We CAN Get There from Here
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You’ve GOT to be kidding!!
• We are presenting a new standard. The reality of adapting to the new standard is likely to be a messy and at times a frustrating journey.
• We should strive to bring forward the best of what we have been doing, as we add new practices.

Points of Departure
• Things are changing quickly
• The new IFSP is here to stay
• Everything links to global (OSEP) child & family outcomes
• CHILD DEVELOPMENT & LEARNING STILL MATTERS!
• COS is a point in time summary rating of a child’s progress to date.
Overall Goal of the Presentation
Capture & capitalize on DISCIPLINARY EXPERTISE of EI Practitioners as WA State moves toward more family-centered IFSP process and outcomes

STARTING OUT…
WHAT FORMAL PREPARATION DID YOU HAVE FOR YOUR PROFESSIONAL ROLE AS EARLY INTERVENTION PRACTITIONER?
TELL SOMEONE YOU DON‘T KNOW ABOUT THE EDUCATION AND TRAINING (INITIAL & ONGOING) REQUIRED FOR YOUR POSITION, CERTIFICATION, LICENSURE

Navigating a Route Between…
- Assessing isolated performance of specific skills
- Writing clinical outcomes
- Working alone as a disciplinary expert
- Therapy as intervention
- Global assessment of performance in context of routines
- Writing whatever the parents say
- Keeping expertise out of it altogether
- Conversations about family routines as intervention
A few navigation tools..
- A FRAMEWORK for developing Summary of Functional Performance and Family-Centered IFSP Outcomes
- A FORMAT for writing measurable intervention goals
- A CHECKLIST for aligning intervention goals with IFSP and global outcomes

Background/Context
- WHY do we gather so much information?
  - Determine eligibility
  - Develop Summaries of Functional Performance for children
  - Write functional, participation-based IFSP outcomes for families
  - Guide service delivery & interventions
  - Monitor progress

SUMMARY OF FUNCTIONAL PERFORMANCE
SFP Summarizes Functional Child Assessment Info
SFP = PLOD + PARTICIPATION
- Functional Assessment Includes:
  1. Developmental assessment information
     WHAT SKILLS ARE PRESENT?
     AND
  2. Assessment of participation in daily routines & activities
     HOW ARE SKILLS USED?
I. Developmental Assessment of the CHILD = PLOD

- We are trained for this in our professional disciplinary preparation programs, within or across domains.
- Focus is on detailed sequences and patterns of child skills, abilities, knowledge.
- Tools are CBAs, structured observations, records/reports, interviews (RIOT)
- Developmental assessment is summarized on the IFSP as PRESENT LEVELS OF DEVELOPMENT (PLOD) across all domains
- PLOD is profile of specific skills and knowledge
- PLOD is more than just a score!

II. Child's Present Levels of Development

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Description of Abilities</th>
<th>Developmental Level</th>
<th>Interactions</th>
<th>Future Needs and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Development</td>
<td>Motor skills (e.g., balance, coordination)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>Problem-solving, reasoning, memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>Speaking, listening, conversing</td>
<td></td>
<td></td>
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</tbody>
</table>

- Receptive communication, gross & fine motor, social-emotional, vision & hearing

There IS Sometimes a Meaningful Difference Between...

This... And This...

![Baby Images]
Summarizing Developmental Assessment into Present Levels

1. Identify the most sophisticated or complex skills the child has mastered in each developmental area/domain. These skills define present levels of development.

2. It also helps to identify the skills in each developmental area that:
   a. the child is beginning to learn (emerging)
   b. the child will be learning next (goals)

WORDS TO USE...

- Skills Mastered – is able to, can, exhibits, easily, successfully, appropriately, always, performs, consistently, independently, specific skills: sits, watches, grasps, moves, interacts, explores...
- Emerging Skills – is beginning to, attempts, tries, is learning to, is starting to, needs help to, sometimes, with difficulty...
- Next Skills/Goals – do not need to be included in PLOD; these will be intervention goals

IDEALLY, PLOD SHOULD LOOK LIKE THIS – SKILLS, NOT SCORES
Assessment of Participation In Routines & Activities

- Family routines and activities are the context for how a child uses skills, knowledge, and abilities in everyday life
- Tools are RBI, IFSP child/family interview questions, CBA family components, observation of the child in natural environments

1. Child Family Routines and Activities

Understanding the routines and activities of children and families enables teachers in planning for routines having opportunities that can support children’s learning and development.

- Where does your child spend the day? Who is involved? How would you describe your child’s relationship(s) with you and the people they spend the most time with in different settings?

- What are the things your child enjoys most (including toys, people, places, activities, etc.)?

- What does your family enjoy doing together and why? Who is involved? When does this occur?

- What is going well? Causing difficulties? What are you NOT doing because child can’t participate?

SUMMARY OF FUNCTIONAL CHILD PERFORMANCE

DEVELOPMENTAL ASSESSMENT DATA

INFO ON PARTICIPATION IN ROUTINES & ACTIVITIES

SUMMARY OF FUNCTIONAL PERFORMANCE
Writing Functional Summaries of Child Performance (SFP)

1. From RBI, CBA family sections, interviews, clarify high priority routines and activities for the family, based on family concerns and challenges. Where are the issues?

2. Identify the skills the child needs to fully participate in priority routines and activities.

3. To summarize functional performance, cross-reference child's present levels of development with skills needed to participate in priority routines and activities, for each of the three global outcomes.

