

# **NORTH CAROLINA INFANT-TODDLER PROGRAM INDIVIDUALIZED FAMILY SERVICE PLAN**

## **Important Dates and Events**



**I. Individualized Family Service Plan (IFSP)**

<b>Child's Name:</b> Yahya Alzawqari	
<b>Date of Birth</b> 2/28/2023	<b>Gender:</b> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
<b>Age at Referral:</b>	<b>Date of Referral:</b> 4/30/2024
<b>IFSP Meeting Date:</b> 5-14-24	<b>IFSP Start Date:</b> 5-20-24
<b>Interim IFSP Date:</b> <input type="checkbox"/> N/A	
<b>Parent's Name:</b> Jaillah Alammari	<b>Parent's Name:</b> Ali Ameen
<b>Address:</b> 150 Briarcliff Court	<b>Address:</b>
<b>City/State/Zip:</b> Thomasville, NC 27360	<b>City/State/Zip:</b>
<b>Phone Number(s):</b> (336) 817-4473 <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/>  <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/> ( ) - <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/>	<b>Phone Number(s):</b> ( ) - <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/> ( ) - <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/> ( ) - <b>Work</b> <input type="checkbox"/> <b>Home</b> <input type="checkbox"/> <b>Cell</b> <input type="checkbox"/>
<b>Email Address(es):</b>	<b>Email Address(es):</b>
<b>Language of parent:</b> Arabic and English	<b>Language of child:</b> Arabic and English
<b>Resident School District:</b> Davidson Thomasville City	
<b>County:</b> Davidson	

**I. IFSP Team**

Name	Relationship/Role	Phone Number	Address	Start Date	End Date
Jaillah Alammari / Ali	Parent(s)	(336) 817-4473	150 Briarcliff Court Thomasville, NC 27360	5-14-24	
Lori Adams	Evaluation Team	(336)-713-7465	3325 Silas Creek Parkway Winston-Salem, NC 27103	5-14-24	
Jamie Clark-Nance	EISC	(336) 713-7498	3325 Silas Creek Parkway Winston-Salem, NC 27103	5-14-24	
Natalie Knauf	Special Instruction	850-766-7697	180 Thacker Rd. Rural Hall, NC 27045	8-23-24	

**II. Family's Concerns, Priorities, and Resources**

Your family's concerns and priorities related to your child's functioning and learning are the focus of your family's Individualized Family Service Plan (IFSP) including the outcomes or goals. The information you choose to provide about your family's strengths, resources and supports is very important and helpful as we all work together to achieve your desired outcomes for your child and family.

<b>Date Family Assessment Completed:</b> 5-6-24, 5-14-24	<b>Participants/Team Members:</b> Parents, EISC Jamie Nance, Evaluator Lori Adams	<b>Name of Family-directed Assessment Tool:</b> Parent report, observation, DAYC 2, SAFER
<b>Family's Areas of Concern:</b> (Describe challenges or difficulties your child and/or family encounter during everyday activities and routines.) Yahya's family is concerned about Behavior and Autism.		
<b>Priorities of the Family:</b> (What could we start with right now that would make a difference for your family?) Yahya's family would like to know what causes the behaviors and how to help him.		
<b>Strengths and resources that assist in meeting the needs of your child and family:</b> (Include people that provide a support system for your family, such as relatives, family friends, co-workers as well as any agencies or services. Also include activities and outings that your child and family enjoy doing, such as playgroups, library story time, going to the park, having picnics, etc.) Yahya's family have doctors, Insurance, and other relatives to help.		
<b>Additional Information:</b> Is there anything else you would like for us to know that may be helpful as we plan supports and services to address what is most important to your child and family?  Routines going well: He goes to bed 9-11, He sleeping through the night, He sleeps in his bed. He can take off shoes and pants. Yahya will use fingers to feed himself. He eats what family eats. He will interact with other children if he knows them.  Routines not going well: Yahya does not like bath time and will cry. He does not dress himself. Yahya has bangs his head when he is mad.		

