LEARNINGbyte
IFSP Outcomes

Writing Outcomes and Determining Services for Lily

PURPOSE OF ACTIVITY

This activity is designed to provide an example of how information from an assessment for service planning can be used to develop family-centered IFSP outcomes and goals and determine early intervention services.

RESOURCES NEEDED

- Video: Lily's Assessment and IFSP Development (total run time: 32 min)
- Video Reflection Guide

SPECIFIC STEPS

OPTION 1

1. Introduce the video by sharing information about Lily and her assessment:

   Lily's initial assessment for service planning takes place in her grandmother's home. Lily is 15 months old (adjusted age of 13 months) at the time of this assessment.

   Mrs. Smith, Lily's grandmother, joins Lily and the rest of the team to sit on the floor while the assessment is conducted. Emily, the educator, facilitates the discussion about Lily's development, asking Mrs. Smith a variety of questions to help her share what she knows about Lily. Laura, the occupational therapist, observes Lily's behavior and interacts with her to accomplish the play activities required for the assessment. Laura and Emily share the responsibilities of engaging Lily in the play activities and observing her behavior. They complete the assessment protocol during the assessment and use it as a reference point for reporting their findings. Paula, the service coordinator, takes notes and engages Mrs. Smith to explain the process and check in regularly with her.

2. Watch the entire video and use the Video Reflection Guide to facilitate discussion. You can also access the learning byte, *Lily's Assessment and the Three OSEP Child Outcomes*, for more specific guidance on facilitating discussion about the assessment reporting process.

OPTION 2

1. When introducing the video, share the information under #1 in Option 1 plus the following additional information about Lily's eligibility:

Lily automatically qualified due to her prematurity and NICU stay greater than 28 days. Emily also noted that Lily was showing a developmental delay in her expressive communication skills, which would also qualify her for the program.

2. Provide copies of the Team Assessment pages from Lily's IFSP (pages 9-10 in the Video Reflection Guide) to participants and instruct them to read the information carefully. Ask participants:

    What additional information would you need to know to write family-centered, individualized outcomes and goals?

    How would you gather this information? What questions might you want to ask Lily's grandmother?

3. Provide the following information before playing the video:

    As you watch this section of the video, pay attention to the questions Emily uses and how Mrs. Smith answers them. Note how Mrs. Smith's answers are used to individualize Lily's IFSP outcomes and short-term goals.

4. Play the video, starting at the 11:08 mark. Continue until the end of the video. You may want to pause the video periodically to discuss observations with the group. Or, once the video concludes, use the reflection questions in the Video Reflection Guide (pages 6-8) to facilitate discussion with the group.

5. Review Lily's IFSP Outcome page in the Video Reflection Guide (page 11) and discuss how the outcome and goals are similar or different when compared to those written by team members in your program.

6. Wrap up the activity with action planning by inviting participants to share one thing they want to do differently after watching the video and reviewing the IFSP pages. At the next meeting, follow-up on these plans to discuss successes and challenges with implementing them.

ADDITIONAL RESOURCES

*   **A Family Guide to Participating in the Child Outcomes Measurement Process**
    National Parent Technical Assistance Center at PACER Center
*   **Child Outcomes Step by Step** (video)
    Desired Results Access Project
*   **Child Outcomes Summary (COS) Process Module: Collecting & Using Data to Improve Programs**
    The Center for IDEA Early Childhood Data Systems (DaSy) and the Early Childhood Technical Assistance Center (ECTA)
*   **VEIPD Topic Page – Screening and Assessment**
*   **Virginia's System for Determining Child Progress (OSEP Child Outcomes)**