



Developing Functional Outcomes



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Welcome!



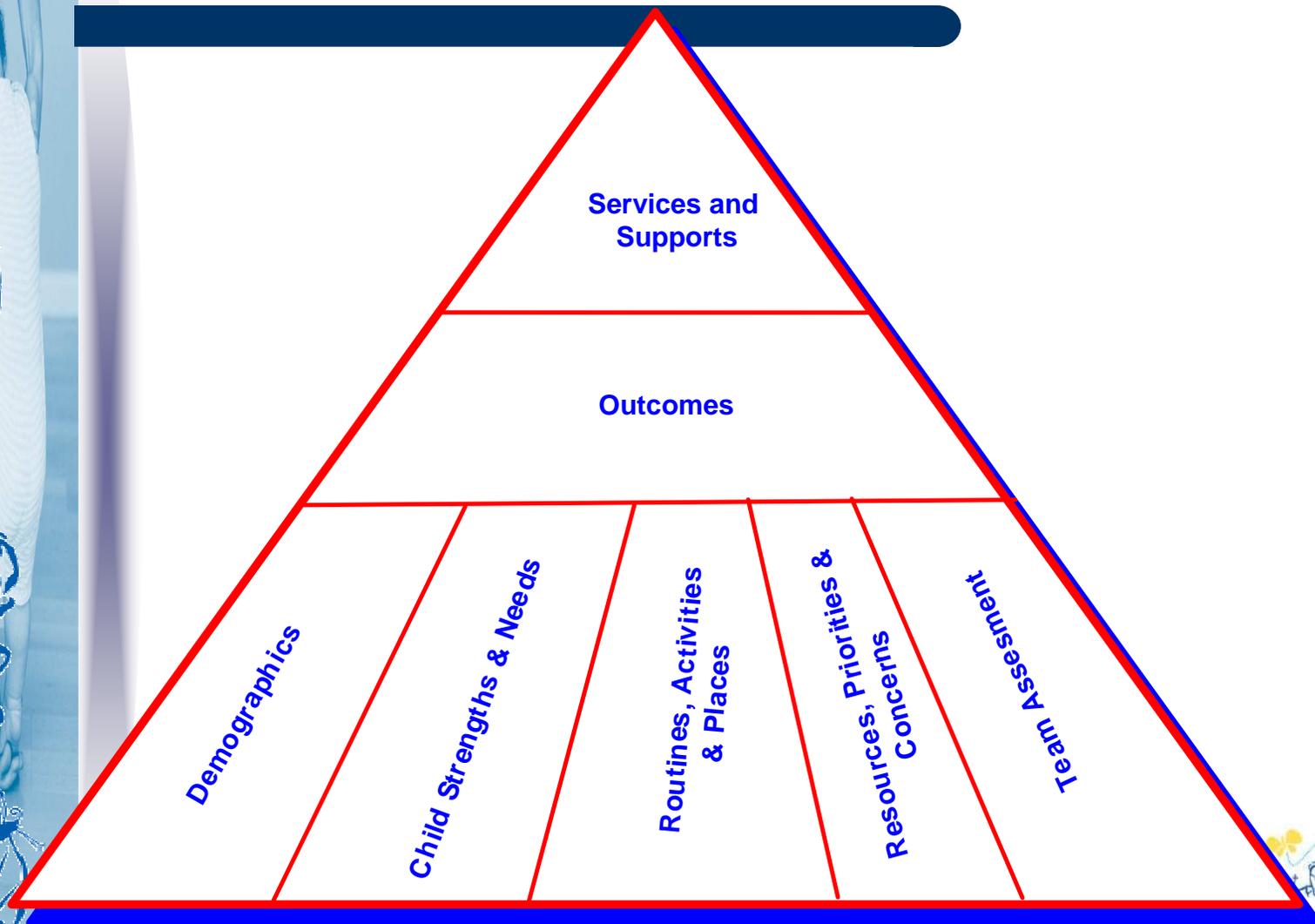
Session Objectives

In this workshop you will learn how to:

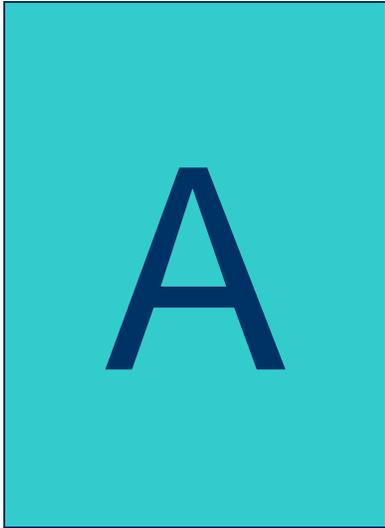
- Write functional outcomes
- Develop short-term goals
- Identify strategies to address outcomes
- Begin to determine appropriate services and supports
- Document the process on the IFSP, Forms F and G



IFSP Development Pyramid

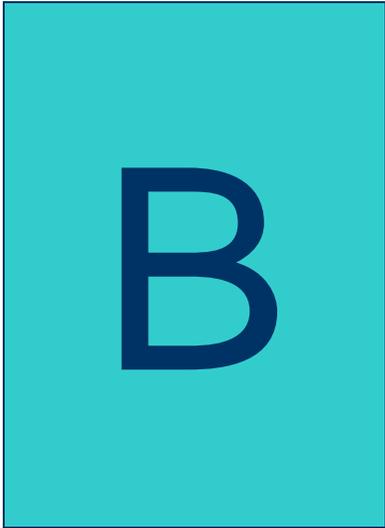


What is a Functional Outcome? Pop Quiz



A

or



B



Which is the functional outcome?

- A. Lucy will demonstrate improved behavior, per parent report.
- B. Lucy will sit quietly and look at a book during her bedtime story time so that she is calm before bed.



Which is the functional outcome?



- A. Jenni will enjoy washing her hands and face with a soft wash cloth during bath time each night.
- B. Jenni will demonstrate increased comfort with touch sensations.

Which is the functional outcome?

- A. Steven will cooperate during dressing and undressing.
- B. Steven will help his parents when they are dressing him without becoming upset, so that mornings are easier for the family.



Which is the functional outcome?

- A. Amy will use words to communicate her wants and needs.
- B. Amy will begin to use words to let her family know what she needs, so that she will not become as frustrated during meals and transitions.

Which is the functional outcome?

- A. Charlie will enjoy playing simple games with his mother, like peek-a-boo and itsy-bitsy spider, during their morning play time together.
- B. Charlie will show increased engagement with his mother.

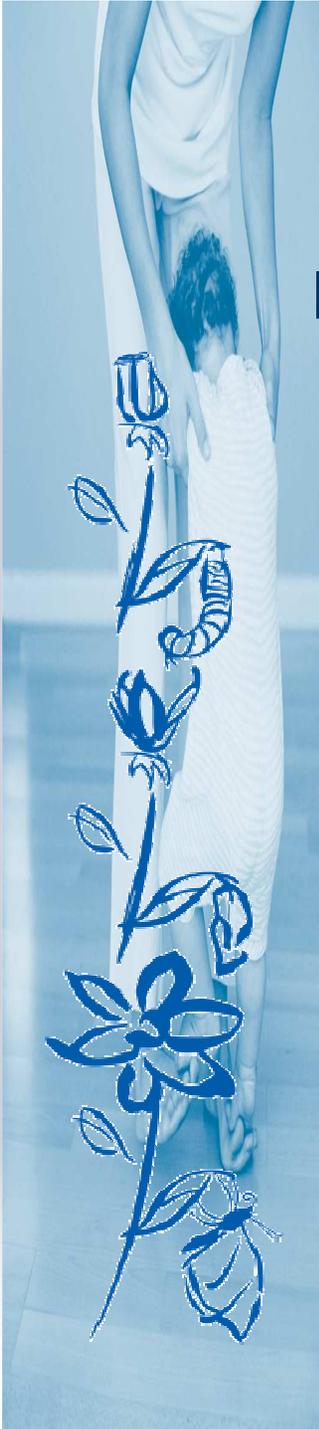


Which is the functional outcome?

- A. Maria will try new foods when eating with her family at the table, without becoming upset, to make meals less stressful for everyone.
- B. Charlie will demonstrate improved oral sensory awareness by eating an increased variety of foods.

Which is the functional outcome?

- A. Juanita will fall asleep in her own bed following her bedtime routine, after 30 minutes or less, and stay asleep through the night to allow the family to get some sleep.
- B. Juanita will demonstrate improved sleep patterns, on 5 of 7 nights during the week.



Which is the functional outcome?

