



Mini-Lesson: Outcome Development

Introduction

IFSP outcomes provide a framework for early intervention supports and services and act as a means of guiding intervention activities and measuring progress for families and service providers. Learning to develop individualized, family-centered IFSP outcomes is a process that takes time, practice, consideration of the specifics of each family's life, and collaboration among team members. While this process can at times be challenging, it is a critical part of IFSP development that is supported by service coordinators and service providers and is unique to each child and family.



Outcomes are more than simply statements that describe developmental skills or define criteria that will facilitate insurance payment for services. IFSP outcomes provide the intervention team with key information about family priorities, intervention activities, and the context of intervention that occurs within family routines. Many providers find outcome development challenging because the process requires them to combine their knowledge of development and intervention with the unique strengths, needs, and activities of each family they encounter. Many providers have also been trained to develop outcomes that focus on the child's developmental skills. Because infant and toddler development occurs within the context of family interactions and daily routines, early intervention providers must work collaboratively with families to develop outcomes that are individualized to family routines, meaningful to all team members, and that facilitate payment from reimbursement sources. This process requires that service providers extend their knowledge and skills, address the needs of payors, and meet families where they are. With the knowledge and practice gained in this mini-lesson, service coordinators and providers can overcome this challenge and learn to integrate all of these considerations to develop outcomes that are truly individualized and supportive of the children and families they serve.

As a reminder, information related to outcome development can also be found in the *Infant & Toddler Connection of Virginia Practice Manual* and in the *Service Pathway* online module (which can be found at <http://www.eitraining.vcu.edu/>). Before using the activities in this mini-lesson, please review this valuable information:

- *Practice Manual* - Ch 7: IFSP Development
- *Service Pathway* online module
 - Service Coordination goals - slides 16-20
 - IFSP Outcomes – slides 21-30



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Gathering Information from Families for Outcome Development

Outcome development actually begins with the first contacts with families and continues throughout the implementation of intervention. The information families share about their priorities, what goes well, their daily struggles, and their dreams for their child provides the basis for individualized IFSP outcomes. Service coordinators and providers can use active listening and targeted questions to help families share their priorities for their children, then help families expand on this information to determine the context for intervention, how to measure progress, and who will be

involved in supporting their child's development.

Practice/Application Activities

Activity #1 - Ask Good Questions, Get Good Answers

Activity #2 - Individualizing Outcomes: Mindy's Story



Writing Family-Centered IFSP Outcomes

Information learned from talking with families can be used to define the outcome activity, its context, criteria for measurability, and who will interact with the child. Outcomes that focus on the information gathered about the activities of a child's daily life are also more likely to cross developmental domains and address the needs of the whole child. Outcomes should not target isolated skills missed on a developmental assessment, but should rather place the abilities associated with these skills in the context of the child's activities and family's life to be addressed in a meaningful manner. Children also learn best when they engage in activities they enjoy and when these activities occur often

throughout their natural activities. By developing outcomes that include information about these natural activities, service providers will have the information they need to adapt intervention strategies to fit the needs of families.

Practice/Application Activities

Activity #3 - Writing Family-Centered Outcomes

Activity #4 - Improving an Outcome



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Keeping Outcome Development Manageable

The process of developing IFSP outcomes will be somewhat different for each child, family, and IFSP team. Children with multiple or complex needs, families with few or non-specific priorities, families with many priorities, or team members with differing priorities can all affect how smoothly the process goes and how long outcome development takes. It is important for service coordinators and providers to remember that IFSP outcomes reflect *priorities*. Teams must work together to prioritize needs and determine what is most important for a child to be able to participate in his or her environment. The number of IFSP outcomes and goals will vary, but it is advisable to avoid too many outcomes and goals so that families are not overwhelmed and progress can be achieved. If teams work together to develop outcomes that cross developmental domains and disciplines, focus on functional activities, and include specific child interests, developing outcomes becomes more manageable for everyone.

