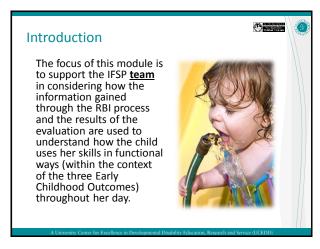# Participant Handouts/ Resources
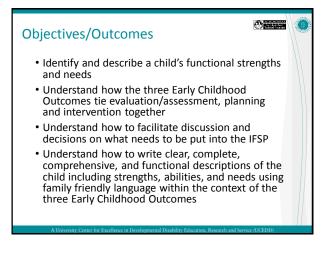
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Considerations for the Supervisor

Module 2: Present Abilities, Strengths, and Needs
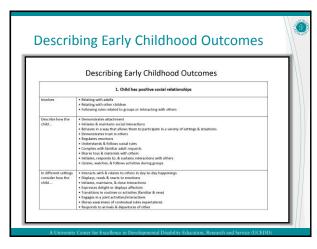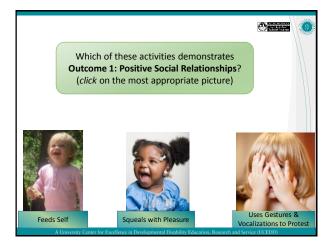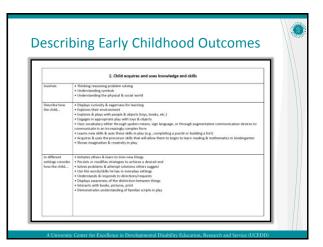
Individualized Family Service Plan

Present Abilities, Strengths and Needs

NEW MEXICO Family Infant Toddler Program

UNM HEALTH SCIENCES CENTER

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Introduction

The focus of this module is to support the IFSP **team** in considering how the information gained through the RBI process and the results of the evaluation are used to understand how the child uses her skills in functional ways (within the context of the three Early Childhood Outcomes) throughout her day.

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Objectives/Outcomes

- Identify and describe a child's functional strengths and needs
- Understand how the three Early Childhood Outcomes tie evaluation/assessment, planning and intervention together
- Understand how to facilitate discussion and decisions on what needs to be put into the IFSP
- Understand how to write clear, complete, comprehensive, and functional descriptions of the child including strengths, abilities, and needs using family friendly language within the context of the three Early Childhood Outcomes

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Present Abilities, Strengths and Needs

The Present Abilities, Strengths and Needs page of the IFSP is designed to help you use the following information:

- What you gain from the family through an RBI process
- From your observations
- Learned during the evaluation and/or assessment

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Slide 1

IFSP Present Abilities, Strengths, and Needs

- We use this page to describe the child's Present Abilities, Strengths, and Needs based on three areas of child functioning, namely the three Early Childhood Outcomes

- The child's developmental levels, as determined through evaluation and assessment, are reported (typically) in age-ranges

Present Abilities, Strengths, and Needs

Because the child's abilities, strengths, needs, and assessment results are on one page it supports the IFSP team in considering how the child's "assessed skills" relate to the child's functional abilities

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Slide 2

Describing Early Childhood Outcomes

Describing Early Childhood Outcomes

1. Child has positive social relationships	
Involves	• Relating with adults • Relating with other children • Following rules related to groups or interacting with others
Describe how the child...	• Demonstrates attachment • Initiates & maintains social interactions • Behaves in a way that allows them to participate in a variety of settings & situations • Demonstrates trust in others • Regulates emotions • Understands & follows social rules • Complies with familiar adult requests • Shares toys & materials with others • Initiates, responds to, & sustains interactions with others • Listens, watches, & follows activities during groups
In different settings consider how the child...	• Interacts with & relates to others in day-to-day happenings • Displays, reads & reacts to emotions • Initiates, maintains, & close interactions • Expresses delight or displays affection • Transitions in routines or activities (familiar & new) • Engages in a joint activities/interactions • Shows awareness of contextual rules expectations • Responds to arrivals & departures of other

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Slide 3

Which of these activities demonstrates **Outcome 1: Positive Social Relationships**?
(*click* on the most appropriate picture)

Feeds Self

Squeals with Pleasure

Uses Gestures & Vocalizations to Protest

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Slide 4

Describing Early Childhood Outcomes

2. Child acquires and uses knowledge and skills	
Involves	• Thinking reasoning problem solving • Understanding symbols • Understanding the physical & social world
Describe how the child...	• Displays curiosity & eagerness for learning • Explores their environment • Explores & plays with people & objects (toys, books, etc.) • Engages in appropriate play with toys & objects • Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form • Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort) • Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in kindergarten • Shows imagination & creativity in play
In different settings consider how the child...	• Imitates others & learn to tries new things • Persists or modifies strategies to achieve a desired end • Solves problems & attempt solutions others suggest • Use the words/skills he has in everyday settings • Understands & responds to directions/requests • Displays awareness of the distinction between things • Interacts with books, pictures, print • Demonstrates understanding of familiar scripts in play

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Which of these activities demonstrates
Outcome 2: Using Knowledge and Skills?
(*click* on the appropriate picture)

Maintaining Attention to Speaker

Fussing When Diaper Needs to be Changed

Uses Gestures & Vocalizations to Protest

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Describing Early Childhood Outcomes

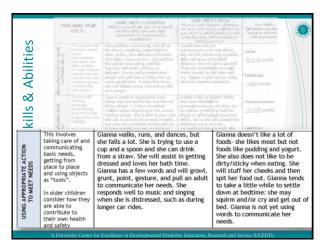| 3. Child takes action to meet needs	
Involves...	• Taking care of basic needs • Contributing to own health & safety • Getting from place to place & using tools
Describe how the child...	• Moves from place to place to participate in activities, play, & routines • Seeks help when necessary to move from place to place • Manipulates materials to participate in learning opportunities & be as independent as possible • Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately • Uses gestures, sounds, words, signs or other means to communicate wants & needs • Meets self-care needs (feeding, dressing, toileting, etc.) • Seeks help when necessary to assist with basic care or other needs • Follows rules related to health & safety
In different settings consider how the child....	• Gets from place to place • Assists with or engage in dressing, eating, toileting, hygiene tasks • Conveys needs & desires & preferences • Responds to challenges • Responds to delays in getting what he wants • Gets what he wants (e.g., toys, food, attention...) • Shows awareness of or respond to situations that may be dangerous • Amuses himself or seeks out something fun

Adapted from Younggren, N. (2014).Measuring Child & Family Results in Early Intervention Workbook.
Army Educational and Developmental Intervention Services (EDIS) Comprehensive System of Personnel
Development (CSPD). U.S. Army Medical Command (MEDCOM), San Antonio, TX.

