



Writing Family-Guided IFSP Outcomes

Evaluating Family-Guided Outcomes: Has the Family Guided the Process?

Measuring how well we are doing is not always easy. However, the more program staff use a decision making process to design and evaluate outcomes the more evidence the program will have to show that services make a difference in the lives of the children and families they serve. Included in this section are ways to think about evaluating outcomes and examples of data collection sheets that will aid us in collecting this information, with the families or other careproviders assistance, in a fun and functional way.

Included in the hard copy version of this packet is *Getting a Shot at Life through Group Action Planning* by A. P. Turnbull, V. Turbiville, R. Schaffer and V. Schaffer, from the June/July 1996 *Zero to Three* journal and *Research Highlights: Person-Center Planning and Friendships* by the same authors printed by the Beach Center on Disability.

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**Kansas Inservice Training System
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Outcome Evaluation

- * Development of evaluation plans should include exploratory (open-ended) and confirmatory (closed-ended) questions to assure desired outcomes are achieved.
- * Exploratory questions generate ideas, identify alternatives and share information. They should be used to initiate discussion about intervention and evaluation.
- * Confirmatory questions provide clarification and check service systems to assure decisions meet needs.

1. How would you like to see this outcome achieved?

- Can you think of ways you would like to make this happen?

2. Who could participate?

- Are these people or agencies willing and able to participate?
- Will the participation of these individuals or agencies result in the family gaining information or skills which will help them enhance their child's development?

3. How would we (you) go about doing this? Where should we start? How shall we proceed?

- Do activities proceed in a logical or sequential progression (this does not mean two activities cannot be done at the same time)?
- Will the activities selected achieve the outcome?
- Are the activities compatible with the family's values?
- Will participation by any family member adversely affect another family member? If so, is the ratio of cost to benefit acceptable to the family. If not, are there alternatives?

4. What resources are needed to complete these activities?

- Are the resources available?
- Can they be acquired?
- By whom?
- At whose expense?

5. How will we know when the outcome is achieved? What are effective evaluation activities? What evaluation activities are the most functional for the desired outcome and for the family?

- Are the timelines acceptable to participants?
- Who will assume responsibility for monitoring progress?
- When and how often will progress be monitored?
- How will progress be monitored?

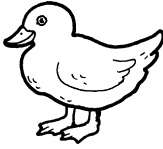


Adapted from Family-guided Approaches to Collaborative Early Intervention Training and Services (FACETS I). (1996). *Family-guided IFSP development*. Parsons, KS: Kansas University Center on Developmental Disabilities.



Taylor's Talking!

Let's Keep Track!





<u>Used Consistently; Understandable by All:</u>		<u>Used Consistently; Understandable by Family & Friends</u>	
No	Juice		Uk (stuck)
Mama	Cookie		Bow wow (dog)
Dada	Wow		Oo oo (train)
Shoes	Up		Guk (nuk=pacifier)
Car	Pop		Ba ba (bye)
Ball	Duck		Bow (bang/bump action)
Blue			Duck
			Clock
			



Use the following blanks to record Taylor's new words. Indicate whether they are "true words" (recognizable by anyone) or "Taylor's words" (word approximations used consistently and recognized by family and friends). Indicate the date you noticed her using the word consistently.



<u>"What else has Taylor said?"</u>	<u>"True Word"</u>	<u>"Taylor Word"</u>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
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_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
_____ Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Anthony's Good and Bad Hair Days

Did Anthony...

request?  

use the brush?  

