Measuring & Improving Child & Family Outcomes
September 18 - 21, 2011 New Orleans, LA

Writing Quality IFSP Outcomes/ IEP Goals
and
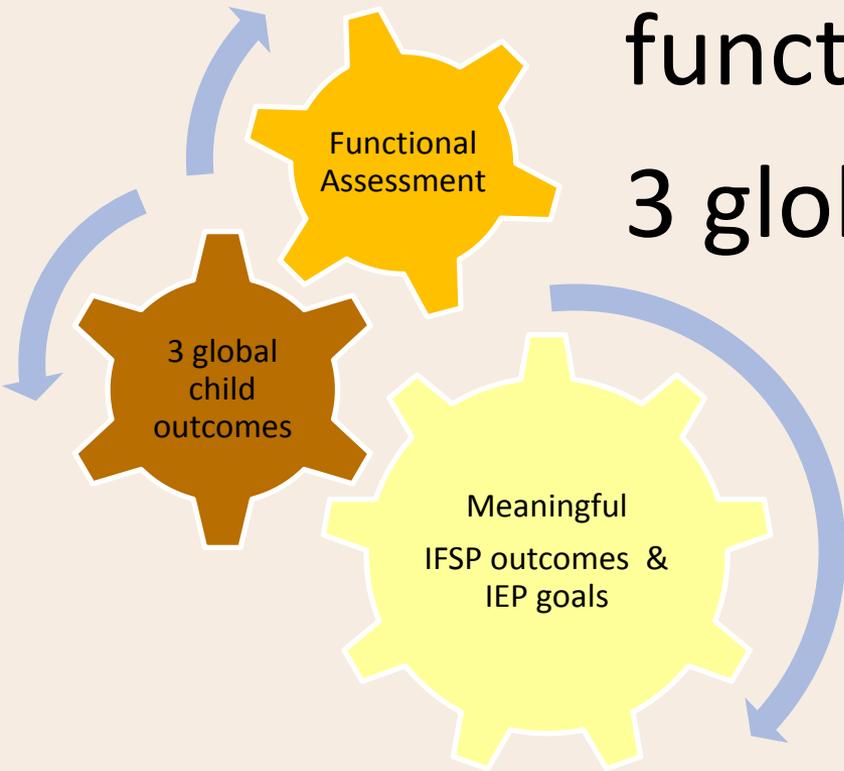# Linking to the Global Child Outcomes

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Session Purpose

Understand the connection between functional assessment, 3 global child outcomes, and developing meaningful IFSP outcomes and IEP goals

Functional Assessment

3 global child outcomes

Meaningful IFSP outcomes & IEP goals

Session Outline

- Functional Assessment: Linking with 3 Global Child Outcomes and Functional IFSPs and IEPs

- <u>Activity</u>: Nolan's Video/Global Outcomes

- Functional IFSP Outcomes/IEP Goals

- <u>Activity</u>: Rating IFSP Outcomes/IEP Goals

- Wrap Up Discussion
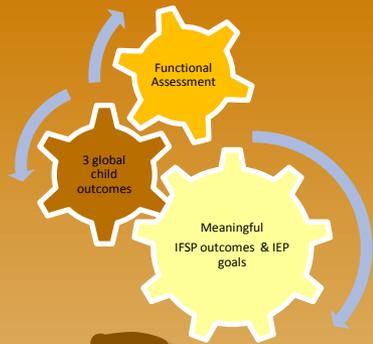
Using
Functional Assessment
for
3 Global Child Outcomes
and
Functional IFSPs/ IEPs

Functional Assessment

3 global child outcomes

Meaningful IFSP outcomes & IEP goals

How Children Learn

Children learn and develop best when:

- Participating in natural learning opportunities that occur in everyday routines and activities of children and families and as part family and community life

- Interested and engaged in an activity, which in turn strengthens and promotes competency and mastery of skills.