Reflection & Review Activity

Activity #5 - 10 Things to Remember about Outcome Development



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Activity Guide #1 **Ask Good Questions, Get Good Answers**

Purpose of Activity – PRACTICE/APPLICATION

The purpose of this activity is to provide learners with examples of questions they can ask families to learn about family activities and routines, child interests, important people and places, and family priorities for their child's development and intervention. This activity also encourages learners to examine their interactions with families and extend their interview skills.

Length of Time

30 minutes for groups depending on group size
15 minutes for individual review

Resources Needed

- Handout – *Exploring Routines & Activities with Families: Good Questions to Ask*
- Flip chart and markers (optional) if facilitator chooses to record any discussion key points

Specific Steps for GROUPS

1. Discuss the information on the handout and ask the group to share how they gather information from families about their activities, routines, and priorities for their child.
2. Review the list of questions on the handout. Choose several questions and discuss with the group what information families might share and how it could be used for outcome development. Or, divide the large group into smaller groups and assign a question to each small group. Each group will discuss then share their ideas about the utility of each question.

Talking Points

- Service coordinators and providers must listen closely and be alert to key information families may share related to the child's abilities to regulate, participate, and interact in his or her environment. When this information is shared, the service coordinator or provider can then help the family explore these situations in more depth to learn about how intervention may be most helpful to the family.
- Not all families will readily provide the information needed to develop good outcomes. The responsibility for gathering this information is on the service coordinator or provider, not on the family. With skillful conversation and good questions, service coordinators and providers can engage families who share less information to discuss their priorities and needs at their comfort level.



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- Sharing this information with other team members can be very useful as the team prepares for the IFSP meeting and can help the team approach outcome development from a family-centered perspective (rather than from a deficit or discipline-specific perspective).
 - Service coordinators and providers can also use this information as an “ice breaker” to begin the IFSP meeting. The service coordinator or provider can support the family in reviewing this information by reminding the family and team about what was previously shared (“When we spoke earlier, I recall that you mentioned...”). Helping family members share information about their priorities helps define their roles as active participants in the process and remind the team of the focus for outcome development.
3. Instruct learners to work in small groups to answer the two questions on the handout. Debrief by inviting each group to share their answers. Record questions on the flipchart. (This list of questions could be typed and sent to learners following the completion of the mini-lesson as a reminder of what was learned.)

Talking Points

- Asking families about their schedule or their concerns is likely to yield information that is of limited use when preparing for outcome development.
 - Questions that explore what the child is like, the relationship between the child and family members, as well as the specifics of family routines and activities are more likely to lead to information that reveals family priorities and needs related to the child.
4. Encourage participants to identify at least one or two question that they will use during the next two weeks. If possible, follow-up with them during a future meeting to reflect on their experiences using what they have learned in this mini-lesson.

Specific Steps for INDIVIDUALS

1. Review the handout and consider the questions you are already using to learn about family routines, activities, and priorities.
2. As you read, choose three questions and consider what information a family might share that could be helpful during outcome development.
3. Answer the two questions on the handout.
4. Choose one to two new questions you would like to use with families during the next two week. At the end of two weeks, share these questions and your experience using them with a colleague or your supervisor for feedback and discussion.
5. Review the Talking Points provided for the group activity above as a final summary of the topic.



Exploring Routines and Activities with Families: Good Questions to Ask

Service coordinators and providers who interact with families within the context of intervention have the opportunity to share and receive information relevant to IFSP outcome development. Simply listening to families and discussing basic routines is not enough when trying to prepare for outcome development. Developing truly individualized, family-centered outcomes requires that service coordinators and providers explore how families work, how family members interact, and get to know specifically what makes them “tick!”

Here are some examples of questions that service coordinators and providers can use to help families explore their routines and activities in depth. These questions are also useful for learning about family priorities for their child’s development and the natural learning opportunities that occur during daily family life.

