

# Using Assessment Information to Inform Outcomes and Steps/Activities



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Department of  
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# Presented in Collaboration with our Partners at:



**nectac**  
The National Early Childhood  
Technical Assistance Center

# Objectives

**Participants will learn how to use assessment results to guide the IFSP process.**

**Participants will learn how to use assessment information to develop meaningful, relevant, and functional IFSP outcomes**

# Authentic (Functional) Assessment in Plain English:



- Familiar people
- In familiar settings
- With familiar objects/materials
- Doing familiar things

(Adapted from Pretti-Frontczak, et al., 2010 PPT presentation)

# Ideal Evaluation and Assessment Practices

adapted from the FINESS IIa, R.A. McWilliam 2012



Looks Like	Doesn't Look Like
<b>Services are recommended based upon what is necessary in order for the child to meet IFSP outcomes and to successfully participate in typical activities and routines.</b>	<b>Services recommended are based upon a child's delay or diagnosis.</b>
<b>IFSPs contain child and family focused outcomes.</b>	<b>Only child focused outcomes included on IFSPs.</b>
<b>Focus of assessment and intervention is on child's functional use of skills in everyday routines and capacity building of families.</b>	<b>Focus of assessment/intervention is on child's performance of skills listed on developmental tests or curricula.</b>

# Ideal Evaluation and Assessment Practices

adapted from the FINESS IIa, R.A. McWilliam 2012

Looks Like	Doesn't Look Like
<b>Formal and informal methods are used to determine a child's engagement, independence and social relationships in everyday routines.</b>	<b>Mostly testing results used for interventions.</b>
<b>All team members participate in entire evaluation/assessment process. Information is integrated for program planning.</b>	<b>Team members complete developmental evaluation and family directed assessment separately without sharing information.</b>
<b>Evaluations/Assessments include observation of a child within a natural environment.</b>	<b>Evaluation/Assessments do not include observation of the child within a natural environment.</b>
<b>Families are asked to rate their satisfaction with each routine.</b>	<b>Families are <i>not</i> asked about their satisfaction with everyday routines.</b>

# Functional Assessment Adherence Tool:

<http://ectacenter.org/decrp/type-checklists.asp>

## Authentic Child Assessment Practices Checklist

This checklist includes key characteristics of authentic assessment practices for observing child participation in everyday activities, the real world learning opportunities that occur in the activities, child behavior in the everyday learning opportunities, and the particular learning opportunities that provide a child the richest array of competency-enhancing learning opportunities.

The main focus of authentic assessment practices is identifying the everyday contexts for child learning, the behavior a child will acquire in these settings, and the environmental and interactional/

instructional strategies for promoting child competence while engaged in the activities. Authentic assessment links context-specific assessment information to functional intervention practices.

