

Writing Functional Individualized Family Service Plan Outcomes

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Development**

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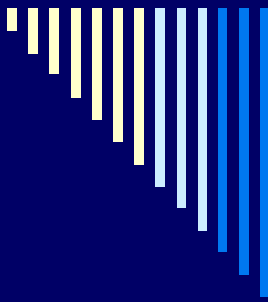
2007 Tennessee Early
Intervention Conference



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The IFSP/IEP is the backbone of early intervention or special education, consisting of placement, services, and accountability.





Purpose of IFSPs and IEPs

□ IFSP content

- Present levels of development
 - Family's CPR
 - Measurable results or outcomes
 - Early intervention services
 - Statement of the natural environments in which early intervention services will appropriately be provided
 - Dates... frequency of services
 - Service coordinator from the profession most immediately relevant to the infant's or toddler's or family's needs
 - Transition steps to preschool
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Functionality in the Law

- The word is used throughout IDEA
 - Functional performance, ...capabilities of a child, ...evaluation of the child; life functions of such child; functional achievement of the child, functional vocational evaluation, results for children with disabilities; functionality; functional goals, ...needs of the child, ...behavioral assessment, ... outcomes for all children; functioning of each infant or toddler; functional needs of students with disabilities, ...goals, ...skills.
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Principles of Functionality

- Normalization
 - Participation
 - Ecologically relevant
 - Necessity
- Not necessarily related to principles of
 - Specialization
 - Exclusivity (e.g., etiology specificity)
 - Foundational skills

Beware of social desirability: Everyone claims to be functional!



Transforming Existing Outcomes



- ❑ You can't just take a nonfunctional outcome and make it functional by how you write it!
 - ❑ The child must really need the outcome or the parent must really want it
-



Characteristics of Functional Plans

See Goal Functionality Scale II

- Child-level outcomes or goals
 - Useful
 - Related to engagement
 - Duration, persistence, construction, participation
 - Related to independence
 - In routines
 - Related to social relationships
 - Communication, social interaction, friendship
-



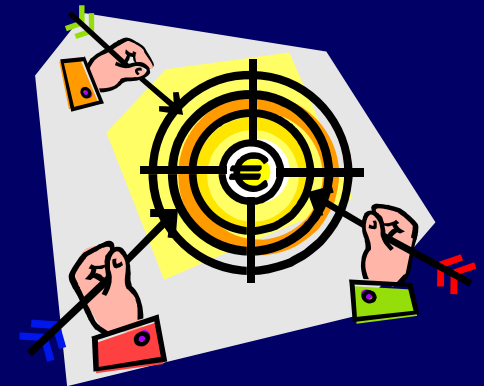
□ Not

- Decontextualized
- With unclear purpose
- Nonsensical
- Unnecessary
- Endless
- Vague
- Unmeasurable



Functional Outcomes

- How do you get outcomes?
- On average, how many are on an IFSP?
- How specific are they?





Solution: RBI

- Routines-Based Interview (McWilliam, 1992)
 - A form of evaluation of ecological congruence



Dressing is a functional skill



"Honey, your head's through the armhole again."



Example of Steps for Developing Child Outcomes: Step 1

1. Read the short-hand version of the outcome from a family-centered, functional needs assessment (e.g., RBI)
 - Eating and chewing





Step 2

Find out what routines
this affects

□ Lunch, dinner,
restaurants



Step 3

Write “Child will participate in [the routine(s) in question]”

- Darcy will participate in at lunch and dinner times and at restaurants
-



Step 4

4. Write “by _____ing,” addressing the specific behaviors
 - By chewing her food and moving food from side to side with her tongue
-



Step 5

Add a criterion for demonstration the child has acquired the skill

- We will know she can do this when she eats one cup of food in this manner
-



Steps 6

Add another criterion for generalization, maintenance, or fluency, if appropriate

- Across routines, people, materials, places, etc.
- Over time (see following step)
- Rate of behavior

□ One time at lunch, one time at dinner, and one time at a restaurant



Step 7

Over what amount of
time?

