

USE EDUCATION AND SERVICE PLANS

to Support Healthy Habit Goals for Children with Intellectual and Developmental Disabilities



Education and service plans, including the Individual Family Service Plan (IFSP), Individual Education Plan (IEP), or Individual Treatment Plan (ITP), contain recommended goals, services, and accommodations for children with intellectual and developmental disabilities (I/DD). A child's caregivers, teachers, and service providers assess the child's needs and meet annually with families to create updated plans. Including goals related to healthy eating and physical activity in a child's education and service plans ensures that the child receives appropriate services to address their needs.

Here are some guiding questions to consider when developing healthy eating and physical activity goals.

Guiding Questions:

Healthy Eating

- Does the child eat at least 5 fruits and vegetables each day?
- Does the child eat a very limited number of foods?
- Is the child oversensitive to the taste, texture, smell, temperature, or brand of food?
- Does the child have difficulty chewing or swallowing?
- Does the child display difficult behavior at snack and mealtimes?
- Does the child eat too quickly or too slowly?

Physical Activity

- Does the child have the same basic motor skills as their peers?
- What skills are strongest? What skills are weakest?
- What skills does the child need to work on most to improve independence?
- What are the child's personal goals for sport or recreation?

Other Tips:

- Set goals that are both measurable and attainable.
- Include non-food rewards as strategies to reinforce desirable behaviors and help reach goals. Write these into a child's plans.
- Seek guidance from a child's health care provider. You may request a statement including the child's diagnosis and recommended goals related to nutrition or physical activity.

MaineHealth

LET'S GO!

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continued

Individual Family Service Plan (IFSP) Sample Goal:

Outcome Statement:

Brian will eat 5 fruits and vegetables each day.

Strategies:

- Parents, child care providers, and service providers will use food chaining to slowly introduce one new fruit or vegetable at a time.
- Parents, child care providers, and service providers will use visual aids to reinforce eating fruits and vegetables as a desirable behavior.
- Parents, child care providers, and service providers will reward Brian with special toys and playtime for trying new fruits and vegetables.

Here are examples of healthy eating and physical activity goals, and how to incorporate them into education and service plans.

Individual Education Plan (IEP) Sample Goal:

Present Level Statement:

Shannon is able to complete ½ mile in 10 minutes using her everyday wheelchair.

Annual Goal:

Shannon will improve her aerobic functioning and be able to complete 1 mile in 12 minutes using her everyday wheelchair.

Short Term Objectives:

- Shannon will use her everyday wheelchair to complete ¾ of a mile in 12 minutes.
- Shannon will practice aerobic exercises at least 3 times a week.



Individual Treatment Plan (ITP) Sample Goal:

Short Term Goal:

Maisie will be able to correctly identify a healthy food vs. an unhealthy food at 50% of exposures.

Methods:

Expectation:

- Maisie will learn about one new healthy food each week.
- All service providers will be familiar with Maisie's dietary restrictions and will know what healthy foods Maisie can enjoy.

Practice:

- Make a visual list of all healthy foods Maisie has learned about, and a list of unhealthy choices to avoid.

Reward:

- Verbal praise and encouragement for successfully recognizing a healthy or unhealthy food.