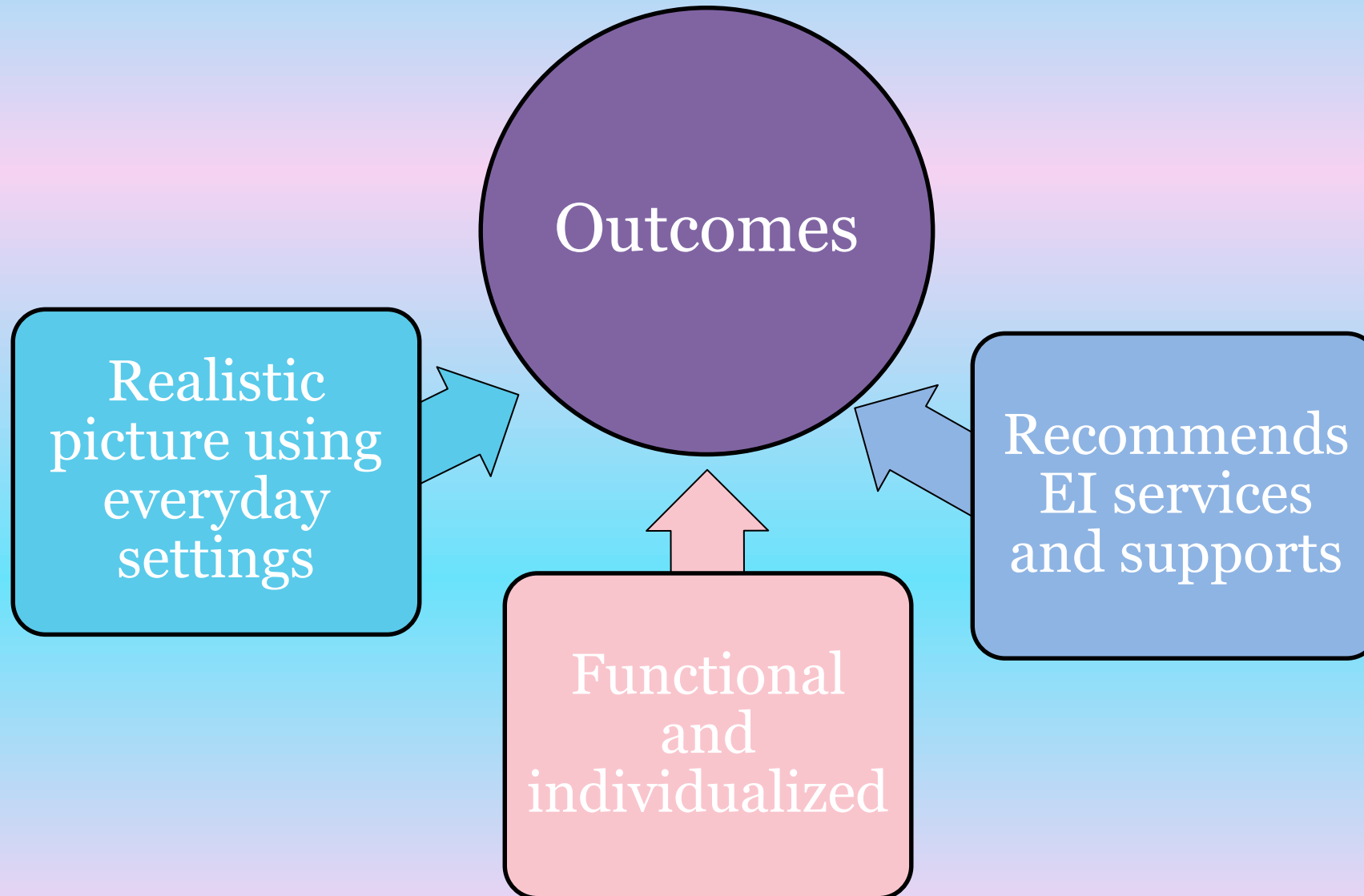
The checklist indicators can be used by a practitioner to develop a plan to conduct an authentic child assessment or to promote a parent or practitioners' understanding and use of this approach to assessment/intervention. The checklist rating scale can be used for a self-evaluation to determine if the key characteristics were used as part of child assessment.

Practitioner: \_\_\_\_\_ Child: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate which practice characteristics you were able to use as part of an authentic assessment of a child:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's participation in everyday (family, classroom, or community) activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Query the child's primary caregivers (parents, teachers, etc.) about the everyday activities that "make up" a child's everyday experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the context-specific child functional behavior (through observation or caregiver report) that are used in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Ascertain the child behaviors (strengths, interests, preferences, etc.) that sustain child engagement in everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Determine which materials (objects, toys, etc.) and adult interactional/instructional behavior are associated with optimal levels of child competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify which everyday activities, learning opportunities, materials, and adult behavior will be used to support and strengthen child acquisition of functional competencies in a number of different context-specific activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Monitor and analyze child learning and progress to determine needed changes in everyday child learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# Functional Assessment → IFSP Outcomes





# Third Word Rule



- The third word of IFSP child outcome statement should be a **contextualized action that is functional**.
- **Example:** “Kim will eat with her family at mealtime eating the foods they eat.”

