one or more outcomes, score the outcome “5.” For those that are not addressed in one or more outcomes, rate the item “1.” Divide this sum by the total number of concerns.

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### **OUTCOME STATEMENTS**

#### **Writing:**

The outcomes table on the protocol is green. Count the total number of outcomes on the IFSP and number the table accordingly. Look at each outcome statement and corresponding procedures to determine the level of family-centered writing. If more than 10 outcomes are included, only score the first 10.

1. Assign a "1" to the outcome if the author of the IFSP has used technical jargon or obscure or complicated language.

#### **Examples:**

- Child will use radial digital grasp to eat.
- Evaluation will be conducted to evaluate tactile sensitivity.

3. If the outcome contains no technical jargon, but the outcome remains unclear, rate the domain "3." Any time the outcome is [Child] will receive \_\_\_\_\_ services, the item receives a "3." Although this is clear, it provides no information about a child or family outcome.

#### **Examples:**

- The team will determine if [child] has any motor delays.
- Service Coordination services will be provided.
- [Child] will learn to care for herself.

5 If all information is written in a manner that clearly articulates the outcome, rate the item "5."

#### **Examples:**

- [Child] will feed himself..
- [Child] will move his body from one place to another by himself.
- (Procedure) Physical therapist will conduct an assessment and give family strategies to use at home to help [child] learn to sit up.

#### **Necessity:**

Look at each outcome statement on the IFSP to determine if the outcome statement is likely to be necessary. Only look at outcomes related to child development, not procedures.

1. Assign a "1" to the outcome if the outcome is not likely to be necessary for development or functioning within routines.

#### **Examples:**

- Child will learn how to operate a switch toy
- The family will transport child to physical therapy center to increase motor skills.

3. If it is not clear whether the outcome statement is likely or not, rate the item "3." Some times family related outcomes will be rated "3" because it is unclear whether the family requested the statement and considers it necessary.

#### **Examples:**

- Child will be able to finger feed using a teathy biscuit

5. If the outcome is a functional one, likely to be needed for development or functioning in the family's routines, rate the outcome "5." Also score the item a "5" if it is clear that the family requested this to be included because they considered it necessary.

#### **Examples:**

- [Child] will move three feet by crawling on his hands and knees.
- [Child] will use utensils to eat a complete meal by herself.
- [Child] will be able to walk over the door thresholds in her house.

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### **Specificity:**

Look at each outcome statement on the IFSP to determine if the author used the language that is specific. Only look at outcomes, not procedures.

**1.** If the author does not define a behavior or other outcome that will happen, rate the item "1." If the outcome is that a service will be provided, rate the outcome a "1."

#### **Examples:**

- [Family] will receive service coordination services.
- Mom wants physical therapist to help with motor skills.
- Child will be evaluated by physical therapist.
- Family will search for appropriate child care.
- Child will participate in developmental activities such as drawing and stacking.

**3.** Assign a "3" to the outcome if the author of the IFSP has used language that is not specific and includes no criterion for judging how or when the outcomes has been achieved.

#### **Examples:**

- [Child] will learn how to take care of himself.
- [Child] will have better use of right arm and right leg.
- [Child's] communication will increase.

**5.** If the outcome is defined and criteria for completion are given, rate the outcome a "5."

#### **Examples:**

- [Child] will dress and undress himself independently.
- [Child] will use utensils to eat a complete meal by herself.

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### Context Appropriate:

Look at each outcome statement and corresponding procedures on the IFSP to determine if they could easily be incorporated into a family's daily routines.

1. If the procedures require special people, objects, or places rate the outcome a "1." Any time the procedures imply only direct, hands-on services by a professional, rate the outcome "1." Also, if procedures are stated as outcomes rather than procedures, rate the outcome "1." Rate the outcome "1" if the procedures merely say how to evaluate progress instead of how child will be taught.

#### Examples:

- [Child] will watch a videotape on children with the same condition, and he will be asked to demonstrate some activities with the help of the trainer and mother.
- Occupational therapist will work with [child] on playing with toys appropriately.
- (Procedure) [Child] will learn to operate switch toys.

