



LEARNINGbyte

Assessment

Documenting Functional Assessment on the Initial IFSP



PURPOSE OF ACTIVITY

This activity is designed to review an initial IFSP for functional assessment characteristics.



RESOURCES NEEDED

- Handout – *Functional Assessment Checklist*



SPECIFIC STEPS

1. Before the meeting, instruct participants to bring an example of an IFSP Narrative and outcomes page they participated in creating as part of the team.
2. Ask participants to share challenges translating a functional assessment into the narrative and outcomes pages during the team discussion. Acknowledge this may be a difficult task.
3. Explain that participants will be reviewing an IFSP today and using a checklist to identify how functional assessments can be documented.
4. Pass out the *Functional Assessment Checklist*.
5. Instruct participants to review their IFSPs using the *Functional Assessment Checklist*.
6. Once they have completed the checklist, ask participants:
 - a. What are some things you are doing well?
 - b. Did you have any “a-ha” moments about how you document functional assessment information?
 - c. What are some areas for improvement? What would you like to do differently next time? How will you do that?
7. Ask participants to identify or share strategies to document better functional assessment narratives and/or outcomes. See examples of strategies below.

Functional Assessment Narratives:

- Ask open-ended questions to gather information across a variety of settings and situations.
- Include specific examples geared to the child and/or family (ex. Mark tells his mother “juice,” “milk,” or “cookie” when he is hungry or thirsty. When visiting his grandparents, Mark helps water the plants outside by pouring water from a bucket with assistance.)
- Include detailed information/examples to support each rating statement showing the child’s unique strengths and needs.
- Ensure information is completed in each outcome area using prompts provided on the IFSP.

Outcomes and Short-term Goals

- Re-visit family’s priorities and concerns prior to developing outcomes and short-term goals.
 - Increase caregiver participation by explaining each outcome/goal includes the functional skill/behavior, routines/activities, and the objective, measurable criteria used to determine if/when the objective is met.
8. Instruct participants to develop a plan of action to enhance the quality of their written documentation at initial IFSP development. Reflect on their progress in your next meeting.



ADDITIONAL RESOURCES

El Strategies for Success blog posts:

- [DEC Recommended Practices: Assessment \(Part 1\)](#)
- [Enhancing Quality Functional Assessments for Each Individual Family](#)
- [Functional AND \(not or\) Traditional Assessment](#)

Documents:

- [Virginia’s Child Outcomes Booklet](#)
- [Virginia’s Definition of Functional Assessment](#)

Enhancing Functional Assessment Worksheet

Questions	Yes	No	Comments
<i>Section II of the IFSP</i>			
Does the multidisciplinary assessment document the child's unique strengths and needs?			
Unless there is documentation that the family declined, does the ASP section of the IFSP include documentation of family directed assessment of the resources, priorities, and concerns of the family to support identification of the supports and services necessary to enhance the family's capacity to meet the child's developmental needs?			
Does the information focus on the child's functional use of skills versus discrete skills?			
Does the narrative reflect the child's functioning across settings and situations including the child's individualized routines and activities?			
Were family concerns addressed?			
Does the information support the rating statements given in each outcome?			
Does the Social/Emotional Skills, including social relationships include information on how the child interacts with adults and with other children, including how your child communicates his or her feelings?			
Does the Acquiring and Using Knowledge and Skills, including early language/communication include information on how the child learns, including development of imitation, thinking, remembering, problem solving skills and using language (including gestures) to communicate what he or she knows and understands?			
Does the Use of Appropriate Behaviors to Meet Needs include information on how the child lets you know what he or she needs, how the child gets where he/she wants to go, how the child is learning to follow directions about safety, and how the child is learning to take care of himself/herself, like dressing and undressing, feeding himself/herself, sleeping through the night, and using the toilet?			

Questions	Yes	No	Comments
<i>Outcomes and Short-term Goals</i>			
Does the IFSP include a service coordination outcome and individualized goals?			
Are the service coordination goals individualized to reflect this family's functional priorities, concerns, strengths, and needs?			
Are the child's outcomes and goals related to the child and family assessment, including family priorities, resources and concerns?			
Are the outcomes and short-term goals individualized to the child and/or family?			
Do the outcomes and goals describe the desired functional skill/behavior that the child will do (acquisition statement)?			
Do the outcomes and goals describe the routines/activities during which the functional skill/behavior occurs (context)?			
Do the outcomes and goals include the objective, measurable criteria that are used to determine if/when they are met?			
Is the measurability criteria written in a way that everyone on the team, including the family, can easily understand?			