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Which of these activities demonstrates
Outcome 3: Using Appropriate Action to Meet Needs?
(*click* on the appropriate picture)

Feeds Self

Waves in Response to Bye-Bye

Dropping a Ball & Observing the Fall

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Why not use the domains from our assessment tools instead of the three early childhood outcomes??

Why? Why? Why?

We learn how the child accomplishes certain important functions

The outcomes are broad and cross all domains

They help us to understand how the child integrates skills and behaviors

We begin to think about how the child can be active and successful

We come to understand and appreciate what the child knows and can do

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Slide 1

Functional vs. Skills-Based Descriptions of Abilities, Strengths and Needs

When we begin to assess a child's functional skills we get a snapshot of:

- The whole child
- The status of the child's current functioning
- The functioning across settings and situations

Rather than:

- Skill by skill
- In one standardized way
- Split by domains

Adapted from Developing High-Quality, F. I. (2014). *Developing High-Quality Functional IFSP Outcomes and IEP Goals* . Retrieved from The Early Childhood Technical Assistance Center (ECTA): http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp

10.

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Slide 2

But what do the three outcomes have to do with evaluations or assessments?

Evaluation
- Eligibility
- Outcomes
- Intervention

Assessment
- Intervention
- Outcomes
- Informs Evaluation

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Slide 3

Please click on one of the FUNCTIONAL areas that you noticed during the activity.

- Problem-solving abilities
- Stacking Blocks
- Fine Motor Skills
- Independence

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Slide 4

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Lesson 2

Present Abilities, Strengths and Needs

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Are there any resources to support me?

Shifting from discrete skills in an evaluation, to functional skills in daily life, and then to put them all into the context of the three Early Childhood Outcomes may be challenging for some folks.

In the next few slides, is one resource that may help. For more information on resources, please see the NM FIT online training on ECO, located on the FIT Training & Resource Portal-

http://www.cdd.unm.edu/ecln/FIT/index.html

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Early Childhood Outcome Crosswalks

Crosswalks display how content on a given assessment instrument is related to each of the three child outcomes.

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Example of IDA-ECO Crosswalk

The Infant Toddler Developmental Assessment (IDA) Crosswalk to Child Outcomes

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Consider the following questions as you review the crosswalks:

- What do you notice about the crosswalk?
- Which outcome area(s) have the most items? Which the least?
- To what extent are the items functional vs. discrete skills?
- What types of information would you want to know in each outcome areas that is not included in the assessment? How would you go about gathering that additional information?
- What are the implications for your evaluation and assessment process?
- What are the implications for the need for other data sources?

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Integrating the Outcomes into the IFSP

- Understanding each of the three outcomes is only one part of integrating developmental information about the child into the IFSP.
- We also need to recognize and understand all of the information that we gain through our conversations with the family and our observations of the child.

How Do We Learn More About the Child?

- Teams have a lot of information from the RBI and the evaluation (for both initial and annual IFSPs)
- Typically evaluation teams will ask the caregiver questions about the child's functioning during a typical day to expand upon the evaluation results
- Discussion Prompts (**click here to download**) can also support the team in considering the child's functional abilities both in conversation with the caregiver and within the team itself

Remember to look back!

Remember each section of the IFSP builds off the previous section

The Present Abilities, Strengths, and Needs page is not completed without consideration of the "Your Family" section of the IFSP

The "Your Family" section includes routines and activities the family is finding difficult or challenging

As we identify the child's abilities, strengths and needs we do so with the consideration of what the family has identified something they would like to work on

We look back at "Your Family" to help move forward toward outcomes

Gianna's Skills & Abilities

Slide 1 — Gianna's Social-Emotional Skills

DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS

How does your child...	Your child's strengths	Your child's needs
This involves how the child relates to and communicates with adults and other children. For older children consider how the child follows rules related to groups or interacting with others.	Gianna enjoys interacting with all of her family members, especially her older sisters, and expresses affection with hugs, kisses, smiles, and laughter. She enjoys interacting with the teachers and other children at daycare. Gianna is shy around new people and will take a little while to warm up to them. If given this time, she will usually enjoy interacting with new people.	Gianna does not yet communicate well with words and she will sometimes suddenly grab toys away from other children. She will get frustrated when not understood and may throw herself on the floor and cry. Gianna is also not yet using words to request assistance.

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Slide 2 — Acquiring and Using Knowledge and Skills

ACQUIRING AND USING KNOWLEDGE AND SKILLS

How does your child...	Your child's strengths	Your child's needs
This involves thinking, reasoning, remembering, problem solving, using symbols and language. Also consider how the child understands their physical and social worlds.	Gianna seems to understand most things that are said to her and she can follow simple 1-2 steps directions. Gianna enjoys exploring on her own in familiar places. She is able to play with one toy or activity for several minutes and uses early problem solving skills to achieve greater success as she plays and explores (e.g. - changing grasps to achieve greater success in playing with blocks and toys with several smaller pieces). Gianna loves music and will imitate many of the hand motions to favorite songs such as Wheels on the Bus.	Gianna's lack of spoken words and other methods of communication do not allow her to express everything that she knows or understands about her world. She is not yet consistently imitating words and her vocabulary is very limited. She communicates most often by pointing and/or pulling a person to what she would like. This method of communication is more typical of a younger child and Gianna gets frustrated when she cannot get others to understand her.

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Slide 3 — Skills & Abilities

USING APPROPRIATE ACTION TO MEET NEEDS

How does your child...	Your child's strengths	Your child's needs
This involves taking care of and communicating basic needs, getting from place to place and using objects as "tools". In older children consider how they are able to contribute to their own health and safety	Gianna walks, runs, and dances, but she falls a lot. She is trying to use a cup and a spoon and she can drink from a straw. She will assist in getting dressed and loves her bath time. Gianna has a few words and will growl, grunt, point, gesture, and pull an adult to communicate her needs. She responds well to music and singing when she is distressed, such as during longer car rides.	Gianna doesn't like a lot of foods- she likes meat but not foods like pudding and yogurt. She also does not like to be dirty/sticky when eating. She will stuff her cheeks and then spit her food out. Gianna tends to take a little while to settle down at bedtime: she may squirm and/or cry and get out of bed. Gianna is not yet using words to communicate her needs.

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Slide 4 — Did you know?

The Family Service Coordinator (FSC) can record the information on the Present Abilities, Strengths and Needs page prior to the IFSP meeting.

Although page 5 can be completed prior to the IFSP meeting, it must be reviewed for accuracy at the IFSP meeting and any additional information from the family and team members should be added.

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Early Childhood Outcome Summary Form (ECO form)

ECOSF?

