TIP Sheet: Writing Functional IFSP Outcomes

- “(the child) will participate in (the routines/times of day), by ______ing”. “We will know he can do this when…..”
  - Lance will participate in meals, playtime, and hanging out by saying words. We will know he can do this when he says three different words during each of the 3 routines for 1 week.
- “(the child) will _______ (action / behavior) during (the routines/times of day), “We will know he can do this when…..”
  - Samuel will choose between 2 food items during breakfast, lunch, and dinner. We will know he can do this when he makes 3 choices at each meal for 1 week.
- Use “rather than” statement when we need to maintain focus on the target behavior(s).
- Criteria considerations: to acquire, to generalize, to maintain and to execute a skill fluently

1. Create a list of informal parent statements of concerns.
   a. Boys in own bedrooms
   b. Lance eating more foods
   c. Lance saying words (meals, playtime, hanging out)
   d. Lance playing with toys
   e. Helen (mother) giving medicine easily

2. Identify routines/times of day when these concerns occur during the day/night.
   - For statement a: nighttime sleeping
   - For statement b: breakfast, lunch, and dinner
   - For statement c: meals, playtime, and hanging out.
   - For statement d: breakfast, lunch and dinner
   - For statement e: parent supports and strategies

3. At the IFSP review concerns and identify priorities that the parent wants to work on first.
   - Lance eating more foods
   - Lance saying words (meals, playtime, hanging out)
   - Lance playing with mom, dad or brother

4. Add benchmarks &/or strategies.
   b. Lance will participate in breakfast, lunch, and dinner by feeding himself independently. We will know he can do this when he eats with his fingers or with a spoon, to put 10 bites into his mouth at each meal for 1 week.
   - Bench marks &/or strategies: finger feeding, closing lips around spoon, grasping and scooping
   c. Lance will participate in meals, playtime, and hanging out by saying words. We will know he can do this when he says three different words during each of the routines for 3 days.
   - Bench marks &/or strategies: word imitation, joint attention, increasing interaction, using cues
   d. Lance will participate in playtime by using preferred toys for their intended purpose. We will know when he can do this when he plays with 3 different types of toys as intended during each play period for 5 days in 1 week.
   - Bench marks &/or strategies: motor imitation, following child’s lead, turn taking
Up to 3 child #1

1. Create a list of informal parent statements of concerns.
   a. Say more words
   b. Put words together
   c. Gets upset when not understood
   d. Gets upset when changing from one activity to another
2. Identify routines/times of day when these concerns occur during the day/night. (Only 1 activity/routine identified.)
   For statement a: playing games with family
   For statement b: playing games with family
3. At the IFSP review and identify priorities that parent wants to work on first.
   a. Say more words
   b. Put words together
4. Benchmarks &/or strategies added
   a. “John” will participate in playing games with his family by saying more words. We will know he can do this when he says 5 different words in 3 different games for 5 days.
      Benchmarks &/or strategies: following child lead, word imitation, use gestures & words together
   b. “John” will participate in playing games with his family out by putting words together. We will know he can do this when he puts two words together during 3 different games for 5 days.
      Benchmarks &/or strategies: 2 word imitation, back and forth turns, initiation

Up to 3 Child #2

1. Create a list of informal parent statements of concerns.
   a. Picky eating
   b. Positive play
   c. Violent behavior (pulls hair, bites, scratches)
2. Identify routines/times of day when these concerns occur during the day/night.
   For statement a: mealtime
   For statement b: bath time, playtime
   For statement c: changing (transition) activities
3. At the IFSP review and identify priorities that parent wants to work on first.
   a. Violent behavior (pulls hair, bites, scratches)
   b. Picky eating
   c. Not talking
   a. “Mary” will follow directions to stop or change activities rather than hair pulling, kicking, and biting. We will know she can do this when she follows directions 2 out of 3 times per day from both mom and dad for 2 weeks.
      Benchmark &/or strategies: behavioral reinforcement, strategic attention, child’s game
   b. “Mary” will participate in bath time and playtime by playing with a family member. We will know she can do this when she plays for 10 minutes during each play opportunity for 1 week.
      Benchmark &/or Strategies: motor imitation, follow her lead, turn taking, join her play