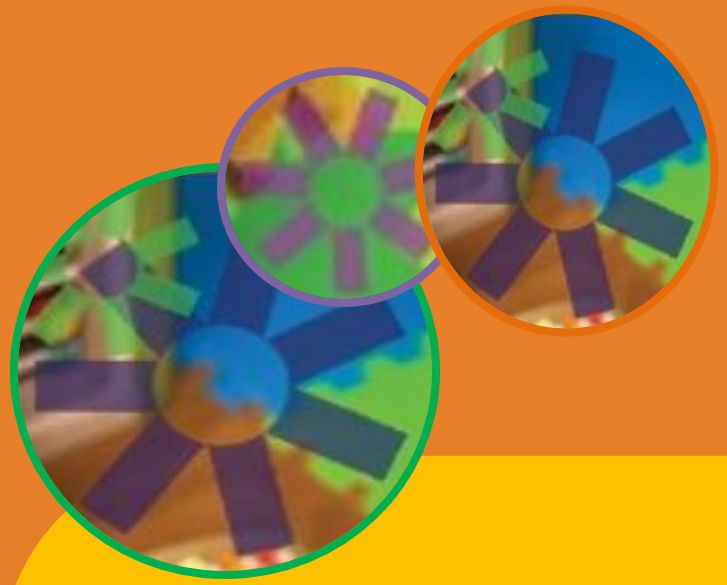
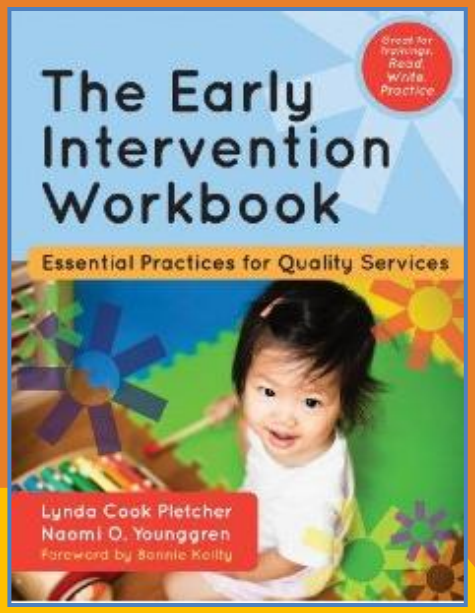




The Early Intervention Workbook: Essential Practices for Quality Services

A guided book study for early intervention teams

Session 3: Chapter 6

Materials prepared by Lynda Pletcher & Naomi Younggren

Welcome Back!

Prior to this session discussion…

- Read chapter 6 and complete all *Give It a Go* activities
- Review the following *Give It a Go* activities with your team

Activity 6.3 **IFSP outcome examples (p. 106)**	**Activity 6.5** **intervention strategy examples (p. 111)**
• How do these descriptions of quality compare to how your team currently writes IFSP outcomes? Using a real example, what is similar and what is missing in the process to get the outcome as well as in the written example?	• Identify as a team 3 agreed-upon markers of high-quality intervention strategies • Use a real child/family that your team is currently working with and write a quality IFSP outcome with measurement criteria and quality intervention strategies. Explain why it is a good outcome, criteria, and strategy.

- Discuss with your team one thing you've done that you feel went well since your last team discussion

Objectives

- Understand what information is necessary for the development of functional outcomes and strategies.
- Practice writing quality IFSP child and family outcomes with measurable criteria using functional assessment information.
- Develop strategies and activities to support quality child and family IFSP outcomes.
- Recognize which foundational pillars and practices guide IFSP development.

Before/during IFSP development what do we need to know?

About the **child**?

Overall development; health status; disability, accommodations needed; things he can do, likes to do; interests, dislikes; temperament, relationships with friends siblings, caregivers; etc.

About the **family**?

Interests; concerns; hopes; obligations; time at home, time at work; other children; other household members; places they like to go or want to go with child; community involvement with other organizations or services; etc.

Before/during IFSP development what do we need to know?

About the **community**?

What is available in the community the family uses; what activities or places the child can participate in, or family wishes he could; who is available to help the child in these activities or location; what extra support would the child need; etc.

About the **EI team**?

