

# Developing Functional IFSP Outcomes

Adrienne O'Brien  
IECC May 2019

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4/22/2019 | Page 2

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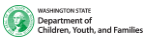
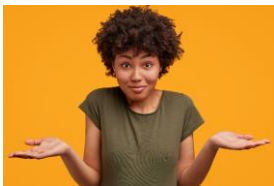
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## Which Outcome Would You Choose?



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4/22/2019 | Page 3

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### Which Outcome Would You Choose?

Nelly gives eye contact to her mom three out of four attempts.




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### Which Outcome Would You Choose?

Nelly watches Marie during face-to-face games while they are playing together.




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### Which Outcome Would You Choose?

Nelly watches Marie during face-to-face games while they are playing together.




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## Who Else Is In The Room?

Adrienne O'Brien  
ESIT Training and Technical  
Assistance Manager



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4/22/2019 | Page 7

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## Purpose: Write Functional IFSP Outcomes



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4/22/2019 | Page 8

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## Learning Objectives

1. Understand what functional outcomes are and why they are important to use in early intervention.
2. Describe effective strategies for gathering information from families.
3. Identify when to write a child and family-focused outcome and when to write an FRC outcome.
4. Identify the components of a functional outcome and learn how to write one.



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4/22/2019 | Page 9

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## Understand What Functional Outcomes Are And Why They Are Important to Use In Early Intervention



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4/22/2019 | Page 10

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## What Is A Functional IFSP Outcome?



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4/22/2019 | Page 11

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## Why Are Functional Outcomes Important?

- Participate in natural learning opportunities
- Engage in activities with familiar caregivers

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4/22/2019 | Page 12

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Nelly watches Marie during face-to-face games while they are playing together.



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4/22/2019 | Page 13

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### Address Functioning Within The Context Of A Relationship



Attachment



Parent-Child or Sibling Relationship



Peer Relationships

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4/22/2019 | Page 14

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Nelly watches Marie during face-to-face games while they are playing together.



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4/22/2019 | Page 15

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## Developing Strategies

Strategies specify **who** will do **what** to support the child's learning within everyday routines, activities and places.

What are the ways in which your family and team will work toward achieving this outcome? Who will help and what will they do? Describe the methods and strategies that will be used to support your child and family to achieve your outcomes within your daily routines and routines. List who will do what including both early intervention services and informal supports, including family members, friends, neighbors, church or other community organizations, special health care programs, parent education programs.

How will we know we've made progress or if revisions are needed to outcomes or services? (What criteria (i.e., observable action or behavior that show progress is being made), procedures (i.e., observation, report, chart), and methods (resources will be used)?

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The special educator will share strategies to support eye contact such as using high affect, holding a favorite toy at mom's eye level and other DIR Floortime strategies. The FRC will also arrange for a hearing screening.




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## Developing Criteria

Criteria help us know when we have made progress, or if the strategies and methods are working.

How will we know we've made progress or if revisions are needed to outcomes or services? (What criteria (i.e., observable action or behavior that show progress is being made), procedures (i.e., observation, report, chart), and methods (resources will be used)?

How did we do? (Review of progress statement/Criteria for Success)

Date: \_\_\_\_\_ Achieved: Yes/No

Date: \_\_\_\_\_ Continue: Yes are part way there. Let's keep going.

The situation has changed:

Date: \_\_\_\_\_ Discontinue: It no longer applies.

Date: \_\_\_\_\_ Revise: Let's try something different.

Date: \_\_\_\_\_ Explanation/Comments:

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- Nelly responds with eye contact when called four out of five attempts as observed during a weekly home visit.
- Nelly stays engaged with Marie for five minutes during play as observed consistently over the course of four home visits.
- Marie reports that she learned three new strategies for getting and maintaining eye contact with Nelly.




