



## Functional Outcomes Around the World: Different Contexts, Similar Issues

Kathleen Hebbeler  
Naomi Younggern  
Rachel Wu

Improving Data, Improving Outcome  
Conference  
August 2017



## A Tale of Three Functional Child Outcomes

Kathleen Hebbeler  
SRI International

Improving Data, Improving Outcome  
Conference  
August 2018

In the beginning, there was....



3



...except for an overarching question

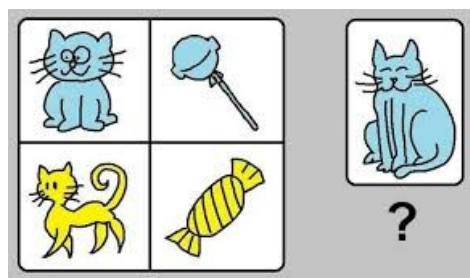
What outcomes  
should Part C and  
Section 619  
programs be held  
accountable for?



4



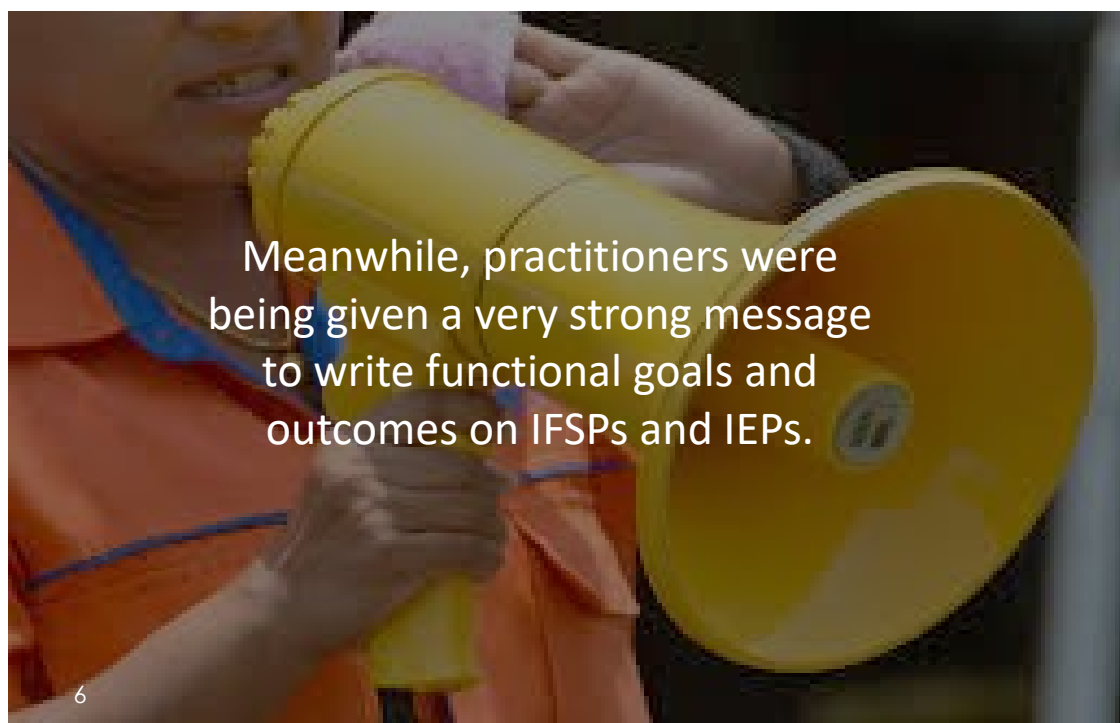
Outcomes  
had been  
measured by  
assessments  
which  
meant..



Outcomes = Domains

..but did they have to  
be?

5



6

## **We put some givens on the table**

- \* Whatever we came up with will not be perfect.
- \* Not coming up with outcomes was not an option.
- \* Consciously choose the shortcomings that we could live with.

7



## **We started with principles...**

- \* Same outcomes for all disabilities.
- \* Same outcomes for children birth to five.
- \* Reflect the most important behaviors desired for children as a result of participating in early intervention and preschool special education services.

