**logo-text-breaks**

***Rating IFSP Outcomes/IEP Goals: Placemat Activity Instructions***

***Participation-based and High Quality vs. Skills-based and Substandard Outcomes and Goals***

**Background**

This training activity was created to support participant’s understanding of the criteria needed to develop and write high quality, participation-based IFSP outcomes and IEP goals. The term “functional” is often used to describe what outcomes and goals ought to be, yet many providers struggle to define what makes a goal functional. Still others struggle with making goals and outcomes meet the criteria set forth in regulations, as well as be meaningful for families. A review of existing resources developed by national experts provided a framework for considering both IFSP outcomes and IEP goals to determine if the goals are high quality and support the child’s participation in everyday routines and activities.

The key to supporting the development of high quality, participation-based outcomes is creating a clear and deliberate link between every step of the IFSP/IEP process, beginning with interactions with the family during initial contacts and referral through the development of the IFSP/IEP, and beyond. Critical to this process is the fundamental belief that children learn best through the participation in everyday activities and routines with familiar people. Also critical to this process are three important skills for providers:

* The ability to understand how to gather information from families throughout the process,
* The ability to conduct a functional assessment that gives a clear picture of the child’s abilities and needs in the child’s natural, everyday settings, activities and routines, and
* The ability to use the information to develop goals and outcomes.

Throughout the process of gathering information from families, special attention should be paid to the information the family shares about what’s working well for them, as well as what is challenging. When paired with the provider’s knowledge of early development and functional assessment occurring in multiple situations and settings, and over time, information from families provides all that is needed to develop high quality, participation-based outcomes and goals.

**Criteria Defining High Quality, Participation-Based Outcomes and Goals**

1. **IFSP Outcomes**

The National Early Childhood Technical Assistance Center reviewed expert-generated resources and identified six key criteria that define IFSP outcomes as high quality and participation based. They are:

* The outcome statement is necessary and functional for the child and family’s life.
* The statement reflects real-life contextualized settings (e.g., not test terms).
* The wording of the statement is jargon-free, clear and simple.
* The outcome is discipline-free.
* The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain).
* The wording emphasizes the positive.

When the child’s contextual information is available (e.g., assessment information, the child’s IFSP) the following IFSP outcome criteria should also be evaluated:

* The outcome is based on the family’s priorities and concerns, and
* The outcome describes both the child’s strengths and needs based on the information from the initial evaluation or ongoing assessment.

1. **IEP Goals**

The National Early Childhood Technical Assistance Center used nationally respected sources to identify six key criteria for evaluating the quality of IEP goals. These include:

* The goal describes how the child will demonstrate what s/he knows.
* The goal is measurable and observable. Clear strategies and/or accommodations are included.
* The goal describes the conditions in which the child will demonstrate progress, and does not name a placement or educational environment.
* The goal is written in plain language and is jargon-free.
* The goal describes the child’s involvement in age-appropriate activities to address ‘academic and functional’ areas.
* The wording of the goal emphasizes the positive.

When the child’s contextual information is available (e.g., assessment information, the child’s IEP), the following IEP goal criteria should also be evaluated:

* The goal includes what the child is doing now and includes the family’s input and concerns.
* The goal is achievable in one year and specific timelines are noted.
* The goal details special factors related to communication, assistive technology and support specific to the child’s disability and/or English language learning.

**IFSP Placemat Activity**

1. **Placemat Preparation**
2. The IFSP Outcome Cards (Appendix A) contains 22 IFSP outcome statements (3 per page). Print the outcomes statements on card stock and cut each statement to coincide with a 4x6 card.
3. One set of outcome statements will make 22 cards. One set of 22 cards goes with each placemat. Make as many sets as needed for the group completing the activity.
4. Print the IFSP Placemat (Appendix B) on a white piece of 8x11 ½ paper and laminate.
5. **Activity Instructions**
6. Give one placemat and one set of 22 outcome statement cards to each group. Be sure to shuffle the cards so that outcome statements are not in the order they are on the answer key.
7. Have each group put a card in the center of the placemat and draw a grid (shown below) around the outcome statement on the card.