In 1 week

Whole outcome:

Darcy will participate in lunch and dinner times and in restaurants, by chewing her food and moving food from side to side with her tongue. We will know she can do this when she eats 1 cup of food in this manner, one time at lunch, one time at dinner, and one time in a restaurant in 1 week.



Family-Level Outcomes

- Preserve as much of the wording as is appropriate
- Add at least 1 measurable criterion

Rachel do more things with Paige and Hailey	Rachel will do 3 activities with Paige & Hailey, together, in 1 week for 3 consecutive weeks
Rachel—info on sleep & ASD	Rachel will receive 1 article about sleep & ASD & the name of 1 expert she can contact



Jen's Outcomes

1. Mia will communicate what she wants instead of grunting, to help her play nicely
 2. Stand and take steps independently
 3. Stop grinding teeth (info to parents)
 4. Mia—independent feeding herself (including holding the bottle)
 5. Morning routine smoother (family more independent), so Jen has more time
 6. Info about sleepwalking
 7. Jen time to pursue her interests, especially at weekends
 8. Mia helping with dressing
 9. Independently drink from a cup
-



Outcome 1

- Mia will participate in play time in the morning and afternoon
 - ...by communicating what she wants with words or signs, instead of grunting.
 - We will know she can do this when she uses five words or signs, with no grunting,
 - ...in three 10-minute play times
 - ...in 1 week
-



2. Stand and take steps independently

- ❑ Mia will participate in play times, dressing, and moving from one place to another
 - ❑ By standing and taking steps independently.
 - ❑ We will know she can do this when she takes 5 independent steps
 - ❑ ...one time at play, one at dressing, and one time when moving...
 - ❑ ...in 1 week.
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Writing Functional Outcomes

- Select a child outcome from the parent's list and follow the 7-step process
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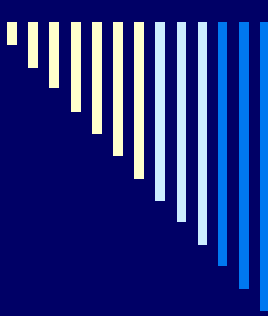
What About Family Outcomes?

- They can be measurable too
 - Don't have to be about participation
 - Don't need so many criteria—just one
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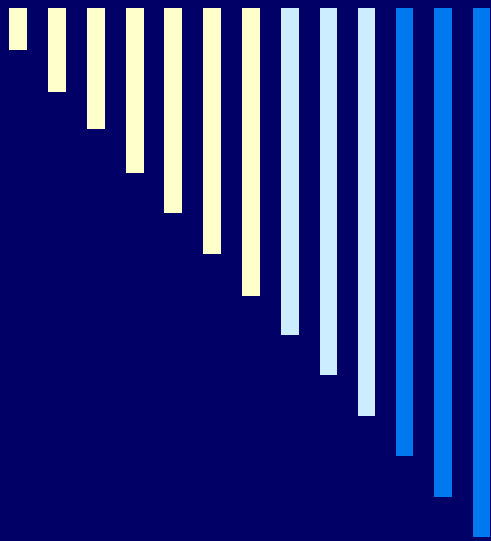
3. Info to parents about Mia's teeth grinding

- Jen will talk to a specialist about Mia's teeth grinding within 2 weeks.
-



4. Mia—independent feeding herself (including holding the bottle)

- Mia will participate in breakfast, lunch, and dinner
 - ...by feeding herself independently.
 - ...when she spoon-feeds herself and holds her own bottle and finger-feeds without squishing the food
 - ...at least 1 time each
 - ...within 1 week.
-



5. Morning routine smoother
(family more independent), so Jen has
more time

Families' cultures are often different from our professional culture



"Before we begin this family meeting, how about we go around and say our names and a little something about ourselves."