Culminating Activity: Rating Your Own IFSP Outcomes

Using the *Outcome Rating Instrument* on the next page, rate your own IFSP outcomes. This instrument examines both child and family outcomes as well as sensitivity to the diversity of families. An example of how to use this measure with your own outcomes follows the rating instrument.

OUTCOME RATING INSTRUMENT

Directions: Read each outcome statement and any subsequent intervention strategies identified. Answer all child and family related questions for each outcome separately.

Child Related

		Yes	No
A.	**Measurability and Specificity**		
1.	Is the outcome targeted observable? *(Score yes if the outcome can be seen and/or heard.)*	❑	❑
2.	Can the outcome be measured or documented? *(Score yes if the target behavior listed in the outcome can be increased or decreased from baseline, completed, satisfied or acquired.)*	❑	❑
3.	Is a criterion for completion of an evaluation plan included? *(Score yes if criterion or evaluation plan is specified.)*	❑	❑
4.	Are timelines for completion of outcome included? *(Score yes if times for activities/strategies of outcome completion are listed.)*	❑	❑
5.	Is a person(s) specified for monitoring progress? *(Score yes if individual(s) is designated to be responsible for outcome evaluation.)*	❑	❑
B.	**Generality**	**Yes**	**No**
6.	Does the skill represent a general concept or class of response? *(Score yes if the skill is generic rather that specific, i.e., wrist rotation rather than unwrapping candy.)*	❑	❑
7.	Can skill be modified or adapted to be used under varied conditions? *(Score yes if modification or adaptations are possible.)*	❑	❑
8.	Can the skill be generalized across a variety of settings, materials and/or people? *(Score yes if the skill can be used in other settings, with a variety of materials and/or with other people.)*	❑	❑
C.	**Functionality**	**Yes**	**No**
9.	Will the skill increase the child's ability to interact within the daily environment? *(Score yes if the skill will improve child's functioning within daily activities and settings.)*	❑	❑
10.	Will the skill have to be performed by someone else if the child cannot complete the skill? *(Score yes if the skill is natural and necessary to the child's daily living, i.e., bring cup to lips.)*	❑	❑

Family Related

A.	**Correspondence to Assessment/ Priority**	**Yes**	**No**
1.	Is the outcome based on an assessment of child and family concerns and priorities which included family participation? *(Score yes if the outcome is linked to an assessment procedure which included family identified information.)*	❑	❑
2.	Is the outcome developed from a priority indicated by the family? *(Score yes if it is identified as a priority by the family on the assessment.)*	❑	❑

B.	**Appropriateness of Content for Intervention**	**Yes**	**No**
3.	Is the outcome stated in a positive, action-oriented manner? *(Score yes if the outcome is positive and proactive rather than a deficit to be remediated.)*	❑	❑
4.	Does the activity/strategy plan proceed in a logical or sequential fashion according to the child's (and family's) identified schedule? *(Score yes if activities are listed in priority, time, or systematic task analysis design.)*	❑	❑
5.	Is the outcome stated in a way which reflects the manner in which the skill can be used in the child's and family's daily environment? *(Score yes if the skill will be taught in a fashion that can be used in the child's typical, daily environment.)*	❑	❑
6.	Can the skill be easily integrated into the child's daily environment if it is taught outside the typical daily environment? *(Score yes if the instructional techniques are appropriate in the typical, daily environment.)*	❑	❑

C.	**Sensitivity to Family Diversity**	**Yes**	**No**
7.	Is the outcome stated in "family friendly" language? *(Score yes if outcome is written in common terms without educational or therapeutic jargon.)*	❑	❑
8.	Does the intervention provide the family with appropriate opportunities to enhance their competence and resources? *(Score yes if the intervention will improve the families' ability to care for their child.)*	❑	❑
9.	Does the intervention promote shared responsibility between family and service providers? *(Score yes if outcome includes the family in active participation with the interventionist.)*	❑	❑
10.	Does the intervention encourage normalization through the use of community services? *(Score yes if community resources are included.)*	❑	❑

Adapted from Cripe, J. (1990). *Evaluating the effectiveness of training procedures in a linked system approach to individual family service plan development*. Unpublished doctoral dissertation, University of Oregon, Eugene.
Adapted from Notari, A. R. (1988). *The utility of a criterion-referenced instrument in the development of individualized education plan goals for infants and young children*. Unpublished doctoral dissertation, University of Oregon, Eugene.

OUTCOME RATING INSTRUMENT - MONICA

Directions: Read each outcome statement and any subsequent intervention strategies identified. Answer all child and family related questions for each outcome separately.