(Dunst, Bruder, Trivette, Raab & McLean, 2001;

Shelden & Rush, 2001)
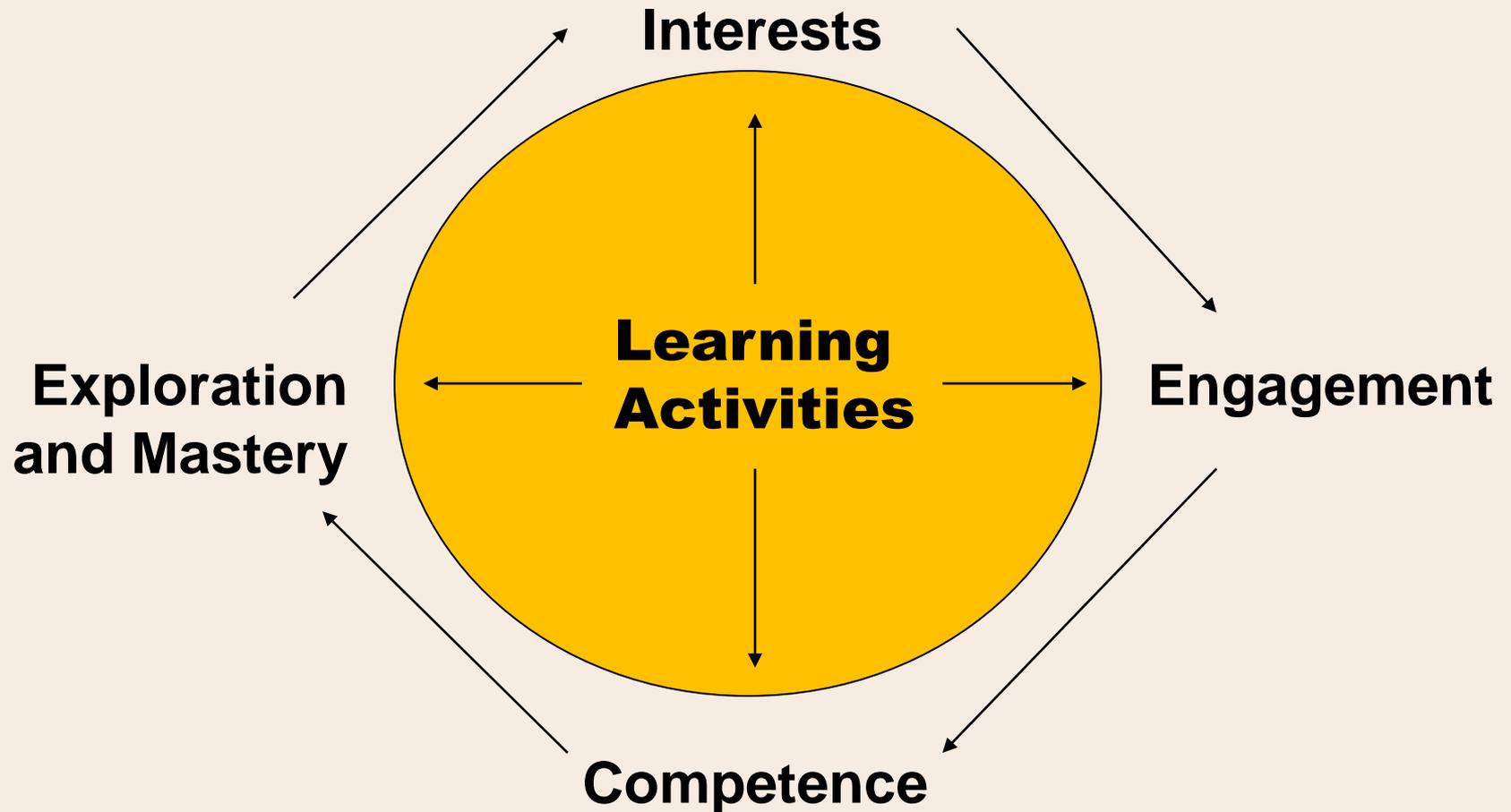
1. WHAT is Functional Assessment?

- Assessment of the young child's skills in the **real life contexts** of family, culture and community rather than discrete isolated tasks irrelevant to daily life.

"the science of the strange behavior of children, with strange adults, in strange settings for the briefest possible period of time."

Bronfenbrenner, 1979, p. 19

WHAT: Functional Assessment is…

- **contextually relevant information about the child's strengths and needs**
- **more culturally sensitive**
- **individually focused**

IS NOT…

- *domain based and discipline specific*
- *deficit driven*
- *threatening*

WHAT: Functional Assessment is Authentic…

- The more realistic or natural the task,
  - the more motivated the child
  - the more applicable it is to everyday events and situations

- Authentic tasks and circumstances reinforce
  - competency-based approach to the education of young children
  - assessment of all disciplines across complex skills and processes
  - generalization of learning across settings

- Authentic tasks require the assessor to make no inferences about a child's capabilities, because the behaviors sampled are directly observable.