1. Within each small group, have the participants discuss and rate the outcome statement by writing “yes” or “no” in each quadrant, based on whether the statement meets each of corresponding criteria.
2. Repeat for each card.
3. Have them separate the cards into “good” statements and “bad” statements. Any statement with a “no” in any quadrant goes into the “bad” pile.
4. Pass out the answer key to groups as they are finishing up and ask them to compare their responses to the answer key. The IFSP Answer Key can be found in Appendix C of this document.
5. Debrief with the group, asking questions such as:
   * Where did you get stuck with an outcome statement? (listen for varying interpretations of the criteria)
   * How might this activity help you in your work and within your team?
   * What additional supports do you need to help you successfully identify whether or not an IFSP outcomes is of high quality and is participation-based?

Other questions may be added to the debriefing by those using the activity to fit the context of the participants and their learning needs.

**IEP Goal Activity**

1. **Placemat Preparation**
2. The IEP Goal Cards (Appendix D) contains 24 IEP goal statements (3 per page). Print the goal statements on card stock and cut each statement to coincide with a 4x6 card.
3. One set of goal statements will make 24 cards. One set of 24 cards goes with each placemat. Make as many sets as needed for the group completing the activity.
4. Print the IEP Placemat (Appendix E) on a white piece of 8x11 ½ paper and laminate.
5. **Activity Instructions**
6. Give one placemat and one set of 24 cards to each group. Be sure to shuffle the cards so that goal statements are not in the order they are on the answer key.
7. Have each group put a card in the center of the placemat, and draw a grid (shown below) around the goal statement on the card.



1. As a small group, have the participants rate the statement by writing “yes” or “no” in each quadrant, based on whether the statement meets each of the corresponding criteria.
2. Repeat for each card.
3. Have them separate the cards into “good” statements and “bad” statements. Any statement with a “no” in any quadrant goes into the “bad” pile.
4. Pass out the answer key as they are finishing up and ask them to compare their responses to the answer key. The IEP Answer Key can be found in Appendix F of this document.
5. Debrief with the group, asking questions such as:
   * Where did you get stuck with a goal statement? (listen for varying interpretations of the criteria)
   * How might this activity help you in your work and within your team?

**Using the Placemat Activity**

The placemat activity is designed to be used in multiple ways with different kinds of groups. It may be used by groups that are either familiar with just the IFSP or the IEP or in groups where participants are mixed in their experience. In those situations, it is suggested that participants sit at tables with others who are familiar with the IFSP or IEP, so that they can work through the criteria together.

In the instances where this activity will be used with both groups, the IFSP and IEP placemats may be printed on the same paper (front and back) and then laminated.

**Alternate Activity**

A blank Outcomes Rating Sheet has been provided for both the IFSP outcomes and the IEP goals. These documents are available in Appendices G and H. This version may be used even when the placemat and cards are not used.

In this version of the rating activity, participants can write “yes” or “no” in each box under the criteria to rate outcomes or goals. Participants can then compare their answers by looking at the IFSP Outcomes Answer Key (Appendix C) or the IEP Outcomes Answer Sheet (Appendix D).

**Appendix A:**

**IFSP Outcome Cards**

Lily will go fishing with her family and hold her own fishing pole.

Romeo will go visit grandma and ride in his car seat all the way to her house.

Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school.

Leroy will play together with his brother and express himself without hitting.

Kamika will sleep through the night.

Marcus will play in the backyard getting around on his own using his walker.

Walker will make some friends at story time at the library.

Phu will eat enough food so he can gain weight and not have to have surgery.

Miles will be happy and relaxed when his mom leaves him at child care.

Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide.

Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier.

Davis will talk more and pronounce words better.

Bonnie will use a pincer grasp to flip a switch.

Marta will participate in range of motion and strengthening exercises.

Robin will stop having tantrums at separation.

Miguel will improve his sleeping patterns 4 out of 5 times.

Angel will participate in reciprocal turn taking during one-to-one facilitation.

The occupational therapist will assist Jana in grasping objects.

Marcus will stack 4 blocks.

Lanesha will gradually stop eating baby food and eat more solid foods.