**III. Summary of Child's Present Abilities and Strengths****Eligibility Evaluation for the North Carolina Infant-Toddler Program**

<b>Child's Name:</b> Yahya Alzawqari	<b>Date of Birth:</b> 2/28/23	<b>Medicaid#:</b> 957186226Q
<b>Date of Assessment/Evaluation:</b> 5-6-24 & 5-14-24	<b>Child's Age:</b> 14 mo 16 dy	<b>Adjusted Age:</b> N/A
<b>Referral Source &amp; Reason for Referral:</b> Julie Barnes from Imprints Cares		
<b>Who Participated:</b> Jalliah Alammari, mother; Ali Ameen, father; Jamie Nance, Early Intervention Service Coordinator; Lori Adams, evaluator		
<i>The evaluation team attempted multiple times to connect to an Arabic interpreter through the interpretation system provided through AHWFB. After multiple failed attempts, the team and the parents opted to move forward rather than rescheduling. Father provided interpretation for the mother as needed and when needed for the child.</i>		
<b>Evaluation / Assessment Methods:</b> <input checked="" type="checkbox"/> Record Review <input checked="" type="checkbox"/> Scale for Assessment of Family Enjoyment within Routines <input checked="" type="checkbox"/> Clinical Observations/Opinion <input checked="" type="checkbox"/> Caregiver Report <input checked="" type="checkbox"/> Developmental Assessment of Young Children-2 <input checked="" type="checkbox"/> Hearing Screening <input checked="" type="checkbox"/> Vision Screening <input type="checkbox"/> Ages and Stages Social-Emotional Questionnaire-2 <input type="checkbox"/> Developmental Checklist <input type="checkbox"/> Audiology Assessment		
<b>Child's Health Information:</b> <b>Summary of child's current health status based on review of pertinent records and/or parent report.</b> (This may include child's birth history, medical conditions or diagnoses, illnesses, hospitalizations, medications, vision and hearing status, or other information): <b>Records Reviewed:</b> NC ITP Intake/Child History Form; Well-child visit on 4/22/24 <b>Primary Care Provider:</b> AHWFB Downtown Health Plaza <b>Brief Medical History:</b> Yahya was born full term weighing 7 lbs. without complication. He is in overall good health. Treated for infection in left ear in April. <b>Growth Parameters:</b> Weight: 20 lbs. 9.8 oz. Height: 2' 6" Head circumference: 46 cm BMI: 16.10 kg/m <sup>2</sup> <b>Immunizations:</b> Up to date for age <b>Medications:</b> None currently <b>Allergies:</b> No known food or drug allergies <b>Vision:</b> No concerns noted on medical report or by parent; Passed instrument-based vision screening <b>Hearing:</b> No concerns noted on medical report or by parent; passed newborn screen; Otoacoustic emissions hearing screening was attempted but no results obtained before child became upset <b>What else should the team know about your child's health so we can better plan and provide supports and services to your child and family?</b>		
<b>Behavioral Observation / Functional Assessment:</b>  EISC Jamie Nance and Evaluator Lori Adams met with Yahya and his family to complete the initial evaluation. When the evaluation started Yahya came right in and picked up play phone. He looked at a book by opening and closing it. Yahya was able to use his finger to put something in a container. When he was handed a spoon, cup, and bowl he used the spoon to pretend to stir and then pretend to eat. He then he used the spoon to feed the baby for a second. He picked up a bottle and said "ba." Yahya also used a brush to brush her hair. He did get upset when dad took a toy but then moved on quickly. He shook his head "no" when he did not want to give it back. Yahya could crawl and walk to get around the room. Yahya also squatted and stood up when he was playing with toys. He gave great eye contact during the whole evaluation. Yahya did not respond to his name being called during the evaluation. The team heard Yahya make these sounds today: bada, a baba, b, aga, m, d, and dada.		

