



Writing Family-Guided IFSP Outcomes

Writing Family-Guided Outcomes, Activities/Strategies

Measuring how well we are doing is not always easy. However, the more program staff use a decision making process to design and evaluate outcomes the more evidence the program will have to show that services make a difference in the lives of the children and families they serve. Included in this section are ways to think about evaluating outcomes and examples of data collection sheets that will aid us in collecting this information, with the families or other careproviders assistance, in a fun and functional way.

The hard copy version of this packet contains an article by R. A. McWilliam (2001) called Scale of Early Intervention Goal Functionality which can be downloaded from <http://www.fpg.unc.edu/~inclusion/Instruments/instruments.htm>

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OUTCOME PLAN

Child's Name: Courtney

Service: Cognition

Person(s) Responsible: Lou, Shana

Date: 8/18/03

Outcome Statement:

(What is to be accomplished?)

Courtney will show understanding of familiar persons, objects, games and daily routines.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

Shana (Mom) will determine which people, objects, games and routines to target.

Examples:

Persons - mama, daddy

Objects - bottle, favorite toy or pet, body parts

Games - jump, hide and seek, where's _____

Routines - meal, bath, bye bye

Shana will use cues (signs and gestures) with vocalization to help Courtney identify routines, objects, people, and signing examples (signs for eat, milk while asking "do you want to eat," pointing at person and object). Lou will share targeted signs, cues and verbal phrases with day-care and Tiny-k staff so all will be using the same ones.

New objects, games, and routines will be identified as needed - sharing with other team members.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Courtney will demonstrate understanding of at least 10 targeted routines, objects, people and games by looking at, gesturing, vocalizing and using facial expressions. Progress will be shared and documented on home visit notes and reviewed by Shana and Lou.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
8/03		2/04
2/04	5/16/04	5/04

OUTCOME PLAN

Child's Name: Grace

Service: Transition/FSC

Person(s) Responsible: Kim, Jill, George &
Education Agency Staff

Date: 3/5/03

Outcome Statement:

(What is to be accomplished?)

Jill (Mom) and George (Dad) would like assistance in locating a preschool program for Grace.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. Kim will contact the local education agency (LEA) to set up the 90-day meeting. Meeting will be scheduled for May 5, 2003 at 10:00 a.m. Team members from the early intervention program and LEA staff will attend this meeting.
2. George, Jill and other team members will talk about specific details related to preschool needs (options available in community, location, times needed, if her brothers can also go, etc.).
3. Kim will contact local preschool programs to see if they have openings and are willing to have Jill and George come and visit their program.
4. Kim will ask questions of preschool programs including: Are they willing to take a child with Grace's needs? Are they willing to have early childhood special education personnel provide services in their setting? Are they willing to participate in the review/development of an IEP?
5. LEA personnel will schedule evaluations, as needed, and the IEP meeting prior to Grace's third birthday.
6. Jill and George will choose a preschool environment for Grace with the team's input. Special services will be provided at this preschool.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

When Grace is in an appropriate preschool and Jill and George are satisfied with the placement as indicated on the following 3-point scale: 1) very satisfied; 2) sort of satisfied; 3) not satisfied, we want to look for someplace else.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
3/5/03	6/1/03	5/12/03

OUTCOME PLAN

Child's Name: Grace

Service: Speech/Language

Person(s) Responsible: Jill, George, Jane, Sally & Terri

Date: 1/5/04

Outcome Statement:

(What is to be accomplished?)

Jill and George want Grace to communicate by using word combinations to express what she wants. Grace will use words like "all done". Other word combinations will include: "more milk"; "want pizza" during meal time and snack time.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. George, Jill, Jane and Terri will encourage Grace to use a word or words to tell them what she wants by saying "use your words" when she wants something.
2. Sally (SLP) will work with careproviders to demonstrate more ways to encourage Grace's language.
3. Jill, George, Jane and Terri will try these "new" strategies with Grace such as "MaMa snack", "Daddy gone".

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Grace will use at least three "new" word combinations (*for example* - "MaMa snack", "Daddy gone"). George and Jill will use three more strategies: 1) expanding language she uses; 2) giving choices; and 3) playing silly songs, to encourage Grace's language.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
1/5/04	N/A	7/15/04

OUTCOME PLAN

Child's Name: Monica

Service: Speech/Language

Person(s) Responsible: Bill, Liz, Amanda (SLP)

Date: 1/5/04

Outcome Statement:

(What is to be accomplished?)

Monica will use more words so she can tell Bill and Liz what she wants or needs.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. Restate words that Monica uses to clarify them for her and to allow her to hear the words stated correctly. (To label objects/things in her environment.)
2. Use fewer yes/no questions. Use open-ended questions and wait with anticipation for her to respond. ("Tell me about your picture", other "tell" questions, "Which stuffed animal do you want to take to daycare?").
3. Give Monica choices and wait for her to respond.
4. Put an emphasis on final sounds when reading a book, labeling things, and giving choices.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

When Monica has at least 10 words that are understandable, she will have met the outcome. Bill and Liz will circle new words she learns on Monica's word list. Bill and Liz will give the word list to Amanda.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
1/5/04	N/A	7/15/04

OUTCOME PLAN

Child's Name: Kenna

Service: Cognition

Person(s) Responsible: Sarah (mom), Gary (dad)

Date: 9/12/03

Outcome Statement:

(What is to be accomplished?)