Thomas will tolerate lying on his stomach for 10 minutes without crying.

I want my child to walk.

**Appendix B:**

**IFSP Placemat**

|  |  |  |
| --- | --- | --- |
| The  Outcome statement  is necessary and functional for the  child’s and family’s  life. | **Rating IFSP Outcomes**  **Participation-based and High Quality**  **vs.**  **Skills-based and Substandard** | The wording of the statement is jargon-free, clear and simple. |
| The statement reflects real-life contextualized settings (e.g., not test items). |  | The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain). |
| The outcome is discipline-free. | When the child’s contextual information is available, the following IFSP outcome criteria can also be evaluated:   1. The outcome is based on the family’s priorities and concerns. 2. The outcome describes both the child’s strengths and needs based on information from the initial evaluation or ongoing assessment. | The wording emphasizes the positive. |

**Appendix C:**

**IFSP Outcomes Answer Key**

**Answers to Activity on Rating IFSP Outcomes:**

**Participation-based, High Quality vs. Skills-based, Substandard**

|  |
| --- |
| **Rating Criteria:[[1]](#footnote-1)**   1. Outcome statement is necessary and functional for the child’s and family’s life. 2. The statement reflects real-life contextualized settings (e.g., not test items). 3. The outcome is discipline-free. 4. The wording of the statement is jargon-free, clear and simple. 5. The wording emphasizes the positive. 6. The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain). |

| **Sample *Participation-based, High Quality,* Child-Focused IFSP Outcomes** | **Participation-based and High Quality? YES or NO** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Necessary/**  **Functional** | **Real-life**  **Contextual**  **Settings** | **Discipline-Free** | **Jargon-Free** | **Positive** | **Not Passive** |
| 1. Lily will go fishing with her family and hold her own fishing pole. | YES | YES | YES | YES | YES | YES |
| 1. Romeo will go visit grandma and ride in his car seat all the way to her house. | YES | YES | YES | YES | YES | YES |
| 1. Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school. | YES | YES | YES | YES | YES | YES |
| 1. Leroy will play together with his brother and express himself without hitting. | YES | YES | YES | YES | YES | YES |
| 1. Kamika will sleep through the night. | YES | YES | YES | YES | YES | YES |
| 1. Marcus will play in the backyard getting around on his own using his walker. | YES | YES | YES | YES | YES | YES |
| 1. Walker will make some friends at story time at the library. | YES | YES | YES | YES | YES | YES |
| 1. Phu will eat enough food so he can gain weight and not have to have surgery. | YES | YES | YES | YES | YES | YES |
| 1. Miles will be happy and relaxed when his mom leaves him at child care. | YES | YES | YES | YES | YES | YES |
| 1. Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide. | YES | YES | YES | YES | YES | YES |
| 1. Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier. | YES | YES | YES | YES | YES | YES |
| 1. Davis will talk more and pronounce words better. | YES | NO | NO | YES | YES | YES |
| 1. Bonnie will use a pincer grasp to flip a switch. | NO | NO | NO | NO | YES | YES |
| 1. Marta will participate in range of motion and strengthening exercises. | NO | NO | NO | NO | YES | NO |
| 1. Robin will stop having tantrums at separation. | YES | NO | YES | NO | NO | YES |
| 1. Miguel will improve his sleeping patterns 4 out of 5 times. | YES | NO | YES | NO | YES | NO |
| 1. Angel will participate in reciprocal turn taking during one-to-one facilitation. | NO | NO | YES | NO | YES | NO |
| 1. The occupational therapist will assist Jana in grasping objects. | NO | NO | NO | NO | YES | NO |
| 1. Marcus will stack 4 blocks. | NO | NO | YES | YES | YES | YES |
| 1. Lanesha will gradually stop eating baby food and eat more solid foods. | YES | NO | YES | YES | NO | YES |
| 1. Thomas will tolerate lying on his stomach for 10 minutes without crying. | NO | NO | YES | YES | YES | NO |
| 1. I want my child to walk. | YES | NO | YES | YES | YES | NO |

**Appendix D:**

**IEP Outcome Cards**

Given support by a familiar adult, Jayne will play in variety of ways (showing play interactions such as pretending to cooking, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day.

