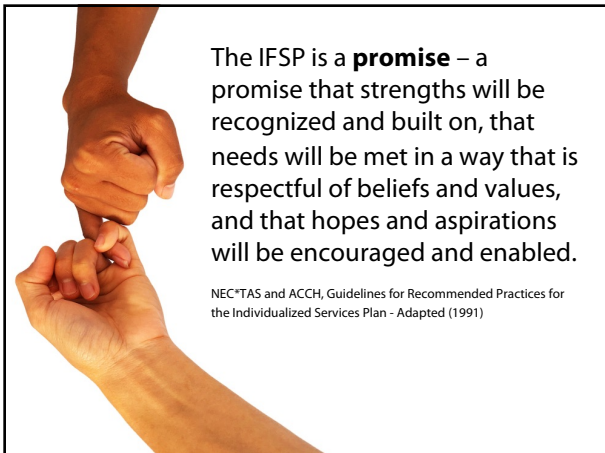




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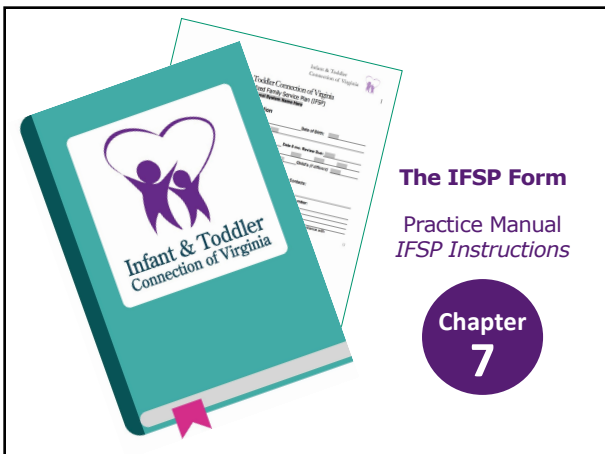
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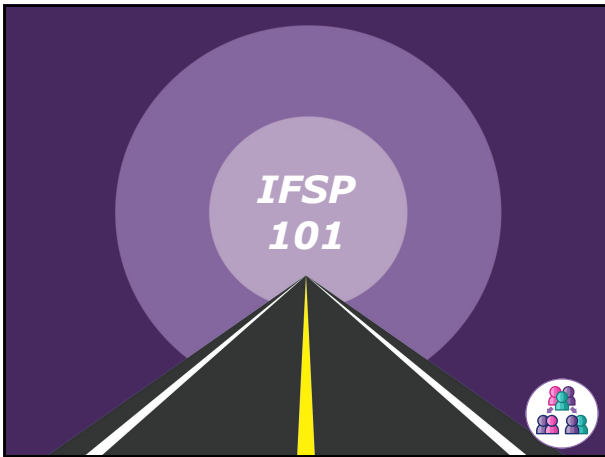
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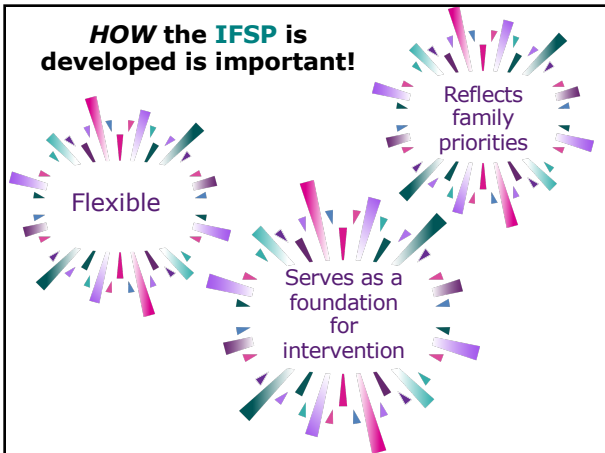
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9

IFSP

SECTION II:

Team Assessment

How do you do it?


Not Very Involved

Somewhat Involved


Very Involved

10

The assessment summary should be
balanced and **accurate**!



11




TIPS

- Address all areas of development through the lens of the three child outcomes
- Relate formal assessment skills to the child's functional abilities and participation in daily life
- Include the parent's language/comments whenever possible
- Avoid (or explain) technical jargon
- Include strengths and "next skills"

12



IFSP



SECTION IV:

Outcomes of Early Intervention

Let's think about it!

13

The service coordinator helps the team integrate information gathered about the family's priorities and natural learning opportunities with assessment findings.



14


The service coordinator also:

– Facilitates the outcome development process and

– Supports the active participation of all team members



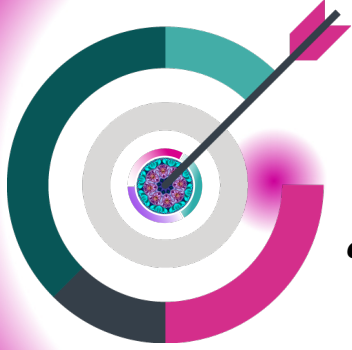
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To facilitate the outcome development process:

- Revisit family priorities
- Link priorities to possible outcomes
- Find out what the outcome would look like to the family if achieved

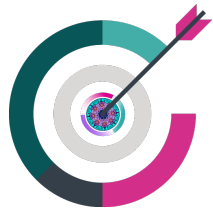
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What are the two types of IFSP outcomes?

