



Inclusive Planning Checklist: Home-Visiting Programs

This checklist is a tool for providing collaborative home-based services to infants, toddlers, or preschoolers with disabilities and their families. The checklist provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. It is divided into four sections: 1) Build Relationships, 2) Gather and Share Information and Resources, 3) Develop and Implement Plans, and 4) Review and Evaluate Services.

Instructions:

Each team member should complete the checklist, identifying his or her role in the achievement of each of the activities. Team members should then consider what they need from each of the other team members to meet their responsibilities. Team members can then discuss the roles and responsibilities of each member in implementing the activities for effective, integrated services.



Task #1 Build Relationships	My Role:	What I Need from Others:
<p>a. Whenever possible, arrange to meet with all team members before the child's first home visit. Get pictures of providers and exchange telephone numbers, email addresses, and other contact information.</p> <p>b. Share information about routines for both the family and the home visitors.</p> <p>c. As a team discuss your philosophies about disability and intervention.</p> <p>d. Discuss information from those who know the child about his/her learning style and preferences to determine priorities for the home visit, such as:</p> <ul style="list-style-type: none">• Chances for their child to play with siblings or other children in the home• Type, timing, and location of therapy the child receives• The developmental skills the child is working on• Respite care	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>

Task #2 Gather and Share Information and Resources	My Role:	What I Need from Others:
<p>a. Develop a system for ongoing communication between family members and service providers.</p> <p>b. Insure that all team members know who the main contact person is.</p> <p>c. Make appropriate medical and developmental information available to all team members.</p> <p>d. Ensure that all service providers and family members are aware of strategies necessary to support the child in the home and other natural settings.</p> <p>e. Openly address any insecurity that service providers may have about working with the child and make sure that all questions from family members and service providers are clearly answered on an ongoing basis.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>a. The Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) is child-specific and is developed for the child and family. One purpose of the IFSP or IEP is to clarify what services are to be provided and by whom, as well as when and where those services will be delivered.</p> <p>b. Identify who needs to be involved in developing the IFSP or IEP and what specific role they might play. An example of a team might include:</p> <ul style="list-style-type: none"> • The family • Early care and education staff: <ul style="list-style-type: none"> • Home visitor • EHS/HS Disabilities coordinator • EHS/HS Education coordinator • Childcare provider or teacher • Family Child Care provider • Administrator/Director • Other: _____ • Specialists: <ul style="list-style-type: none"> • Part C service provider • School special education staff • Early intervention home visitor • Public health nurse • Occupational therapist • Physical therapist 	<p>a.</p> <p>b.</p>	<p>a.</p> <p>b.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<ul style="list-style-type: none"> • Speech and language pathologist • Health care providers, including family doctors and specialists • Others: _____ • Others: <ul style="list-style-type: none"> • Sunday school teachers • Extended family • Friends <p>c. Determine how the IFSP or IEP for a child and family and other family plans can be implemented as a single integrated plan for the child and family. Identify common goals and strategies.</p> <p>d. Determine what, if any, staff training is needed to implement the plan. Provide needed training.</p> <p>e. Agree to each team member's role and determine strategies to prepare all members for their responsibilities and to support them in their role.</p>	<p>c.</p> <p>d.</p> <p>e.</p>	<p>c.</p> <p>d.</p> <p>e.</p>





Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
f. Schedule IFSP/IEP meetings and reviews at times when all team members can participate.	f.	f.
g. Meet as a group before and after the IFSP/IEP meeting so that everyone understands the IFSP outcomes, why those outcomes were selected, and what their roles are in working towards the outcomes.	g.	g.
h. Discuss options for practicing any new skills in settings where there is feedback to the person learning the new skills.	h.	h.
i. Discuss accommodations and adaptations that are currently being used or might be useful (for example, adapted toys or eating utensils).	i.	i.

Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>j. Develop a shared events calendar where dates for IFSP/IEP meetings are updated, and doctors' appointments, assessments, etc., can be shared among all team members. Set up schedules that are coordinated among all team members and that are responsive to the needs of the family (e.g., joint home visits, alternate home visits, regular systems of communication).</p> <p>k. Consider which of the child's outcomes should be incorporated into the home visit and daily routines and then plan how to incorporate them.</p> <p>l. Develop a system to monitor and note how outcomes are addressed.</p>	<p>j.</p> <p>k.</p> <p>l.</p>	<p>j.</p> <p>k.</p> <p>l.</p>



Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
<p>a. Determine how information regarding progress or problems will be communicated among team members.</p> <p>b. Engage in ongoing dialogue among team members to assure that the child’s and family’s changing needs are appropriately addressed.</p> <p>c. Develop a system to monitor how outcomes are addressed and progress is noted.</p> <p>d. As a team, evaluate:</p> <ul style="list-style-type: none"> • Adaptations and accommodations for the child • Staff training • The flow of information among all parties • Interagency agreements that effect day-to-day practice • Staffing patterns and schedules • IFSP/IEP outcome implementation and progress • Participation in IFSP/IEP meetings 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>





Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
e. Make IFSP/IEP revisions based on child evaluation results. f. Develop plans to sustain services and supports when providers change because of programmatic or staffing changes and/or as the child or family experience changes.	e. f.	e. f.