When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time.

Ethan will use picture symbol cues to complete self-care routines such as hand washing and tooth brushing, with only occasional verbal reminders each day.

Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as – “I am round and red and you eat me —

What am I?”).

When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day.

When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day.

Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time.

Dianna will clear her snack or meal items at the end of each meal without reminders.

Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adult's hand.

Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes.

Kenny will be aware of others feelings and respond with appropriate words or actions most of the time during outdoor play time daily.

With verbal reminders, Juan will put on his jacket by himself each day before going outside.

Gerardo will talk better and do things he likes.

I want my child to talk more so that he is better understood by others.

Gelada will play games with other children.

Ethan will improve his attention to routine tasks.

Chris will play in all centers at Sunshine Child Care each day.

Jay will play with a variety of toys for at least 15 minutes.

Abby will use pincer grasp without pronating at the wrist when using small toys and items.

Daniel will make choices four out of five days.

When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor).

Child will stop crying when coming into the child care center.

Denny will say what he needs and wants independently.

Henry will come in from doing something he likes when told to do so.

**Appendix E:**

**IEP Placemat**

|  |  |  |
| --- | --- | --- |
| The GOAL describes how the child will demonstrate what s/he knows. | **Rating IEP Goals**  **Participation-based and High Quality**  **vs.**  **Not High Quality** | The GOAL is written in plain language and is jargon free. |
| The GOAL is measurable and observable. Clear strategies and/or accommodations are included.  . |  | The GOAL describes the child’s involvement in age-appropriate activities to address ‘academic and functional’ areas. |
| The GOAL describes the conditions in which the child will demonstrate progress without naming placement. | When the child’s contextual information is available, the following IEP goal criteria can also be evaluated:   * The GOAL includes what the child is doing now and includes the family’s input and concerns. * The GOAL is achievable in one year and specific timelines are noted. * The GOAL details Special Factors related to communication, assistive technology and supports specific to the child’s disability and/or English language learning. | The wording of the GOAL emphasizes the positive. |

**Appendix F:**

**IEP Outcomes Answer Key**

**Answers to Activity on Rating IEP Goals**

**Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)**

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| --- |
| Rating Criteria:[[2]](#footnote-2)   1. The GOAL is written in plain language and is jargon free. 2. The GOAL describes the child’s involvement in age-appropriate activities to address ‘academic and functional’ areas. 3. The wording of the GOAL emphasized the positive. 4. The GOAL is measurable and observable. Clear and strategies or accommodations are included. 5. The GOAL describes how the child will demonstrate what s/he knows. 6. The GOAL describes the conditions in which the child will demonstrate progress without naming placement. |

| **Sample IEP GOALS** | **Rated as High Quality—YES or No ?** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Plain language; jargon free** | **2.**  **Age-appropriate activities** | **3.**  **Positive wording** | **4.**  **Measureable and Observable** | **5.**  **Describes how the child will demonstrate what is known.** | **6.**  **Describes conditions; does not name placement.** |
| 1. Given support by a familiar adult, Jayne will play in variety of ways (showing play interactions such as pretending to cooking, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Ethan will use picture cues to complete self-care routines such as hand washing and tooth brushing, with only occasional reminders each day. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as –“I am round and red and you eat me—What am I?”). | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Dianna will clear her snack or meal items at the end of each meal or snack without reminders. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adults hand. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Kenny will be aware of others feelings and respond with appropriate words or actions most of the time while playing outside each day. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. With verbal reminders, Juan will put on his jacket by himself each day before going outside. | Yes | Yes | Yes | Yes | Yes | Yes |
| 1. Gerardo will talk better and do things he likes. | Yes | Yes | Yes | No | Yes | No |
| 1. I want my child to talk more so that he is better understood by others. | Yes | Yes | Yes | No | No | No |
| 1. Gelada will play games with other children. | Yes | Yes | Yes | No | No | No |
| 1. Ethan will improve his attention to routine tasks. | Yes | Yes | Yes | No | No | Yes |
| 1. Chris will play in all centers at Sunshine Child Care each day. | No | Yes | Yes | No | No | No |
| 1. Jay will play with a variety of toys for at least 15 minutes. | Yes | Yes | Yes | Yes | No | No |
| 1. Abby will use pincer grasp without pronating at the wrist when using small toys and items. | No | Yes | Yes | Yes | Yes | Yes |
| 1. Daniel will make choices four out of five days. | Yes | Yes | Yes | Yes | No | No |
| 1. When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor). | No | Yes | No | Yes | Yes | Yes |
| 1. Child will stop crying when coming into the child care center. | Yes | Yes | Yes | Yes | No | Yes |
| 1. Denny will say what he needs and wants independently. | Yes | Yes | Yes | No | Yes | No |
| 1. Henry will come in from doing something he likes when told to do so. | Yes | No | Yes | No | No | No |