University of Illinois at Chicago

2. Why is *Functional* Fundamental?

- Guides identification of FUNCTIONAL individualized goals/outcomes

- Yields a real picture of the child

3. Who Does *IT*?

- Families and familiar, knowledgeable caregivers *in* the child's life
- Providers
- Teachers
- Others, less familiar, can also contribute

4. When is *IT* Done?

- Over time

- "One-time observations even in the natural context, are insufficient and often misleading"

(Bagnato, Neisworth, Pretti-Frontczak, 2010)

5. How is *IT* Done?

- Knowing the purpose is important
- Observation is essential
  - Keep a focus on being objective vs. subjective
- Record keeping is key
  - Qualitative
  - Quantitative
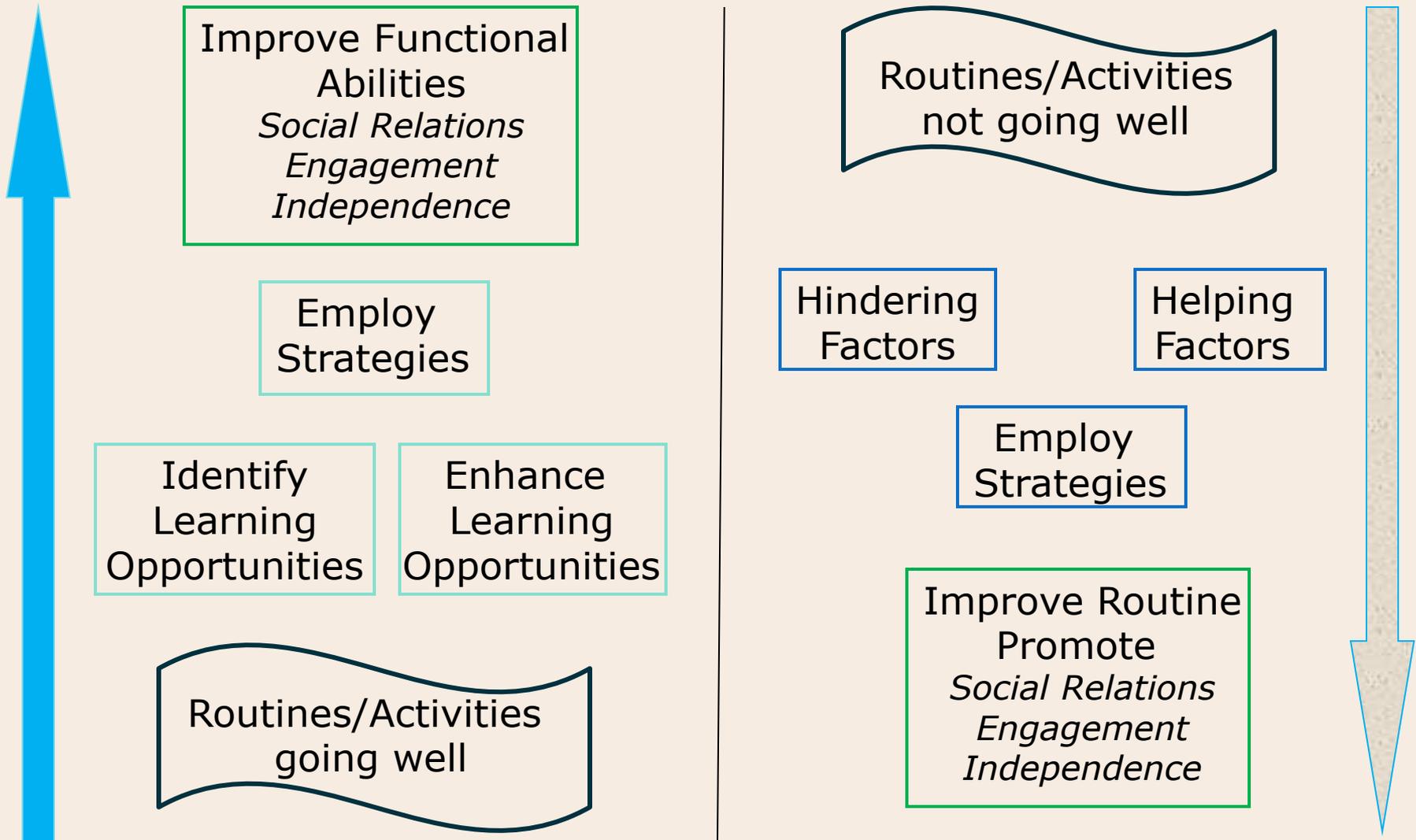- Hearing from others who know the child is critical – involve families!

