

INSIGHT KIDZ CARE LLC
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ENROLLMENT/INTAKE DOCUMENTATION

Child's Name: _____
(Last Name) (First Name) (MI)

Child's Address: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____ Male _____ Female _____

Date of Enrollment: _____

IFSP/IEP: _____

Parent/Guardian: _____
(Last Name) (First Name) (MI)

Relationship to Child: _____

Address: _____ Cell Phone: _____

Employer: _____ Work Phone: _____ Ext.: _____

Work Address: _____ City/State: _____

Email Address: _____

Parent/Guardian: _____
(Last Name) (First Name) (MI)

Relationship to Child: _____

Address: _____ Cell Phone: _____

Employer: _____ Work Phone: _____ Ext.: _____

Work Address: _____ City/State: _____

Email Address: _____

EARLY INTERVENTION & SPECIAL EDUCATION SERVICE PROVIDERS

If your child is eligible, an Individualized Family Service Plan (IFSP) will be developed. This will include what you would like to see happen or improve with your child.

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 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.