

Project Overview: Maryland's Online IFSP

Individual Family Service Plan (IFSP)

Scale: 100,000 Students

Partner: Johns Hopkins University, The Center for Technology in Education

No.Inc partnered with Johns Hopkins University's Center for Technology in Education to plan and design the Maryland Individual Family Service Plan (IFSP) system. The system is used to collect and manage all data related to a family's IFSP. The user interface is designed to be simple and user friendly to accommodate the wide range of technical familiarity among the users. The tool proactively supports the user's workflow by validating the entered data in real time and auditing the plan before it is committed.



The Challenges

- Replace a legacy system widely understood by staff but requiring thorough modernization

Our Approach

- Audit usability of existing system
- Use case and task flow development
- Prototype wireframes and design
- Prototype final version and template production

The Results

- Reduced errors and improved troubleshooting due to accurate mapping of workplace terminology to interface elements
- Sleek, modern, and thoroughly professional UI design

Individual Family Service Plan (IFSP)

Development Outcomes Wizard

Early Childhood Intervention & Education
System of Services For Young Children With Disabilities and Their Families

Developmental Outcomes Wizard

Getting Starting → Review Typical Development → Create Outcomes

Case: **Jack Bauer** Chronological Age: **12m4d**

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Review Typical Development

The child's present level of development is shown in blue. Typical development, based on the child's chronological age, is shown in green.

■ Indicates Present Levels of Development
 ■ Indicates Typical Development

I. PERSONAL & SOCIAL

II. LANGUAGE

III. COGNITIVE

IV. PHYSICAL

HIGHLIGHT ADAPTIVE SKILLS

Birth-4 Months <ol style="list-style-type: none"> 1. Express comfort and discomfort, enjoyment and unhappiness in her environment 2. Calm herself * 3. Show interest in familiar adults 4. Show awareness of other children 5. Demonstrate attachment to individuals 	9-12 Months (change) <ol style="list-style-type: none"> 1. Start to show more independence* 2. Show interest in familiar adults 3. Show interest in other children 4. Show interest in unfamiliar adults 5. Calm himself
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*Indicator may include adaptive behavior(s)

[Next Step](#)

Present Levels of Development

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Getting Started

Outcomes are the changes that families would like to see for their children or their family as a result of participation in early intervention. Outcomes are based upon information from the child's present levels of development, including observation and shared reports, the child's strengths and needs, the family's concerns, priorities, and resources, and the family's daily routines in natural environments. Child and family outcomes outline what families and providers want to accomplish and the specific steps required.

Outcomes answer the following questions:

- What skill or behavior will the child achieve?
- What strategies, activities, or learning opportunities will support this outcome?
- How will this outcome be a part of the family's daily routines and natural environments?
- How will you measure success toward this outcome?
- In what time frame will this outcome be accomplished?
- Who will provide services and supports?

Tips to Guide Outcome Development

- Review the Present Levels of Development (PLOD) visual resource to assist the team to prioritize outcomes and to support families in their understanding of their child's development in relation to typically developing peers (vertical hash mark denotes an approximate 25% data point).

Resources

Present Level of Development

0 ————— 12

COGNITION hide
Qualitative Descriptions: Items listed are simply domain lists of the printing and typesetting industry.

COMMUNICATION [more info](#)

SOCIAL OR EMOTIONAL [more info](#)

ADAPTIVE [more info](#)

FINE MOTOR [more info](#)

GROSS MOTOR [more info](#)

■ Indicates Present Levels of Development

Outcomes

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[Back](#) | [Create Outcomes](#) (sample completed IFSP case)

A separate "Child and Family Outcomes" form is completed for each outcome.

OUTCOME
What we would like to see happen

▼ Review Typical Development
Target: Five to Eight Months [\(change\)](#) Domain: Personal and Social

1. Express comfort and discomfort, enjoyment and unhappiness
2. Calm herself
3. Show interest in familiar adults
4. Show awareness of other children
5. Demonstrate attachment to individuals

Resources

Quality Outcomes Checklist

▼ Outcome 0/6

- Is the outcome priority for the child/family?
- Is the outcome written in positive language the family will use and understand?
- Is the outcome observable? Can you see or hear it?
- Is the outcome specific to the child/family needs as identified in the Present Levels of Development, Strengths and Needs, and Family's Concerns, Priorities and Resources?
- Does the outcome include an educational component that promotes school readiness and incorporates pre-literacy, language and numeracy skills, particularly if the child is over 3 years of age?
- If this outcome addresses the educational component, is at least one education area checked (pre-literacy, numeracy, language) on the IFSP?

STRATEGIES / ACTIVITIES / LEARNING OPPORTUNITIES