When completing the IFSP	When completing the ECOSF
• We are looking at this child's strengths and needs based on the three early childhood outcomes. • We are gathering information to plan for this child to make progress.	• We are looking at the child's functional skills compared to typically developing children. • We select a "rating" and we consider if a child has made progress.

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Follow up Activities to Consider to Increase your Knowledge & Skills!

• With one or two families consider using the ECOSF discussion prompts handout during your regular visits with the families. Opening up conversations with families gives us the opportunity to build our relationship and see the child through the parent's eyes

• Review crosswalk tools and other resources to support you in looking at the child's strengths through the three early childhood outcomes

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Describing Early Childhood Outcomes

1. Child has positive social relationships	
Involves	• Relating with adults • Relating with other children • Following rules related to groups or interacting with others
Describe how the child…	• Demonstrates attachment • Initiates & maintains social interactions • Behaves in a way that allows them to participate in a variety of settings & situations • Demonstrates trust in others • Regulates emotions • Understands & follows social rules • Complies with familiar adult requests • Shares toys & materials with others • Initiates, responds to, & sustains interactions with others • Listens, watches, & follows activities during groups
In different settings consider how the child….	• Interacts with & relates to others in day-to-day happenings • Displays, reads & reacts to emotions • Initiates, maintains, & close interactions • Expresses delight or displays affection • Transitions in routines or activities (familiar & new) • Engages in a joint activities/interactions • Shows awareness of contextual rules expectations • Responds to arrivals & departures of other

2. Child acquires and uses knowledge and skills	
Involves	• Thinking reasoning problem solving • Understanding symbols • Understanding the physical & social world
Describe how the child…	• Displays curiosity & eagerness for learning • Explores their environment • Explores & plays with people & objects (toys, books, etc.) • Engages in appropriate play with toys & objects • Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form • Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort) • Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in kindergarten • Shows imagination & creativity in play
In different settings consider how the child….	• Imitates others & learn to tries new things • Persists or modifies strategies to achieve a desired end • Solves problems & attempt solutions others suggest • Use the words/skills he has in everyday settings • Understands & responds to directions/requests • Displays awareness of the distinction between things • Interacts with books, pictures, print • Demonstrates understanding of familiar scripts in play

3. Child takes action to meet needs	
Involves	• Taking care of basic needs • Contributing to own health & safety • Getting from place to place & using tools
Describe how the child…	• Moves from place to place to participate in activities, play, & routines • Seeks help when necessary to move from place to place • Manipulates materials to participate in learning opportunities & be as Independent as possible • Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately • Uses gestures, sounds, words, signs or other means to communicate wants & needs • Meets self-care needs (feeding, dressing, toileting, etc.) • Seeks help when necessary to assist with basic care or other needs • Follows rules related to health & safety
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Adapted from Younggren, N. (2014).Measuring Child & Family Results in Early Intervention Workbook. Army Educational and Developmental Intervention Services (EDIS) Comprehensive System of Personnel Development (CSPD). U.S. Army Medical Command (MEDCOM), San Antonio, TX.

Ask these Reflective Questions to Support the Learner...

- What is your understanding of Early Childhood Outcomes?

    ◊ NOTE: Do participants understand the reason behind collecting this information?

- How do you introduce this to parents ? How comfortable are you in having discussions around outcomes with parents?

    ◊ NOTE: How does the participant talk about the Three Global Outcomes Statements with families? What is the comfort level of the participant in having discussions around this with parents?

- Are there areas of confusion or discomfort around this for you?

Consider these questions for yourself as a supervisor...

◊ What additional information or support do I need so that I can support staff to increase their comfort level with this process?

◊ How can I support staff in understanding typical as well as atypical development?

◊ Do staff have a clear understanding of how to use this information to guide their practice?

Consider these questions for your program structure/processes...

- What are the formal and informal supports our program can provide to staff around this process?

    ◊ NOTE: How can we assess our effectiveness in understanding this process?

- How can we ensure that all staff have a basic understanding of child development?

    ◊ Follow up/Note: Do we need to implement a mechanism for determining the level of child development knowledge for our staff?

- Question

    ◊ What resources might we need to do this?

Supervisor's Considerations

Introduction to the
ECO "Crosswalks" of Birth-to-Five Assessment Instruments
to Early Childhood Outcomes

The "crosswalks" identify relationships between assessment instruments and the three child outcomes on which state Part C and 619 programs must report to the Office of Special Education Programs (OSEP). States must report children's progress in the outcome areas of:

1. Positive social emotional skills (including positive social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
3. Use of appropriate behaviors to meet their needs

Understanding the Three Child Outcomes

The three child outcomes reflect a global, overarching goal for all children: to be active and successful participants now and in the future, in a variety of settings. Accomplishments in various dimensions of each outcome area move a child toward that goal, as follows.

Outcome 1: Positive social emotional skills involves relating with adults, relating with other children, and, for older children, following rules related to groups or interacting with others. This outcome includes attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations, and social interactions and play.

Outcome 2: Acquisition and use of knowledge and skills involves thinking, reasoning, remembering, problem solving, using symbols and language, and understanding physical and social worlds. This outcome includes early concepts (symbols, pictures, numbers, classification, spatial relationships), imitation, object permanence, and language skills.

Outcome 3. Use of appropriate behaviors to meet their needs involves taking care of basic needs, getting from place to place, using tools and, for older children, contributing to their own health and safety. This outcome includes integrating motor skills to complete tasks, self-help skills (dressing, feeding, grooming, toileting, household responsibility), and acting on the world to get what one wants.

The three child outcomes are **functional** in that they reflect a child's ability to take meaningful action in the context of everyday living. The outcome areas cross developmental domains, emphasizing the integration of skills and behaviors across domains for meaningful action. The presence of an isolated skill or behavior gives limited information about a child's functioning. The outcomes address whether a child can integrate skills and put them to use across settings and situations. A child's natural use of pointing to indicate what he needs or wants, for example, reflects functioning better than his ability to point to objects when asked to do so by a tester as part of an assessment.

Assessing the Three Child Outcomes
Assessing children's functioning in the three outcome areas requires multiple sources of information, including observation, family input, and data from one or more assessment tool. Observation and family input provide information about children's functioning across situations and settings. Data from the administration of a commercial assessment tool can be used to compare a child's skills and behaviors to those of his same-age peers. A limitation in the use of currently available assessment tools, however, is that they are not designed for direct measurement of the three outcomes. Most are organized around domains, with items separated into discrete areas of development, such as expressive language, receptive language, cognitive, gross motor, and fine motor. Some call for standardized assessment items to be administered in a setting other than the child's natural environment, making it difficult to use the information to determine whether a child uses this skill in everyday life.