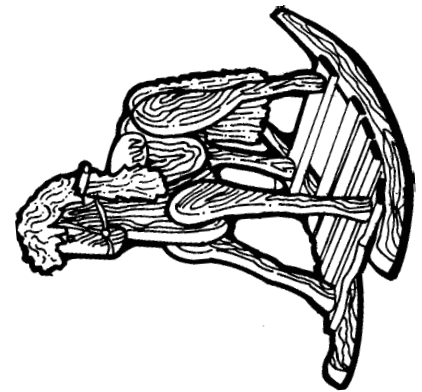
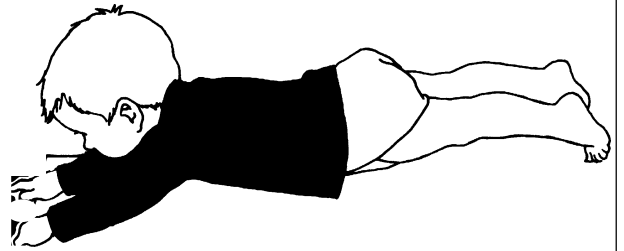
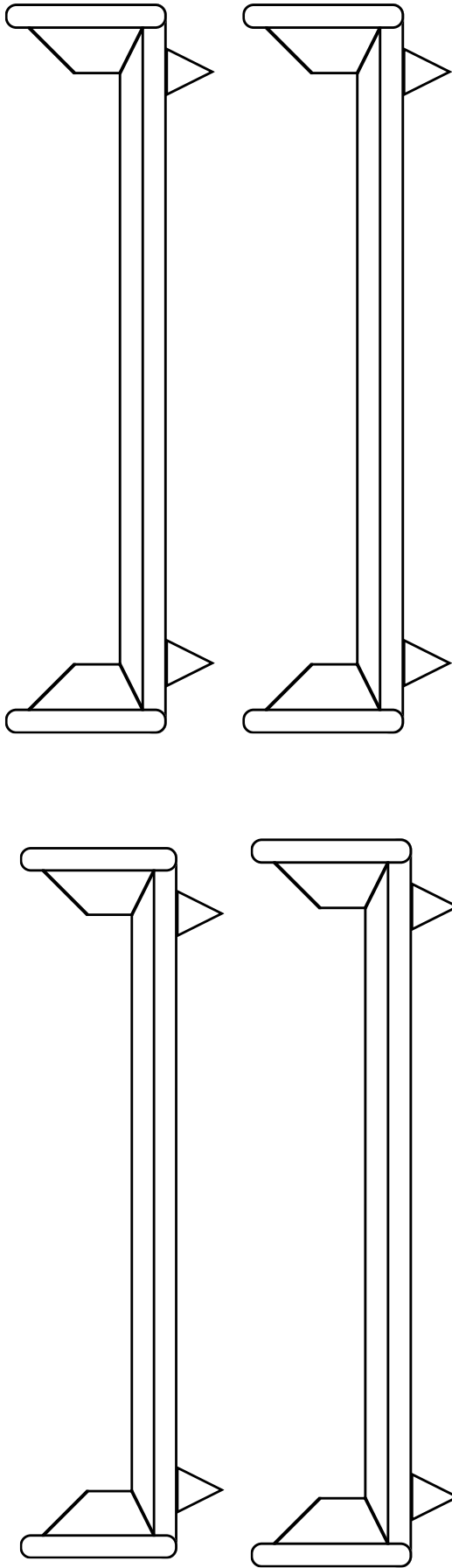
put the brush away?  

Note: Data form was roughly the size of an index card and was kept in the pocket of Anthony's diaper bag along with his hairbrush. Progress on multiple targets across domains (i.e., requesting to continue interaction, functional use of objects, placing objects in a defined space) was collected quickly upon completion of hair brushing. This data collection system is useful because it documents Anthony's participation in completing the outcomes of the routine.

Adapted from Family-guided Approaches to Collaborative Early Intervention Training and Services (FACETS II). (1999). Kansas University Center on Developmental Disabilities at Parsons, 2601 Gabriel, Parsons, KS 67357.

"Look at what I can do!"

Name: J. P.
Routine Activity Chosen: Play time & before bed
Strategy Chosen: Placing items out of reach



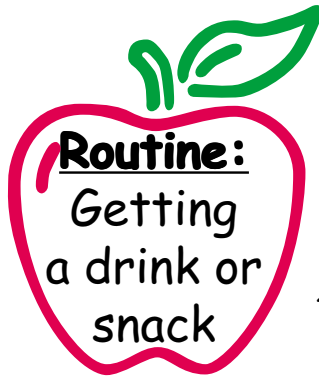
Comments:

Vertical lines for writing comments.

Alicia Asks for Help!

Where?
A home
At Grandma's

What should Alicia do?
~ Get someone to help.
~ Look at person's face.
~ Point to refrigerator.