8



## We started with principles...

- \* Same outcomes for all disabilities.
- \* Same outcomes for children birth to five.
- \* Reflect the most important behaviors desired for children as a result of participating in early intervention and preschool special education services.
- \* **Could have the potential to influence practice in a positive way, or at a minimum, will not drive practice backwards or lead to bad practices.**

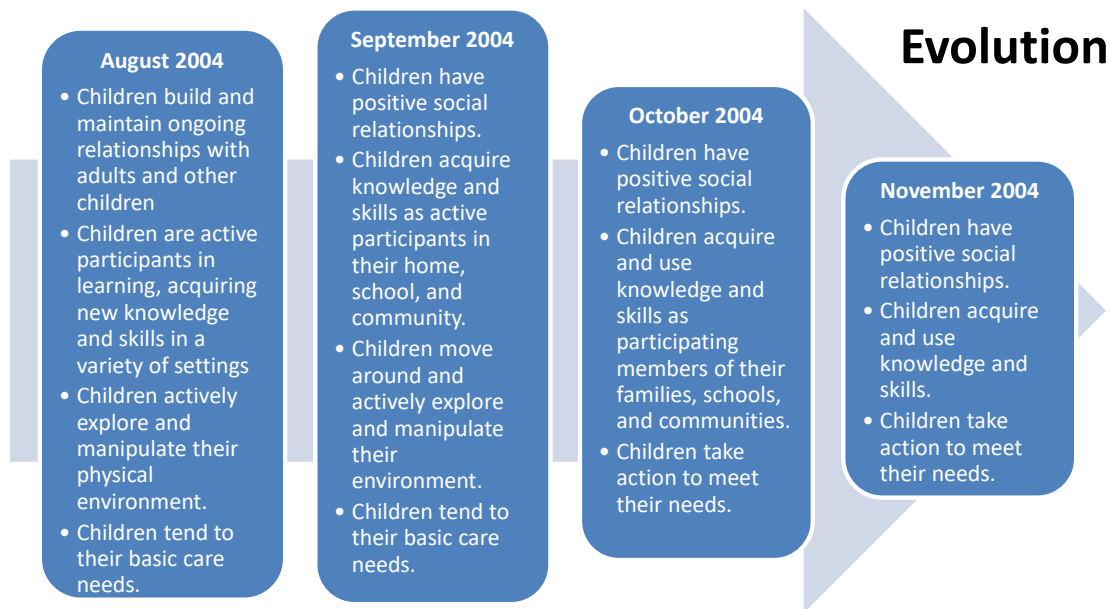
9



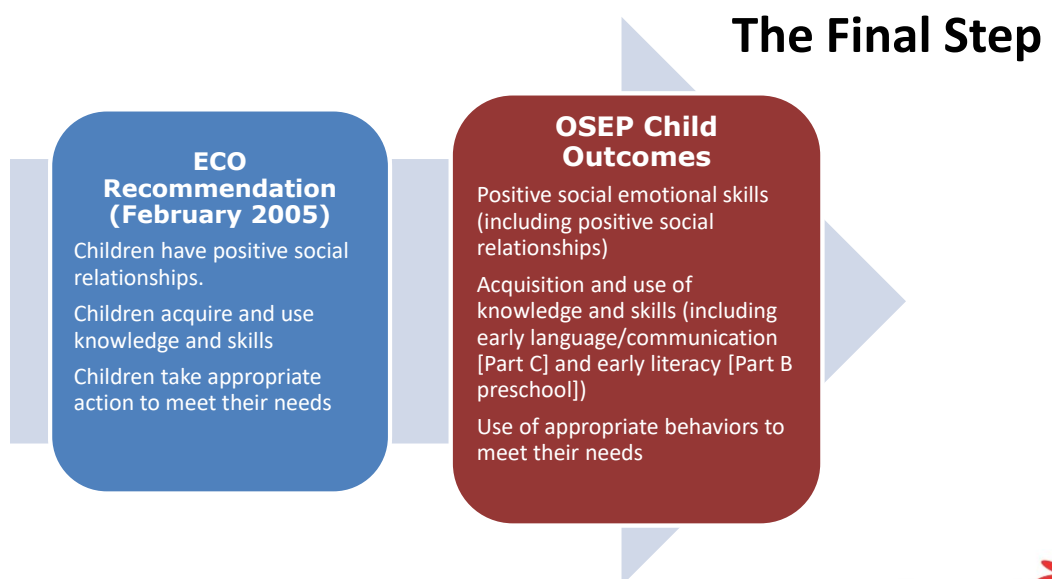
To drive the field  
forward...