Training; interests; skills; evidence-based practices; availability; direct support, consulting, coaching; the best match from the team to assist with identified functional outcomes and activities; etc.

How do we use this information?

- To develop functional outcomes
- To guide outcome measurement
- To begin identifying ways to address outcomes
- To identify the people who help
- To know routines/activities/places it can happen
- To identify the primary provider
- To define the EI support/services needed

How do we use this information?

- To understand the family's priorities: what's working, what's not
- To know how to measure
  - the family goes to the park only on weekends; if you're working on transition at park outings, you can't measure that every day
- To know what the family does; you don't want to suggest strategies that are not doable, rather build on what the family does
- To know who is part of the family and what their routines are

Knowing what the outcomes are will guide the primary provider decision… then the team can identify the support the PSP needs.

Functional outcomes guide:

- The services and other support to assist with the outcomes
- Who best on the team could provide primary support
- The team support to the primary provider

How do we get information we need?

Functional assessment = Functional Outcomes

1. Listening to the caregivers
2. Observing the child in a variety of “natural activities”
3. Sharing what you are seeing with the family; is this typical?
4. Asking families about the child and family’s day
5. Sharing information about the child’s participation and engagement in activities
6. Listening to the what the family would like “help” with

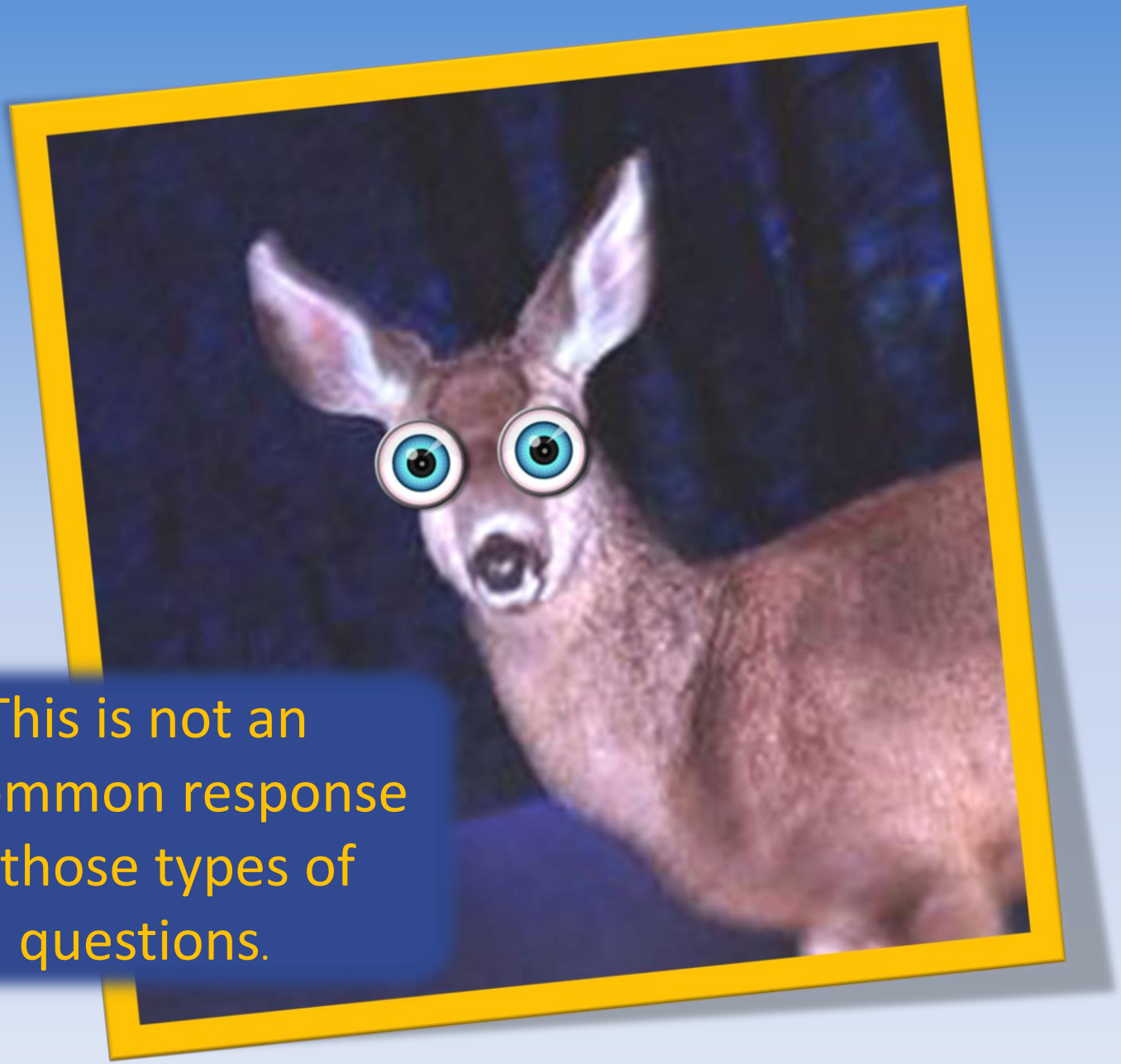
Simply asking questions like these …

* "What would you like Tobin to be able to do?"
* "What are your goals for Tobin and your family?"
* "In 6 mo. from now what do you think Tobin should be doing?"
* "What do you want to work on?"

…often yield too broad

outcomes or isolated skills

not functional outcomes.



This is not an uncommon response to those types of questions.

Better questions might be…

- What do you and your child do in a typical day?
- Are there times in the day or things you do that are difficult for your child?
- What are your child's most favorite things to do?
- Are there activities in your community you would like to participant in for your child or yourself?