- A. Jenny will begin to cooperate during naptime within her childcare setting, with some help from the teacher to prepare her, so that she is not asked to leave this program
- B. Jenny will demonstrate improved behavior within her childcare setting.



Which is the functional outcome?

- A. Kim will be more comfortable on her tummy when we are playing, so that she can develop stronger muscles to move her body and get ready to crawl.
- B. Kim will tolerate prone position during play activities for longer periods.

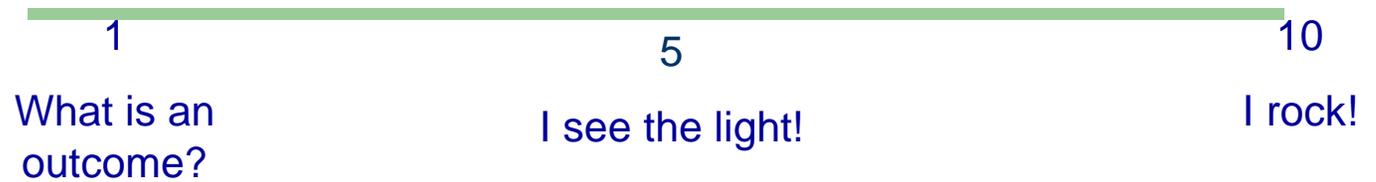
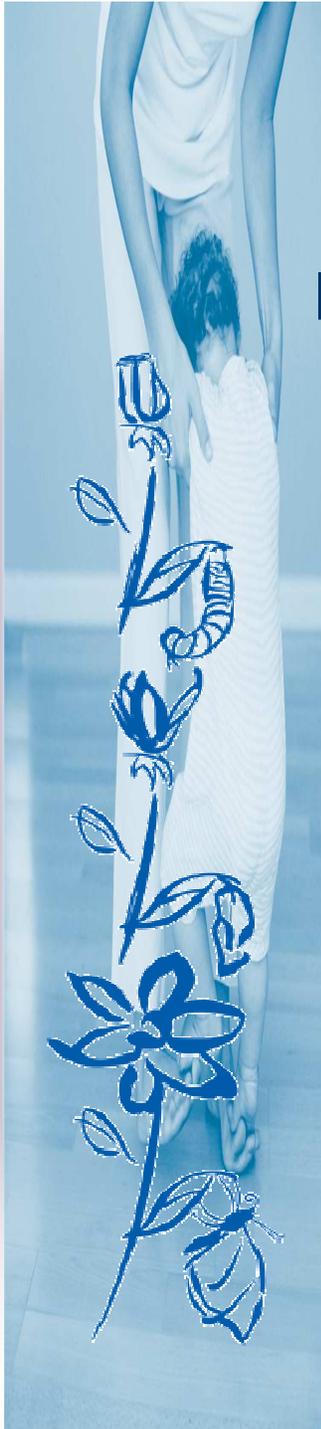


Which is the functional outcome?

- A. Jamal will hold his head up 90° and maintain his position for awhile.
- B. Jamal will hang out with his sister and watch videos by holding his head up.



How did you do?



- A. Between 1 and 5
- B. Between 5 and 10





Functional Outcomes



Functional Outcomes

- Desires and goals that a family has for themselves and/or their family member.
- Created WITH the family after assessing what activities are meaningful to the individual family members.
- Include not only activities of daily living, but also the family's ability to participate in cultural and social experiences they hold valuable.



Questions to Ask the Family

🦋 What are the activities that your family would like to do that are difficult?

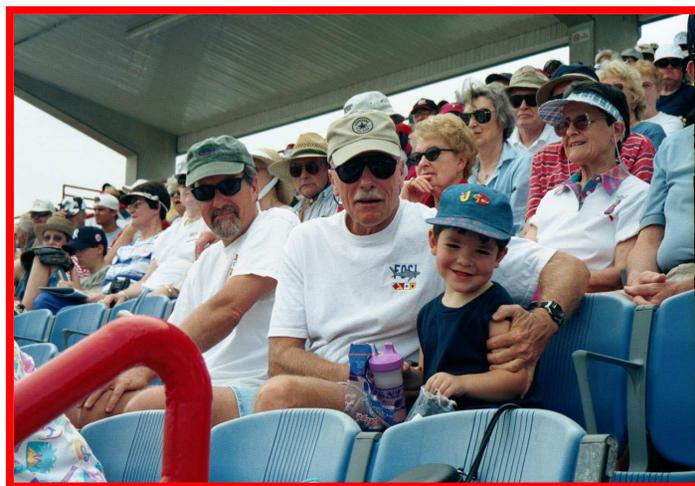
🦋 Have you given up doing any chores or family outings?