.. the outcomes must  
be functional, not  
based on domains.

10

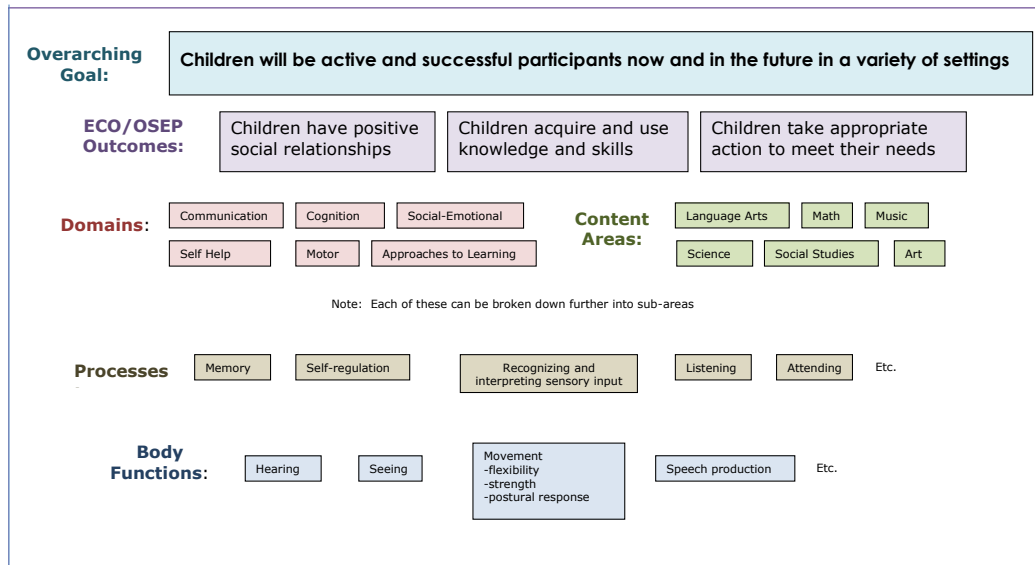


11



12

## Alternative Ways of Thinking about Child Outcomes



13

## And what happened...

- \* Stakeholders knew that choosing functional outcomes over domain-framed outcomes would create measurement challenges.
  - Remember: Consciously choose the shortcomings that we could live with.
- \* The hope was that the three functional outcomes would spur new and better assessment tools.
- \* We are still addressing the measurement challenges but hopefully driving practice forward by holding programs accountable for improving functioning.

14

- \* Visit the DaSy website at:  
<http://dasycenter.org/>
- \* Like us on Facebook:  
<https://www.facebook.com/dasycenter>
- \* Follow us on Twitter:  
[@DaSyCenter](https://twitter.com/DaSyCenter)

---

15

## Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, # H373Z120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Richelle Davis.



---

16



# Functionality

- On the same page
- Lessons learned
- Differences observed

Naomi Younggren

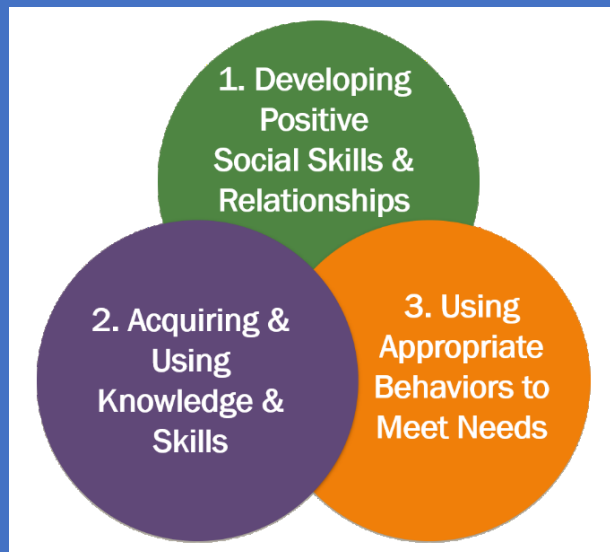
Improving Data, Improving Outcome Conference, August 2018

