Developing Functional IFSP Outcomes
Adrienne O’Brien
IECC May 2019

Which Outcome Would You Choose?
Which Outcome Would You Choose?

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

Which Outcome Would You Choose?

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

Which Outcome Would You Choose?

Nelly watches Marie during face-to-face games while they are playing together.
Who Else Is In The Room?

Adrienne O’Brien
ESIT Training and Technical Assistance Manager

Purpose: Write Functional IFSP Outcomes

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

What Is A Functional IFSP Outcome?

Why Are Functional Outcomes Important?

• Participate in natural learning opportunities
• Engage in activities with familiar caregivers
Nelly watches Marie during face-to-face games while they are playing together.

Address Functioning Within The Context Of A Relationship

Attachment  
Parent-Child or Sibling Relationship  
Peer Relationships

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

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

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.

Developing Criteria

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

Functional vs. Medical Model Outcomes

Let’s look at the whole thing!
Development of a Functional Outcome

Eligibility Evaluation; Family Caregiver Report; COS/Summary of Functional Performance

• Areas of delay and priorities/concerns

Functional Outcome

• Should match families' priorities and concerns

Strategies & Criteria

• Should relate directly back to achieving the outcome

Services

• Should be determined by what is needed to address the 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.”

IFSP Outcomes: FRC

Outcome Example: FRC

“Jayna supports the family to find a pediatrician for Scott.”
Describe Effective Strategies for Gathering Information from Families During an Assessment

Gathering Information From Families

Hopes, Priorities, Concerns, Routines, Activities, Resources...

Functional Outcomes
Gathering Information: Culture

How do you feel when ___? How do you think your child feels when ___?

What daily routines are going really well? What are challenging?

Describe the ideal situation if all was going well.

“I don’t know.”

“I just want him to talk.”

“I want her to do it all the time.”
How Would You Gather More Information From a Family to Develop an Outcome?

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

Components of a Functional IFSP Outcome

Necessary / Functional

Brady will crawl from his mother’s lap to the toy box to grab a toy. Brady planning and making joint play with his mom.

Brady will roll, sit, crawl and walk.
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.

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.

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.
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.

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.

Components of a Functional IFSP
Outcome

Within the Context of a Relationship

Letty's grandmother, Marguerite, will be able to support Letty as she safely tries new foods with different textures.

Letty will safely try new foods with different textures.
Outcome Revision

Rudy will have age-appropriate motor skills.

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

Anna will move, walk and play to fully participate with her family in active play.
Does the Outcome Statement Have the Required Components?

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.

Questions?
Please complete your evaluation.

Thank you.

adrienne.obrien@dcyf.wa.gov