

## INDIVIDUALIZED FAMILY SERVICE PLAN

By Sam Weber  
(Odyssey Magazine 2002)

With deaf children, goals must be incorporated into the Individualized Family Service Plan (IFSP). Here are several examples of how we use the IFSP goals.

• **Learning to share.** Learning how to share is an important developmental task for many two-year-old children. For example when a small group of children learn the properties of water, we support the concept of sharing by filling a tray with water using a single measuring cup. All children are fascinated by water and all can play in it, but the children have to share the cup.

• **Learning to take turns.** By the age of two, children are ready to learn how to take turns, a concept and skill that they will use throughout their lifetime, and this goal frequently appears on our children's IFSP. During our project on buses, we promoted this skill by taking turns painting car tires. The children rolled a tire through paint changing its tread to a bright color.

This was an opportunity for the teacher to explain that each child gets a turn to roll the tire and that each child's turn would come soon. We also teach the concept of waiting for our turn.

• **Learning to recognize their names through fingerspelling and print.**

For many of our children, recognizing their name through fingerspelling and in print is a goal, and everyday activities lead children toward achieving this goal.

• **Learning to develop and maintain eye contact.**

Obviously important for deaf children, this goal is often developed by teachers and parents. Children learn to maintain eye contact with each other and their teachers. Small group project works in which communication is essential lends itself to this goal.

• **Building skill in American Sign Language.**

This means working on vocabulary, handshapes, movement, and turn taking. This goal is pursued as children work on projects.

For complete article please visit;

<http://www.gallaudet.edu/Documents/Clerc/Odyssey-2002-v3i2full.pdf>



## Tips for Reading to Your Deaf Child

Excerpt taken from  
The Shared Reading Project

Laurent Clerc National Deaf Education Center

1. Choose books both you and your child like.
2. Make sure your child can see your face, your signs and the print at the same time.
3. Don't be limited by the words. Expand on the book's ideas.
4. Talk about the story with your child as you read. Ask your child questions. Connect ideas in the story with your experiences. Have your child predict what will happen next.
5. Be dramatic. Play with the signs and exaggerate your facial expressions to show different characters.
6. Vary where you make the signs. Sometimes sign on the page; sometimes sign on your child; sometimes sign in the usual place.
7. If you don't know some signs, don't panic. Use gestures, point to pictures, and act out that part of the story. Later you can ask your child's teacher for the sign.
8. Have fun! Make your time together a positive experience!

For more information please visit:

[http://www.gallaudet.edu/Clerc\\_Center/Information\\_and\\_Resources.html](http://www.gallaudet.edu/Clerc_Center/Information_and_Resources.html)

March, 2011

**Parent Links  
Hope! Dream!  
Achieve!**

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Is a program of the California Department of Education funded by a federal Maternal and Child Health Bureau grant. The Parent Links name and materials are used with permission of the Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc.



## Up Coming Events

### *Be a Parent Support Parent - Training*

**“Be part of a volunteer network of experienced parents providing support to parents with newly identified deaf children.”**

**WHO:** Parents of Deaf & Hard of Hearing children

**WHAT:** Be part of a volunteer network of experienced parents providing support to parents with newly identified deaf children. Outreach at California School for the Deaf, along with Family Connections at DCARA and Parent Links, is providing an informative training in supporting parents with young Deaf children.

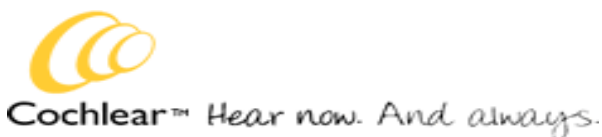
**TOPICS:** Will be presented in both ASL & English  
(Spanish upon request)

- Providing Support with Respect and Sensitivity
- ASL & English Language Acquisition and Research
- Early Start & the IEP process

**WHY:** Parents need your experience! Sharing with another parent about raising a Deaf child is powerful.

**WHEN:** Saturday, April 9, 9:00 AM - 3:00 PM, in Fremont, CA  
(Overnight accommodations available via RSVP)

**RSVP:** Contact Laura T. Petersen at CSD Outreach  
[ltpetersen@cddf-cde.ca.gov](mailto:ltpetersen@cddf-cde.ca.gov) 510-794-3751 voice or videophone



Children with Cochlear Implants:  
The Words and The Music - Oakland, CA  
**May 3 2011 - 7:15am - 4:00pm**

Location:

Children's Hospital Oakland Research Institute (CHORI) 5700 Martin Luther King Way Oakland, CA 94609 United States

This workshop explores relationships: between music and auditory skill development, between vocabulary and language comprehension, and between language comprehension skills and literacy.

Strategies for building vocabulary, facilitating book-sharing, and enhancing read-aloud activities will be discussed and supported through video and interactive exchange. The importance of music as part of the auditory skill development of young children with cochlear implants will be explored. Strategies for incorporating music in a child's therapy and educational programs will be suggested.

<http://www.regonline.com/hopeworkshops>



## *Parent Mentors*

Parent mentors are parents of children who are deaf or hard of hearing. From hearing aids, cochlear implants, sign language and speech, we have been there. Have questions? Give us a call

### **Exceptional Parents Unlimited**

Darla Schwehr  
[dschwehr@exceptionalparents.org](mailto:dschwehr@exceptionalparents.org)  
Vicky Olea  
4440 N. First Street  
Fresno, CA 93726  
559-229-2000 x 208

### **Counties**

Alameda, Contra Costa  
Fresno, Kings  
Madera, Mariposa  
Merced, Monterey  
San Benito, San Francisco  
San Joaquin, San Mateo  
Santa Clara, Santa Cruz  
Stanislaus, Tulare

### **Family Focus Resource & Empowerment Center**

Barbara Matusky  
<mailto:barbara.matusky@csun.edu>  
April Chauhan  
<mailto:apryl.chauhan@csun.edu>  
Irma Sanchez  
<mailto:irma.sanchez@csun.edu>  
18111 Nordhoff Street  
Northridge, CA 91330  
818-677-6854 Office

### **Counties**

Imperial, Inyo  
Kern, Los Angeles  
Mono, Orange  
Riverside, San Bernardino  
San Diego, San Luis Obispo  
Santa Barbara, Ventura

### **Rowell Family Empowerment Center**

Kat Lowrance  
[sklowrance@aol.com](mailto:sklowrance@aol.com)  
Barb Ciukowski  
[barbarac@rfenc.org](mailto:barbarac@rfenc.org)  
962 Maraglia Street  
Redding, CA 96002  
530-226-5129

### **Counties:**

Alpine, Amador, Butte, Calaveras  
Colusa, Del Norte, Humboldt, Lake,  
Lassen, Marin  
Mendocino, Modoc  
Napa, Nevada, Placer Plumas,  
Sacramento, Shasta, Sierra,  
Siskiyou  
Solano, Sonoma, Sutter, Tehama,  
Trinity  
Tuolumne, Yolo, Yuba

## *Refer To Parent Links*

It is now possible to refer to Parent Links online or by fax. California Department of Education program consultant for the Deaf and Hard of Hearing; Nancy Grosz Sager will receive the referral and forward it to the Parent Links area representative.

**Who can Refer:** Anyone including parents and professionals. Forms available in English/ Español

### How to Refer:

Go To

- **Professionals and Parents Make a Referral** at [www.myparentslinks.com](http://www.myparentslinks.com)
- Fill out the interactive form
- E-Mail back or print out form and fax
- and fax
- Terms related to Hearing Loss
- IFSP- Infant Family Services Plan
- IEP- Individual Education Plan