- What does your child enjoy doing during the day?
- What do you enjoy doing with your child?
- What parts of the day go well for you and your child?
- Are there parts of the day or things you and your child do that are difficult?
- Tell me about bathtime/bedtime/taking your child to the grocery store, etc.
(use this open-ended statement to explore routines with families)
- What happens before/during/after bathtime/bedtime (or other challenging routine)?
(use this question to break down a routine to identify problem areas and learning opportunities)
- What makes your child laugh?
- What frustrates your child? What frustrates you?
- What would make your life easier with your child?
- Are there places you and your child like to go?
- Are there places that you would like to be able to go?
- Who does your child interact with during the day?
- How will you know when your child has met this goal?

ACTIVITY

1. Develop 2 additional questions that could be used to explore child and family routines, activities, and priorities.

2. Consider the difference between asking a family “What are your concerns?” versus “Could you tell me about your child?” What types of information are likely to be gathered from each question? Which question is more likely to give you richer information that you could use for outcome development?



Activity Guide #2 Individualizing Outcomes – Mindy’s Story

Purpose of Activity – PRACTICE/APPLICATION

The purpose of this activity is to facilitate discussion about active listening and information gathering when meeting a family. A case study is used to allow learners to examine family priorities, resources, and concerns and then use this information for IFSP outcome development.

Length of Time

30 minutes for groups depending on group size
15 minutes for individual review

Resources Needed

- Handout – *Mindy’s Story*
- Handout – *Preparing for Outcome Development* (for individual review)
- Flip chart and markers

Specific Steps for GROUPS

1. Prepare learners for this activity by discussing the importance of actively listening to families with the purpose of learning about what is important to them. Discuss how families often provide much of the information needed to develop outcomes.
2. Instruct learners to read the handout, *Mindy’s Story*.
3. Divide the group (if necessary) into smaller groups of 3-4 people. Have the groups elect a writer who will get a piece of flip chart paper and a marker to record the group’s responses. The writer should write the following on the flipchart, leaving space in between topics to add the group’s responses:
 - 1) Family Activities
 - 2) Family Resources
 - 3) Family Priorities
 - 4) Family Concerns
4. Instruct groups to discuss the activities, resources, priorities, and concerns identified by the family. Groups should explore these topics in order, starting with family activities. (The order is important to emphasize all of the information that can be gathered when we avoid starting the conversation with “what are your concerns?”)
5. Debrief by developing a “master list” on the flip chart with the groups’ input. See the information below for a guide:



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Master List Guide

Family's activities:

- Mindy spends days with grandmother and brother – listening to music, playing outside, visiting neighbors, running errands, going to McDonald's play once a week for lunch.
- Parents work full-time.
- Children love to play together.
- Mindy spends a lot of time in her playpen when siblings are home.
- Family attends church; Mindy may go or stay home.

Family's resources:

- Grandmother provides daily childcare.
- Church

Family's priorities:

- Grandmother would like to see Mindy crawl around and play with her brother at McDonald's play land on their weekly lunch visits.
- They would like to be able to take Mindy to church and leave her in the nursery without her crying.
- They would like her to be able to get around and play with the other children.
- Mindy's family would like her to get help so that she can learn to walk.

Family's concerns:

- Mindy can't crawl around to play with her brother at McDonald's play land.
- Mindy doesn't seem to be interested in moving around or playing with her toys.
- Mindy's dad finds it hard to get Mindy to calm down and be happy since she cries a lot.
- Family is worried about how much services will cost since they won't have insurance for 3 more months.
- Taking Mindy to church is difficult because she cries and can't get around and play with the other children. Because of this, everyone does not always get to go to church together.

Talking Points

- If participants note that "how Mindy likes to stare at lights" and how much time she spends in the playpen are concerns, discuss how these are NOT concerns mentioned by the family, but rather may be concerning to the service coordinator or other providers. Ask participants how they might handle



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- the situation if team members express concerns for these issues but the family does not wish to address them in the IFSP outcomes.
- Discuss how much more information is obtained from the family by an open discussion about the child and family, rather than starting with the question “what are you concerned about?”
6. Ask participants to identify possible outcomes & goals from the lists on the flipchart. (Possible outcomes/goals are usually found under the priorities list.)
 7. Have the small groups develop one long-term outcome and one short-term goal based on the information learned from Mindy’s story. Be sure that the outcomes the groups develop tie back to Mindy’s family’s activities, resources, priorities, and concerns.

