Participant Handouts/ Resources

&

Considerations for the Supervisor

Module 3: Functional Outcomes & Strategies

IFSP Outcomes Checklist

Outcome Statement			
Yes	**No**	**N/A**	
			Describes what we want to see for the child/family as a result of early intervention supports and services
			Reflects the family's priorities
			Functional and meaningful to the family
			Written in the family's words as much as possible.
			Written in a way that all team members can understand
			Written as a positive statement of change

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

Strategy			
Yes	**No**	**N/A**	
			Has high Child Interest (fun factor)
			Developmentally appropriate
			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 (family's typical routines, activities and places)
			Incorporates preschool readiness skills when possible
			Supports peer and/or sibling interactions
			Supports parent/child interactions

Ask these Reflective Questions to Support the Learner...

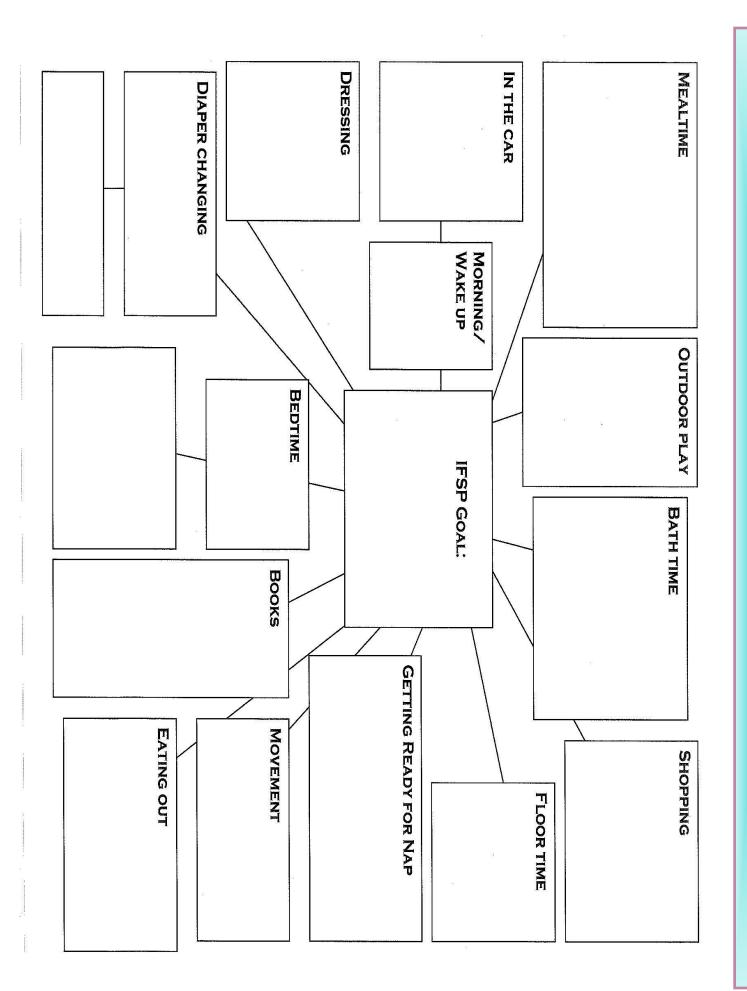- How do you use all of the information gathered from the CME & the RBI to develop the IFSP?

    ◊ NOTE: Does the participant understand how to use the data from the CME to write an effective IFSP?

- How do you ensure that the parent's priorities are reflected in the IFSP outcomes and strategies?

- What if the information in the CME and the parent's priorities differ?

    ◊ NOTE: Does the participant have an understanding of how to integrate both parent input and information from the CME into the process of developing the IFSP?

Consider these questions for yourself as a supervisor...

◊ What can I share from my own experiences in developing IFSP Outcomes and strategies to support staff in this process?

◊ Do I feel comfortable in understanding how to use the IFSP to guide our work with families?

◊ What can I do to support staff that struggle with this process?

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

- How does our agency monitor the quality of written IFSPs?

    ◊ NOTE: Do we have a systematic process for reviewing IFSPs periodically?

    ◊ NOTE: What is the mechanism for providing feedback to staff on the quality of their written IFSPs?

- Do our initial IFSP meetings reflect the process outlined in this module?

    ◊ How do we know this?

- Question

    ◊ What resources might we need to do this?

Supervisor's Considerations

MEALTIME

IN THE CAR

DRESSING

DIAPER CHANGING

MORNING / WAKE UP

BEDTIME

IFSP GOAL:

OUTDOOR PLAY

BATH TIME

BOOKS

MOVEMENT

GETTING READY FOR NAP

EATING OUT

FLOOR TIME

SHOPPING

Ask these Reflective Questions to Support the Learner...

- How do you incorporate the information the parent shares with you about their daily routines into the IFSP?

  ◊ NOTE: Does the participant understand the connection between the RBI process and the development of the IFSP?