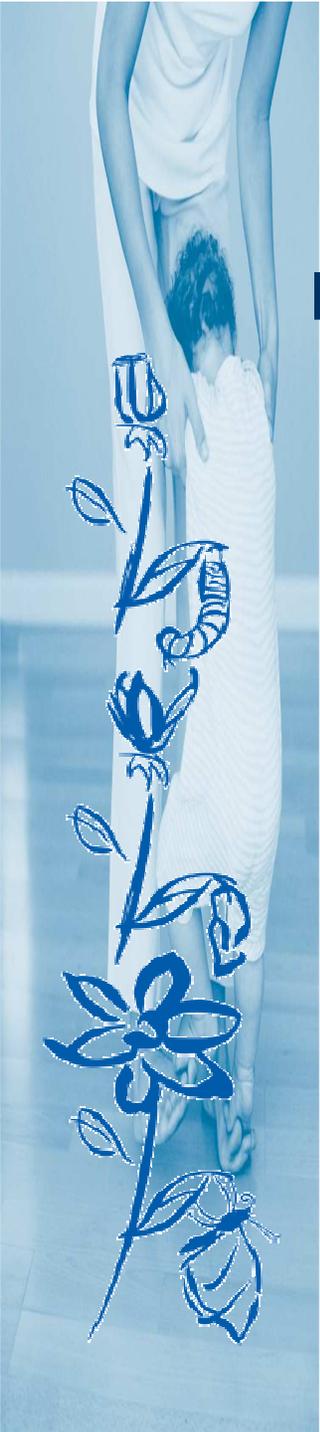
🦋 Is there anything that you would like to do or feel that you could do more easily if you had help or more information?



More Questions...

- What kinds of things would you like _____ to do that would make life easier for you or more fun for him?
- Which of your concerns do you feel is the most important at this time?





More Questions

- It sounds like _____ brings you a lot of joy. Tell me about that. Tell me what you and your family have done to help your child gain those skills.
- Give me an example of a challenging day/situation with _____.

More Ideas...

- What do you hope we can do to help you?
- Describe a scene in which your child is (eating, bathing, playing, etc). What do you want to change about that scene?

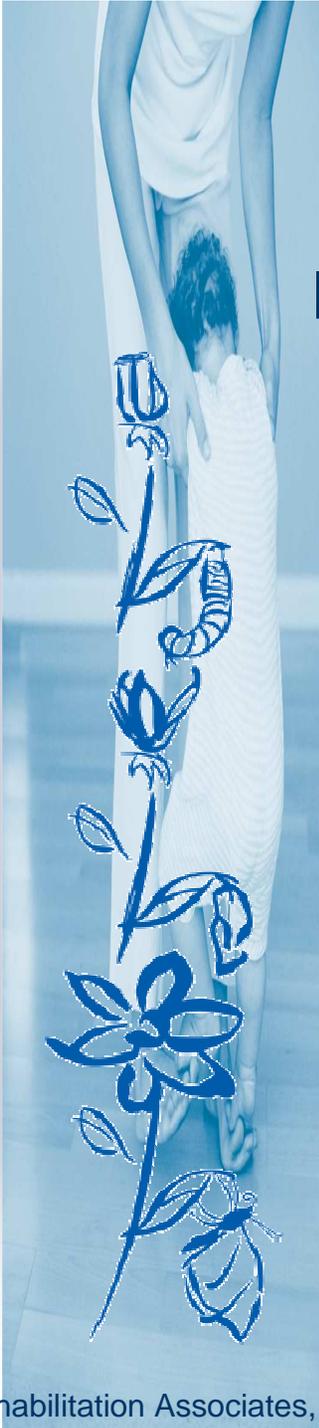


Questions for Functional Outcomes

- What are you most proud of about how you and your family has handled _____ needs?
- You say you want _____ to (walk, talk, write, have friends). What would be a step in that direction?
- What activities would be easier if you could understand what _____ is trying to say?