HOW: Involving Families…

- More than asking questions, or going over questionnaires, and developmental profiles

- Listening to the family story and hearing about the child's engagement, independence, and social relationships with various day-to-day routines and activities

- Asking parents to show or describe

- Observing how the parent engages the child

- Setting up play scenarios

HOW: Asking Questions Related to Everyday Activities and Routines…

- Can you tell me about your day?
- What types of things happen on most mornings? Afternoons? Nights? Weekends?
- Where do you and your child spend time?
- What types of things or activities do you and your child like to do (e.g., hiking, going on picnics, paying games at home)?
- What things or activities do you and your child have to do on a regular basis (e.g., go to the store, give kids a bath, feed the horses, prepare meals, walk the dog)?
- What are activities that you and your child have to do?
- What are your child's interests? What things does your child enjoy and what holds your child's attention? (e.g., people, places, things such as toys, dog, being outside)

- What makes your child happy, laugh and/or smile?
- What routines and/or activities do your child not like? What makes this routine and/or activity difficult and uncomfortable for your child? What does your child usually do during the routine/activity?
- Who are key family members, other caregivers, or important people who spend time with your child and in what settings does this occur?
- Are there activities that you used to do before your child was born that you would like to do again?
- Are there new activities that you and your child would like to try?
- Are there any activities or places that you go (e.g., doctor's appointments, visiting grandparents) that occur on a less regular basis (e.g., once a week)?

HOW: Gathering Relevant Information…

Improve Functional Abilities
Social Relations
Engagement
Independence

Employ Strategies

Identify Learning Opportunities

Enhance Learning Opportunities

Routines/Activities going well

Routines/Activities not going well

Hindering Factors

Helping Factors

Employ Strategies

Improve Routine Promote
Social Relations
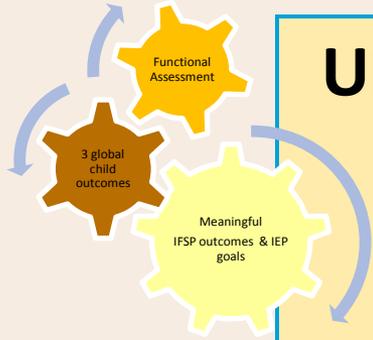*Engagement*
Independence

Pip Campbell

6. WHERE is *IT* Done?

- **Only** in the children's natural everyday settings, activities, and routines

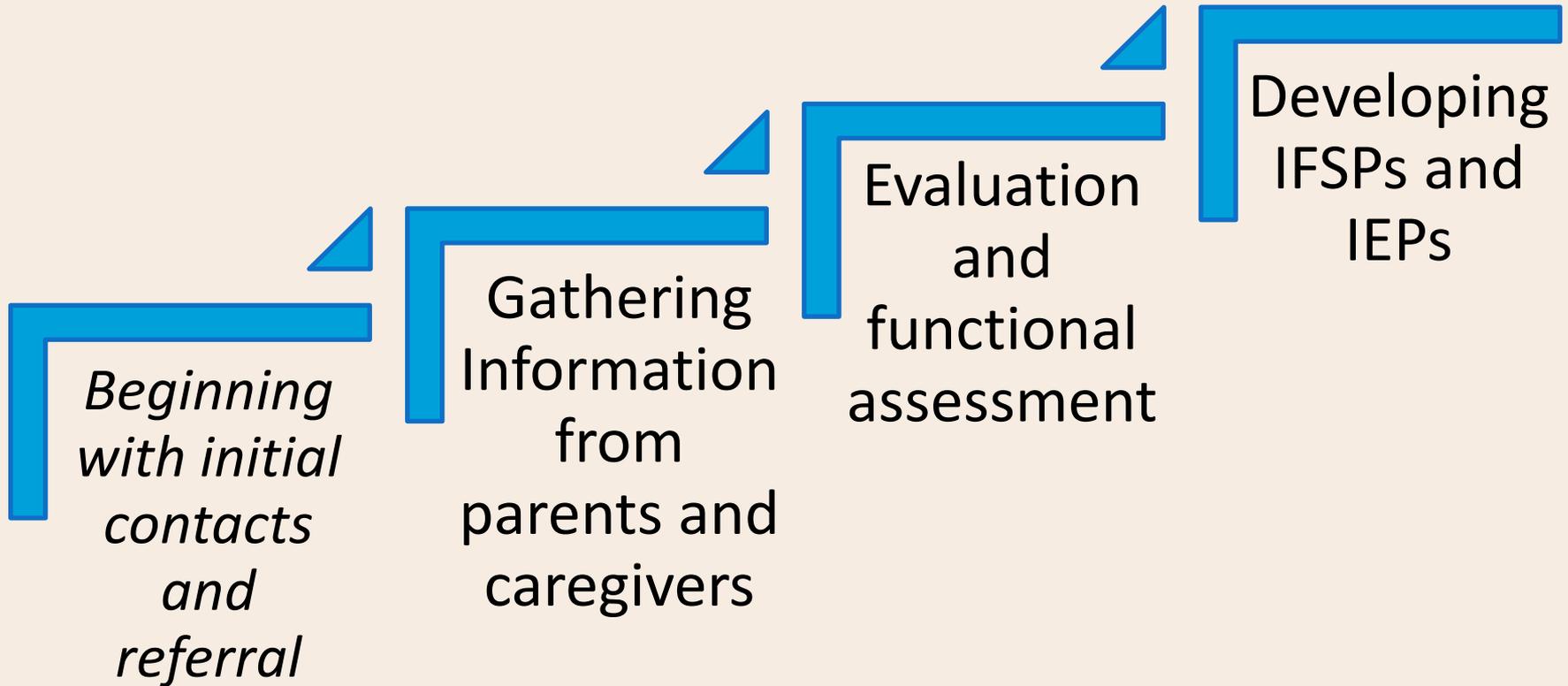# Linking Information Gathering to IFSP Outcomes / IEP Goals