Shelden, M. L., & Rush, D. D. (2009). Tips and Techniques for Developing Participation-Based IFSP Outcome Statements. Briefcase, 2(1). Retrieved from [http://www.fipp.org/Collateral/briefcase/briefcase\\_vol2\\_no1.pdf](http://www.fipp.org/Collateral/briefcase/briefcase_vol2_no1.pdf)

<p>The outcome is necessary and functional for the child's and family's life.</p>	<p><i>Criteria Defining High Quality, Participation-Based</i></p> <p><b><i>IFSP Outcomes</i></b></p>	<p>The outcome is jargon-free, clear and simple.</p>
<p>The outcome reflects real-life contextualized settings.</p>		<p>The outcome emphasizes the positive, not the negative.</p>
<p>The outcome crosses developmental domains and is discipline-free.</p>	<p>When the child's contextual information is available, the following IFSP outcome criteria can also be evaluated:</p> <ul style="list-style-type: none"> <li>•The outcome is based on the family's priorities and concerns.</li> <li>•The outcomes described both the child's strengths and needs based on information from the initial evaluation and ongoing assessment.</li> </ul>	<p>The outcome uses active words rather than passive ones.</p> <p><b>ECTA Center</b>  <a href="http://ectacenter.org/~pdfs/pubs/rating-ifsp.pdf">ectacenter.org/~pdfs/pubs/rating-ifsp.pdf</a></p>

# Establishing Criteria

- Answers the question: “What will outcome achievement look like?”
- Developed with family
- If criteria embedded in outcome, no need to include in steps/activities





# 6-Step Criteria

The outcome statement is **necessary** and **functional** for the child's and family's life.