Examples

Mindy will crawl across the floor at McDonald’s play land (20 feet) to play with her brother or other children during the family’s weekly lunch visits.

Mindy will play in the church nursery during the Sunday morning service (1 hour) without excessive crying.

8. Discuss who might be an appropriate provider for these priorities and possible outcomes/goals. Expand the discussion beyond what seemed obvious from the doctor’s referral information – that a physical therapist needed to see the child for motor and low muscle tone concerns.

Talking Points

- After learning about Mindy’s family’s priorities, it may not be as obvious who the provider should be. The service provider who may be most appropriate may be an educator/developmental service provider, occupational therapist, or a physical therapist.
- Determining *who* will support the family should always occur after outcomes have been developed. Services are outcome-driven!

Specific Steps for INDIVIDUALS

1. Read the handout, *Mindy’s Story*.
2. Based on the information shared by Mindy’s family, make a list using the handout, *Preparing for Outcome Development*. Explore these topics in order, starting with family activities. (The order is important to emphasize all of the information that can be gathered when we avoid starting the conversation with “what are your concerns?”)
3. Compare your list with the “master list” above.
4. Place a star beside possible outcomes and goals on your list.



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5. Practice using this information by developing at least one long-term outcome and one short-term goal based on your information.
6. Share your outcome and goal with a colleague or your supervisor for discussion and review.
7. Consider who your IFSP team might identify as the most appropriate service provider to support Mindy's family. Consider whether or not a provider other than a physical therapist might be appropriate in this situation.
8. Review the Talking Points provided for the group activity above as a final summary of the topic.

Mindy's Story

Mindy has been referred to the infant program by her pediatrician based on concerns for her motor development and low muscle tone. She is 15 months old, is able to sit, but is not yet crawling or walking. When the service coordinator meets with Mindy's family for the intake appointment, her mother, father, and grandmother are present.

Mindy's mother and father work full-time and her grandmother babysits her during the day. A typical day for Mindy means staying home with her grandmother and her 3-year old brother. They like to listen to music, play outside, and visit with neighbors. They run errands and go the McDonald's play land once a week for lunch. Mindy's grandmother would like to see her crawl around and play with her brother at the play land, but since Mindy doesn't crawl yet she usually holds her on her lap or keeps her in the stroller when they go.

Mindy's mother describes Mindy as a sweet child who doesn't seem to be interested in moving around or playing with her toys. Her father says that he thinks Mindy is "just lazy", and that she will crawl when she is ready. Mindy's grandmother adds that the other children love to play with Mindy and are very busy children, so they really don't leave Mindy on the floor to crawl around since she might get "run over." To protect her, Mindy spends a lot of her time in a playpen when the children are home.

During the intake, Mindy's family talks with the service coordinator about how Mindy likes to stare at lights and how cute she is when she laughs. They say that she enjoys music and hearing them sing, which they use to calm her when she cries. Mindy's father says that Mindy cries a lot, and he finds it hard sometimes to get her to calm down and be happy. The service coordinator also learns that Mindy's family is worried about how much services will cost, as they won't have insurance for 3 more months. Mindy's mother and grandmother want her to get help so that she can learn to walk. They would like to be able to take her to church and leave her in the nursery without her crying and know that she can get around and play with the other children (she typically sits with them during church or someone will stay home with her). Mindy's father is okay with her getting help, if it will make his wife feel better.



Preparing for IFSP Outcome Development



When gathering information from a family in preparation for IFSP development, it can be helpful to explore the family's activities, resources, priorities, and concerns. Using the following table, record the information shared by Mindy's family. Record information in order of the topics below, beginning with Family Activities.

