



Service Coordination & Family Assessment: Setting the Stage for Functional IFSP Development

DAY 5

Walk-A-Bout	3
Notes Page	4
IFSP Outcomes & Criteria	5
IFSP Outcomes Activity	8
Developing Family-Centered Outcomes with Your EI Team	9
One Minute Write Up –Functional Outcomes are....	10
Informed Family Decision-Making Practices Checklist	11
Evaluation	12

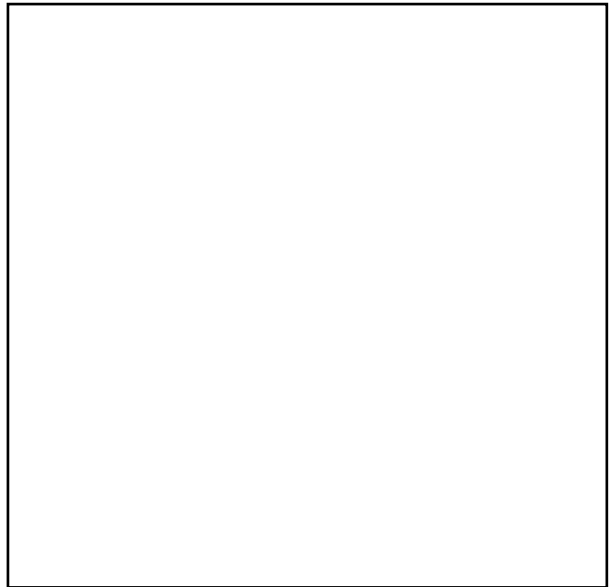
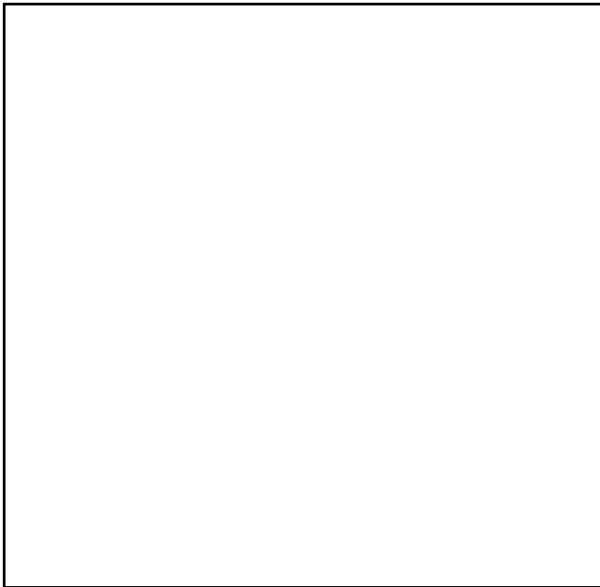
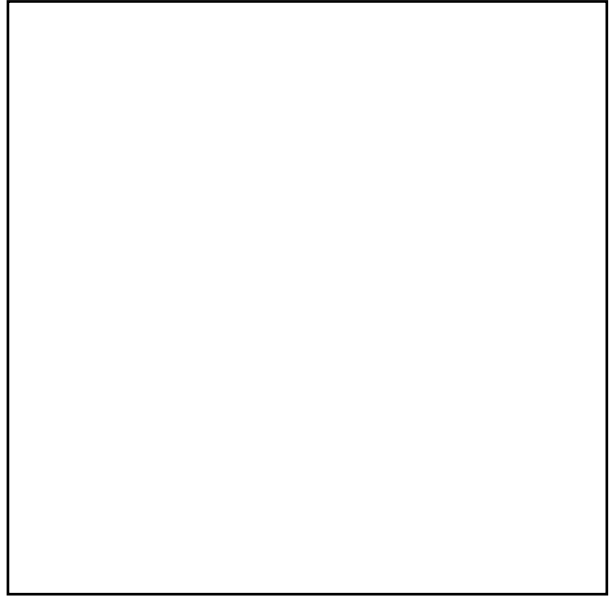
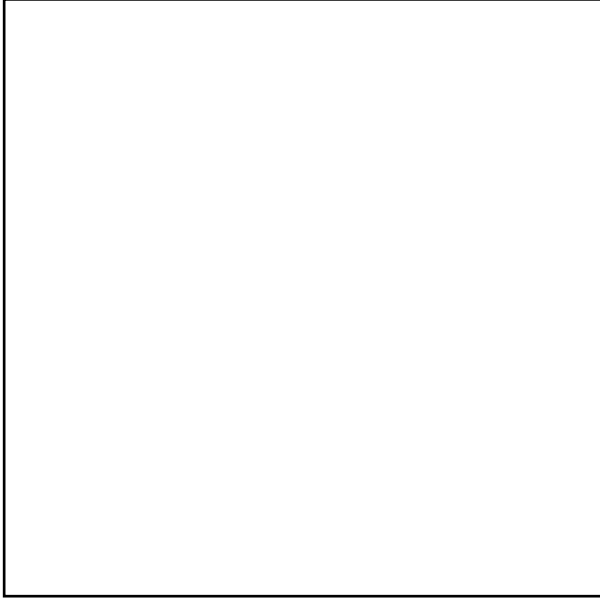
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Walk-a-bout