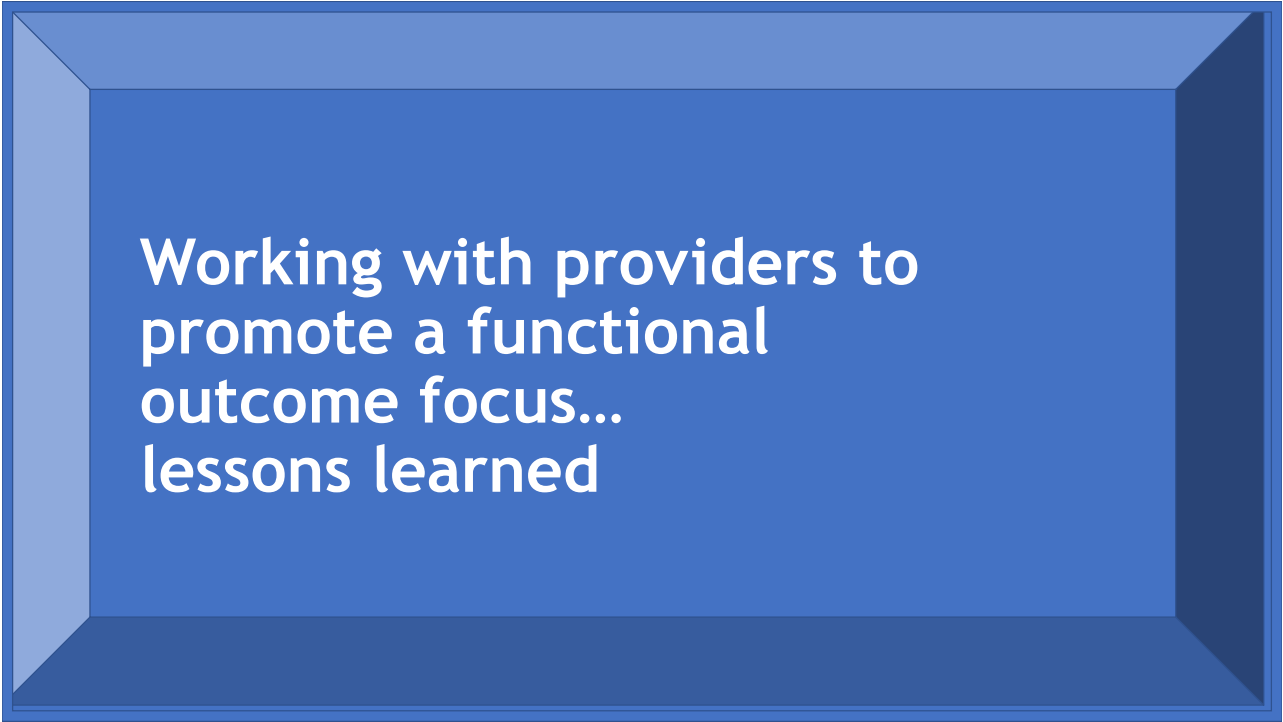
## On the Same Page

What makes a skill functional?

## 3 key features of functional skills

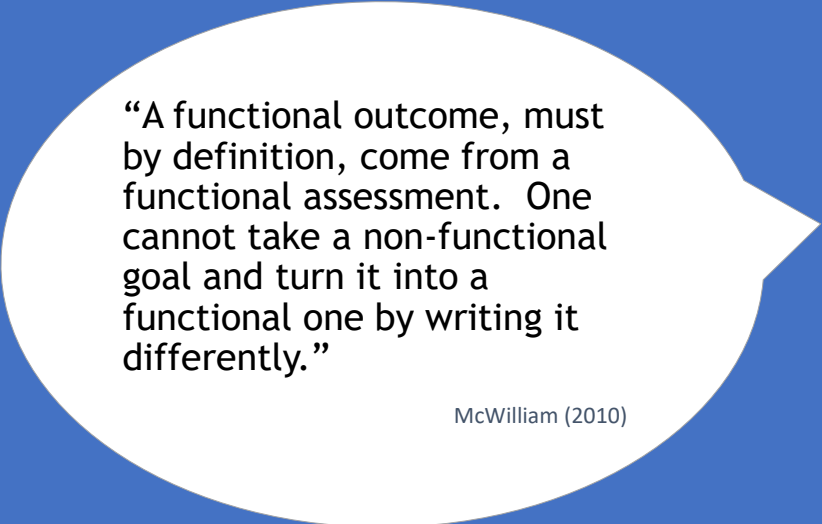
- ✓Context
- ✓Whole Picture
- ✓Necessary for Participation