Mom and Dad would like Kenna to imitate unfamiliar actions.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. During daily routines demonstrate use of objects and actions with which Kenna may not be familiar. For example, give Kenna a hair brush while mom or dad brush their hair or a toothbrush while watching them brush their teeth. Blow kisses. Put on make-up. Put on clothes.
2. Introduce new or different toys to Kenna. Demonstrate play with toy and encourage Kenna to initiate.
3. Introduce simple finger plays "Open, shut them", "Twinkle, Twinkle", and encourage Kenna to initiate actions.
4. Introduce simple signs to Kenna (eat, more, ball, go, no) and encourage Kenna to initiate.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Outcome will be completed when Kenna initiates these five signs: more, eat, please, go, and no.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
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9/12/03	12/03	12/03
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OUTCOME PLAN

Child's Name: Danielle

Service: Cognitive

Person(s) Responsible: Robin, Betty Ann, Julie

Date: 3/14/04

Outcome Statement:

(What is to be accomplished?)

Betty Ann wants Danielle to have better thinking skills so she is ready for preschool.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. With the assistance of Danielle's team, Betty Ann has identified certain thinking skills she knows Danielle will need in preschool (such as matching, grouping and stacking).
2. During daily activities or routines, Betty Ann, Robin and Julie will create more opportunities for Danielle to practice the identified skills. Such as:
 - Encourage Danielle to match like objects during these activities (dressing, laundry reading time) such as matching socks and matching pictures in a book.
 - Encourage Danielle to group like objects during these activities (playing, clean-up) such as putting all the dolls together versus putting all the trucks together).
 - Encourage Danielle to stack objects during these activities (bathtime, mealtime, reading time) such as stacking sponges and soap in the bathtub and stacking crackers during snack time.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Danielle will be able to match, group and stack objects (three or more items) at least two times a day during her daily routines. Betty Ann, Julie or Robin will create opportunities and observe progress during, and in between, home visits.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
3/14/04	NA	6/04

OUTCOME PLAN

Child's Name: Danielle

Service: Communication

Person(s) Responsible: Robin (FSC), Betty Ann,
Julie (SLP)

Date: 3/14/04

Outcome Statement:

(What is to be accomplished?)

Betty Ann wants Danielle to use more words to communicate her wants and needs to her.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. Activities will focus on creating opportunities for Danielle to communicate (practice). Strategies will be demonstrated by Julie to the family (choice making, objects out of reach, smaller portions, etc.).
2. Other activities will target sounds, and words-repetition of books, games and songs will be used.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Danielle will be attempting more words (20-25) in 3 months. Betty Ann will keep track of new words between home visits. Betty Ann will share the new words with Robin at each home visit.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
3/14/04	NA	9/1/04

OUTCOME PLAN

Child's Name: Katie

Service: Communication

Person(s) Responsible: Jane, Anna, Louise

Date: 1/9/04

Outcome Statement:

(What is to be accomplished?)

Jane would like Katie to speak so that people can understand her.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. During play incorporate more words that use the m, w, and t sounds.
2. Jane (Mom) and Anna (child care provider) will practice using signs and sounds with Katie during meal time, bath time, and bedtime at home and child care.
3. During home visits, Louise will demonstrate strategies for working with Katie including:
 - Playing favorite games when Katie uses her words to "name the game".
 - Label objects in Katie's environment during activities she is interested in.
 - Wait for Katie to use a word before Jane and Anna give Katie the toy or object she wants.
4. Louise will use a notebook to share other strategies (e.g. putting objects out of reach so Katie can request, creating silly situations) with Anna and Jane, as needed. In addition, Anna will share any strategies she uses in the child care setting with Jane and vice versa.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)

Jane will record words that are "more understandable" by using an audiotape of Katie singing or talking or by looking at how many times out of four words Katie will be able to say three that are understandable.

TIMELINE:

<u>Date Began</u>	<u>Date Completed</u>	<u>Date(s) for Review</u>
1/9/04	NA	7/9/04

Outcome Examples

Across the nation, many early intervention programs are writing family-centered outcomes. As programs, we struggle with writing outcomes that are family-centered and jargon free. The first set of outcomes, from Wisconsin, demonstrate outcome statements reflective of the natural environment, while taking into consideration the preferences and choices of the family. The last set of outcomes, from Nebraska, include examples of both child outcomes and family outcomes written in a family-friendly and jargon free fashion.

Examples of Outcome Statements

Outcome Statement: Janie and her brother Mike will play with each other and with other children.

Why is this Outcome Important: The children are close in age and parents want their children to play together, get used to being around other children, and develop play skills.