### III. Summary of Child's Present Abilities and Strengths

Summary of functional assessments and observations of the child in his/her day-to-day environment. This section provides information about child's unique strengths and needs that will be helpful in determining supports and services that are most appropriate to meet his/her specific needs.		
Developmental Domain	Skills & Abilities	
	Things Yahya Does Well	Challenges or Next Steps for Yahya
<b>Cognitive</b> (Thinking and learning, how the child solves problems)	Yahya attempts to start a toy if he has seen someone else make it work. He places small objects into a small container and demonstrates the appropriate use of some everyday items. He combines related objects during play, like a spoon and bowl and putting spoon to doll's mouth. He manages three to four toys by setting one aside when given a new toy.	Next, Yahya will imitate scribbling and look at a picture book with an adult, pointing to or naming some simple objects. He will spontaneously name five or more objects and stack six to seven blocks to build a tower. He will imitate using substitute items during play, like using a stick as a spoon.
<b>Communication</b> (Understanding words and gestures (receptive language), using sounds, words and gestures (expressive language))	Yahya smiles at someone who is talking or gesturing, and he turns and looks toward noises. He sometimes stops an activity when told "no." Yahya laughs out loud and produces the following consonant sounds: /m/, /g/, /k/, /d/, /b/. He uses a word for each of his parents and his sister. He cries and sometimes bangs his head when trying to let his parents know what he needs.	Next, Yahya will more consistently stop an activity when his name is called or when told "no." He will respond with appropriate gestures to "up," "bye-bye" or other routines. He will move his body to music and follow simple commands, like "give mommy the cup." Yahya will use inflection patterns when vocalizing, like raising his pitch as if asking a question. He will spontaneously say familiar greetings and farewells and have a word, sound or sign for "drink."
<b>Physical Development</b> (Using eyes and hands together with control and coordination (fine motor), strength, coordination and balance of muscles for movement (gross motor))	Yahya demonstrates controlled starts and stops in walking and squats to play. He stoops to pick up a toy and stands again without losing his balance. He crawls up steps and is starting to try to run with a hurried walk. Yahya bangs toys together and picks up small objects using his thumb and forefinger. He pokes with his index finger and makes marks on paper while holding a crayon similar to an adult.	Next, Yahya will creep backwards down stairs and climb on low play equipment. He will run without falling and walk up and down stairs while holding the rail or wall, placing both feet on each step as he goes. Yahya will turn thick pages in a book and scribble spontaneously. He will develop a definite hand preference for fine motor activities and use his free hand to hold the paper in place while scribbling.
<b>Social/Emotional</b> (Relating to other people, showing feelings, coping in situations throughout the day)	Yahya extends his arms to familiar people and shows preferences for certain toys or activities. He expresses affection with hugs or resting his head and he imitates sounds, actions, and expressions with his sister. He repeats an activity to elicits a positive response from others and brings toys to share with caregivers.	Next, Yahya will play well in a group of two to three children, showing some interaction with them. He will spontaneously greet familiar people with hugs or other appropriate gestures and separate in familiar settings without crying. He will attempt to comfort others in distress and insist on doing many things by himself.
<b>Adaptive</b> (Ability to help self in daily activities, including feeding, dressing, toileting, sleeping, and getting needs met)	Yahya feeds himself with his fingers and chews a variety of textured foods. He cooperates during dressing routines and can remove his shoes and pants. He sleeps through the night with one nap during the day. He fusses when his diaper needs to be changed.	Next, Yahya will drink from an open cup held by an adult and sip liquids from a straw. He will help with household tasks, like putting things away, and try to wash his hands and face. He will continue to gain independence with dressing routines, removing loose clothing and then beginning to put on simple clothing items without assistance.

**III. Summary of Child's Present Abilities and Strengths**

<b>Evaluation / Assessment Results Summary:</b>		
<b>Domain/Subdomain</b>	<b>Standard Score</b>	<b>Developmental Level</b>
<b>Cognitive</b>	103	Average
<b>Communication</b>	74	Delayed
<b>Receptive Language</b>	<70	Delayed
<b>Expressive Language</b>	87	Below Average
<b>Physical Development</b>	94	Average
<b>Gross Motor</b>	100	Average
<b>Fine Motor</b>	89	Below Average
<b>Social-Emotional</b>	90	Average
<b>Adaptive Behavior</b>	86	Below Average

The *Developmental Assessment of Young Children-Second Edition (DAYC-2)* is a standardized measure of early childhood development in the areas of cognitive, communication (receptive and expressive language skills), physical development (gross and fine motor skills), social-emotional development, and adaptive behavior. A combination of item administration and caregiver report is used to obtain the assessment of development. The average score for each domain/subdomain is 100. Children from birth to age three are eligible for the Infant Toddler Program if determined to present with developmental delays or a diagnosed or established condition which has a high probability of resulting in developmental delays. The specific level of delay must be documented by a standard score of 70 or less in at least one developmental area or documented by standard scores of 78 or less in at least two developmental areas.