Family Activities:
Family Resources:
Family Priorities:
Family Concerns:

Use this information to begin thinking about possible outcomes and goals. Brainstorm a possible long-term outcome and short-term goal based on the information you listed above. Try to use the information provided by Mindy's family to determine the outcome activity and criteria for measurability, as well as who will assist Mindy, where, and how.

Long-term Outcome

Short-term Goal



Activity Guide #3 Writing Family-Centered Outcomes

Purpose of Activity – PRACTICE/APPLICATION

The purpose of this activity is to provide learners with examples and opportunities to improve techniques when writing family-centered outcomes.

Length of Time

45 minutes for groups depending on group size
15 minutes for individual review

Resources Needed

- Handout – *Writing Family-Centered Outcomes: Doesn't Look Good/Looks Good*
- Flip chart and markers (optional) if facilitator chooses to record any discussion key points

Specific Steps for GROUPS

1. Divide group into pairs or small groups.
2. Ask the groups to review the *Writing Family-Centered Outcomes: Doesn't Look Good/Looks Good* outcome sample handout (adapted from McWilliam et al., 1998 and Rosenhoetter & Squire, 2000)

Discussion

- For each outcome, discuss what is problematic with first example and how the outcome was improved.

Talking Points

- Outcomes should be written in language that is easier for all to understand. The use of jargon may put a barrier between family members and providers, leading to an assumption that providers are the “experts” rather than building family confidence.
- Outcomes should have a positive, strengths-based focus. This encourages families to consider their child’s potential.
- Outcomes should be functional, measurable and within the context of the family’s everyday activities. Anyone who reads the outcome should be able to know when it has been met. When outcomes are created as part of a family’s current activities, there is less of an emphasis on “parents as therapists” and more focus on family members learning how to support their child in everyday routines and activities.



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3. Review the Sample Outcome Format handout and ask each participant to write a personal outcome for themselves.

Discussion

- Discuss the ease or difficulty in writing the outcome when using the sample format.
- Discuss any challenges for writing a personal outcome, discussing how this correlates to family members feeling challenged with generating outcomes.

Talking Points

- Many providers consider developing the outcome as one of the most challenging portions of writing the IFSP. It is often difficult to create an outcome that is positive, jargon-free, functional, measurable, AND important to the family. Having a sample format may assist providers as they increase their skill in outcome development.

Specific Steps for INDIVIDUALS

1. Review the *Writing Family-Centered Outcomes: Doesn't Look Good/Looks Good* outcome sample handout (adapted from McWilliam et al., 1998 and Rosenhoetter & Squire, 2000)

Consider the following:

- For each outcome, what is problematic with first example?
- How was the outcome improved?

2. Review the Sample Outcome Format handout and write a personal outcome.

Consider the following:

- What was easy or difficult in writing the outcome when using the sample format?
- How does the ease or difficult in writing outcomes effect family members when they are asked, "What are your goals?"

3. Review the Talking Points provided for group activity above as a final summary of the topic.



Writing Family-Centered Outcomes: Doesn't Look Good/Looks Good



Service coordinators and providers often ask for examples of “good outcomes.” Because outcomes are so specifically individualized for each child and family based on the child’s and family’s interests, the families everyday routines, important people in the family’s life who provide support, and natural learning opportunities that occur within each family, it is often difficult to generate such examples of “good outcomes.” If, however, a review of IFSP outcomes for a number of children within a program show very similar outcomes, it may be helpful to consider examples of questions to guide the process to promote increased individuality.

Here are some examples of questions that service coordinators and providers can use to consider how they are writing outcomes with families. The first example with the “unhappy face” indicates an outcome that may need modification. The second example with the “happy face” indicates an improvement to the original outcome.

Is the wording jargon free, clear and simple?

- ☹ e.g., Marta will participate in range of motion and strengthening exercises.
- ☺ e.g., Marta will participate in Mommy and Me Exercise class one time a week for 30 minutes.

Does the wording emphasize the positive?

- ☹ e.g., Robin will stop having tantrums at separation.
- ☺ e.g., Robin will play by herself or with other children for three minutes without becoming upset when her Dad leaves.