The review of currently available assessment tools has been a primary activity for states as they consider options for measuring child outcomes. A key question is 'how much information will an assessment tool provide about the attainment of the three outcomes?' ECO developed the crosswalks to assist states and programs in making decisions about what instruments might be useful to include in an outcomes measurement system, including reporting to OSEP. The crosswalks indicate how the contents of the assessments maps to the three outcomes. The crosswalks also allow comparisons across instruments to see their various strengths and weaknesses with regard to the three outcomes.

Crosswalking Purposes
The ECO crosswalks display how content on a given assessment instrument is related to each of the three child outcomes. Organized in a table format with assessment areas assigned to each outcome, they provide a visual depiction of coverage. By showing how an assessment tool covers each of the three outcome areas, the crosswalks are meant to help states, programs, and providers see the extent of information available in an outcome area from a given assessment tool. Some of the crosswalks include examples of assessment items to illustrate the types of skills and behaviors the tool targets. In addition to comparing tools, states can use the crosswalks to determine areas in which additional information will need to be collected, such as through observation and family input, to make up for any shortcomings in the data provided by an assessment tool.

The crosswalks are not meant to be used as a "checklist" or "score sheet" for measuring child outcomes. ECO does not recommend the use of isolated items or areas of items from any given tool. We support the use of assessment instruments in the way in which they were designed to be used. In addition, given the functional nature of the outcomes, we support the use of assessment tools in conjunction with other sources of information about a child's functioning, such as observation and family report.

Crosswalks were generated for instruments based on the frequency of informal requests from states. Priority was also given to instruments that states identified for outcomes measurement in the State Performance Plans submitted to the Office of Special Education Programs in 2005. These crosswalks are presented as a service to the field. **The ECO Center does not endorse the use of any specific assessment instrument.** Thus, a completed crosswalk does not constitute the endorsement of an instrument. If a crosswalk of an instrument is not available it is because, given the reality of finite

resources, it has not yet been completed. For more information about crosswalk content or specific instruments, please email a request to staff@the-eco-center.org.

Crosswalking Processses
We use the following guidelines in completing the crosswalks.

   Level at which assessment tools are crosswalked. Criterion-referenced or curriculum-based assessment tools are typically crosswalked at the sub-area level, using the developer's headings. As appropriate, examples of items from a sub-area are included to illustrate the aspects of development that relate to the outcome. Norm-referenced tests[1] always are crosswalked at the lowest level that the tool developers recommend valid interpretation of the data and have provided normative information. This is usually at a subscale or sub-domain level,

   Assignment of assessment area or sub-area to an outcome. We place areas/sub-areas/items from each assessment tool under the outcome to which they are most closely linked conceptually. For example, items about getting along with peers go with Outcome 1. Decisions are based on content of the area rather than the heading title because headings do not always reflect the range of behaviors and skills included. Particularly in the sub-areas of language and learning, it is difficult to assign items to outcomes when item content lacks specificity. In such cases we assume that the item pertains to a general, overarching acquisition and use of knowledge and skills, and therefore make the assignment to Outcome 2.

   Double classification. Although many sub-areas or items can be double classified because of the interrelated nature of development in young children, we try to minimize double classification in order to minimize redundancy. Sub-areas or items that relate to a second outcome area, but not as strongly as they relate to a primary outcome area, are only classified with the primary area. Sub-areas or items are double classified when it is felt that the information contributes equally or nearly equally toward understanding achievement of more than one outcome.

   "Precursor skills." Some items on assessment tools target skills that, while not functional in and of themselves, may lead to functional behaviors. For example, a child's ability to use a pincer grasp may lead to his ability to feed himself or hold a pencil. Prescursor skills that are clearly linked to one of the outcomes are placed with that outcome. We assign general or cross-cutting precursor skills to Outcome 2, as part of general acquisition and use of knowledge and skills. We also note in the crosswalks when precursor skills for functional behaviors skills, such as those associated with motor development, may not be appropriate or expected for children with sensory, motor, or other impairments.

   Inclusion of every skill in a crosswalk. Not all skills in an assessment tool can be classified. Items/areas are left out that do not contribute to understanding the child's functional abilities in any particular outcome area. The decision not to classify areas such as sleeping, riding a tricycle, or moving to music is not meant to imply that such experiences are not important for young children.

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[1] Crosswalks of norm-referenced instruments include a note providing information about the lowest appropriate threshold for crosswalking on that specific instrument.

4

Status of the Crosswalks
Crosswalks are available on the ECO website in draft form. On each crosswalk, a footnote indicates the date and the status of the draft. For instance, some drafts are preliminary; others have been revised based on input from assessment tool authors or publishers. Please compare the date on any crosswalk you are using to the version on the web site to see if you have the latest version since revisions are frequently posted.

Questions and comments are encouraged and should be sent to staff@the-eco-center.org. Also, please contact us if you are interested in a crosswalk that is not found on our website. Additional information about measuring outcomes can be found on our website at www.the-eco-center.org.

Participant Handout—PASN Module

Ask these Reflective Questions to Support the Learner...

- What is your understanding of looking at development across domains vs. looking at development in the context of discrete domains?

    ◊ NOTE: Is the participant familiar with this concept? Can the participant articulate why this is important?

- How do you support parents in seeing their child's development in functional ways?

    ◊ NOTE: Can the participant talk about development in the context of daily routines, natural environments, etc.?

- Can you tell me all of the different ways you gather information about the child's development over time?

Consider these questions for yourself as a supervisor...

◊ How do I mentor staff around integrating information across domains and settings?

◊ Are there opportunities for me to observe staff talking with parents about outcomes?

◊ Thinking back, can I remember how I came to understand child development in the context of this process?

Consider these questions for your program structure/processes...

- How well are we utilizing and integrating all aspects of evaluation and ongoing assessment as an agency?

    ◊ NOTE: Is this information being captured and documented accurately on the IFSP?

- Do we have a way of observing this in home visits?

    ◊ NOTE: Is ongoing assessment information being utilized to inform our work with families? How do we know?

    ◊ NOTE: If so, how do we know this? If not, what supports are needed?

- Question

    ◊ What resources might we need to do this?

Supervisor's Considerations

Revised 4/4/07

Child Outcome Summary Form (COSF)
Discussion Prompts

The pages that follow provide a few ideas for some types of questions or prompts that could be used to elicit conversation about a child's functioning with regard to the three global child outcome statements. As teams discuss child functioning in these outcomes areas, they generally draw on many sources of information and ask excellent questions that provide a specific description of what the child generally does with regard to each outcome. However, some teams have looked for further guidance about the kinds of questions that might help them focus on functional skills and span many of the components reflected in each outcome. The list that follows is by no means a comprehensive list of the types of questions or topics that might be discussed. It also is <u>not</u> intended to be used as a checklist necessary for discussion or as a checklist that will always constitute a complete discussion. However, it might provide some ideas to expand team approaches. It also may be helpful if individuals new to the COSF are quickly training other staff in using it and want more information for that purpose. As you begin to use this resource, we encourage you to share comments and additions with us at staff@the-eco-center.org so that we can include and circulate them as well!