UNDERSTAND

- how to gather information and conduct the functional assessment …

- what's working and challenging in everyday activities …

- how to use this information to develop IFSP outcomes/IEP goals

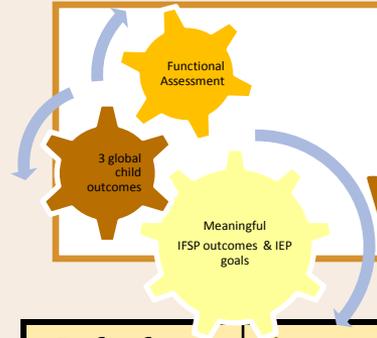**BELIEVE**

- **that child learn best through participation in everyday activities**

Key Steps: IFSP/IEP Process

Beginning with initial contacts and referral

Gathering Information from parents and caregivers

Evaluation and functional assessment

Developing IFSPs and IEPs

Must Meet All Timelines

Using Information within the IFSP/IEP Process

Info from IFSP/IEP process	Determine Eligibility	Develop Outcomes /Goals	Select Routines, Activities Settings	Develop Strategies/ Objectives	Determine People and Resources (Services)	Determine Frequency and Intensity	Determine Criteria to Measure Progress
Family hopes		√	√				
Family concerns priorities		√				√	√
Family resources			√	√	√	√	
Child needs	√	√	√			√	√
Child strengths		√	√	√			
Child interests		√	√	√	√		
Behaviors in Settings		√	√	√	√		√
Desired activities	√	√	√	√	√		√

Video Activity: Nolan's Story

3 Global Outcomes

1. Positive social-emotional skills (including social relationships)

2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy])

3. Use of appropriate behaviors to meet their needs

Functional IFSP Outcomes and IEP Goals

Using information to Develop Outcomes/Goals

- Start with parent's/caregiver's priorities about child's learning/development and/or family's needs (hopes for their child and/or family's participation), not the interventionists'/teachers' priorities

- Consider what's working in everyday routines and activities

IFSP Outcomes

- IFSP outcomes: What would your family like to see happen for your child/family?

- 2 types of outcomes
  - Child Outcomes
  - Family Outcomes (participation-based or resource based)

Developing Outcomes

Step 1: Determine the functional area(s)	Eating and chewing
Step 2: What routine(s) does this affect?	Meal time (e.g., lunch, dinner, restaurant)
Step 3: Child will participate in (routines in question)"	"Alicia will participate in lunch, dinner, and restaurant . . ."
Step 4: " by ---ing" (address specific behaviors)	" . . . chewing her food"

Child Outcomes: Examples

This

"Romeo will play with toys and eat meals with his family by sitting without much support"

Not This

"Romeo will improve muscle tone for sitting"

Family Outcomes

What Parent States:

"We want to be able to take Romeo with us in the car; we need a travel car seat "

Family Outcomes: Examples

This

"Karen and Mark will learn about resources and low cost options so they can obtain a car seat."

