

The Decision Tree

Child Indicator Seeds for Success

Using Assessment Findings to Develop Individualized Functional Outcomes



Do your outcomes look the same for each child?

Do you struggle with how to share assessment information in a way that helps the family identify functional outcomes that are meaningful for them and their child and that make sense in terms of their daily routines and activities?

Experience tells us when the family and early intervention providers collaboratively review information obtained through parent interview and child assessment, they will ultimately identify functional, measurable and developmentally appropriate IFSP outcomes for the child and family that:

- ✓ focus on participation in everyday routines and activities;
- ✓ are based on family concerns, priorities, and interests; and
- ✓ are developmentally appropriate and reflect the child's functioning across settings.

Best Practices for Sharing Assessment Information:

- Assure that the synthesis of present levels of the child's development across all domains is functional and focused on skills, strengths, and behaviors across settings rather than a recap of test scores.
- Highlight information about how the child relates to others, uses knowledge and skills and gets his/her needs met in these activities and how this information is used to develop meaningful and functional IFSP outcomes.
- Give concrete examples: "During the assessment process, you said you want Johnny to sit at the table with your family and eat finger foods. If we pick this as an IFSP outcome, it will be one way that Johnny is learning how to appropriately get his needs met."
- Discuss the outcomes the family wants to work on to enhance the child's development, engagement, social relationships, and independence in family and community routines and activities.
- Write outcomes using active language that describe a desired and measurable end result including what the routine/activity/behavior should look like and where/when/with whom it should occur.

Reflective Questioning Tips Coaches Use

- Primarily use open-ended questions like who, what, when, where, why and how rather than closed ended questions that can be answered with a yes or no.
- Give the coachee time to think and respond to the question you have asked.
- Learn to be comfortable with silence and don't feel compelled to repeat, clarify or jump to making suggestions or sharing your ideas. Instead, count to 10 before asking another question or moving to sharing information.

In next month's Decision Tree, we will explore best practice for identifying strategies, activities and the necessary supports and services to achieve those great functional outcomes identified through the assessment process.