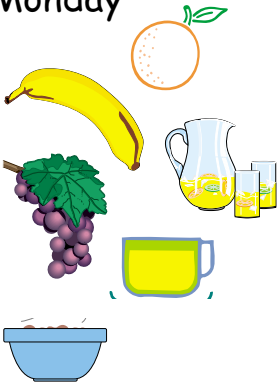


Sequence for Teaching:
~ Limit access to refrigerator.
~ Respond to request for help by going to refrigerator.
~ Wait for Alicia to point and look to your face.
~ Acknowledge what she's asking, "Oh, you want me to open!"

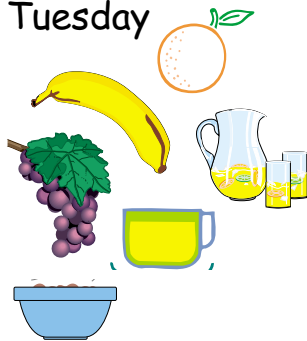
How often did she practice? (Circle an item each time she requests.)

Week of: _____

Monday



Tuesday



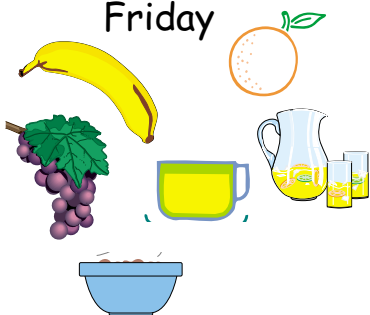
Wednesday



Thursday



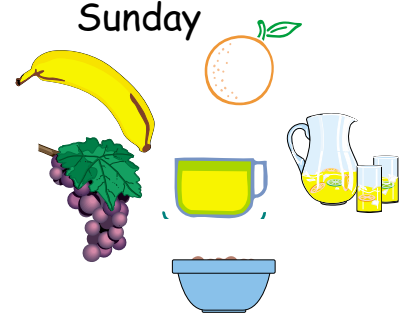
Friday



Saturday



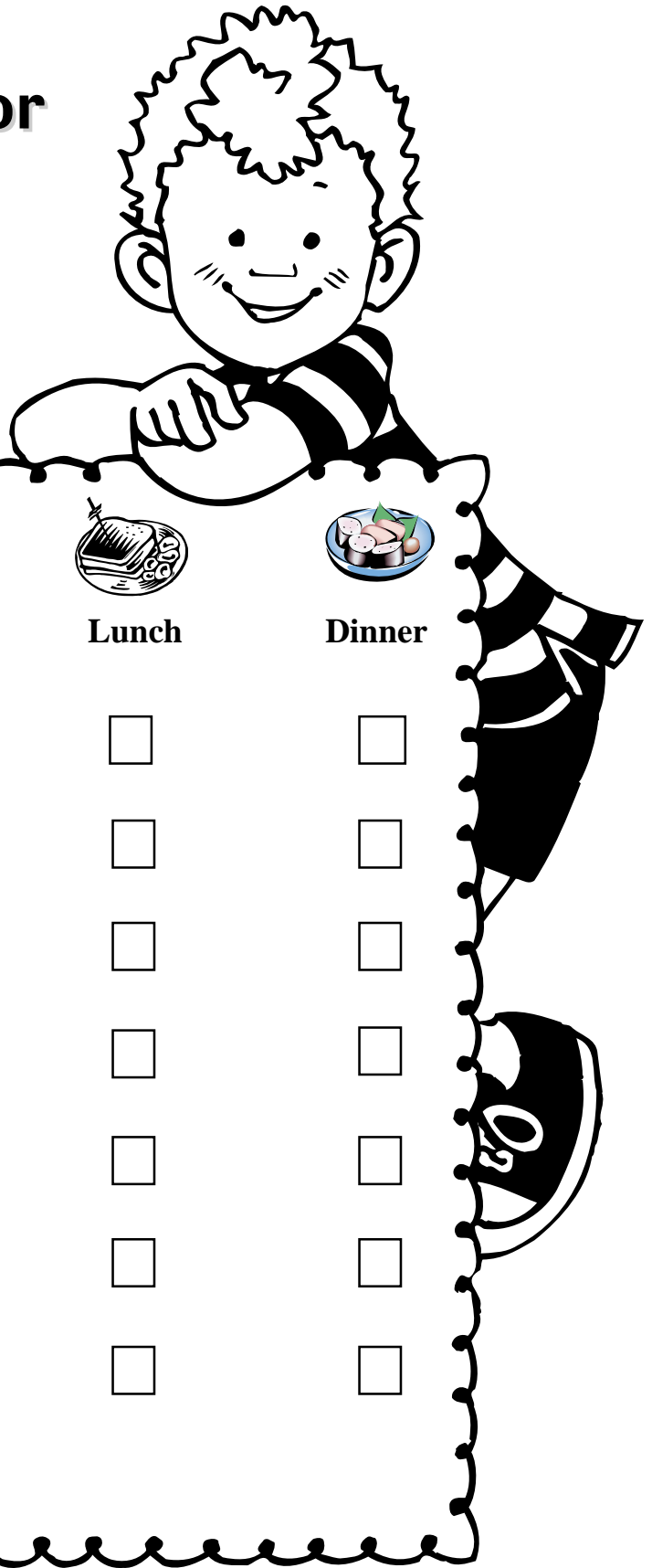
Sunday






Adapted from Family-guided Approaches to Collaborative Early Intervention Training and Services (FACETS II). (1999). Kansas University Center on Developmental Disabilities at Parsons, 2601 Gabriel, Parsons, KS 67357.

Daniel's Data Sheet for "Nanny"

Daniel sat
in his chair!!!



	 Breakfast	 Lunch	 Dinner
<i>Sunday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Monday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Tuesday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Wednesday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Thursday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Friday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Saturday</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Family-guided Approaches to Collaborative Early Intervention Training and Services (FACETS II). (1999, September). Kansas University Center on Developmental Disabilities at Parsons, 2601 Gabriel, Parsons, KS 67357.



Kansas Early Intervention Program Child Care Activity Sheet

Example (complete this example with your child care provider):

OUTCOME (goal working toward)	ROUTINE ACTIVITY (daily activities)	STRATEGY (what you are doing)
Week 1:		
Week 2:		

Now that you've had practice, complete Section 1 with your child care provider and then let your child care provider complete Section 2 on their own.

Section 1	OUTCOME	ROUTINE ACTIVITY	STRATEGY
Section 2			
Tell us how it went!			
Week 1			
Week 2			
Week 3			
Week 4			

Adapted from: White, L. (2003). *Family activity sheet*. Parsons, KS: Southeast Kansas Birth to Three Program.