The following pages include an abbreviated version of the prompts for each of the Three Early Childhood Outcomes. For the full list that is contained in this handout, please see the downloadable handout in the training modules.

Participant Handout—PASN Module

Outcome 1: Child has positive social relationships.
Thinking about relating to adults, relating to other children, and (for those older than 18 months) following rules related to groups or interacting with others.

- △ How does the child relate to his/her parent(s)?
- △ How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
- △ How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
- △ How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
- △ How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
- △ How does the child interact with/react to peers (e.g., at child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- △ How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?

Outcome 2: Child acquires and uses knowledge and skills.
Thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds.

- △ How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, at child care, at the store, with other kids, at child care, in restaurants, with different people)?
- △ Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him/her). What did he/she do?
- △ What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- △ How does the child understand and respond to directions and requests from others?
- △ How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things?

Outcome 3: Child takes appropriate action to meet his/her needs.
Taking care of basic needs; getting from place to place and using tools; and (if older than 24 months) contributing to own health and safety.

- △ What does the child do when she/he can't get or doesn't have what she wants?
- △ What does the child do when he/she wants something that is out of reach or hard to get?
- △ What does the child do when he/she is upset or needs comfort?
- △ What does the child do when she/he is hungry?
- △ What does he/she do when he/she is frustrated?
- △ What does the child do when she/he needs help?
- △ How does the child convey his/her needs?
- △ How are the child's actions to seek help or to convey his/her needs different from one setting to another? How do they differ with different people? (e.g., child care vs. home vs. community setting, with parent vs. grandparent, familiar person vs stranger)

Ask these Reflective Questions to Support the Learner...

- How comfortable are you asking these questions?

    ◊ NOTE: Do participants struggle with this process?

- What do you do if a parent is seeing something you don't see?

    ◊ NOTE : Does the participant see the parent as the "expert" regarding their own child?

- How do you see this information being useful to you in your work with a family?

    ◊ NOTE: Is this information utilized and reflected in the IFSP and/or during home visits?

Consider these questions for yourself as a supervisor...

◊ What can I offer staff beyond formal training and resources to support their learning around this process?

◊ What is my own experience and comfort level with talking to parents about how their child is doing?

◊ How do my own current or past experiences with parents impact the way I talk with staff around this process?

Consider these questions for your program structure/processes...

- How can we help staff who are uncomfortable with this process see the importance of it?

- What are the opportunities for skill building with staff in having these conversations with parents?

    ◊ Follow up/Note : Can we create opportunities through "shadowing", mentoring and role play to support staff in building their skills?

- Question

    ◊ What resources might we need to do this?

Supervisor's Considerations

Slide 1

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Individualized Family Service Plan
Functional Outcomes and Strategies

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Slide 2

IFSP

- Your Family (Routines Based Interview)
- Present Abilities, Strengths & Needs
- Child/Family Outcomes
- Routines Based Strategies
- Supports and Services

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Slide 3

Considerations

- All learning happens in the context of relationships
- The consistent adults in a child's life have the greatest influence on the child's learning and development, not providers.
- What happens between intervention visits is most critical for learning

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Slide 4

Building the Relationship: It is an ongoing process....

Relationship with Family

- Family's concerns & priorities for their child
- Family's activities, routines, places & people
- Child's present abilities, strengths and needs
- Child and Family outcomes
- Supports and Services needed to achieve outcomes
- Transition Plan & Transition Conference
- IFSP Review (every 6 months)

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Introduction

Developing routines -based strategies

The focus of this module is to support the IFSP team in understanding and developing functional IFSP outcomes based on the results of the routines based interview, family concerns, priorities, resources, observations and evaluation information.

Then, this module will support providers in moving from the development of functional outcomes into implementation strategies the family will be able to use during their daily routines and activities.

Presentation Goal

Outcomes & Strategies

Embedding strategies into existing family routines

Strategies involve individuals who interact with child regularly

functional vs. skill based outcomes

Routines Based Strategies

Progress and timelines are meaningful to the family

functional measurable outcomes

Presentation Goal

Outcomes & Strategies

• **Utilize RBI and PASN information to create outcomes and develop strategies.**

Requirements for IFSP Outcomes

The IFSP must include:

• A statement of the measurable results or measurable outcomes expected to be achieved for the child and family …

• The criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made and whether modifications or revision of the expected results or outcomes or services are necessary

34 CFR §303.344 (c)

Functional IFSP Outcomes

Definition

Family outcomes that focus on the child's development and use of skills within daily activities and routines.

Child outcomes should be functional and developmentally appropriate for the child, reflect the family's priorities for the child, and build on child and family preferences and interests. Child outcomes are connected to family activities and routines.

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Characteristics of Functional IFSP Outcomes

Development of IFSP outcomes should be an individualized process, based on the family's concerns, priorities, strengths, and resources as well as the child's current abilities, strengths, and needs.

The outcomes:

- describe something that the family wants to change;
- help the family to meet their goals;
- help the child to function more effectively in his or her natural environment;
- make it clear to the family what success looks like

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Using Information to Develop Outcomes

2. Consider what's working and what's challenging in your daily routines; reflect the family's needs and disability priorities about the child's activities

1. Start with what the family wants and the child's participation in everyday routines and learning/development and/or family's needs

Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?
For example, "I would like Joey to be able to sit at the table and eat dinner with the family."
Outcome #

Tell us what progress will look like. When would you like to see this happen?
For example, "By Thanksgiving, we would like Joey to sit at the table for about 10 minutes and eat dinner with the family about three times a week."

And CME Results

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The Role of the Early Intervention Provider

- All EI providers contribute to the development of IFSP Outcomes
- EI providers can be instrumental in supporting parents in developing outcomes that reflect specific areas of the evaluation
- EI providers can offer guidance on developing outcomes based on their own experience, expertise and professional wisdom

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Slide 1

Using Information to Develop Outcomes

1. Start with the family's concerns and priorities about the child's learning/development and/or family's needs

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Slide 2

Using Information to Develop Outcomes

2. Consider what's working and what's challenging in everyday routines and activities

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Slide 3

The Routines Based Interview (RBI)

The RBI is:

- a conversation with a parent that helps us to get to know a family;
- helps us understand what a typical day looks like for a child;
- helps a parent to identify what is going well, and where there are challenges.
- Information that is used to help develop outcomes for the IFSP

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Slide 4

Using information from the RBI to develop functional IFSP outcomes

Through the RBI, providers and parents can determine the routines for which to create functional IFSP outcomes and learning opportunities.

