

TPH virtual service consent

Obtained by:
 Obtained from:
 Obtained on:
 Verified on (date of CFSP vSCM):
 Verified by (vSCM host):

Dear family,

Creating a Coordinated Family Services Plan (CFSP) is a *family-centred* process. The goal of the CFSP is to:

1. Document your shared goals for your child/family in a written/visual format;
2. Support communication between professionals working with the child/family and encourage them to align their clinical goals with the goals of the family; and
3. Provide a format for the team to monitor and review your child's progress every 6 months (or more often if needed/required).

The Infant Hearing Program (IHP) team is committed to creating an environment where you feel comfortable contributing to this plan. We want to work with *you*, and include *your* ideas.

I. Client Background Information

Child's name:		
DOB:	G.A: weeks	Corrected Age:
Hearing Loss (type & degree) Left: Right: Date of Identification: Etiology: Choose an item.		Hearing Technology (HT) Left: Right:
Auditory Skills Intervention (ASI) Age: American Sign Language (ASL) Age:		Hearing Age: Consistency of HT use: Consistency of ASL use:
Current Communication choice: <input type="checkbox"/> Spoken Language Only: Choose an item. <input type="checkbox"/> Sign Language Only Choose an item. <input type="checkbox"/> Spoken Language is primary goal with developing some sign language <input type="checkbox"/> Sign language is primary goal with developing some spoken language <input type="checkbox"/> Other communication method Choose an item.		Service Provided in: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other Choose an item. Interpreter <input type="checkbox"/> Yes <input type="checkbox"/> No Choose an item. Languages used at home: Choose an item. Languages used in childcare: Choose an item.
Service Coordinator:		
Additional Diagnosis:		

See Glossary of Abbreviations on the last page of this document.

Child's Name/DOB

MM/DD/YY

II. Team Members/Contact Information

Name/Title/Organization	Mailing address, phone, email , fax	Frequency of service	Start/End
Parent 1			
Parent 2			
Audiologist Choose an item.	Choose an item.		
Speech Language Pathologist Choose an item.	Choose an item.		
Family Support Worker Choose an item.	Choose an item.		
Teacher of the Deaf or Hard of Hearing Choose an item.	Choose an item.		
ASL Consultant Choose an item.	Choose an item.		
ASL Family Advisor Choose an item.	Choose an item.		
Hearing Technology Specialist Choose an item.	Choose an item.		
Early Childhood Specialist Choose an item.	Choose an item.		
Toronto Public Health Nurse Choose an item.	Choose an item.		
Home Visitor Choose an item.	Choose an item.		
Early Childhood Consultant Choose an item.	Choose an item.		
Physiotherapist Choose an item.	Choose an item.		
Child Care Consultant Choose an item.	Choose an item.		
Ear, Nose and Throat Specialist/Otolaryngologist Choose an item.	Choose an item.		
Choose an item.			

Child's Name/DOB

MM/DD/YY

IV. Team Updates

Team Members	Date of assessment	Findings/ Comments																														
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Audiologist																																
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Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		

V. Goals

Goal Review

STATUS CODES
1. Accomplished – We did it!
2. Emerging – We're making progress.
3. Little measurable progress – Let's make some changes.
4. No longer needed/ Postponed

Goal/Family Priority	Strategies	Team member (Lead)	Status Codes

Next Goals

Goal/Family Priority	Strategies	Team Member (Lead)	Date Due

Child's Name/DOB

MM/DD/YY

VI. Family Authorization

We/I the parent(s) or guardian (s) of _____ confirm that we/I have had the opportunity to participate in the development of this coordinated family services plan. This document accurately reflects our/my concerns and priorities for our/my child and family.

We/I therefore give permission for this plan to be shared and used by all team members via fax.

Signature of parent/guardian

Date

Signature of parent/guardian

Date

REVIEW

The next team meeting to review your child's coordinated family services plan will be scheduled in 6 months' time. Please feel free to request an earlier meeting if the need arises

Date (MM/DD/YY), Time and location:

VII. Contributors

Plan Developed By:

Role	Name	Signature (Optional)
Parent 1		
Parent 2		
Audiologist	Choose an item.	
Speech Language Pathologist	Choose an item.	
ASL Consultant	Choose an item.	
Family Support Worker	Choose an item.	
Teacher of the Deaf and Hard of Hearing	Choose an item.	
ASL Family Advisor	Choose an item.	
Infant Development Worker		
Early Resource Educator		

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Occupational Therapist		
Physiotherapist	Choose an item.	
Deaf-blind Consultant		
Early Childhood Vision Consultant		
Ear, Nose and Throat Specialist/ Otolaryngologist		
Early Childhood Specialist	Choose an item.	
Pediatrician/Family Doctor		
TPH Nurse	Choose an item.	
Home Visitor	Choose an item.	
Early Childhood Consultant	Choose an item.	
Child Care Consultant	Choose an item.	
Other		

Glossary of Abbreviations

AAC: Augmentative and Alternative Communication

It includes all forms of **communication** (other than oral speech) that are used to express thoughts, needs, wants, and ideas.

ASI Age: Auditory Skills Intervention Age

The length of time that the child has been receiving auditory skills intervention therapy services. For example, if the child has been attending auditory skills intervention therapy sessions for 7 months, then the child has an auditory skills intervention age of 7 months.