My Notes & Next Steps

IFSP Functional Outcomes

Child Outcomes

Two types of child outcomes:

- Participation-based
- Routine/activity-based

Child outcomes should:

- Enhance learning through functional participation in everyday activities (child is learner/actor)
- Be important and meaningful to the family/caregiver (priorities)
- Expand activity settings so child can be competent
- Be based on child's interests

Family Outcomes

Two types of family outcomes:

- Participation-based
- Resource-based

Family outcomes should:

- Enhance capacity of (family is learner/actor)
- Support accessing community resources and supports (service coordinator supported)
- Be important and meaningful to the family/caregiver (priorities)
- Be based on family's interests

Step 1: Determine the functional area(s)	Eating
Step 2: What routine(s) does this affect?	Meal time with the family
Step 3: Child will participate in [routines in question]	"Kim will eat with her Family at mealtime..."
Step 4: "by _____ing" (address specific behaviors)	"...eating the foods they eat."

High Quality IFSP Outcomes...

- Be based on the family's priorities & concerns
- Describe both the child's strengths & needs based on functional assessment
- Emphasize the child's participation in a routine
- State specifically, what the child will do? (i.e., in an observable & measurable manner)
- Address a skill that is necessary or useful for participation in home, "school," or community routines.
- Have a meaningful & generalized acquisition criterion (i.e., one that shows improvement in functional behavior). *(We will know he can do this when he holds a spoon for 2 minutes at lunchtime.*

Rating IFSP Outcomes...

- The outcome is necessary and functional for the child and family's life
- The outcome reflects real-life contextualized settings
- The outcome is discipline free
- The outcome is jargon free, clear, and simple
- The outcome emphasizes the positive
- The outcome avoids passive words, such as, tolerates, receives, improves, maintains....

Taken from Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2012). *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers*

Developing Criteria, Procedures and Timelines

- **What** are the ways in which the family and team will work toward achieving this outcome?
- **Who** will help and what will they do?
- **How** will the team know they've made progress or if revisions are needed to outcomes or services?

Step 5: Add a criterion for demonstration the child has acquired the skill	We will know she can do this when she eats at least two of the foods the rest of the family eats
Step 6: Add another criterion for generalization, maintenance, or fluency, if appropriate <ul style="list-style-type: none"> • Across routines, people, materials, places, etc. • Over time (see following step) • Rate of behavior 	during each mealtime
Step 7: Over what amount of time?	for one week

IFSP Outcomes Activity

Outcome: Marta will participate in range of motion strengthening exercises.

Criteria	Yes	No
Necessary & functional for the child's & family's life		
Reflects real-life contextualized settings (not test-items)		
Jargon-free, clear and simple		
Discipline-free		
Avoids the use of passive words (e.g. tolerate, receive, improve)		
Emphasizes the positive		
Is based on family priorities and concerns		

Outcome: Walker will make some friends at story time at the library so that he can join in play.

Criteria	Yes	No
Necessary & functional for the child's & family's life		
Reflects real-life contextualized settings (not test-items)		
Jargon-free, clear and simple		
Discipline-free		
Avoids the use of passive words (e.g. tolerate, receive, improve)		
Emphasizes the positive		
Is based on family priorities and concerns		

Outcome: Angel will participate in reciprocal turn taking during one-on-one facilitation.