Are statements specific enough to measure change?

- ☹ e.g., Miguel will improve his sleeping patterns.
- ☺ e.g., Miguel will go to sleep at approximately the same time each night and sleep at least five hours without waking.

Are statements necessary and functional for the child and family’s life?

- ☹ e.g., Bonnie will use a pincer grasp to flip a switch.
- ☺ e.g., Bonnie will feed herself using her fingers and thumb to pick up food during her family’s dinner meal.

Does the statement reflect inclusive, community-based settings?

- ☹ Angel will participate in reciprocal turn taking during one-to-one facilitation.
- ☺ Angel will make sounds and participate in library story time one time per week for 15 minutes.

(Adapted from McWilliam, Ferguson, Harbin, Porter, Dunn, & Vandivere, 1998; Rosenhoetter & Squire, 2000)

Sample Outcome Format

Who? _____ will _____ *Do what?*

How well/How often?

Conditions required for outcomes to be met? (optional)

Example: Katy will cook one new dinner recipe per week using green vegetables.



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Activity Guide #4 Improving an Outcome

Purpose of Activity – PRACTICE/APPLICATION

The purpose of this activity is to provide learners with an opportunity to review an IFSP outcome that they developed prior to this mini-lesson and to then modify the same outcome with the new skills and techniques they have learned.

Length of Time

45-60 minutes for groups depending on group size
15 minutes for individual review

Resources Needed

- Handouts – *Considerations for Developing IFSP Outcomes* and *Improving an Outcome*
- IFSPs that participants have developed
- Flip chart and markers (optional) if facilitator chooses to record any discussion key points

Specific Steps for GROUPS

1. Review the *Considerations for Developing IFSP Outcomes* with the large group.
2. Ask participants to get into groups of two or three people.
3. Review the *Improving an Outcome* handout with the large group.
4. Each small group reviews the outcomes they have from the IFSPs they brought to the session. The group should decide on one outcome that they would like to improve.
5. Ask each group to revise one outcome using the *Improving an Outcome* handout (Note: groups could also write on a flip chart sheet of paper for ease in sharing with larger group.)
6. Groups take turns sharing out to the larger group. Members of the larger group provide feedback about how well the outcome was re-written (is it measurable, functional, jargon-free, etc?)

Discussion

- Ask participants how they decided upon the outcome they wanted to improve.
- Discuss which portions of writing the outcome were the most challenging. Perhaps it was making it measurable or using family-friendly language. Encourage the group to share how they talked through the process.



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Talking Points

- Writing good outcomes take practice. Encourage participants to review other IFSPs and modify outcomes to increase their skills.
- When inviting other participants to provide feedback, encourage them to be positive and see this as a learning opportunity. If they can provide suggestions for improving the outcome, they should do so. Keep the atmosphere open and non-threatening with messages such as, “We’re all learning this together” or “This takes a lot of practice to make it more comfortable.”

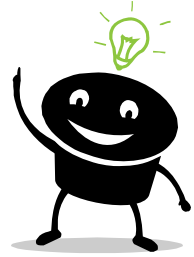
Specific Steps for INDIVIDUALS

1. Review an IFSP outcome that you developed or assisting with developing.
2. Complete the Improving an Outcome handout for one outcome.
3. Ask a colleague to provide feedback about how well the outcome was re-written (is it measurable, functional, jargon-free, etc?)
4. Review the Talking Points provided for group activity above as a final summary of the topic.

IFSP DEVELOPMENT

Considerations for Developing IFSP Outcomes

During the IFSP meeting, the team will begin writing outcomes for the child. These outcomes are driven by the family's priorities, hopes and dreams for their child. Writing good outcomes requires practice and skill!



There are key considerations to ensure good outcome development:

- Outcomes should focus on strengths and dreams for the child and family.
- Outcomes should be functional and meaningful, to include activities and routines that the family does on a regular basis.
- Outcomes should be measurable and individualized to the child's growth, development, activities, and interests.
- Outcomes should be written in the family's language as much as possible, without technical jargon, and should be based on the family's input as reflected on page 2 of the IFSP.