For example, if a child loves her bath time, it may be a natural opportunity to encourage the learning and use of more words, improving balance, reaching for and grasping toys, etc., by developing a functional outcome around this routine.

Such as:

Sarah will talk, sing and use more words, with her sister and mom during bath time.

14.

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Slide 1

Using Information to Develop Outcomes

3. Consider how the child's developmental skills, needs and disability influence the child's learning and participation in everyday routines and activities

And CME Results

Slide 2

Evaluation/Assessment

Information from the evaluation/assessment is used to identify the level of functioning and unique needs of the child in each developmental area across settings

Slide 3

RBI and PASN for Gianna

- If you have completed the first 2 modules in the IFSP training, The Routines-Based Interview and Present, Abilities, Strengths and Needs, you will recall that we met a little girl named Gianna and her mother.
- We will be visiting with them again in this module as we discuss outcomes and strategies. Please refer back to what you have learned about Gianna and her family (RBI) as well as her functional abilities (PASN). *Remember to look back!*
- Again, if you have yet taken these modules, you are encouraged to do so before continuing on as the information from the RBI and the Present, Abilities, Strengths, and Needs (PASN) sections are critical to the completion of functional IFSP outcomes.

Slide 4

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Lesson 2

Individualized Family Service Plan
Functional Outcomes and Strategies

Writing the Outcomes

Functional Outcomes are *NOT:*

- statements of needed services;
- statements of developmental progress;
- skill-based;
- therapy goals or discipline specific;
- specific to only one setting;
- written in jargon specific to professional disciplines

25.

Functional IFSP Outcomes vs. Skill-based Outcomes

Skill – Based Outcomes are organized around specific developmental tasks or domains, often utilize toys or "special equipment" that a provider brings into the home, written in professional jargon. For example: *Jake will be able to pick up a small pellet with a pincer grasp and release it into a bottle with a narrow opening.*

vs

Functional IFSP Outcomes are necessary and meaningful to families. They reflect the use of family friendly language and involve "real life" activities, family members and familiar places and daily routines. For example: *Kay will be able to feed herself Cheerios by picking them up and putting them in her mouth*.

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26.

Functional IFSP Outcomes are necessary and functional (meaningful) to families.

- Supports participation in community life and family activities
- Based up on what is important to the family

Functional IFSP Outcomes vs. Skill-based Outcomes

Skill – Based Outcomes are organized around specific developmental tasks or domains, often utilize toys or "special equipment" that a provider brings into the home, <u>written in professional jargon.</u> For example: *Jake will be able to pick up a small pellet with a pincer grasp and release it into a bottle with a narrow opening.*

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Functional IFSP Outcomes are necessary and functional (meaningful) to families. They reflect the use of family friendly language and <u>involve "real life" activities, family members and familiar places and daily routines.</u> For example: *Kay will be able to feed herself Cheerios by picking them up and putting them in her mouth.*

26.

Functional IFSP Outcomes Reflect Real-life, Contextualized settings

- Everyday activity settings and routines for the child and family
  - Includes typical routines such as meal time
  - Also includes routines and activities specific to the family.
- ***Test items are not real-life or contextualized***

Got It?

Functional IFSP Outcomes

Skill Based IFSP Outcomes

PROGRESS statement- *How will we know we've made progress?*

- **When: Time line, date, meaningful to the family, <u>when</u> they want to see this change happen**

- **What: Criteria-describes <u>what</u> the change will "look like" or "what will be happening"**

- **How: Procedure-how will the IFSP team know that the criteria is met**
  - **Who: Who will report this?**

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The IFSP Form: How to Document Child/Family Outcomes

Child / Family Outcome
Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services? For example, "I would like Joey to be able to sit at the table and eat a meal with the family." Outcome # 1 We would like Nicholas to communicate his wants and needs to us using signs or words, in socially appropriate and safe ways.
Tell us what progress will look like. When would you like to see this happen? For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week." By Christmas 2014, parents will report that Nicholas can use 10 or more signs or words to express his wants and needs, such as "hunger," "thirst," "more," "help," or "all done."

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Outcome for Gianna

- Frequently parents will offer very little or too much information to formulate an outcome from what their initial statements

- Open-ended question to help the family *describe* what they want to see, specifically, for their child will assist in the discussion and the development of the outcome with the progress statement

- Here is what Gianna's team came up with based on mom's desires for her daughter...

Child / Family Outcome
Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services? For example, "I would like Joey to be able to sit at the table and eat a meal with the family." Outcome # 1 We want Gianna to use more words so that we can understand what she needs during dinnertime.
Tell us what progress will look like. When would you like to see this happen? For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week." By Grandma and Grandpa's 40th wedding anniversary (November, 2016), we would like Gianna to sit in her highchair during dinner and tell us with words or signs if she wants more food or if she is finished eating and would like to get down.

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Lesson 3

Individualized Family Service Plan
Functional Outcomes and Strategies

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IFSP Outcomes-Moving to Strategies

Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?
For example, "I would like Joey to be able to sit at the table and eat a meal with the family."
Outcome # _____

Tell us what progress will look like. When would you like to see this happen?
For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."

Strategies: *Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.*

	During daily activities, your family (and/or childcare provider) should continue to:
1	
2	IFSP team members will support your family to use the following ideas and strategies: •

Referrals or assessments that would be helpful:

Why Look at Routines?

How Children Learn

- Natural learning opportunities
- Every day routines and activities of children and families
- Within family and community life

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. Young Exceptional Children, 4(3), 18-25. (Erratum in Young Exceptional Children, 4(4), 25)

Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. Infants & Young Children, 14(1), 1-13.

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

Context for Learning: Child Interest and Competence

Interests

Exploration and Mastery

Learning Activities

Engagement

Competence

Dunst, C. J., Herter, S., & Shields, H. (2000). Interest-based natural learning opportunities. Young Exceptional Children Monograph Series No. 2: Natural Environments and Inclusion, 37-48.
Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

Interest-based Learning

Children's interests influence:

•Participation in activities

•Level of engagement in activities

•Amount of practice of new skills

•Development of new competencies

•Sense of mastery

Raab, M. (2005). Interest-based child participation in everyday learning activities. CASEinPoint, 1(2). Retrieved from http://www.fippcase.org/index.php

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Defining Engagement

"...amount of time children spend interacting appropriately with their environment."