Kansas Early Intervention Program

Child Care Activity Sheet

Example (complete this example with your child care provider):

OUTCOME (goal working toward)	ROUTINE ACTIVITY (daily activities)	STRATEGY (what you are doing)
<i>More words to request</i>	<i>Meal time/snack time</i>	<i>Choices, small portions, name items</i>
<p>Week 1: <i>Gave MyaGrace choice of milk or juice at lunch time.</i></p> <p>Week 2: <i>MyaGrace signed “more” after she ate 2 raisins during snack time.</i></p>		

Now that you’ve had practice, complete Section 1 with your child care provider and then let your child care provider complete Section 2 on their own.

Section 1 OUTCOME	ROUTINE ACTIVITY	STRATEGY
<i>MyaGrace will say or sign “diaper off” or “need help.”</i>	<i>Nap time</i>	<i>Choice between pull up or big girl pants.</i>
Section 2		
Tell us how it went!		
<p>Week 1</p> <p><i>MyaGrace was very vocal during naptime and when she got quiet I went to the door and I could tell she was dirty. MyaGrace signed “need help”. Because her diaper wasn’t off yet, I changed her and then gave her a choice of pull ups or panties using her sounds. I saw this as a cue to indicate she needed changed.</i></p>		
<p>Week 2</p> <p><i>MyaGrace did not wet or poop in her diaper at naptime but did take her diaper off. I did not let her choose pull ups or panties. I just reminded her that the diaper needed to stay on.</i></p>		
<p>Week 3</p> <p><i>MyaGrace woke up from her nap and used her sounds to cue me. I entered and asked if she was poopy and she signed “diaper off”. I let her choose pull ups or panties. Then she went back down and finished her nap.</i></p>		
<p>Week 4</p>		

Adapted from: White, L. (2003). *Family activity sheet*. Parsons, KS: Southeast Kansas Birth to Three Program.

Group Action Planning

Group action planning is another mechanism to ensure the full participation of all members of the IFSP team and make it a useful and meaningful experience for all team members, especially families. An article, in the form of a family story, describes the process in details. A brief explanation of the process follows the article.

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