**Appendix G:**

**Blank IFSP Outcome Sheet**

**Activity on Rating IFSP Outcomes:**

**Participation-based, High Quality vs. Skills-based, Substandard**

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| --- |
| Rating Criteria:[[3]](#footnote-3)   1. Outcome statement is necessary and functional for the child’s and family’s life. 2. The statement reflects real-life contextualized settings (e.g., not test items). 3. The outcome is discipline-free. 4. The wording of the statement is jargon-free, clear and simple. 5. The wording emphasizes the positive. 6. The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain). |

| **Sample *Participation-based, High Quality,* Child-Focused IFSP Outcomes** | **Participation-based and High Quality? YES or NO** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Necessary/**  **Functional** | **Real-life**  **Contextual**  **Settings** | **Discipline-Free** | **Jargon-Free** | **Positive** | **Not Passive** |
| 1. Lily will go fishing with her family and hold her own fishing pole. |  |  |  |  |  |  |
| 1. Romeo will go visit grandma and ride in his car seat all the way to her house. |  |  |  |  |  |  |
| 1. Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school. |  |  |  |  |  |  |
| 1. Leroy will play together with his brother and express himself without hitting. |  |  |  |  |  |  |
| 1. Kamika will sleep through the night. |  |  |  |  |  |  |
| 1. Marcus will play in the backyard getting around on his own using his walker. |  |  |  |  |  |  |
| 1. Walker will make some friends at story time at the library. |  |  |  |  |  |  |
| 1. Phu will eat enough food so he can gain weight and not have to have surgery. |  |  |  |  |  |  |
| 1. Miles will be happy and relaxed when his mom leaves him at child care. |  |  |  |  |  |  |
| 1. Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide. |  |  |  |  |  |  |
| 1. Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier. |  |  |  |  |  |  |
| 1. Davis will talk more and pronounce words better. |  |  |  |  |  |  |
| 1. Bonnie will use a pincer grasp to flip a switch. |  |  |  |  |  |  |
| 1. Marta will participate in range of motion and strengthening exercises. |  |  |  |  |  |  |
| 1. Robin will stop having tantrums at separation. |  |  |  |  |  |  |
| 1. Miguel will improve his sleeping patterns 4 out of 5 times. |  |  |  |  |  |  |
| 1. Angel will participate in reciprocal turn taking during one-to-one facilitation. |  |  |  |  |  |  |
| 1. The occupational therapist will assist Jana in grasping objects. |  |  |  |  |  |  |
| 1. Marcus will stack 4 blocks. |  |  |  |  |  |  |
| 1. Lanesha will gradually stop eating baby food and eat more solid foods. |  |  |  |  |  |  |
| 1. Thomas will tolerate lying on his stomach for 10 minutes without crying. |  |  |  |  |  |  |
| 1. I want my child to walk. |  |  |  |  |  |  |