- How might you talk about routines during an IFSP meeting?

  NOTE: Does the participant understand how to refer back to the RBI as needed when developing outcomes and strategies during an IFSP meeting - e.g. " I remember you mentioned he has a hard time going to bed".....

- Do you typically struggle developing strategies?

  ◊ NOTE: How thorough is the RBI information?

Consider these questions for yourself as a supervisor...

◊ What do staff need from me to feel more competent in this area?

◊ How do I support staff in seeing the value and importance of this?

◊ How can I build in opportunities to help staff see the connection between daily routines, development of IFSP outcomes and strategies and how this impacts the work with families?

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

- How do we discuss this process as an agency?

  ◊ NOTE: Is this discussed as part of our TTA process?

- Do we have a system for ensuring that RBI information around daily activities and place is reflected in IFSP outcomes and strategies?

  ◊ Follow up/Note: If so what does that system look like? If not, how can we implement a system?

- Are there activities beyond training that we can implement program wide to support skill building in this area?

  ◊ What resources might we need to do this?

Supervisor's Considerations

Worksheet for Developing Functional Strategies for IFSP Outcomes

Outcome/Goal:

1. What strengths, resources and supports are already in place? (*Consider all of the information from the RBI and evaluation processes*)	2. Are changes needed to make these strengths more effective in progressing toward the outcome/goal? (*Consider assistive technology and/or modifications as needed*)	3. What possible opportunities exist within existing family/classroom routines or environments for meeting the outcome (e.g., possible learning opportunities or activity-based learning)
What strengths (e.g., skills, interests, motivators) does the child already have that will help to achieve this outcome?	*What skills does the child need to work on to achieve this outcome?*	*What is the setting in which the opportunity typically presents itself?*
What supports are already in place (e.g., things the family has tried and been successful with, what is currently working) to help meet this outcome?	*What skills/supports does the family/caregiver need to work towards this outcome?*	*How can peers and/or siblings be involved?*

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*)

Ask these Reflective Questions to Support the Learner...

- As a practitioner, what are the most important things you need to consider in developing quality outcomes and strategies?

  - ◊ NOTE: Can the participant identify all of the pieces that need to be considered when developing IFSPs?

- What are the challenges for you in this process?

- What are you still wondering about in terms of writing outcomes and strategies?

  - ◊ NOTE: If a participant needs more support in developing IFSP's, how can you address this?

Consider these questions for yourself as a supervisor...

- ◊ Do I fully understand the components that make up a quality IFSP?

- ◊ If so, how can I ensure that staff are proficient in this area? If not, how can I improve my knowledge and skills in this area?

- ◊ What types of individual support can I offer to staff around this?

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

- As an agency, how do we orient new staff on the development of IFSP outcomes and strategies?

  - ◊ NOTE: Beyond initial training, what other supports do we have in place to support new staff in their understanding of this process?

  - ◊ Is this an area for development?

- What ongoing supports do we provide for existing staff to ensure continuous quality improvement around the IFSP process and development?

  - ◊ Is this an area for discussion for the program?

- Are there opportunities for managers to observe IFSP meetings with families, and provide feedback to staff on the process?

  - ◊ What resources might we need to do this?

Supervisor's Considerations

FIT Program IFSP: Brief Guidance Card for Family Service Coordinators

Initial/Cover Page: *This page captures required demographic information needed for FIT-KIDS.*
1. Make sure to complete all sections.
2. There is added space to list foster parents, biological parents, or social worker.
3. "Physical address" space can be used to write directions or describe where the child will receive services, if other than family home (e.g., grandparents' home or child care).
4. Current Eligibility: Remember, a child may be eligible under more than one category.
5. ICD-9 codes: Only 3 can be entered in FIT-KIDS, but you should document all that apply.

Your Family: *These pages guide conversation with the family and documents their concerns, priorities and resources/ supports.*
  Page 1: Note that you can attach an additional page if needed.
1. If you have already done a routine based interview, this may be a review and summary.
2. If you have not completed the interview, *See Conversation starters below.*
  Page 2: *Note: If you feel it is helpful, you can draw an Eco map on another page.*
  If parent supports are the same as the child supports, you can write "same as above". However, sometimes the people who support the child do not support the parents.

Conversation Starters to Support Your Family Life
o *How does the day begin?*
o *What are mealtimes, naptimes, and playtime like?*
o *Who does your child spend time with?*
o *Does your child attend daycare/childcare? How often? For how much time?*
o *Are some activities more enjoyable than others?*
o *Are some activities more difficult than others?*
o *Note: If the parent/care provider is having a difficult time identifying activities or routines, ask more specific questions about how the child participates in some of the following: dressing, breakfast, watching TV, preparing meals, household chores, nap or bedtime, bath time, lunch and evening meals, yard work, bedtime stories, travel in the car, going to the park or the store, or just hanging out.*
o *Are there any places that you go (e.g., shopping, doctor's appointments) that occur on a less than regular basis (e.g., once a week, every few days)?*
o *Are there other events or activities that occur fairly regularly or on the weekend (e.g., sport events for siblings)?*

Summary of Health Information:
1. Use as much space as needed to summarize the child's health/medical history.
2. Documentation of Vision and Hearing screening results/recommendations is important. Note: There is a place to add/document follow-up results even at a later time.