Criteria	Yes	No
Necessary & functional for the child's & family's life		
Reflects real-life contextualized settings (not test-items)		
Jargon-free, clear and simple		
Discipline-free		
Avoids the use of passive words (e.g. tolerate, receive, improve)		
Emphasizes the positive		
Is based on family priorities and concerns		

Outcome: Ahmet will choose his foods during snack by pointing or looking at the choices his parents provide so that his family will know what he likes.

Criteria	Yes	No
Necessary & functional for the child's & family's life		
Reflects real-life contextualized settings (not test-items)		
Jargon-free, clear and simple		
Discipline-free		
Avoids the use of passive words (e.g. tolerate, receive, improve)		
Emphasizes the positive		
Is based on family priorities and concerns		

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Adapted from Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2012). *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers*. Retrieved from <http://ectacenter.org/~pdfs/pubs/rating-ifsp-iep-training.pdf>

Developing Family-Centered Outcomes with Your EI Team

Families are an important part of the early intervention (EI) team. That's because warm family relationships set the stage for children's later growth. Your service providers are there to support you in ways that really work, or *function*, for you and your child. The words *functional outcomes* or *family-centered outcomes* describe the ways that EI services can benefit families and children. The EI team chooses outcomes that relate to your family's main concerns, or *priorities*.



What Are Family-Centered Outcomes?

Family-centered outcomes are statements describing changes and benefits that you and your family want to see for your child or yourselves. Your team can measure progress toward meeting these outcomes to see if the changes and benefits have occurred. Keep in mind that your priorities and outcomes may change over time as your child grows and learns.

Why Are Family-Centered Outcomes Important?

Identifying priorities for your family as well as your child helps you know what you want and need out of EI. Before you and the other members of your child's team prepare or revise an Individualized Family Service Plan (IFSP), ask yourself two things: "What benefits do I want my child to receive from EI?" and "What will be different or better for my child and family when these changes occur?" You and your IFSP team may want to review these questions every few months.

What Do Family-Centered Outcomes Look Like?

Here's an example. The Tyler family is concerned that Sasha, who has a diagnosis of autism, is unable to express her needs in ways they can understand. She has frequent tantrums, especially during meals, snacks, and play. A family priority is to help Sasha express her needs and to reduce her tears and crying. To achieve this family-centered outcome, the EI provider and family will teach and support her in signing to communicate her needs. The team identified several strategies to do this—some for Sasha and some for other family members. They wrote: "We want Sasha to use gestures, signs, or words during her daily routines to communicate her needs and reduce the number of tantrums."

The provider and family can measure several things to see if they are making progress in meeting their outcomes. For example:

- Is Sasha using the signs she has learned during daily routines? (Does she sign for "more" milk or to say "done" at mealtimes?)
- Do family members respond to her signs or gestures (by providing help)?
- Does the number of Sasha's tantrums decrease during routines when she signs?

 For more information on developing family-centered outcomes with EI service providers, see the Illinois Early Intervention Clearinghouse Web site at <http://eiclearinghouse.org>.

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.



One Minute Write Up – Functional Outcomes are....

Please share the words you use to describe functional outcomes to ensure families understand the intent & process prior to the IFSP meeting.



Informed Family Decision-Making Practices Checklist

This checklist includes the kinds of practitioner help-giving practices that can be used to engage parents in informed decision-making in ways that are responsive to family concerns and priorities.

The help-giving behavior include practices that provide parents information, advice, and guidance in ways that lead to the identification of child, parent, or family outcomes and the resources and supports needed to achieve those outcomes. The practices are used in conjunction with family-centered

practices and family engagement practices.

The checklist indicators can be used by a practitioner to plan interactions with a parent or other family member to engage them in making informed choices about courses-of-action to address family concerns and priorities. The checklist rating scale can be used to do self-evaluation to determine if the practice characteristics appropriate to a family's situation were used as part of practitioner-parent interactions.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of prompting informed family decision-making:

	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Interact with the parents in ways that are sensitive and responsive to the family's unique situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Engage the parents in descriptions of their concerns and priorities, including their interests and aspirations for the family and their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Engage the parents in identifying family concerns, priorities, and circumstances that are most important to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Summarize the parent-identified concerns and priorities in a way that provides opportunities for the parents to set goals and desired outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Engage the parents in descriptions of the types of supports and resources that would be most helpful for achieving identified goals and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide the parents information about additional supports and resources they might consider to achieve identified goals and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Together with the parents, develop and implement an intervention plan to obtain identified supports and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