What are other questions your team can think of that would give you useful and relevant information?

Zero in on the detail of situation

Functional….

- -Relevant and useful
- -Meaningful and doable
- -In a specific context
- -Increases child's engagement or participation

→A priority to the family

Team Talk

* Identify a contextually based concern a family has recently shared.
* What's happening now with regard to those concerns?
* What additional questions could you ask to better understand the concerns?

Concerns Are Not Outcomes

Concerns **inform** outcomes, which are what we want to see happen.

E.g., concern: Jason tantrums when we leave the park.

Possible outcome statements:

Jason will participate in park outings by following the direction to get in his stroller three times a week for 4 weeks.

On park outings, Jason will follow directions to get in his stroller without a tantrum and parents will be satisfied with his behavior.

Glenda and Steve will have ways to help Jason leave the park when it is time to go home so that park outings are more enjoyable for the family.

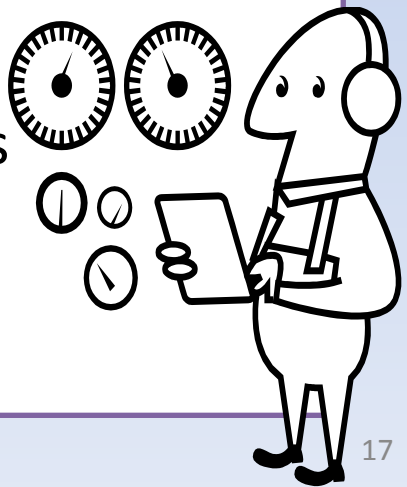
At a minimum, functional outcomes have:

1. The name of the person (child or parent)
2. An action verb of what will happen or what is desired
3. The context *(i.e., when, where, or with whom the "it" will happen)*
4. A measurement: how will we know it's been achieved?
5. The reason tied back to the family concern or priority

Pgs.102-108

Now add quality!
Is the outcome…

- Written in **family friendly language** not full of jargon
- **Positive**, describing what will happen, not just what will not happen
- **Specific** and observable, not vague or unclear
- Developmentally appropriate and **doable** in the next few weeks/few months not for 6 months or entire year
- **Necessary** for **participation or engagement in** a routine or activity, not isolated skills or passive tasks



Team Talk

* Using one of the concerns you identified in activity 6.4 or from a child file you have on-hand, share a concern and outcome you wrote.
* How does it measure up?

Is it a functional outcome?

Parental Concern: Benjamin (14 months) does not use words yet. Dinner is really rough when at the table with the family; he often melts down when we don't know what he wants.

Outcome: At snack time and then at dinner, Benjamin will use at least 2 sign/word combinations for drink, eat, or more to communicate his desires.