Not This

"Staff will explore options for financial assistance for travel chairs"

IEP Goals

- IEP GOALS: What will the child need to do to be successful in learning and real life activities?

- Focus on
  - 'academic' – activities of a child this age
  - 'functional'

Developing IEP Goals

|	
Step 1: Determine the academic (preschool activities) and functional area(s)	Making choices
Step 2: What routine(s) does this affect?	Play
Step 3: Child will participate in (routines in question)"	"Alicia will make choices during play each day"
Step 4: " by ---ing" (address specific behaviors)	" . . . by pointing at what she wants"

IEP Goals: Example

This

"At least once during a play each day, Tamara will demonstrate her choice by pointing at a toy she wants when presented with options"

Not This

"Tamara will make choices"

Functional Assessment

3 global child outcomes

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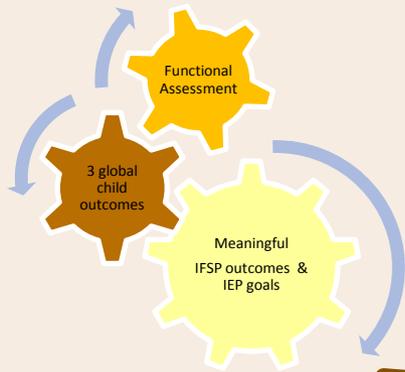
Activity: Rating IFSP Outcomes and IEP Goals

Criteria for Rating IFSP Outcomes

The outcome statement is necessary and functional for the child's and family's life.		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.		The wording emphasizes the positive.

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.

Criteria for Rating IFSP Outcomes

The outcome statement is necessary and functional for the child's and family's life.

The wording of the statement is jargon-free, clear and simple.

The statement reflects real-life contextualized settings (e.g., not test items).

+ YES!

Nolan will play with toys with his sister during bath time

The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain).

The outcome is discipline-free.

The wording emphasizes the positive.

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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 o ongoing assessment.

Criteria for Rating IEP Goals

The GOAL describes how the child will demonstrate what s/he knows		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.		The wording of the GOAL emphasizes the positive.

When the child's contextual information is available, the following IEP goal criteria can also be evaluated:
1. The GOAL includes what the child is doing now and includes the family's input and concerns.
2. The GOAL is achievable in one year and specific timelines are noted.
3. The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning

Criteria for Rating IEP Goals

The GOAL describes how the child will demonstrate what s/he knows.

The GOAL is written in plain language and is jargon free.

The GOAL is measurable and observable. Clear strategies and/or accommodations are included.

BG will get across what she wants using words.

+ YES!

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.

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Resources for Writing Outcomes and Goals

IFSP

- Rush and Shelden. Tips and Techniques for Developing Participation-Based IFSP Outcomes Statements, BriefCASE, Vol 2, No. 1 http://www.fippcase.org/briefcase/briefcase_vol2_no1.pdf

IEP

- Contents of the IEP http://www2.ed.gov/parents/needs/speced/iepguide/index.html#contents

- OSEP model IEP forms http://www2.ed.gov/policy/speced/guid/idea/modelform-iep.pdf

- Special Factors To Consider http://www2.ed.gov/parents/needs/speced/iepguide/index.html#contents

- Wisconsin Guide to Connecting Academic Standards and IEPs http://dpi.state.wi.us/sped/pdf/iepstandardsguide.pdf

Resources

Part C:

- *Mission and Key Principles of Early Intervention Services*
- *Seven Key Principles & Looks Like/Doesn't Look Like*
- *Agreed Upon Practices For Providing Early Intervention Services In Natural Environments* **www.nectac.org/topics/families/families.asp**
- *Integrating Child Outcomes Measurement into an Effective IFSP Process -based upon the Agreed Upon Practices document.* **http://www.fpg.unc.edu/~eco/pages/integration.cfm**

Preschool Special Education:

- *Integrating Child Outcome Measurement with the Individualized Education Program (IEP) Process: Implementation Rating Scale* http://leadershipmega-conf-reg.tadnet.org/uploads/file_assets/attachments/281/original_Integrating_outcomes_IEP_rating.pdf?1280240466

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