3. Assign a "3" to the outcome if the procedures do not require a special person, place, or equipment but a routine is not specified.

#### Examples:

- Physical therapist and mom will work on encouraging walking.
- Home trainer and mom will teach [child] to remove clothing and put it on.

5. If the procedures clearly support intervention across routines and the family is the learner, rate the outcome a "5."

#### Examples:

- Physical therapist will give mom strategies to encourage [child] to sit up throughout the day.
- [Child] will participate in circle time by moving her hands to the motions and vocalizing.
- [Child] will use utensils to eat a complete meal by herself.
- During meals, [child] will be given thick, pureed foods that are easily picked up by a spoon. OT will provide an adapted spoon.

### Family's Role:

Look at each outcome statement and corresponding procedures on the IFSP to determine if intervention is to be implemented by families and other natural caregivers.

1. If the intervention procedures are to be carried out exclusively by the professional, rate the outcome a "1."

#### Example:

- Occupational therapist will work with [child] on playing with toys appropriately.

3. Assign a "3" to the outcome if the procedures imply participation from the natural caregivers.

#### Examples:

- Physical therapist will work with [child] and mom during home visits to encouraging walking while he plays.
- During home visits, home trainer will work with mom and [child] to teach him to remove and put on clothing.

5. If the procedures clearly supports intervention implemented by natural caregivers, rate the outcome a "5."

#### Example:

- (Outcome) [Child] will sit up and crawl. (Procedure) Physical therapist will give mom strategies to encourage [child] to sit up and crawl throughout the day.

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### Match Outcome:

Look at each outcome statement and corresponding procedures to determine if they are directly related.

1. If the procedures do not seem related to the outcome statement, rate the outcome a "1." Also, if procedures are stated as outcomes rather than procedures, rate the outcome "1." If procedures make judgmental statements about the family, rate "1."

#### Examples:

- (Outcome) [Child] will use the potty with no more than 1 accident per day. (Procedure) Occupational therapist will do daily brushing of his palms for sensory integration.
- (Procedure) [Child] will learn to operate switch toys.
- Mother will be encouraged to be more involved/follow-up.

3. Assign a "3" to the outcome if the procedures indirectly support the outcome.

#### Examples:

- (Outcome) [Child] will sit up and crawl. (Procedure) [Child] will receive a PT evaluation.
- (Outcome) [Child] will use words to express when she wants something. (Procedure) Speech therapist will visit once a month.

5. If the procedures clearly support the outcome through intervention, rate the outcome a "5."

#### Examples:

- (Outcome) [Child] will sit up and crawl. (Procedure) Physical therapist will give mom strategies to encourage [child] to sit up and crawl throughout the day.
- (Outcome) [Child] will use utensils to eat a complete meal by herself. (Procedure) Special instructor will watch [child] eat and give mom strategies to help her use utensils. Foods such as mashed potatoes, which are easily picked up by utensils, will be served frequently.

### Outcomes that have Concerns:

For each statement, look back to the priorities and concerns section to determine if it is related to a priority or concern. For each outcome that has a corresponding priority or concern, rate the outcome "5." For each outcome statement that does not clearly relate to a priority or concern, rate the outcome a "1." Divide the sum by the total number of outcomes.

## NATURAL ENVIRONMENTS STATEMENT

### Location:

Refer back to the outcome pages to determine the services the child will receive. Then, look at the Last page of the IFSP at the statement regarding natural environments.

1. If all services are provided in a segregated setting, inconsistent with IDEA's definition of natural environment, rate the outcome a "1."

#### Example:

- [Child] will receive early intervention services in our center based program consistent with mother's request.

3. Assign a "3" to the outcome if the service delivery model is mixed. If it is unclear where some services will occur, rate the statement "3."

#### Example:

- [Child] will receive home visits by the special instructor each week. PT will be provided at the clinic.
- OT is listed on the IFSP, but only special instruction is addressed in the natural environments statement

5. If only natural environment settings are referenced, rate the outcome a "5."

#### Example:

- [Child] will receive all early intervention services in his natural environments (home and child care center).