Guidance for Writing
Functional Participation-Based Outcomes

Purpose of this document:

To accompany the online module located here: http://dmm.cci.fsu.edu/IADMM/resources.html.
It offers additional examples and supports on writing functional participation-based outcomes.

Myth:

Every discipline on the services page of the IFSP, including service coordinators, must write an outcome.

Response:

The outcome should be FUMM:

Family identified,

Useful and participation-based,

Meaningful,

Measureable.

Distance Mentoring Model is a project within The Communication and Early Childhood Research and Practice Center (CEC-RAP) in affiliation with Iowa's Early ACCESS.
CEC-RAP is a collaborative center within the College of Communication and Information, School of Communication Science and Disorders at Florida State University.
2020

An outcome is not discipline-specific, instead multiple disciplines should help the family/child meet their outcome. The outcome is jargon-free, written in the family's words, and should include (See examples below):

- context (underlined),
- function (boxed), and
- a role for the child and/or caregiver (circled).

Looks Like	Doesn't Look Like
Brielle will sit independently in the bathtub and in the living room to play with toys with her sister.	PT: Brielle will increase core strength. OT: Brielle will strengthen her ulnar palmar grasp.
Robin will ask for what she wants to eat and feed herself at the table with her family during meal times.	OT: Robin will eat and drink like her sister and other kids her age. SLP: Robin will use her words to meet her needs.
Polly will stand at the drawer in the kitchen and play with the plastic containers while dad makes dinner.	PT: Mom and dad would like Polly to have gross motor skills of typical peers.
Martha will access information about waivers from the Iowa Department of Human Services and connect with a Family Navigator through Child Heath Specialty Clinics in order to understand the process.	SC: Diane, the service coordinator, will give Martha information about waivers.

WHY are the following statements NOT outcomes?

- Julie's family wants her to receive Early ACCESS services as long as she continues to qualify for services and will benefit from those services.
- The family would like to be sure that Sally is developing at a rate similar to other children of his/her age.
- Tyler's family would like for him to make progress towards and meet developmental milestones in an age appropriate time frame.

These describe the *roles and responsibilities* of Early ACCESS providers and what early intervention is; these are not outcomes.

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Guidance for Monitoring Progress of Functional Participation-Based Outcomes

Purpose:

To accompany the Monitoring Progress on Family Guided Routines Based Intervention document. It offers additional examples and supports on progress monitoring of functional participation-based outcomes.

Some providers worry that collecting data and monitoring progress in the context of everyday routines and activities is tricky, but it doesn't have to be! When we partner with families to develop clear intervention plans that include the Family 5Q, we know exactly what we are measuring which makes progress monitoring of short-term targets and long-term outcomes much easier! Let's think about how each of the five Qs help us with progress monitoring:

A Quick View of the Family 5Q

WHY?	WHAT?	WHEN?/WHERE?/WHO?	HOW?	IS IT WORKING?
Is the target, strategy or routine important to support the child's learning?	Are the child and family's target(s)-specific, right size and important for the relevant content?	Which routines, activities, places, times and people will support the child?	Will the strategies the caregiver uses with the child support learning and participation?	How will family gauge whether the plan is working and the child is learning?

Think about where progress monitoring fits into the Family 5Qs:

WHY Three Ways

- WHY a specific routine is a good context for practicing the child's targeted skills
- WHY specific targets help the child move toward broader family goals
- WHY a specific strategy helps the child master a target
- Caregivers understand and support their children's development

Say WHAT?

- Short-term, measureable targets that build toward long-term goals.
- Jointly identify these with families.
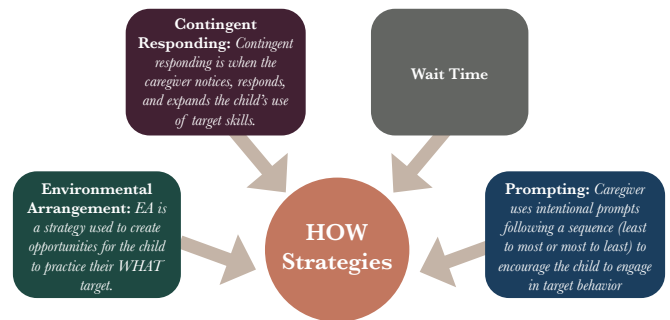- Helps everyone know what to look for.

WHEN?/WHERE?/WHO?

- This brings us back to our talk about routines **(when)**
- And also, **where** are the places to embed (At the park? In the car? At child care?)
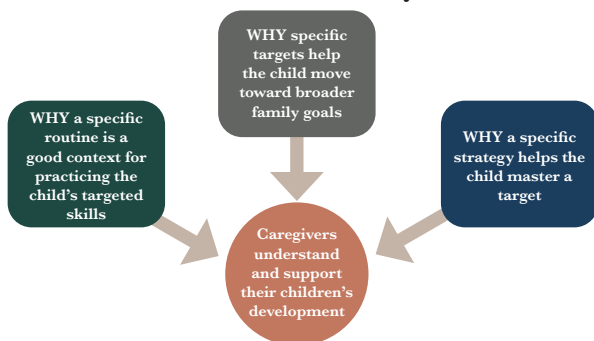- And with **whom**? Not always mom and dad

HOW?

- How is the family supporting the child?
- What strategies have you shared for families to choose?

Contingent Responding: *Contingent responding is when the caregiver notices, responds, and expands the child's use of target skills.*

Wait Time

Environmental Arrangement: *EA is a strategy used to create opportunities for the child to practice their WHAT target.*

HOW Strategies

Prompting: *Caregiver uses intentional prompts following a sequence (least to most or most to least) to encourage the child to engage in target behavior*

How do we know if IT IS WORKING?

- Allows for data-based decision-making
- Helps caregivers think in development terms
- Gives families a means to reflect on progress

Data Analysis

- Look across the child's day to check progress on target outcomes across all settings.
- Look at number of opportunities taken and compare to number of opportunities given.
- Look at child within groups and alone to check progress with peers and adults
- Look at the quality of responses as well as quantity.
- Carefully analyze all information including times of day and materials before making data based changes in the child's program

Examples of Progress Monitoring

Jaycee will ⟨**dress and undress**⟩ **with help <u>in the morning</u> and <u>at night time before bed</u> so it is** ⟨**easier for mom to start and end each day.**⟩

Target: Jaycee will push feet into shoes with adult support and independently close the strap on his shoes.

Criteria for measuring the child's target	Progress monitoring techniques decided with the family
Jaycee pushes foot into shoe with adult support.	Use notes in phone to record each time attempted to put on shoes and if it worked or not.
Jaycee closes the straps by himself.	Photo of shoe on to capture day/time of putting on shoes. Later, record on paper how it went.

Target: Jaycee is able to independently put arms through his shirt and pull his shirt on (adult will assist with putting shirt over his head).

Criteria for measuring the child's target	Progress monitoring techniques decided with the family
Jaycee puts arms through his shirt after adult has put the shirt over his head.	On a chart of scale, adult indicates if Jaycee got no arms through, one arm through or both arms through the shirt.
Jaycee pulls shirt rest of the way on.	Video recording of putting on shirt which would monitor progress for both targets.

Target: Jaycee will take off socks when they are halfway off his feet.

Criteria for measuring the child's target	Progress monitoring techniques decided with the family
Jaycee grabs the sock and pulls it off.	Once Jaycee is in bed, record on progress monitoring form, which is a picture on the refrigerator that shows a sock, a shoe, a shirt. Mom tallies for successful sock removal. Mom puts an X if attempt was not successful.