Child Related

		Yes	No
A.	**Measurability and Specificity**		
1.	Is the outcome targeted observable? **We can observe Monica moving her hands and feet.**	X	❑
2.	Can the outcome be measured or documented? **The outcome can be measured because we will see it happen each day the family is at the lake.**	X	❑
3.	Is a criterion for completion or an evaluation plan included? **The evaluation plan is included and says Monica will have 2 opportunities each day to practice her skills.**	X	❑
4.	Are timelines for completion of outcome included? **Completion of the outcome will be evaluated at the end of the time the family spends at the lake.**	X	❑
5.	Is a person(s) specified for monitoring progress? **It is the family's responsibility. No other interventionist is responsible for collecting data on this outcome.**	X	❑
B.	**Generality**	**Yes**	**No**
6.	Does the skill represent a general concept or class of response? **Although motor activities are the primary target the evaluation of the outcome would be much easier if skills fell in one area and were specific to walking, running, or pre-writing activities.**	❑	X
7.	Can skill be modified or adapted to be used under varied conditions? **Practicing the skills identified could take place any number of places besides the lake.**	X	❑
8.	Can the skill be generalized across a variety of settings, materials and/or people? **Functional use of hands and legs can be generalized at child care, home, and during community activities.**	X	❑
C.	**Functionality**	**Yes**	**No**
9.	Will the skill increase the child's ability to interact within the daily environment? **Monica will be able to practice using her walker, swimming, using her hands and getting in and out of a chair in multiple environments.**	X	❑
10.	Will the skill have to be performed by someone else if the child cannot complete the skill? **Monica will have to be carried more and will need more assistance with daily activities if these skills are not accomplished.**	X	❑

Family Related

		Yes	No
A.	**Correspondence to Assessment/ Priority**		
1.	Is the outcome based on an assessment of child and family concerns and priorities, which included family participation? **It is evident that the family was integrally involved in writing this outcome.**	X	❑
2.	Is the outcome developed from a priority indicated by the family? **This outcome emphasizes both their priority and their willingness to embed Monica's outcomes in their activities at the lake.**	X	❑
B.	**Appropriateness of Content for Intervention**	**Yes**	**No**
3.	Is the outcome stated in a positive, action-oriented manner? **An example of a negative outcome statement might be "Monica's hands and feet don't work well…".**	X	❑
4.	Does the activity/strategy plan proceed in a logical or sequential fashion according to the child's (and family's) identified schedule? **Multiple motor areas are addressed. It is difficult to reflect activities/strategies that are in logical or sequential fashion. Monica's activities/strategies could be listed in any order.**	❑	X
5.	Is the outcome stated in a way that reflects the manner in which the skill can be used in the child's and family's daily environment? **Use of hands and feet can be reflected across multiple environments.**	X	❑
6.	Can the skill be easily integrated into the child's daily environment if it is taught outside the typical daily environment? **Strategies identified are appropriate for Monica and her parents.**	X	❑
C.	**Sensitivity to Family Diversity**	**Yes**	**No**
7.	Is the outcome stated in "family friendly" language? **The outcome statement and its accompanying activities/strategies do not include any jargon.**	X	❑
8.	Does the intervention provide the family with appropriate opportunities to enhance their competence and resources? **Since it is a family-designed intervention it enhances the parents' competence and maximizes their time and resources while at the lake.**	X	❑
9.	Does the intervention promote shared responsibility between family and service providers? **It is the family's primary responsibility to carry out the intervention.**	❑	X
10.	Does the intervention encourage normalization through the use of community services? **This question is not applicable for this particular outcome.**	❑	X

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OUTCOME PLAN

Child's Name: Monica

Service: Physical Therapy

Person(s) Responsible: Bill, Liz & Audrey (PT)

Date: 6/5/04

Outcome Statement:

(What is to be accomplished?)
Because our family will spend a few weekends at the lake this summer, Monica will use her hands and feet more since she'll have different opportunities at the lake than she usually does at home and we'll have more time.

Activities/Strategies:

(How will the outcome be accomplished? Who will be involved? When and where will the activities occur?)

1. Bill and Liz will allow Monica to practice using her walker at the lake rather than carrying her.

2. While Monica is swimming, she will splash with both her hands and feet.

3. Monica will use her hands as well as "beach toys" while she is playing in the sand.

4. Bill and Liz will use a child-size beach chair for Monica that she can get in and out of while sitting lakeside.

Evaluation:

(How will we know the outcome is accomplished? Who will review? When?)
During the family's time at lake this summer, Bill and Liz will provide at least two opportunities each day for Monica to practice using her walker, splash while she is swimming, play with beach toys and get in and out of her beach chair. The outcome will be met if this happens each day while at the lake. Bill and Liz will share their data sheets with Audrey at their first scheduled visit after they come home from the lake.

TIMELINE:

Date Began	Date Completed	Date(s) for Review
6/5/04	9/1/04	9/1/04