McWilliam, R.A. (April, 2010). Enhancing Services in Natural Environments [webinar]. Retrieved from http://www.ectacenter.org/~pdfs/calls/2004/partcsettings/mcwilliam.pdf

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Engagement of Children with Disabilities

"Children with disabilities spend more time non-engaged (e.g., wandering around, crying or waiting) than do their typically developing peers."

McWilliam, R.A. (n.d.) Engagement. Siskin Children's Institute. Retrieved August 2012 from http://www.siskin.org/www/docs/112.181

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Practice for Children with Disabilities

• Research on young children with disabilities tells us they need even more practice: **twice as much for 50% delay**, etc.

• **They need opportunities to learn** – in context (walking on rugs and yards and gravel); instruction, coaching and most of all. . . *practice*!

Practice Occurs in Everyday Routines

Mahoney, G. (2008). The critical role of practice in the early childhood curriculum. Presentation at South Carolina Early Intervention Conference for Families and Providers.

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Mastery

Mastery of functional skills occurs through **high-frequency**, naturally occurring activities in a **variety of settings** that are consistent with family and community life.

Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. Infants & Young Children, 14(1), 1-13.

Dunst, C. J., & Bruder, M. B. (1999). Family and community activity settings, natural learning environments, and children's learning opportunities. Children's Learning Opportunities Report, 1(2).

Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. Topics in Early Childhood Special Education, 21(2), 68-92.

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. Young Exceptional Children, 4(3), 18-25. (Erratum in Young Exceptional Children, 4(4), 25)

Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2002). Young children's participation in everyday family and community activity. Psychological Reports, 91, 875-897.

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp.

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Keys to Development

- Child's opportunities to practice are increased when parents/caregivers/teachers:
  - select everyday activities that are interesting to the child or foster situational learning
  - are responsive to a child's play
- Without adequate practice to master a fundamental skill, a child cannot move to the next developmental level
- *It takes the time it takes!*

Mahoney, G. (2008). The critical role of practice in the early childhood curriculum. Presentation at South Carolina Early Intervention Conference for Families and Providers.

Raab, M. (2005). Interest-based child participation in everyday learning activities. CASEinPoint, 1(2). Retrieved from http://www.fippcase.org/index.php

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Strategies Focus on Successful Participation

What will we do to accomplish the outcome?

- Strategies should strengthen family and caregivers capacity to use multiple routines and activities as learning opportunities
- Successful participation **=** learning and practice **= *mastery of skills***
- Strategies should also help families and caregivers figure out how to address challenging activities by improving the child's skills, making adaptations so she/he can be more successful

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Parents and Caregivers Influence Learning

- What happens **between intervention visits** is most critical for learning
- The consistent adults in a child's life have the greatest influence on the child's learning and development – **not providers**
- All families/caregivers have **strengths and capabilities that can be used to help their child** develop and learn

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Slide 1

Shifts in the Role of the Early Intervention Provider

Previous Child-Centered Practices	Current Family-Centered Practices
Provider is Expert ... activities to alle... the child's de...	identifying activ... family are inter...d i... engagement Provider is Coach
Professional in the primary interactive role with and doing something "to" the child	Professionals working as collaborative "coach" to support families (from the side) as they help their child
Showing strategies to the families and then asking them to fit them into their daily routines	Professionals assisting families in identifying routines that will support the desired outcomes
Providing services by pulling a child out of or away from their peers or siblings	Focusing intervention strategies on the caregivers ability to promote the child's participation in naturally occurring, developmentally appropriate activities with peers and siblings

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Slide 2

Strategies to Meet Functional IFSP Outcomes

Strategies and objectives specify **who** will do **what** in **which** everyday routines, activities and places.

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Slide 3

Home Routines and Activities

Exploring · Bathtime · Shopping · Outdoor Play · Mealtime · Families' Own Special Routine · Bedtime

Slide 4

Routines & Activities in Early Care Centers

Snack Time · Outdoor Play · Clean up Time · Free Play · Circle Time · Music Time · Center's Special Event

26.

Slide 1

Developing Strategies
to Meet Functional IFSP Outcomes

Strategies must:

- Help achieve the outcome

- Be based on how all children learn throughout the course of everyday life, at home, in early care and education settings, and in the community

- Be developmentally appropriate for the child

- Focus on naturally occurring learning opportunities whenever possible Build on familiar activities and routines, and

- Describe who will do what.

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Slide 2

Developing Strategies
to Meet Functional IFSP Outcomes

Strategies must:

- Help achieve the outcome
- Be based on how all children learn throughout the course of everyday life, at home, in early care and education settings, and in the community
- Be developmentally appropriate for the child
- Focus on naturally occurring learning opportunities whenever possible Build on familiar activities and routines, and
- Describe who will do what.

  - Support primary caregivers to provide children with everyday learning experiences and opportunities that strengthen and promote a child's competence and development

  - Support learning that occurs in context of things that have high levels of interest and engagement for child and family

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Slide 3

Outcome Checklist

			Outcome Statement
Yes	No	N/A	
			Describes what we want to see for child/family as a result of Early intervention supports and services
			Meaningful to the family
			Written in the family's words as much as possible.
			Written in a way that all team members can understand
			Developmentally Appropriate

			Progress
Yes	No	N/A	
			The timeline reflects an event or date that is meaningful to the family
			Indicates who will observe/report the progress
			Observable and Measurable
			Uses the name of family members, pets, friends, favorite toys or activities as part of the context for measure
			Describes what progress will look like

			Strategy
			Has high Child Interest (fun factor) — Engagement
			Written in a way that all team members can understand
			Describes the way the service will be delivered using verbs (i.e., consult, provide, assess, design, support, explore)
			Tells us who would will be implementing the strategy
			Takes place within the activities and environment of the child and family
			Incorporates preschool readiness skills when possible
			Developmentally Appropriate

Service providers?
Care givers?
Siblings?
Peers?

intervention is described

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Slide 4

"Next Steps" as Strategies

Many strategies to achieve an outcome rely on knowing the "next steps" in a child's development.

Resources for "next steps":
- Other professionals
  (i.e. – your Transdisciplinary Team)
- Curriculum-based Ongoing Assessment tools
- Developmental Handouts for Families
  (e.g. – Baby's First Wish)

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Let's Look at What Functional Strategies are *not*...

- Stating that strategies will be provided
  - E.g. – The DS will provide strategies to the family to encourage more word use for Nicholas.
- <u>Solely</u> describing what the caregivers will do = the professionals do not have a role
- Suggestions without any context of daily routines
- Written in jargon specific to professional disciplines

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Strategy Examples

<u>Not This</u>
- "The DS will work with Victor in front of a mirror to encourage oral-motor imitation"

<u>This</u>
- "During play time, Victor and his brother and sister will play games making silly faces in the mirror (making an "o" with his mouth, doing raspberries, sticking out tongue) so that he can see what he is doing and become more aware of how to imitate with his mouth"

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Another Strategy Example

<u>Not This</u>
- "The SLP will introduce new foods and textures."