Listed below are some questions that can be used by service coordinators and providers to reflect on how well a given outcome meets these specifications:

- Is the wording jargon-free and understandable by all team members, including the family?
- Is the outcome/goal discipline-free (meaning that it is not identified as a goal that only a particular therapist must address, i.e., "a speech goal")?
- Does the outcome/goal meet the "third word rule" where the third word is a verb reflecting what the child will do (ex., David will crawl...)?
- Is the outcome/goal based on functional activities rather than specific skills? Does the outcome/goal support the child's participation and learning in activities specific to the child and family?
- Does the wording emphasize the positive?
- Are the outcomes/goals specific enough to measure change? Will the family know when the outcome/goal is met?
- Does the outcome/goal reflect the family's role and incorporate the family's routines and activities?

Having the opportunity to review and revise an outcome that learners personally developed with a family at an IFSP meeting assists service coordinators and providers with practicing new skills on an outcome for which they hold some "ownership." Using peer review to provide constructive suggestions and modifications enhances the practice and learning for both the outcome writer and the reviewer.

Improving an Outcome



- ❖ Using an IFSP that you developed, write one long-term outcome that you created for a child/family:

- ❖ Using the knowledge and skills that you have gained from this mini-lesson, rewrite the outcome above using the tips and strategies that you have learned:



- ❖ Share this handout with your “old” outcome and your revised outcome with a colleague. Ask him/her to provide reflective critique and suggestions.



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Activity Guide #5 **10 Things to Remember about Outcome Development**

Purpose of Activity: REFLECTION & REVIEW

The purpose of this activity is to guide learners as they review what they have learned and reflect on how they can use this information in their daily work with families.

Length of Time

20 minutes for groups depending on group size
10 minutes for individual review

Resources Needed

- Flip chart and markers

Specific Steps for GROUPS

1. Summarize the information covered in this mini-lesson.
2. Invite learners to help develop a list of 10 key points they would like to remember related to what they have learned regarding IFSP outcome development. (See below for sample items for the list. Trainer may want to be sure that some of these items are discussed during this activity, depending on group needs.)
3. Elect a member of the group to record this list on the flip chart.
4. The following are suggestions for how to use this list to help participants remember what they have learned:
 - Elect another group member to type up the list and provide a copy to all participants.
 - Post a copy of the list in a group area to provide a reminder to participants of what they have learned.
 - The supervisor may email one of these questions to the group on a regular basis as a reminder of what was learned.

Specific Steps for INDIVIDUALS

1. Develop a list of 10 key points you want to remember from what you have learned during this mini-lesson.
2. Review the list of key points below for comparison.
3. Type this list and post in your office so that you can easily refer to it. Consider sharing this list with your colleagues as resource.



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Sample Key Points from Outcome Development Mini-Lesson

- Outcomes provide the framework for IFSP supports and services and are always developed prior to determining services.
- Services are outcome-driven.
- Outcomes are developed collaboratively with the service coordinator, family members, and other IFSP team members.
- Infant & toddler development occurs within the context of family interactions and daily routines, which should be considered when writing IFSP outcomes.
- Outcomes should be individualized to family routines, meaningful to all team members, and facilitate payment from reimbursement sources.
- Active listening is required to learn about family priorities and is an important part of outcome development.
- Asking good questions that facilitate discussion about family priorities, activities, routines, and interactions can yield information that is useful for developing individualized, meaningful outcomes.
- Outcomes should focus on strengths and dreams for the child and family.
- Outcomes should be functional and meaningful, to include activities and routines that the family does on a regular basis.
- Outcomes should be measurable and individualized to the child's growth, development, activities, and interests.
- Outcomes should be written in the family's language as much as possible, without technical jargon, and should be based on the family's input as reflected on page 2 of the IFSP.
- Learning to develop family-centered outcomes take time and practice.