

GOAL FUNCTIONALITY SCALE III

Child ID:	IFSP Date:	1st Rater & Date:
Total Number of Child Goals:	Total Number of Family Goals:	Reliability Rater & Date:

Child Goal # _____

Does the goal		
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>)	Yes	No
2. State specifically (i.e., in an observable and measurable manner) what the child will do?	Yes	No
3. Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines? If the score for Item 2 was <i>No</i> , the score for Item 3 is <i>No</i> .	Yes	No
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill: frequency, duration, distance, or volume)?	Yes	No
5. Have a meaningful 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 not... <i>when he holds a spoon on 5 out of 7 trials</i>). If the score for Item 4 was <i>No</i> , the score for Item 5 is <i>No</i> .	Yes	No
6. Have a generalization criterion (i.e., using the skill across routines)? (... <i>when he holds a spoon for 2 minutes at lunch and dinner</i>). This item is scored <i>not applicable</i> if the goal is targeted at only one routine. ¹	Yes	No
7. Have a criterion for the timeframe? (... <i>when he holds a spoon for 2 minutes at lunch and dinner for three consecutive days or ...at lunch and dinner on 3 days in 1 week</i>)	Yes	No

***Make as many copies of this page as needed to rate all goals included in the IFSP.**

9/11/19



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R. A. McWilliam (2009)

¹ If a skill has been identified for only one routine, Routines-Based Interviewers should ask whether the desired skill is needed in any other routines also.