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4/22/2019 | Page 19

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# Functional vs. Medical Model Outcomes





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4/22/2019 | Page 20

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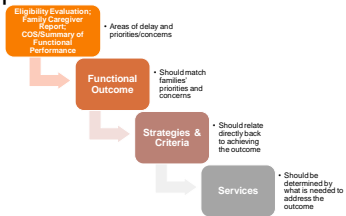
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## Development of a Functional Outcome



## Identify When to Write a Child and Family Focused Outcome and When to Write an FRC Outcome



## Outcome Example: Child-Focused

"Jesse plays with toys and eats meals with her family by sitting with little support."





## Outcome Example: Family-Focused



"Maya and John have tools to support Erik at the park so he can safely enjoy playing with other kids."

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## IFSP Outcomes: FRC

### Functional IFSP Outcomes Supported by the Family Resources Coordinator Related to Accessing Community Resources and Supports

Family Resources Coordination is provided to all families enrolled in early intervention services. A Family Resources Coordinator will help you identify and access community resources and supports that you or your child may need, based on your current priorities. This page outlines the steps and activities that you and your team will take to connect you with these resources.

Outcome # \_\_\_\_ What do we want to accomplish? (Desired Outcome) Start Date: \_\_\_\_  
Target Date: \_\_\_\_

Who will do what? (Strategies/Activities)

Review Date: \_\_\_\_  
Progress Code (circle one): ☐ Achieved ☐ Continue ☐ Discontinue ☐ Revise

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## Outcome Example: FRC

"Jayna supports the family to find a pediatrician for Scott."




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## FRC Outcomes

## Describe Effective Strategies for Gathering Information from Families During an Assessment



## Gathering Information From Families



## Gathering Information: Culture




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"I don't know."

"I just want him to talk."

"I want her to do it all the time."




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## How Would You Gather More Information From a Family to Develop an Outcome?



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4/22/2019 | Page 34

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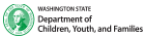
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## Identify the Components of a Functional IFSP Outcome and Learn How to Write One



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4/22/2019 | Page 35

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## Components of a Functional IFSP Outcome

Brady will crawl from his mother's lap to the toy box to get a toy during morning and evening playtime with his mom.

Necessary / Functional

Brady will roll, sit, crawl and walk.



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4/22/2019 | Page 36

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## Components of a Functional IFSP Outcome

Real-Life Contextual Settings

Aiden will use a spoon to feed himself **during** **dinnertime** with his family.

Family would like to see Aiden use utensils to eat.

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4/22/2019 | Page 37

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## Components of a Functional IFSP Outcome

Discipline-Free

Davis will use words at mealtime to let his family know what he would like to eat and drink.

Davis will **talk more** and **pronounce words** better.

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4/22/2019 | Page 38

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## Components of a Functional IFSP Outcome

Jargon-Free

Bonnie will **pick up and hold** a toy during morning playtime with her mother.

Bonnie will cross **midline** to use a **pincer grasp** to pick up a toy.

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4/22/2019 | Page 39

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## Components of a Functional IFSP Outcome

### Active

Thomas will **sit up** by himself during morning and evening playtimes with his mother.

Thomas will **tolerate** sitting independently.



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4/22/2019 | Page 40

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## Components of a Functional IFSP Outcome

### Positive

Miles will be **happy and relaxed** when his mother leaves him at child care.

Miles will **stop having tantrums** at separation.



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4/22/2019 | Page 41

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## Components of a Functional IFSP Outcome

### Within the Context of a Relationship

Letty's grandmother, Marguerite, will be able to **support Letty** in safely trying new foods with different textures.

Letty will safely try new foods with different textures.



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4/22/2019 | Page 42

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## Outcome Revision

Rudy will have age-appropriate motor skills.

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## Outcome Revision

Jett will use signs and words to make his wants and needs known throughout the day.

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## Outcome Revision

Anna will move, walk and play to fully participate with her family in active play.

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## Does the Outcome Statement Have the Required Components?



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4/22/2019 | Page 46

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4/22/2019 | Page 47

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## Questions?



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4/22/2019 | Page 48

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Please complete your evaluation.

Thank you.

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4/22/2019 | Page 49

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