COLLEGE OF EDUCATION

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Early Intervention Training Program at the University of Illinois

Children's Research Center, MC 672

51 Gerty Dr., Room 105

Champaign, IL 61820

Dear Training Participant,

We are conducting a study on the impact of our training program on practices of early intervention providers. This study is part of the work of the Early Intervention Training Program at the University of Illinois. For purposes of this study, we would like to invite you to participate by completing the training evaluation form related to this training as part of the study. ***By completing this evaluation, you are consenting to be a part of this research study.***

The evaluation can be completed in approximately 5-10 minutes. You do not have to answer any of the questions that you do not wish to answer. You will not be required to include your name in the form. Furthermore, we will be aggregating the data from the completed evaluation and analyzing them as a group. Upon completion of the project, we will destroy all the individual data collected from this study. Results of this study will be used for a final report due to the Illinois Department of Human Services, journal articles, and conference presentations. In any publication or public presentations related to this study, pseudonyms will be substituted for any identifying information.

We want to assure you that information derived from your completed evaluation forms and artifacts will be held in strictest confidence, and that you may withdraw from the study at any time without penalty. Your participation in this project is completely voluntary and your choice to participate or not will not impact your current and future participation in any trainings offered by EITP, your job, and your status in our field. Faculty, students, and staff who may see your information will maintain confidentiality to the extent of laws and university policies. Personal identifiers will not be published or presented. We do not anticipate any risk to this study greater than normal life and we anticipate that this project will contribute to the improvement of training in the area of early intervention.

For questions about your rights as a participant in research involving human subjects, please feel free to contact the University of Illinois Institutional Review Board (IRB) Office at (217) 333-2670 or by email at irb@illinois.edu. You are welcome to call collect if you identify yourself as a research participant.

If you would like a copy of this consent form, one can be provided for your records. Thank you in advance for your consideration of this request. If you have any questions about this request, you may contact me by telephone at 217-300-9661 or toll free 866-509-3867 or via email at suec@illinois.edu

Sincerely,

Susan Connor

Early Intervention Training Program at the University of Illinois

Michaelene M. Ostrosky, PhD

Principal Investigator, Early Intervention Training Program at the University of Illinois

Training Evaluation Form

Please provide feedback on this event sponsored by the Early Intervention Training Program at the University of Illinois (EITP). We appreciate your input and thank you for your time.

Service Coordination & Family Assessment: Setting the Stage for	
Training Event Title: <u>Functional IFSP Development - DAY 5</u>	Date: _____
Presenter(s): _____	City: _____

CFC(s) you work with: _____ **Position/Role (check one):** ☐ Billing/Admin/Support Staff
☐ CFC Manager ☐ DT ☐ DT-H ☐ DT-V ☐ Family Member ☐ Interpreter/Translator ☐ LIC Coordinator ☐ Nurse/Nutritionist
☐ OT/OTA ☐ PL ☐ PT/PTA ☐ SC ☐ Lead SC ☐ SES ☐ SLP/SLPA ☐ SW/Psych/LCPC ☐ TA Rep. ☐ Other: _____

Length of Time in Profession: ☐ Not Yet in EI System ☐ < 1 Year ☐ 1-3 Years ☐ 3-5 Years ☐ 5-10 Years ☐ >10 Years

Length of Time in EI System: ☐ Not Yet in EI System ☐ < 1 Year ☐ 1-3 Years ☐ 3-5 Years ☐ 5-10 Years ☐ >10 Years

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
(1) This activity included discussion, critique, or application of what was presented, observed, learned, or demonstrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Today's training is applicable to the knowledge and skills needed for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) The training increased my skills to support families to understand their child's strengths, abilities, and special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) It was clear that the activity was presented by persons with education and experience in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) The material was presented in an organized, easily understood manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) I have gained the knowledge and skills to effectively implement evidence-based practices in early intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) I have increased my ability to support families to help their child develop & learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) I have increased my ability to gather information from families for planning and implementing of the IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9) I have increased my skills to assist families in knowing their rights and advocating effectively for their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) I have increased my skills in working with other team members in the EI system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(11) I have increased my understanding of the interpreter/ translator's role in the EI system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(12) What is the best feature of this training session?

(13) What ideas or strategies are you inspired to implement in your practice as a result of this session?

(14) What are your suggestions for improvement (if any)?