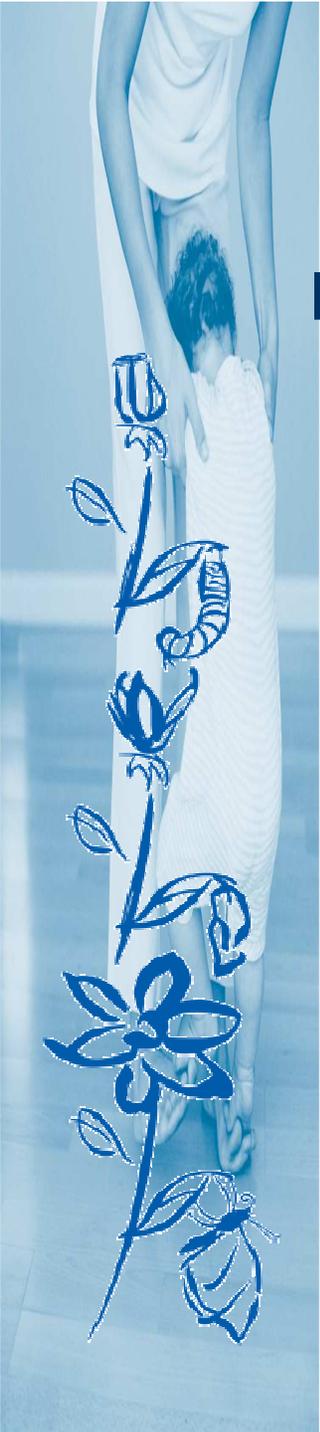


Long-term Measurable Outcomes



Outcomes should...

- ✿ Enhance the family's ability to care for or to engage in activity with their child.
- ✿ Enhance the child's ability to participate in functional activities (feeding, dressing, moving, communicating, playing, etc).



Outcomes should...

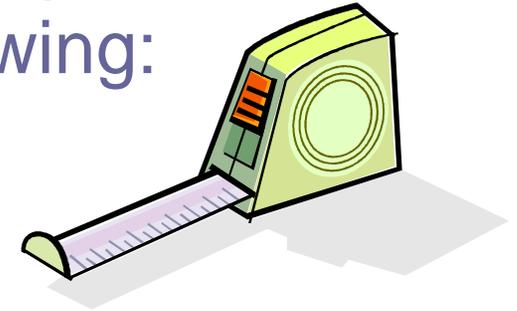
- ✿ Expand on activity settings in which the child already participates successfully.
- ✿ Be meaningful to the child and family.



Functional Outcome Components

Functional, measurable, long-term outcomes include the following:

- Performance
 - Who will do...?
 - What will they do?
- Criteria
- Conditions
- Time frame for goal achievement (target dates on the IFSP)



Performance

- “**Who**” is always the child or the family.
- “**What**” is the activity that the child or family will be able to do.
- It should be **observable** and **repeatable** having a definite **beginning** and **ending**.

Joey will eat dinner



Criteria

- **How well or how often** must the child be able to do it?



Joey will eat dinner each evening



Conditions

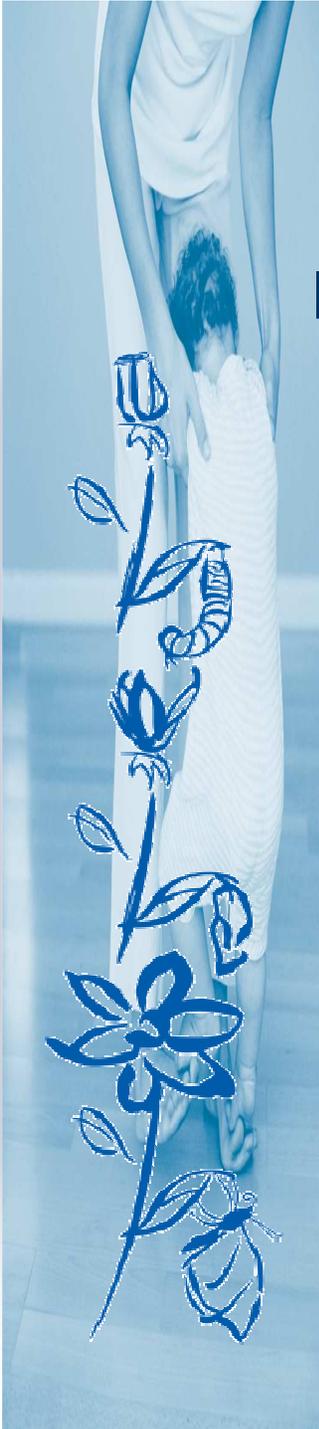
- Anything that **must be present** for the outcome to be achieved.
- In this case the family and the rest of the team have determined that a “sassy seat” is necessary for Joey to be successful in eating dinner.