17

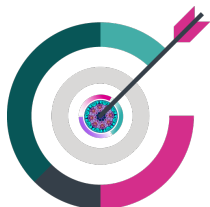
Service Coordination Outcomes



- Focus on what the service coordinator can do for the child and family
- May include additional short-term goals
- May be written in any format

18

Child and Family Outcomes



- Focus on what the child or family will learn to do as a result of their participation in early intervention
- Link back to family priorities (Sec. II of the IFSP)
- Must be written using a specific format

19

Outcomes are **NOT**:



Statements that describe missing developmental skills from the assessment



Statements about the services the child will receive



Global developmental statements

20

Outcome Development Checklist

Key Characteristics of Well-Written IFSP Outcomes OUTCOME DEVELOPMENT CHECKLIST	
<p>Compare the IFSP outcome by comparing it to the following key characteristics of well-written outcomes. Check to see that the outcome is included in all the sections. When the outcome does not have a characteristic, check that how the outcome could be improved. The checklist can also be used when writing new outcomes and determining goals.</p>	
Yes/No	Well-written outcomes are:
	Descriptive-based
	Outcome is based on something the child/family can do.
	Focuses on family hopes and priorities.
	Outcome is measurable and observable.
	Individualized
	Outcome is based on the child's or family's unique needs.
	Instructional
	Outcome includes the steps, people, and items that are important to the child/family.
	Family-based
	Outcome includes the family's role in the child's development.
	Measurable
	Outcome includes the steps, people, and items that are important to the child/family.
	Realistic
	Outcome is achievable and realistic for the child/family.
Yes/No	Well-written outcomes include:
	Aspirational statement
	Statement of what the family wants for the child.
	Content
	Outcome is based on the child's needs.
	Outcome Development
	How the child/family will learn the outcome is met.
Yes/No	Well-written outcomes meet these rules of thumb:
	Set realistic goals
	Set goals that are realistic and achievable.
	Describe the
	Outcome clearly in the family and plan and include the steps, people, and items that are important to the child/family.
	Be specific
	Outcome is clearly and specifically stated.



21

1

Strengths-based

2

Focused on family hopes & priorities

3

Individualized

4

Contextualized

5

Functional

6

Measurable

Well-Written IFSP Outcomes ARE...


22



PRIORITY

Cody will walk like other kids his age...

23



OUTCOME

Cody will walk from the entrance door to the play area at the mall (50 feet) independently 1x/week for one month.

24

Cody will walk across the living room (10 feet) to greet his daddy when he comes home from work each day for one week.

Cody will move independently from the kitchen to the living room (8 feet) using his gait trainer after each meal daily for one week.

25



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Well-Written Outcomes are

SPECIFIC!

ISSUE:

Making the outcome TOO specific and individualized limits the scope of service delivery

ANSWER:

Including a specific routine in the body of an outcome only provides you with the context in which that outcome will be measured.

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3 Key Components of a Well-Written IFSP Outcome

Acquisition Statement

Context or Setting within Everyday Routines and Activities

Criterion for Achievement Over What Amount of Time

McWilliam, 2010

28

Best Practices



- 3rd Word Rule
- Discipline-Free
- Jargon-Free
- Measurable to all team members

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Let's Look at another Example

Elise will use two word phrases to get her wants and needs met during daily routines.



30

Let's Look at another Example

Raul will use two word phrases to get his wants and needs met during daily routines.



31

Let's Look at another Example

Ana will use two word phrases to get her wants and needs met during daily routines.



32

Let's Look at another Example

Devon will use two word phrases to get his wants and needs met during daily routines.



33

Let's Look at another Example

Elise will use two word phrases to get her wants and needs met during daily routines.



34

What Do We Know About Elise?

- Loves playing in her backyard
- Cousin lives next door
- Family priority: *tell them what she wants*



35

An IFSP Outcome for Elise

Elise will use ten two-word phrases to request or label her favorite things to do (e.g., down slide, my ball, sand box) while playing in the backyard with her cousin **three** afternoons a week for two weeks.





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37

Time for a Critique!

	
Zachary will not hit his brother when he gets upset.	Zachary will use 2-word phrases (my ball, all done) while playing turn-taking games with his brother each afternoon for 2 weeks.

38

Time for a Critique!

	
Devon will crawl, use simple words, feed himself and play with his toys throughout the day.	Devon will crawl across the room (6 ft) when his name is called to play with his mother 2x/day for 1 week.

39

Once the long-term outcome has been written,
it's time to develop short term goals!



40



41

Supports and services are determined
AFTER outcomes are developed.

Supports and services are
OUTCOME-DRIVEN!

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Choosing a Service Provider

- Who has the necessary expertise and qualifications to support the family?
- Which other, if any, providers will offer consultation to the primary service provider and the family to address the outcomes?
- How often will the child's intervention likely need to be changed?
- How often does the family need support to be comfortable using intervention strategies?

Jung, 2003

43



44

Service Coordinators

do not just "fill out the form."
 They are facilitators of the IFSP process.
 They actively participate in discussion & family support.
 They are team leaders who ensure that the process and form are individualized and meaningful to families!

45