<u>This</u>
- "The SLP will assist mom to identify 3 new foods to attempt at dinner time. Mom will introduce 1 new food and continue with the same food for one week. Mom will introduce the second new food the second week and so on for three weeks and 3 new foods."

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Child / Family Outcome
Given what you've shared about your family's daily life, what would you like to see happen

Strategies: *Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.*

During daily activities, your family (and/or childcare provider) should continue to:

1. • Parents will continue to use signs with Nicholas (e.g. "more," "help," "all done"). Parents will also continue to ask Nicholas to communicate what he wants before giving it to him, and give him chances to sign "more" at mealtime.

IFSP team members will support your family to use the following ideas and strategies:

2. • Speech therapist will show family signs to use with Nicholas, as well as games to use during playtime and bath-time. SLP will teach family how to hold toys near their mouths when they say the name of the toy before giving it to Nicholas
   • OT will help SLP and family learn how to help Nicholas achieve a quiet state to be able to attend to adults for learning opportunities, social engagement and turn-taking.
   • Speech therapist will coach family to help Nicholas learn to ask for their attention by tapping their arm or saying, "Ma-ma" or "Da-da" (instead of biting).
   • DS and Speech Therapist will coach Family to label Nicholas' emotions, e.g. "You seem angry." Or "You sound frustrated." To help him identify and express his emotions appropriately.

3. Referrals or assessments that would be helpful: None at this time
   Information or resources that would be helpful: None at this time

4. Co-visits between ___OT and SLP_____ will help us coordinate strategies.

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Incorporating Strategies into Routines

- Together with parent identify 2-3 existing routines (ex. snack time, diaper changes, book sharing) during which parent will implement agreed upon strategies.

- Strategies should only require that parents make minor modifications during the routine.

- Early Interventionist will provide modeling and gentle coaching to support parents in incorporating strategy.

Identifying Daily Routines and Activities

Strategies Need to be *Discussed* with the Family

Click on the button below to play a short video of this discussion with Gianna's mom
(it might take a moment to begin playing)

Worksheet for Developing Functional Strategies

Worksheet for Developing Functional Strategies

Worksheet for Developing Functional Strategies for IFSP Outcomes

4. What strategies will help us achieve the changes that we want (considering existing strengths, resources, supports [Column 1], needs/ changes [Column 2] and learning opportunities in everyday routines/activities [Column 3])?	5. Who can help? What roles can team members or others play? (Consider additional assessments and/or referrals to outside agencies as well)

Click here to download the Strategy Worksheet that Gianna's team completed to support their creation of functional strategies.

Adapted from ECTA Center by UNM Center for Development & Disability Early Childhood Learning Network, 2014

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Strategies for Gianna

Child / Family Outcome
Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?

Strategies: *Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.*

1. **During daily activities, your family (and/or childcare provider) should continue to:** use songs and finger motions with Gianna to encourage her imitation skills with both gestures and words. Since Gianna enjoys doing these activities during bath time, encourage her to respond with either words or a sign to request a particular item (e.g. - ducks, bubbles) or song (e.g. - Old MacDonald, Wheels on the Bus).

2. **IFSP team members will support your family to use the following ideas and strategies:**
   - The Developmental Specialist, mom, and the child care staff will discuss and identify which words would help Gianna move through her day and lessen her frustration. The Developmental Specialist will coach mom, dad, and child care staff in using simple signs combined with spoken words to encourage Gianna to imitate more frequently.
   - The Developmental Specialist and the Speech Therapist will observe Gianna during mealtimes at home and at childcare. They will support the family (mom, dad, and older sisters) and childcare staff to ask Gianna a question, such as "Do you want more milk?", and to pause and wait for a response (words or signs) from Gianna before offering anything to her.
   - The Speech Therapist will support the family and the Developmental Specialist to identify specific words and sounds to target and expand upon during routines and activities. For example, identifying specific sounds (da-da, pa-pa, etc.) that could be incorporated into the imitation games that Gianna likes to play during bath time at home and/or water play at child care.
   - The Developmental Specialist will support mom in identifying additional toys or activities that will interest Gianna while dinner is being prepared so that she can be engaged in an activity and also spend less time in her highchair.

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Review

DEVELOPMENT OF FUNCTIONAL OUTCOMES
- differentiate between functional and skill based outcomes
- use what is meaningful to a family to help us develop functional outcomes and measure progress and identify timelines, and
- understand how to write a functional IFSP outcome that can be measured

DEVELOPMENT OF FUNCTIONAL STRATEGIES EMBEDDED IN EVERYDAY ROUTINES
- Understand how to write functional strategies that integrate service into everyday routines, activities and places in order to strengthen and promote a child's competence and development.
- Look at all those individuals who interact regularly with the child to develop strategies that involve not only the parents, but siblings and peers.

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In Conclusion…

- The IFSP process follows a sequence to help each step build upon the previous step
- Children learn best within the context of relationships
- Functional strategies focus on the child's ability to *participate* in her everyday routines and activities (Routines-Based Early Intervention)
- Strategies emphasize the ways in which the professionals will support the *care givers*; they are NOT focused directly on the child

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Routines are the Context

- Intervention occurs between home visits in the context of the child's routines.

- Intervention is provided by the child's parents/caregivers.

- Role of the Service Provider is to support the parents/caregivers in implementing agreed upon strategies in selected routines.

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Follow up Activities to Consider to Increase your Knowledge & Skills!

Individually or in Small Groups Within the Agency:

- Choose 2-3 children on your caseload and review the information from the initial RBI, initial ECO and CME. Review the outcomes and then use the **IFSP Outcomes Checklist** to determine if all of the components are represented.
- Next, choose one family from your caseload and, based on what you now know about the family and what you have learned about functional strategies, consider how you would rewrite the outcomes and/or strategies to meet the criteria in the I**FSP Outcomes Checklist.** Use the supplemental handout **How Do We Implement Strategies,** to enhance your ideas. **PLEASE NOTE:** You CANNOT change the outcomes/strategies on the actual IFSP without Prior Written Notice (PWN) and approval of the family.

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Resources

- Just Being Kids Videos http://www.cde.state.co.us/resultsmatter/rmvideoseries_justbeingkids
- Baby's First Wish- Parent Newsletter http://babysfirstwish.aces.nmsu.edu/babys-first-wish.html
- HELP & AEPS = two examples of curriculum-based ongoing assessment tools
- Routines-Based Early Intervention: Supporting Young Children and Their Families by Robin McWilliam, 2010.

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Guidance Card for FSC's

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