**Appendix H:**

**Blank IEP Outcome Sheet**

**Answers to Activity on Rating IEP Goals**

**Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)**

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| --- |
| Rating Criteria:[[4]](#footnote-4)   1. The GOAL is written in plain language and is jargon free. 2. The GOAL describes the child’s involvement in age-appropriate activities to address ‘academic and functional’ areas. 3. The wording of the GOAL emphasized the positive. 4. The GOAL is measurable and observable. Clear and strategies or accommodations are included. 5. The GOAL describes how the child will demonstrate what s/he knows. 6. The GOAL describes the conditions in which the child will demonstrate progress without naming placement. |

| **Sample IEP GOALS** | **Rated as High Quality—YES or No?** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  **Plain language; jargon free** | **2.**  **Age-appropriate activities** | **3.**  **Positive wording** | **4.**  **Measureable and Observable** | **5.**  **Describes how the child will demonstrate what is known.** | **6.**  **Describes conditions; does not name placement.** |
| 1. Given support by a familiar adult, Jayne will play in variety of ways (showing play interactions such as pretending to cooking, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day. |  |  |  |  |  |  |
| 1. When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time. |  |  |  |  |  |  |
| 1. Ethan will use picture cues to complete self-care routines such as hand washing and tooth brushing, with only occasional reminders each day. |  |  |  |  |  |  |
| 1. Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as –“I am round and red and you eat me—What am I?”). |  |  |  |  |  |  |
| 1. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day. |  |  |  |  |  |  |
| 1. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day. |  |  |  |  |  |  |
| 1. Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time. |  |  |  |  |  |  |
| 1. Dianna will clear her snack or meal items at the end of each meal or snack without reminders. |  |  |  |  |  |  |
| 1. Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adults hand. |  |  |  |  |  |  |
| 1. Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes. |  |  |  |  |  |  |
| 1. Kenny will be aware of others feelings and respond with appropriate words or actions most of the time while playing outside each day. |  |  |  |  |  |  |
| 1. With verbal reminders, Juan will put on his jacket by himself each day before going outside. |  |  |  |  |  |  |
| 1. Gerardo will talk better and do things he likes. |  |  |  |  |  |  |
| 1. I want my child to talk more so that he is better understood by others. |  |  |  |  |  |  |
| 1. Gelada will play games with other children. |  |  |  |  |  |  |
| 1. Ethan will improve his attention to routine tasks. |  |  |  |  |  |  |
| 1. Chris will play in all centers at Sunshine Child Care each day. |  |  |  |  |  |  |
| 1. Jay will play with a variety of toys for at least 15 minutes. |  |  |  |  |  |  |
| 1. Abby will use pincer grasp without pronating at the wrist when using small toys and items. |  |  |  |  |  |  |
| 1. Daniel will make choices four out of five days. |  |  |  |  |  |  |
| 1. When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor). |  |  |  |  |  |  |
| 1. Child will stop crying when coming into the child care center. |  |  |  |  |  |  |
| 1. Denny will say what he needs and wants independently. |  |  |  |  |  |  |
| 1. Henry will come in from doing something he likes when told to do so. |  |  |  |  |  |  |

1. When the child’s contextual information (medical or developmental information, evaluation and assessment results, family interview, etc.) is available, the following IFSP outcome criteria can also be evaluated:

   The outcome is based on the family’s priorities and concerns.

   The outcome describes both the child’s strengths and needs based on information from the initial evaluation or ongoing assessment. [↑](#footnote-ref-1)
2. 1 When the child’s contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:

   * The GOAL includes what the child is doing now and includes the family’s input and concerns.
   * The GOAL is achievable in one year and specific timelines are noted.
   * The GOAL details Special Factors related to communication, assistive technology and supports specific to the child’s disability and/or English language learning.

   [↑](#footnote-ref-2)
3. 1 When the child’s contextual information (medical or developmental information, evaluation and assessment results, family interview, etc.) is available, the following IFSP outcome criteria can also be evaluated:

   The outcome is based on the family’s priorities and concerns.

   The outcome describes both the child’s strengths and needs based on information from the initial evaluation or ongoing assessment. [↑](#footnote-ref-3)
4. When the child’s contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:

   * The GOAL includes what the child is doing now and includes the family’s input and concerns.
   * The GOAL is achievable in one year and specific timelines are noted.
   * The GOAL details Special Factors related to communication, assistive technology and supports specific to the child’s disability and/or English language learning.

   [↑](#footnote-ref-4)