Which element(s) are missing?

1. The name (child or parent)
2. The action verb of what will happen/is desired
3. The context
4. Measurement
5. The reason/tied to concern

Is it a functional Outcome?

Outcome: Jane (24 month old girl with Down Syndrome)

Concern: She doesn't like to stand or walk on the grass, wood chips, or dirt; will only walk on cement; will just stop, stand, and cry. I have to carry her to the car parked at the curb to go anywhere.

Functional Outcome: Jane will play with toys and balls on the grass to get used to its feel during daily outside playtime so that she will start walking across the grass to go in the car.

Which elements are missing?

1. The name (child or parent)
2. The action verb of what will happen/is desired
3. The context
4. Measurement
5. The reason/tied to concern

Is it a functional Outcome?

Family Concern: Family is moving to new city and mom starts a new job. The child will need to be in daycare while mom is at work. This will be the child's first time of being away from his mother.

Functional Outcome: The parents will be given information regarding the UP Childcare Resource Center website and will be shown how to access it.

What is wrong? Re-write this outcome to fit more of the quality elements

1. The name (child or parent)
2. The action verb of what will happen/is desired
3. The context
4. Measurement
5. The reason/tied to concern

Strategies & Activities

Problem solving conversations with family and team:

- ✓ What's been tried?
- ✓ What else could we try or try again with adaptations?
- ✓ Is it age appropriate?
- ✓ Does it build on something the child can do or likes?
- ✓ When can we try it?
- ✓ How will we do it and who can help?

Good strategies and activities fit…

- Fit the outcome
- Fit everyone's understanding (jargon free)
- Fit the family's routines
- Fit the child
- Fit the evidence

(Pages 108-113)

Example of Strategies & activities

Functional Outcome: Benjamin will use 2 sign/word combinations for drink, eat, and more to make a few of his needs known at snack and dinner time.

Strategies:

- SLP will make a joint visit with special instructor to the home and model the use of the three signs. SLP will provide a book, *Child's first signs,* to the family to use.
- Special instructor will make home visits during snack time and help Mom use visual prompting and hand over hand assistance to help Benjamin.

Example of Strategies & activities

Benjamin, continued:

Strategies:

- The sign and the word eat, drink, and more will be used together and the prompting decreased as Benjamin begins to use sign/or word approximation at snack and dinner on his own.
- When Benjamin has used a least 2 sign/word combinations during a meal, Mom will show the child care provider.
- Mom will choose two other sign/word combinations for common foods or objects and introduce those during snack time.

Example of Strategies & activities

Functional Outcome: Jane will play with toys and balls on the grass with Mom and sister during outside playtime in order to get used to the feel of the lawn so that she will start walking across the grass to go in the car.

Criteria: We will know this is met when she plays happily with the toys on the grass without stopping, collapsing, and/or crying three days in a week.

Some Strategies:

- Sarah (Mom) will take a blanket outside and introduce Jane to the grass while she is sitting on the blanket by placing her near the edge or bringing pulled grass onto the blanket so she can feel and play with it.
- PT will make visit(s) and provide parents with information on ways to decrease Jane's sensitivity to walking on various surfaces.

Example of Strategies & activities

Jane, continued:

Some Strategies:

- Sarah will move from playing ball or helping Jane push the lawnmower toys on the driveway onto the grass.
- Jane will play cut the grass with the mower from the front door to the curb
- Sarah and Jane's sisters will each hold a hand and play a game of walking on the grass to the curb.

Team Talk

- Suggest strategies and activities for one of the outcomes you described earlier.
- Does it meet the criteria of “good strategies or activities”?

Next steps…

- Reflect with your team:
  - Talk about your responses to activities and checklists. Explore how your team implements suggested practices. How effectively is time used?
  - Explore *Give It a Go* activity 7.1 and the information on pages 121-124
- Read Chapter 7 (Moving Forward: Individualized Family Service Plan Implementation and Ongoing Intervention)
- Choose something from this chapter, as a team or individual, you'd like to try or improve upon in some way
- Identify one thing that you would like to do or try in your early intervention work with families
- Have fun and be open to other team members' ideas, comments, and concerns as you practice relationship building!

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