Yahya meets eligibility criteria for the North Carolina Infant-Toddler Program due to developmental delay.

**Recommendations:**

1. Enrollment in NC Infant Toddler Program to address presenting concerns discussed with caregiver.
2. Continue routine pediatric care already in place.
3. Yahya's OAE hearing screening was not able to be conducted today. Upon discussion with the IFSP team, the plan for follow-up is that EISC will attempt at future home visit.
4. Yahya passed instrument-based vision screening. If any concerns persist or arise, discuss with your child's physician who can assist with rescreening or referral.

### III. Summary of Child's Present Abilities and Strengths

North Carolina Department of Health and Human Services  
Division of Child and Family Well-Being

#### Child's Health Information:

Summary of child's current health status based on review of pertinent records and/or parent report. *(This may include child's birth history, medical conditions or diagnoses, illnesses, hospitalizations, medications, vision and hearing status, or other information):*

What else should the team know about your child's health so we can better plan and provide supports and services to your child and family?



**IV. IFSP Outcomes**

Outcomes must be measurable and reflect changes the family would like to see happen for themselves and their child.

<p><b>Outcome # 1 What would you and your family like to see happen for your child/family in the next six months?</b> (The outcome must be functional and in the context of everyday routines and activities.)</p> <p>Yahya will use words and understand directions given to him throughout his daily routine</p>	<p><b>What's happening now related to this outcome? What is your family currently doing that supports achieving this outcome?</b> (Describe your child and/or family's functioning related to the desired change/outcome.)</p> <p>Yahya can babble. But needs to understand what is being said to him and use words.</p>
<p><b>What are the ways in which your family and team will work toward achieving this outcome? Who will help and what will they do?</b> (Describe the methods and strategies that will be used to support your child/family to achieve your goals within your daily routines and activities. List who will do what.)</p> <p>The EISC will meet with Yahya's parents and SI to check on progress being made on Communication for Yahya.</p> <p>The EISC will be available to help locate other resources should Yahya's parents and/or the other team members request assistance.</p>	<p><b>How will we know we've made progress or if revisions are needed to the outcomes, strategies, or services?</b> (What observable action or behavior will we see that will show us that progress is being made? Are there other procedures being used to measure progress? What realistic timelines will be used to determine progress?)</p> <p>When Yahya can use words to make request drink, eat, play, and understand the directions parents are giving him.</p> <p><b>Start Date:</b> <u>5-20-24</u></p> <p><b>Target Date:</b> <u>11-20-24</u></p> <p><b>How did we do?</b> (Review of progress statement/Criteria for success)</p> <p>Date: _____ Achieved. We did it!</p> <p>Date: _____ Continue. We are part way there. Let's keep going.</p> <p><b>The situation has changed:</b></p> <p>Date: _____ Discontinue. It no longer applies.</p> <p>Date: _____ Revise. Let's try something different.</p> <p>Date: <u>8-23-24</u> Explanations/Comments SI was added weekly</p>

V. IFSP Service Delivery Plan

North Carolina Department of Health and Human Services  
Division of Child and Family Well-Being

Primary Place of Early Intervention Services: Home								
Early Intervention Service	Provider	Projected Start Date	Actual Start Date	Location/Most Natural Environment	Frequency/Length/ Intensity/ Method	Payment Arrangement & Cost to Family	Anticipated Duration	Date Ended
Service Coordination	WS CDSA	6-19-24	5-20-24	Home	15 mins monthly individual	No cost/ Medicaid	2-27-26	
Special Instruction	ED Path	9/27/2024		Home	60 mins weekly individual	No cost Medicaid	5-20-25	
Other Services:	Provider:	Start Date:	End Date:	If needed, how EI will help family access other services:				