The statement reflects **real-life contextualized settings** (e.g., not test items).

The outcome crosses developmental domains and is **discipline-free**.

The outcome is **jargon-free, clear** and **simple**.

The outcome emphasizes the **positive**, not the negative.

The outcome uses **active words** rather than passive ones.

## Practice

Michael will accept changes during playtime and mealtime when in the home and out in the community.



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## Practice

At bath time, Zhi and Mia will learn what makes Sam smile.



# 6-Step Criteria

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## Practice

Family would like special instruction to work on lessening gibberish when Abby talks as well as answering a question when asked of her.



# 6-Step Criteria

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The outcome crosses developmental domains and is **discipline free**.

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The outcome emphasizes the **positive**, not the negative.

The outcome uses **active** words rather than passive ones.

## Practice

Ava will look out of both sides of the car to see the holiday lights.





# Steps/Activities to Meet IFSP Outcomes

What will we do to accomplish the outcome?

Steps and activities specify **who** will do **what** in **which** everyday routines, activities and places.



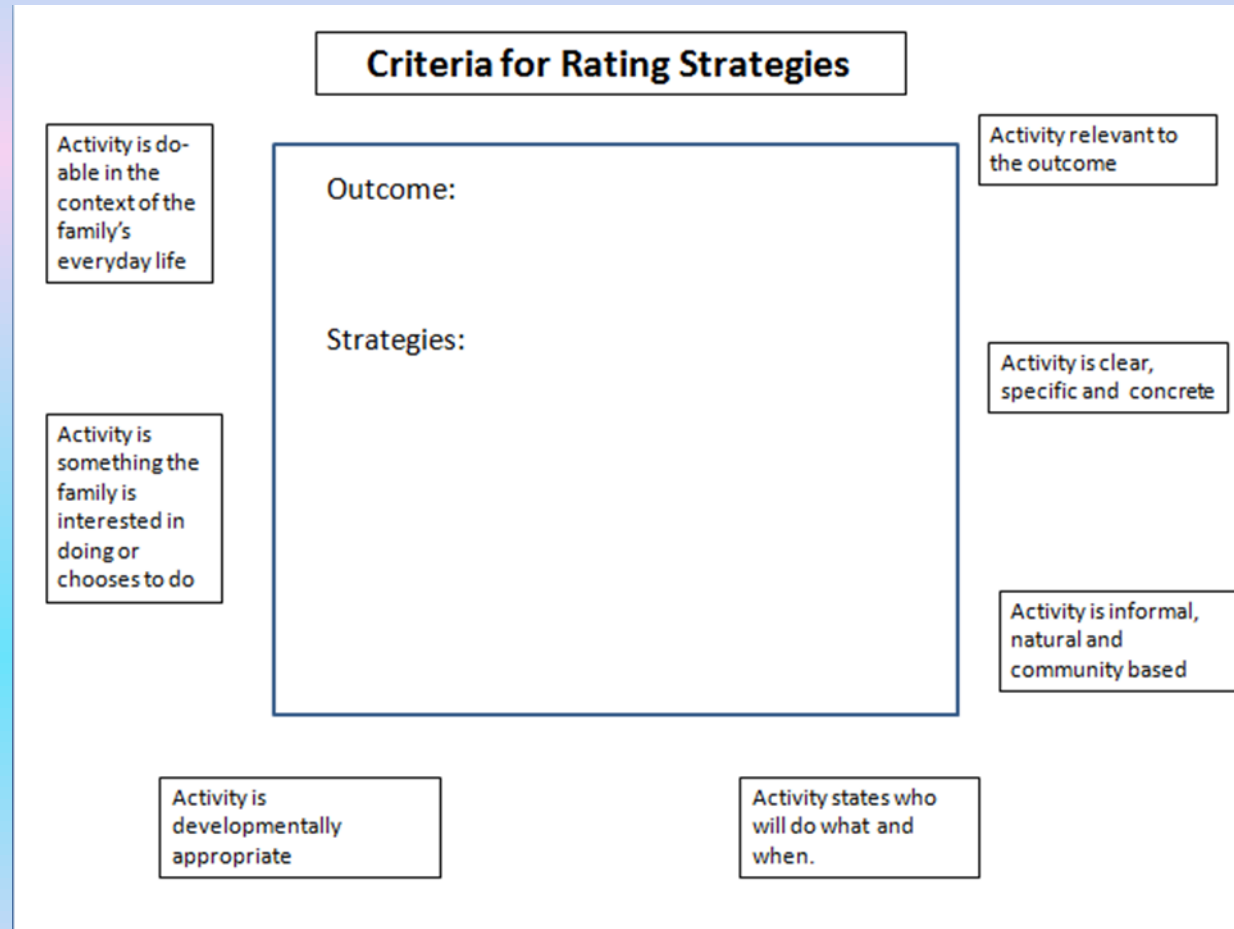
# Guiding Questions for Developing Steps/Activities