How Will We Know We Are Successful: Janie and Mike spend time together playing with each other at home, and with other children in other settings.

Strategies and Activities	Where?	When?	Who?	Review/Progress
Find or form play group for both children to participate in.	Community family	1 time a week	Educator, Parent, Family Service Coordinator (FSC), Other community providers, Other children	
Include Mike in Janie's early intervention sessions to work on play skills.	Home, Grandma's house	Weekly	Educator, Speech Language Pathologist, Occupational Therapist, Physical Therapist, Parent, Grandma, Mike	
Support grandma in helping Janie participate in play with Mike and other children who are at grandma's house.	Grandma's house	When occurs	Educator, Grandma, Other children, Mike	
Develop interventions to help Janie learn positive behaviors (e.g., alternative to hair pulling if overstimulated) for interacting with other children.	Play group, Grandma's, house	Weekly	Educator, Parent, Mike, Other children, Grandma	

Services Suggested: Education, SLP, OT, PT, Family Service Coordination

Examples of Outcome Statements

Outcome Statement: Janie will sleep through the night.

Why is this Outcome Important: Sandra and Ronald want to sleep through the night. Janie needs her sleep and has a better day if she sleeps at night.

How Will We Know We Are Successful: Janie sleeps longer periods of time during the night.

Strategies and Activities	Where?	When?	Who?	Review/Progress
Get information about sleep and Cri du Chat to set realistic expectations.	Internet, library, resource center	Within 2 weeks	FSC, Physician, Parent	
Work with medical providers to rule out medical complications including a sleep study.	Medical facilities	Within 6 months	FSC, Parent, Physicians	
Explore alternative interventions to encourage sleep (e.g. supplements, environmental arrangements, aromas)	Home, community, pharmacy	Over 6 months	Parent, FSC, Alternative providers	
Develop a plan (e.g. routines, behavioral strategies) to incrementally increase length of sleep periods	Home	Each night	Educator, Parent, Behavioral consultant	

Services Suggested: Education, OT, Family Service Coordination

Examples of Outcome Statements

Outcome Statement: Sandra and Ron want more information on alternative forms of communication.

Why is This Outcome Important: Sandra and Ron want to make more informed choices about the best means of communication for Janie.

How Will We Know We Are Successful: Sandra and Ron have made decisions about a communication system for Janie.

Strategies and Activities	Where?	When?	Who?	Review/Progress
Research the range of possible roles a Speech Language Therapist can play in developing Janie's communication	Home, Community	1 month	FSC, Family, SLP	
Provide information about the different approaches to alternative and augmentative communication systems to understand the different philosophies and applications.	Home, Community, Library, Internet	Over 2-3 months	SLP	
Get information about sign language classes offered in the community.	Home, Community	Within 1 month	FSC, SLP	
Experiment with different communication methods (e.g., signs, boards, "Big Mac") to see if any of them attract Janie's attention.	Home, Community	1 x/week ECD Throughout routines	SLP, Educator, Parents, Other kids, Other providers	

Services Suggested: SLP, Family Service Coordination, ECD

Adapted with permission from: IFSP training materials developed by the Wisconsin Birth to 3 Personnel Development Project, Waisman Center, University of Wisconsin-Madison (Funded by the Wisconsin Department of Health and Family Services, Birth to 3 Program). Retrieved October 1, 2003 from <http://www.waisman.wisc.edu/earlyint/NATENVIR/JANIESIFSP.HTML>

More Outcomes for Practice

Think about ways you can make these better...

Child Outcomes:

- * John will have oral intake only of foods/liquids.
- * Austin will receive a waiver for disability services.
- * Teresita will use many ways to let her family know what she wants.
- * Shawny will lift and turn her head.
- * Karla will use words or signs functionally (e.g. requesting, making choices, and communicating wants/needs).



Family Outcomes:

- * Parent will have full-time employment outside of home.
- * Parents will have had at least two breaks from full-time responsibilities of care-taking for children.
- * Kids will be going to bed at a reasonable time.
- * Family will have primary responsibility for coordinating Sophia's care.
- * Mother will be aware of where child is developmentally in speech and language and know what to expect him to do in the future.

Adapted from IFSP Web. (n.d.) *Nebraska's Individual Family Service Plan*. Nebraska Department of Education, The Nebraska Health & Human Services System, and the University of Nebraska/Lincoln. Retrieved April 30, 2004, from <http://nncf.unl.edu/ifspweb/specific.html>

The Scale of Early Intervention Goal Functionality

The *Scale of Early Intervention Goal Functionality* (McWilliam, 2001) is a way for early intervention staff and practitioners to evaluate how they are doing when writing outcomes with families. Here, the author uses the word “goal” most frequently but the word “outcome” can be easily substituted in these examples. Please take the time to use this tool to gather an understanding of how you and/or your program’s IFSPs reflect functionality across natural settings and routines. You may use your own IFSPs or use the examples included with this packet (in this section) to see how they “measure up” to each other.

This article can be downloaded from <http://www.fpg.unc.edu/~inclusion/instruments/instruments.htm>