

**INDIVIDUALIZED FAMILY SERVICE PLAN**  
**Service plan (Page 5): Settings and Incorporating interventions into natural routines.**

Child's Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_  
 EI #: \_\_\_\_\_ DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Are all services being provided in child's **natural environment**?  Yes  No  
 If no, explain.

If any service is being provided in **group settings** without typically developing peers, explain why the IFSP team agrees this is appropriate:

If the family is unable to be present during therapeutic sessions with the child, how will the service provider communicate with the family to assist them in learning ways to improve the child's functioning in his/her natural environment:

- Calendar
- Notebook
- Phone Calls
- Other:

How will interventions be made a part of your daily routines and activities?

- Teacher/therapist will utilize child's play, mealtime, bathing, dressing, bedtime, morning routine, shopping, playground, family events, and weekends activities for individual intervention
- Parent/Caregiver will participate in intervention sessions when possible and incorporate teacher/therapist suggestion into child's daily routine
- Teacher/therapist will communicate on a regular basis with parent/caregiver, other interventionist, and day care/child care providers to coordinate strategies and accommodate the needs of the child (if child is in a daycare setting).

Teacher/therapist responsibilities:

- Teacher/therapist will provide a schedule of agency holidays and planned time off to the parent/caregiver at the beginning of the authorization period
- Teacher/therapist will review and provide a copy of each progress note to the parent/caregiver.
- Teacher/therapist will submit completed progress notes to the service coordinator at least 2 weeks before each 6 month review period.