ASL: American Sign Language

ASL/LSQ Age: American Sign Language/ Langue des Signes du Québec Age

The length of time that the child has been exposed to American Sign Language and has optimal access to American Sign Language. This includes receiving ASL consultation services from the IHP ASL Services. For example, if a 3 year-old child is first exposed and is accessing an optimal ASL environment through IHP ASL Services, then this child will have an ASL age from when the child first started receiving ASL consultation services. If the child started with IHP ASL Services 7 months ago, then the child has an ASL age of 7 months.

CA: Chronological Age

CI: Cochlear Implant

DOB: Date of Birth

GA: Gestational Age

HA: Hearing Age

The length of time that the child has been wearing his/her hearing aids and/or cochlear implants and has optimal access to all speech sounds. For example, a 3 year-old child has a hearing age of 1 day when his/her hearing aids and/or cochlear implants are first fit and then worn during all dry and waking hours of first day.

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HL: Hearing Loss

The type and degree of the child's hearing loss.

HT: Hearing Technology

Hearing technology may include one or any combination of: hearing aids, cochlear implants and/or personal FM systems.

LSQ: Quebec Sign Language (Langue des Signes du Québec)

Service Coordinator:

The Service Coordinator is the primary service provider: professional who addresses the primary issue in the child's development and sees the family/child more often than the other professionals in the core team. Exceptions may apply and the following is the aspects that need to be considered:

- Has a productive relationship with, and has easy access to the family
- Has established a rapport with the family
- Can facilitate group collaboration and guide resolution of conflicting priorities/goals
- Language and cultural background to be considered

Test Descriptions

ASL Acquisition Assessment Checklist

The ASL Acquisition Assessment checklist was developed using the foundation of the American Sign Language Proficiency Assessment. The ASL Acquisition Assessment Checklist uses a rating scale to measure your child's ASL development using 23 linguistics features in order to determine which stage your child is at with their ASL language development.

Bracken Basic Concept Scale – Revised (BBCS-R)

The BBCS-R is used to measure comprehension of a variety of foundational and functionally relevant concepts in the following categories: colours, letters, numbers/counting, sizes, comparisons, shapes, direction/position, self-social awareness, texture/material, quantity and time/sequence.

Clinical Evaluation of Language Fundamentals – Preschool (CELF-P)

The CELF-P is a test that assesses receptive and expressive language ability. It explores the foundations of language form and content: word meanings (semantics), word and sentence structure (morphology and syntax), and recall of spoken language (auditory memory).

Expressive Vocabulary Test (EVT)

The EVT is a test of expressive vocabulary and word retrieval for children and adults. The EVT measures expressive vocabulary knowledge with two types of items, labeling and synonym. Word retrieval is evaluated by comparing expressive and receptive vocabulary skills using standard score differences between EVT and PPVT-III.

Goldman Fristoe 2 Test of Articulation (GFTA-2)

The GFTA-2 assesses an individual's articulation of the consonant sounds of Standard American English. It samples both spontaneous and imitative speech sound production, including single words and conversational speech.

LittleEARs Early Speech Production Questionnaire (LEESPQ)

The LEESPQ is a short questionnaire designed to measure children's early spoken language development. This tool has items that measure oral motor movements, early vocalizations, babbling, first words, and two-word combinations.

MacArthur-Bates Communicative Development Inventories (MB-CDIs)

The MacArthur-Bates Communicative Development Inventories (MB-CDIs) are parent report instruments which capture important information about children's developing abilities in early language, including vocabulary comprehension, production, gestures, and grammar.

Peabody Picture Vocabulary Test – Third Edition (PPVT-III)

The PPVT-III is a test of listening comprehension for the spoken word in standard English. It is designed as a measure of an examinee's receptive vocabulary. It serves as an achievement test of a person's vocabulary acquisition as well as a screening test of verbal ability.

Preschool Language Scale-5 (PLS-5)

The PLS-5 is used to assess receptive and expressive language skills in infants and young children. There are two subscales, Auditory Comprehension and Expressive Communication. The PLS-5 also assesses behaviours considered to be language precursors.

Structured Photographic Expressive Language Test (SPELT-P / SPELT-II)

The SPELT is designed to be a screening instrument. It evaluates the production of morphological (word endings) and syntactic (sentence structure) features.

Test for Auditory Comprehension of Language (TACL)

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Coordinated Family Services Plan

toronto.ca/earlyabilities

The TACL is designed to test a child's ability to understand the structure (syntax) of spoken language. Specifically, the test assesses three categories of language abilities. These categories, which serve as subtests, are called Vocabulary, Grammatical Morphemes and Elaborated Phrases and Sentences.

The Boehm Test of Basic Concepts - Preschool

The Boehm Preschool was designed to assess children's understanding of the basic relational concepts important for language and cognitive development, as well as for later success in school.

Receptive and Expressive One-Word Picture Vocabulary Tests (ROWPVT, EOWPVT)

The ROWPVT tests an individual's ability to match a spoken word with an image of an object, action, or concept. The EOWPVT-4 tests an individual's ability to name, with one word, objects, actions, and concepts when presented with color illustrations.

The Rossetti Infant-Toddler Language Scale (RI-TLS)

The RI-TLS is a measure of communication and interaction based on parental report and responses obtained in therapy sessions.

The Standardized Visual Communication and Sign Language (VCSL) Checklist

The VCSL Checklist was developed by Gallaudet University and is considered the only standardized measurement of early ASL and sign language development for young children in the United States. Educators who are fluent in ASL use this checklist with children from the ages of 0-5. This checklist will determine the area of strengths, improvements needed and pinpoint gaps in the children's language development.

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