## Working with providers to promote a functional outcome focus... lessons learned

“...Going from specific behaviors to learning activities seems to limit children’s learning opportunities. Going from learning opportunities to behaviors seems to open up more different possibilities for learning” (p. 36). Dunst & Bruder 1999



“A functional outcome, must by definition, come from a functional assessment. One cannot take a non-functional goal and turn it into a functional one by writing it differently.”

McWilliam (2010)

23

## Authentic Assessment is Key

“**Authentic** refers to opportunities created for children that reflect **typical experiences**, rather than discrete isolated **tasks that are irrelevant** to the child’s daily life.”

Macy, Salaway, & Bagnato, 2014

# Differences Observed

## Themes

- Authentic assessment
- Family engagement
- Family partnerships
- Routines-based intervention
- Focus on building family capacity



Barriers



Thank you !

[Naomi.Younggren@gmail.com](mailto:Naomi.Younggren@gmail.com)



# A Journey of learning: Early childhood child outcome measurement in Taiwan

Rachel Pei-Fang Wu  
National Taichung University of Education, Graduate  
program of early intervention

Improving Data, Improving Outcome Conference  
August 2017



## Geographical location of Taiwan





## Early intervention in Taiwan

- The current population in Taiwan is about 23,700,00, high identification rate for children with special needs before age of three.
- Early intervention was address in the law as early as 1993.
- Early intervention system in Taiwan: Screening, evaluation, diagnostic, model for EI services provide.



## Early intervention in Taiwan cont.

- Long history of medical model over Family-centered practices model.
- Intervention=treatment=cure the diseases, child >family, Medical professionals> educational professionals>family.
- Lack of conversation between EI professionals across disciplines.







## Early intervention in Taiwan cont.

- Family-centered practices ( individualism vs. collectivism, views on disabilities, and view on professionals especially MD and therapist).
- Missing EI core values leads to developmental inappropriate practices( class after class, focus on training child's specific skills but not looking into the function in their daily life, lack of evidence-based practices, low quality of family life.



## Early Intervention Child outcome measure

- Government funding vs. Private funding .
- What's the required from the government funding about the child outcome report?
- 2014 WJY funding research on program evaluation found....
- WJY research result suggested adopted the three child outcome indicators to measure the EI Child outcome across all WJY founded EI programs.





## We discovered...

- Lack of the knowledge on child development.
- Outcomes=Domains=Domains skills=Domains-based objective = parent satisfaction.
- The word “functional” seeming no where to be exist....
- Objectives are not related to child and family’s life, professional driven, and hard to measure.
- Curriculum, instruction, and assessment never seems align together.
- Almost all programs are having 100% great outcome.... **Wow!!!**



## Outcome study in Taiwan





<http://www1.wjy.org.tw/administrator/index.php>





## The three child outcome indicators...

- Push professionals in Taiwan to think **what** we teach and **how** we teach to meet the child outcomes.
- The word “functionality” finally is in the place of developing the IFSP, in various EI programs.
- Help professionals to look closer on child in the family and community but not with the family and community.



## Future challenges

- Pre/in-services training across all EI related disciplines...
- Transformation on the view of EI outcome.
- Changes on parent's roll in EI service
- Continuing technical support on data collection, quality and analysis of the data.
- On-line data system...what to do with the data? How to we use data to shape the structure or policy of the EI in Taiwan.





Thank you !

For presentation information please contact

Rachel Pei-Fang Wu

[wpf@mail.ntcu.edu.tw](mailto:wpf@mail.ntcu.edu.tw)

