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.
Session Outline

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

• Activity: Nolan’s Video/Global Outcomes

• Functional IFSP Outcomes/IEP Goals

• Activity: Rating IFSP Outcomes/IEP Goals

• Wrap Up Discussion
Using Functional Assessment for 3 Global Child Outcomes and Functional IFSPs/IEPs
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 of 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)
Context for Learning: Child Interest and Competence

(Dunst, Herter & Shields, 2000)
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
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, playing 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

- Routines/Activities going well

- Identify Learning Opportunities

- Enhance Learning Opportunities

- Employment Strategies

- Routines/Activities not going well

- Hindering Factors

- Helping Factors

- Improve Routine
- Promote Social Relations
- Engagement
- Independence

Employ Strategies

Pip Campbell
6. WHERE is IT Done?

- Only in the children’s natural everyday settings, activities, and routines.
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

<table>
<thead>
<tr>
<th>Info from IFSP/IEP process</th>
<th>Determine Eligibility</th>
<th>Develop Outcomes/Goals</th>
<th>Select Routines, Activities Settings</th>
<th>Develop Strategies/Objectives</th>
<th>Determine People and Resources (Services)</th>
<th>Determine Frequency and Intensity</th>
<th>Determine Criteria to Measure Progress</th>
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<tbody>
<tr>
<td>Family hopes</td>
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<td>Family concerns priorities</td>
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<td>Child interests</td>
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<td>Behaviors in Settings</td>
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<td>Desired activities</td>
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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

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

<table>
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<th>Step 1: Determine the academic (preschool activities) and functional area(s)</th>
<th>Making choices</th>
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<tr>
<td><strong>Step 2:</strong> What routine(s) does this affect?</td>
<td>Play</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Child will participate in (routines in question)”</td>
<td>“Alicia will make choices during play each day”</td>
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<td><strong>Step 4:</strong> “by ---ing” (address specific behaviors)</td>
<td>“... by pointing at what she wants”</td>
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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”
Activity: Rating IFSP Outcomes and IEP Goals
### Criteria for Rating IFSP Outcomes

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<th>The wording of the statement is jargon-free, clear and simple.</th>
<th>The wording emphasizes the positive.</th>
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<td>The outcome statement is necessary and functional for the child’s and family’s life.</td>
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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.
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<td>Nolan will play with toys with his sister during bath time</td>
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<td>The GOAL is measurable and observable. Clear strategies and/or accommodations are included.</td>
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<td>The GOAL describes the conditions in which the child will demonstrate progress without naming placement.</td>
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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.
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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

IEP
- Contents of the IEP
  [http://www2.ed.gov/parents/needs/speced/iepguide/index.html#contents](http://www2.ed.gov/parents/needs/speced/iepguide/index.html#contents)
- OSEP model IEP forms
- Special Factors To Consider
  [http://www2.ed.gov/parents/needs/speced/iepguide/index.html#contents](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](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](http://www.nectac.org/topics/families/families.asp)

Preschool Special Education:

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