**Joey will eat
dinner each
evening in
his
sassy seat.**

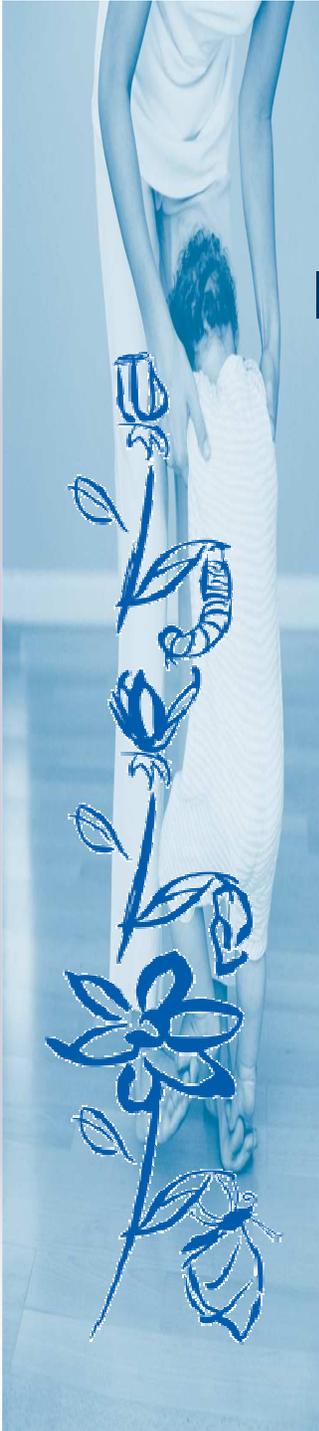


Rationale



Joey will eat dinner each evening in his sassy seat so that we can all enjoy dinner together as a family.





Short-term Goals



Short-term Goals

- The same process takes place for developing short-term goals.
- To determine short-term goals, ask the family to identify what the long-term outcome would look like in their daily routine.
- In Joey's case, the parents identify several specific things that need to occur at dinner for them to feel that the long-term outcome has been met.



What Needs to Happen?

- Joey needs to sit at the table for more than a few minutes and increase his attention span.
- Mom and Dad will understand what Joey wants during dinner so that he has less frequent meltdowns.
- Mom will know what foods Joey should be able to eat. He often gags and she is afraid he will choke.



What needs to happen? cont...

- Joey will eat what the rest of the family has for dinner.
- In addition, the therapist, noted that the chair Joey sits in is too large for him and does not offer adequate support for chewing and swallowing or using utensils. He needs an appropriate seat.



Short-term Goals

Joey will:

- Remain seated in his sassy seat at the dinner table for 20 minutes without fussing and crying
- Use pictures to let mom and dad know what he wants at least 2 times during dinner
- Swallow soft table foods without gagging at all meals
- Eat two of three choices offered to the rest of the family at dinnertime



Joey's Outcomes and Short-term Goals

The outcomes and short-term goals meet the following requirements:

- ✦ They enhance Joey's ability to participate in functional activities.
- ✦ They are measurable.
- ✦ They are functional.
- ✦ They are meaningful to the family.



Examples

Throughout the day, Alex will tell his family or people in the community what he wants and needs using signs or words instead of crying and becoming frustrated.



Short Term Goals

- Alex will make at least 10 different sounds that relate to his toys (“moo” for a cow or “beep” for a horn) when he plays with his mom, dad, or other children in the community.
- Alex will know 25 different signs that he can use to make at least 5 choices at home or in the community during the day.