Present Abilities, Strengths and Needs: *This documents required evaluation/assessment results and the child's strengths and needs in terms of the child's functional skills using the Early Child Outcomes (ECO) format. See the ECO guidance document for more specific questions and guidance. Although the information from this section can be used as measurement during the ECO process, the rating of each Early Childhood Outcome is not done on this page.*
1. Top paragraph: Gives a brief explanation for the family and team.
2. Columns on the left: The three (3) Early Childhood Outcomes with a brief description.
3. Middle two columns: Document the most important strengths and needs based on the evaluation/assessment results and discussion with the parents and team.
4. Column on the right: Document the age ranges/levels from the CME or Annual redetermination of eligibility.

Child/Family Outcome: Summarize areas the family described as challenging in their daily routines and areas of concern from the evaluation to assist the family in identifying possible outcomes.

Conversation Starters to Support Child/Family Outcomes Page
  Outcome:
o *What would you like to do or feel you could do more easily if you had help or more information*
o *What would you like your child to be able to do that would make life easier for you or more fun for your child (at home or in the community)?*

- o *If you could change one activity or routine tomorrow that would make your day go smoother related to your child, what would it be?*
- o *Examples: "I would like Joey to be able to sit at the table and eat a meal with the family." "Sarah to use more words to tell us what she wants."*

Progress:
- o *How will you know that your child/family has made progress toward this outcome?*
- o *What will your child be doing? What will you be doing?*
- o *By when do you want this to happen? Think about special occasions or life events that are meaningful for your family.*
- o *Examples:*
    "By Thanksgiving, Joey will be able to sit at the table and eat a meal with our family without tantrums and we will all enjoy ourselves"
    "By the beginning of summer, Sarah will say more words and be able to ask for the food, drinks and toys that she wants."

Strategies: Remember that strategies should be embedded in the activities that the child and/or family are already doing during their daily activities and/or routines
- o *Describe the way the service will be delivered using verbs (i.e., consult, provide, assess, design, support, explore).*
- o *Which team members will be implementing each strategy?*
- o *Where/when will it take place? During which routines/activities and places?*
- o *How will the team support the child during peer and/or sibling interactions?*
- o *How will the team support parent/child interaction?*

Transition Plan: *At the top are the key dates in the process based on the child's 3ʳᵈ birthday. Make sure to write in all "key dates" and all projected dates (this is a "plan").*

Supports and Services: *Remember: A Prior Written Notice (PWN) is still required.*
1. Amendments: Use this to add, modify or end a service while the IFSP is in effect.
2. Non-FIT services: These are listed separately in the section below the FIT services table.
3. Natural Environments: Required when services are provided in a non-typical setting.

Try to write / type the full service name or abbreviate so the family will understand the services they will receive.

Service Codes	Setting Codes	Funding Source Codes
AT = Assistive Technology **Aud =** Audiology	**H**= **H**ome (may include some services outside of the home)	**M =** Medicaid (fee-for-service)
DI = Developmental Instruction **FSC =** Family Service Coordination	**CBS** = **C**ommunity **B**ased **S**etting (child care, Early Head Start, park, pool, etc.)	**DOH =** Dept. of Health (State General Funds)
FTC&T = Family Therapy, Counseling & Training **HS =** Health Service (to support EI services)	**DDP** = Center based **D**evelopmental **D**elay **P**rogram (< 50% typically developing children)	**O =** Other (SALUD,WIC; Head Start; CYFD; Optum Health
MS = Medical Services (to support EI services) **Nur =** Nursing Services	**IPL** = Center based **I**nclusive **P**rovider **L**ocation (> 51% typically developing children)	
Nut = Nutrition Services **OT =** Occupational Therapy	**OS** = **O**ther **S**etting in the community (Hospital, clinic etc.)	
PT = Physical Therapy		
Psy = Psychological Services		
SLCL = Sign Language & Cued Language		
SW = Social Work Services		
SLP = Speech Language Pathology		
Trans = Transportation (to receive EI services)		
VS = Vision Services		

Signature Page: *Obtain all required signatures and dates. Make sure that family checks all pertinent boxes, signs and dates this page.*

Periodic Review: *Document each time the IFSP is reviewed and check the "type" of review in the appropriate box*
Note: If a 6 month review was delayed, write in the reason for delay.

Please contact your ECN Training and Development Consultant and/or your FIT Provider Manager for more assistance in supporting staff/contractors in developing high quality IFSPs.