



Goal Functionality Scale III

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TEIDS-Plus Study

Siskin Children's Institute

2009

Child ID:	IFSP Date:	District:
Rater:		

Outcome 1

To what extent does the goal/outcome	Not at all	Some-what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a <i>meaningful</i> acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 2

To what extent does the goal/outcome	Not at all	Some-what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a <i>meaningful</i> acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 3

To what extent does the goal/outcome	Not at all	Some-what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a <i>meaningful</i> acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 4

To what extent does the goal/outcome	Not at all	Some-what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a <i>meaningful</i> acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 5

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 6

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 7

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 8

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
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7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 9

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
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7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 10

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 11

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
6. Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (<i>...when he holds a spoon for 2 minutes at lunch and dinner</i>)	1	2	3	4
7. Have a criterion for the timeframe? (<i>...when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	1	2	3	4

Outcome 12

To what extent does the goal/outcome	Not at all	Some- what	Much	Very much
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? (<i>Child will participate in outside play time not child will participate in running</i>)	1	2	3	4
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	1	2	3	4
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	1	2	3	4
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	1	2	3	4
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (<i>We will know he can do this when he holds a spoon for 2 minutes not ...when he holds a spoon on 5 out of 7 trials</i>)	1	2	3	4
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