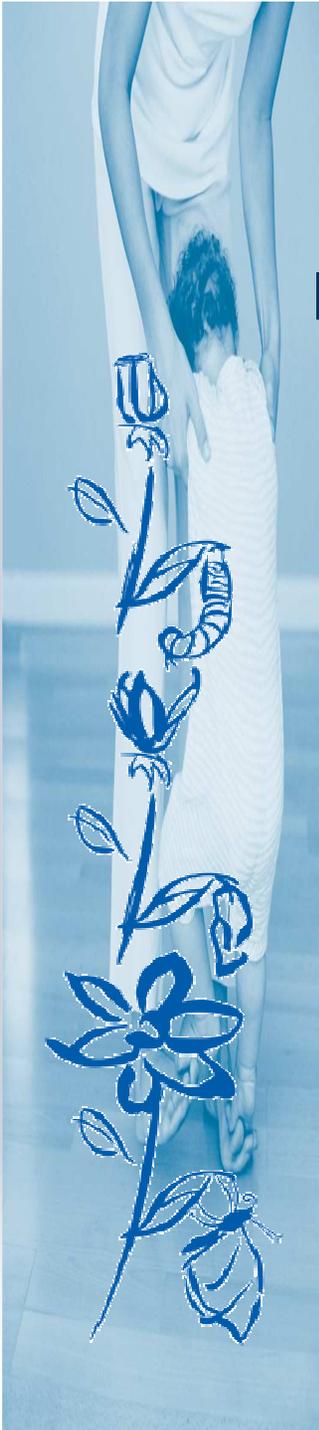


Examples continued

✿ Alex will use two signs together to tell his family what he wants or needs at least 4 times each day.

✿ Alex will use 10 short, simple words to ask his mom and dad for help, for specific activities (i.e., eat, go) or for objects (i.e., toys, food).





Let's Practice



Scenarios

- In your group, read your assigned scenario.
- As a group, write 1 outcome for this child and family, including short-term goals and strategies.
- Record your work on the flipchart paper.
- Your group has 15 minutes to complete the activity.
- Each group will report back to the large group.



Scenario #1: Billy and his Family

Billy is 22 months old and spends his day at home with his mother and 4-year-old sister. He likes to play with toy trains, and does not show much interest in other toys. Billy seems to “get stuck” on certain things, and can become pretty upset if he is asked to move onto something new. His family really would like him to say what he wants rather than screaming and kicking.



Scenario # 2: Raquel and her Family

Raquel is 19 months old and is just starting to cruise around holding on to furniture and loves going outside in her stroller for walks. She is not very interested in playing with small toys or feeding herself but she does like to eat when someone feeds her.

Raquel goes to family child care each day while her parents work. Her parents would like her to feed herself.



Scenario #3: Mario and his Family

Mario is 12 months old and wants to be carried everywhere, even though he can stand up by holding on to someone or the furniture. Mario's family is busy with work and school activities, and often carry him to get places more quickly. Mario and his family like to play outside, and to go to the park together. His family would like for Mario to begin to walk on his own.



Scenario #4: Latoya and her Family

Latoya is 2 /12 years old and has been attending a child care center sponsored by her parent's employer. She enjoys the activities at the child care center, especially the outside play area and the water table. Her parents have been informed that unless Latoya can interact with other children appropriately, they will have to make other child care arrangements. Latoya does not like when other children get close to her and will resort to kicking, hitting and biting others to keep them out of "her space".



Form G Purpose

- Summarizes and authorizes the services and supports that the child and family will receive to address all of the outcomes.
- Identifies the Primary Service Provider (PSP).

The image shows a sample of Form G, titled "Form G: Your Family's Supports and Services". The form is tilted and has a yellow shadow underneath. It contains a large table with columns for "Service/Support", "Frequency", "Location", "Start Date", "End Date", "PSP", and "Notes". Below the table, there are sections for "Comments", "Signature of Parent/Guardian", "Signature of Service Provider", and "Date".



...Continued

- Identifies modifications to supports/services as a result of a periodic review.
- Identifies other supports and services that may be helpful to the child and family, but are not covered by Early Steps.



Natural Environment Justification

- If the IFSP team decides that a service cannot be provided in the natural environment, an explanation of how that decision was made needs to be entered here. There must be an explanation for each service listed in the supports and services chart that is indicated as not being provided in natural environments with an “N”.



Natural Environment Justification

Any justification for not providing services in the natural environment must be directly related to the child's outcome and not existing administrative barriers, proposed benefits of a location, or the inability of members of the IFSP team to provide the service.

(IFSP Instructions Page 61)



Natural Environment Justification

Probe II.3.3.(c)

The Natural Environment Justification includes an appropriate child-based justification for services that will not be provided in a natural environment.

Note: This probe will be verified by the Early Steps State Office. If there is an appropriate child-based justification, make a copy and send to ESSO with results of self assessment.



Thank you for your participation!

