



# LEARNINGbyte

## IFSP Outcomes

## Improving an IFSP Outcome



### PURPOSE OF ACTIVITY

The purpose of this activity is to provide learners with an opportunity to review an IFSP outcome that they developed prior to this learning byte and to then modify the same outcome with the new skills and techniques they have learned.



### RESOURCES NEEDED

- Handout – *Considerations for Developing IFSP Outcomes and Goals*
- IFSPs that participants have developed
- Flip chart and markers (optional) if facilitator chooses to record any discussion key points



### SPECIFIC STEPS

1. Review the *Considerations for Developing IFSP Outcomes and Goals* handout with the group.
2. Ask participants to get into small groups of two or three people.
3. Have each small group review the outcomes on the IFSPs they brought to the meeting. The group should choose one outcome that they would like to improve.
4. Ask each group to revise one outcome using the questions on *Improving an Outcome* handout (**Note:** groups could also write on a flip chart sheet of paper for ease in sharing with larger group.)
5. Groups take turns sharing their original and improved outcome. Members of the larger group provide feedback by constructively critiquing the improved outcome against the questions included in the handout. For any improved outcomes that still need work, the large group should discuss how to further improve the outcome.

#### **Discussion:**

- Ask participants how they decided upon the outcome they wanted to improve.  
Ask: How did you know the outcome needed improvement? What was missing?
- Discuss which portions of writing the outcome were the most challenging. Perhaps it was making it measurable or using family-friendly language. Encourage the group to share how they talked through the process.

#### **Talking Points**

- Writing good outcomes take practice. Encourage participants to review other IFSPs and modify outcomes to increase their skills.
- When inviting other participants to provide feedback, encourage them to be positive and see this as a learning opportunity. If they can provide suggestions for improving the outcome, they should do so. Keep the atmosphere open and non-threatening with messages such as, “We’re all learning this together” or “This takes a lot of practice to make it more comfortable.”

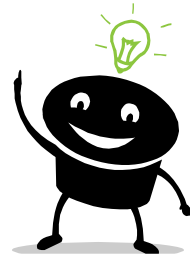


## **ADDITIONAL RESOURCES**

- **VEIPD Topic Page** – [IFSP & Outcome Development](#)
- **Quick Reference Guide** – [Want to Write a Good IFSP Outcome?](#)
- **Outcome Development Checklist** – [Key Characteristics of Well-Written IFSP Outcomes](#)

# Considerations for Developing IFSP Outcomes and Goals

During the IFSP meeting, the team will begin writing outcomes for the child. These outcomes are driven by the family's priorities, hopes and dreams for their child and integrate information from the family (e.g., about interests, routines, interactions) with information from the assessment (e.g., the child's functional strengths and areas where improvement is needed). Writing good outcomes requires practice and skill!



There are key considerations to ensure good outcome development:

- Outcomes should focus on strengths and dreams for the child and family.
- Outcomes should be functional and meaningful, to include activities and routines that the family does on a regular basis.
- Outcomes should be measurable and individualized to the child's growth, development, activities, and interests.
- Outcomes should be written in the family's language as much as possible, without technical jargon, and should be based on information from the family from Section II of the IFSP.

Listed below are some questions that can be used by service coordinators and providers to reflect on how well a given outcome meets these specifications:

1. Is the wording jargon-free and understandable by all team members, including and especially the family?
2. Is the outcome/goal discipline-free (meaning that it is not identified as a goal that only a particular therapist must address, i.e., "a speech goal")?
3. Does the outcome/goal meet the "third word rule" where the third word is a verb reflecting what the child will do (ex., David will crawl...)?
4. Is the outcome/goal based on functional activities rather than specific skills? Does the outcome/goal support the child's participation and learning in activities specific to the child and family?
5. Does the wording emphasize the positive?
6. Are the outcomes/goals specific enough to measure change? Will the family know when the outcome/goal is met?
7. Does the outcome/goal reflect the family's role and incorporate the family's routines and activities?