IDEALLY, SUMMARY OF FUNCTIONAL PERFORMANCE LOOKS LIKE THIS (BUT MAYBE SHORTER).

FAMILY ASSESSMENT

CONCERNS
+ PRIORITIES
+ RESOURCES
= FAMILY ASSESSMENT
Family Assessment

Family assessment is about the FAMILY:
* Current challenges in family life
* Priorities for services
* Unique resources for supporting their child
IFSP OUTCOMES

IFSP OUTCOMES = FAMILY CPR + CHILD SFP

- IFSP Outcomes can address either child or family concerns and priorities.
- Child outcomes are designed to enhance skills necessary for participation in family routines and activities.
- Family outcomes are designed to enhance the general quality of family life.
- The WA State IFSP form has a separate page for outcomes facilitated by the FRC.

Example of Child Outcome

- Kim will independently play by getting her own toys, exploring them with her hands & eyes, and moving by herself from one room to another.
Example of Family Outcome

Kim’s grandparents will be comfortable babysitting Kim and her sister so that Mr. & Mrs. Doe can have time together outside the house on Sunday afternoons.

Community Access Outcome (facilitated by FRC)

Mrs. Doe will explore formal opportunities for Kim to spend time with children her own age, and enroll Kim as appropriate.
Quality IFSP Outcomes Are:
1. Necessary & functional for child & family life
2. Reflective of real-life contextualized settings
3. Discipline-free
4. Worded clearly & simply without jargon
5. Positively worded
6. Written positively, without use of passive words (e.g., tolerate, receive, improve, maintain)
7. Measurable

Adapted from ECO Center/NECTAC, May 2011

So now we know where we are going…

- How do the IFSP outcomes connect to what you do as an interventionist?
- How do you use the IFSP to guide your activities during home visits?
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 activities 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.

“Alex will eat a meal while sitting at the table in a restaurant.”

- OT will use coaching to support Alex & assist the family in implementing strategies.
- OT & SLP will work together with parents to identify strategies... first in restaurants and then across all daily routines and activities.
- SLP will provide services to Alex & his family through joint visits with the OT...
- Parents will try a variety of strategies...

The case for intervention goals:

- Quality IFSP Outcomes address use of skill sets within the context of routines & activities
- E.g., Darin eats with the family by staying seated in his high chair and picking up finger food & putting it in his mouth.
- Goals that focus on specific child skills do not make good IFSP outcomes.
- BUT IFSP Outcomes are not usually specific enough to plan interventions & monitor progress, or to bill insurance/Medicaid.
IFSP Outcome or Intervention Goal?

**IFSP Outcomes**
- IFSP Outcomes address the child’s participation within a specific routine or activity
- IFSP Outcomes are the core of the IFSP
- IFSP Outcomes are ALWAYS on the IFSP

**Intervention Goals**
- Intervention Goals address specific sequences of component skills necessary to participate across activities
- Intervention Goals address “methods & strategies” on the IFSP form (who does what?)
- Intervention Goals are often NOT included on the IFSP

OSEP GLOBAL OUTCOMES:
1. SOCIAL RELATIONSHIPS
2. ACQUIRING & USING KNOWLEDGE
3. MEETING NEEDS

IFSP OUTCOMES

Intervention Goals Or Intervention Plans

Goals for intervention?

**IFSP Outcome**
- Marisa will play quietly at the table with her sister by sitting at the table, taking turns, and sharing the same toys or materials.
Possible Intervention Goals

**IFSP Outcome**
- Marisa will play quietly at the table with her sister by sitting at the table, taking turns, and sharing the same toys or materials

**Intervention Goals**
- Marisa maintains a sitting position with her lower back supported
- Marisa uses actions appropriate for toys & materials in play (e.g. paints on paper)
- Marisa uses signs and/or words to make requests
- Marisa responds to requests to share

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Specific Intervention Goals

Take the Child...

From Here... To Here...

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Specific Intervention Goals

Take the Child...

From Here... To Here...
Specific Intervention Goals
Take the Child...
From Here...  To Here...

One Model from Virginia

- Long term outcomes (IFSP) & associated short term goals (intervention goals)
- Approved by insurance providers and Medicaid in VA
- A REALLY GREAT, PRACTICAL RESOURCE!

Guidelines for Writing Family-Centered Outcomes, Rehabilitation Associates, 2004

“Joey will eat dinner each evening in his highchair.”

- COMPONENTS OF A LONG-TERM OUTCOME
  - A functional and measurable long-term outcome contains the following:
    - Performance – Who will do what?
    - Criteria – How well or how often?
    - Conditions – Anything necessary for success.
    - Time frame for outcome achievement (target dates on the IFSP)
“Joey will eat dinner each evening in his highchair.”

The short-term goals:
- Joey will remain seated in his highchair at the dinner table for 20 minutes without fussing and crying.
- Joey will use pictures to let his mom & dad know what he wants at least 2 times during dinner.
- Joey will swallow soft table foods without gagging at all meals.
- Joey will eat two of three choices offered to the rest of the family at dinnertime.

OSEP CHILD OUTCOMES:
1. Social Relationships
2. Acquiring & Using Knowledge
3. Meeting Needs

IFSP OUTCOMES

Intervention Goals
Or
Intervention Plans

DOWN THE ROAD…

- It is desirable for practitioners to be involved in writing IFSP outcomes.
- It is critical that child interventions link directly back to IFSP outcomes.
Thanks for participating...

- It is more difficult than just copying and pasting new information into existing practices.
- Trust your expertise & your experience.
- Go forth and do good work!!