1. What resources and supports are already in place to help achieve this outcome?
2. Are there ways to help these existing supports be more effective in helping achieve the outcome?
3. What possible learning opportunities exist within current family routines or environments for helping meet the outcome?
4. What strategies will help achieve the outcome?

# Additional Questions

5. Who else can help? What additional supports and services are needed to help achieve the outcome?
6. What are the appropriate roles for team members or others to play?
7. How will we know we are making progress, strategies are effective, or if modifications are needed?

# Developing Steps/Activities Practice: the 7-Step Criteria



*Outcome: At bath time, Zhi and Mia will learn what makes Sam smile.*

#### Criteria for Rating Strategies

Outcome:

Strategies:

Activity is do-able in the context of the family's everyday life

Activity is something the family is interested in doing or chooses to do

Activity is developmentally appropriate

Activity relevant to the outcome

Activity is clear, specific and concrete

Activity is informal, natural and community based

Activity states who will do what and when.

#### Steps/Activities:

A. Zhi and Mia will try peek- a-boo when undressing Sam for his bath.

B. PSP will coach Zhi and Mia on responsive practices.

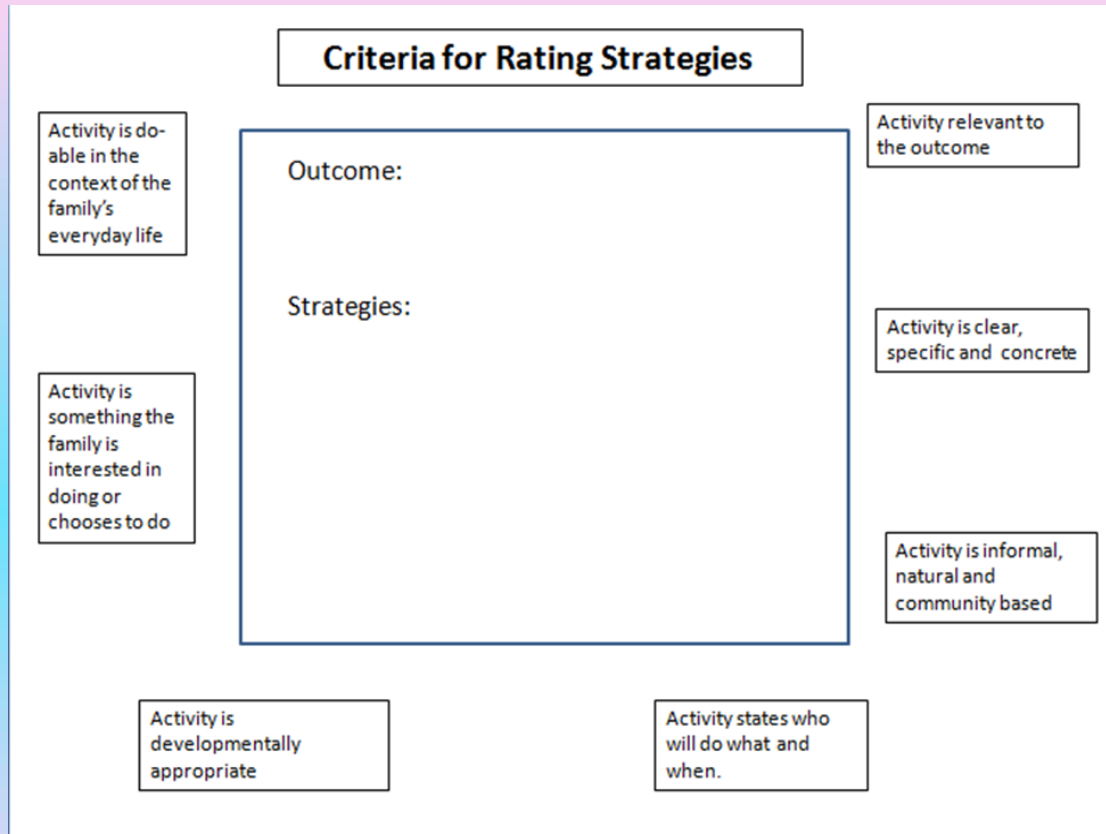


*Outcome: Ava will look out of both sides of the car to see the holiday lights.*

Steps/Activities:

C. Ava will tolerate stretching exercises.

D. Mom will place Ava so that she has to turn to her left to watch the dog play and to interact with her when she is cooking.





# Activity: Meet Maddy

**26 mos old**

**Mom has concerns  
about walking and  
talking.**





# Meet Maddy

## A. Developing Positive Social-emotional Relationships (engaging and relating to family members, other children, others; showing emotion; responding to touch; following group rules):

Maddy says "Nana" when she sees her picture on Nikki's phone. She is beginning to hit her brothers when they have a toy that she wants. Maddy gives Nikki hugs and kisses at bedtime. She smiles when she sees other children at story time and joins in songs and finger-plays, like Wheels on the bus. She adds animal sounds to Old MacDonald while singing during car rides. Maddy waves and says "hi" to the mailman when he drops off the mail and to people at the grocery store. Instead of asking for help, Maddy cries when she has difficulty opening the hen house door, or when she trips and falls while walking. Relative to same age peers, Maddy has skills we would expect in regard to this outcome; however, there are concerns.

## B. Acquiring and Using Knowledge and Skills (thinking, remembering, reasoning, problem solving; understanding symbols, including those in print; understanding the physical and social worlds):

Maddy yells to get Nikki's attention when she is ready to get out of the crib. If Nikki doesn't respond, she starts throwing stuffed animals out of the bed. Maddy rushes to the door when she hears Pop-Pop's truck. Maddy grabs her boots when Nikki says its time to feed the chickens. Maddy loves books and will point and name ducks, cat, dog, chicken and ball, and baby. She also likes to feed her baby doll and her stuffed kitty cat. Maddy likes to finish familiar phrases from books like "Brown Bear". She brings Nikki the book and says, "Bear" when she wants to read it. Maddie waits to hold Nikki's hand when walking into the library and grocery store from the car. Relative to same age peers, Maddy shows occasional use of some age expected skills, but more of her skills are not yet age expected in the area of this outcome.

## C. Taking Appropriate Action to Meet Needs (getting from place to place, taking care of basic needs, showing hunger, following safety rules, avoiding inedible objects after 24 months; using tools, utensils, strings attached to toys):

Maddy can remove her shirt, socks and pants with help at bath time. She doesn't mind having a wet or soiled diaper. Maddy becomes upset when she has to stop playing for a diaper change. She will wiggle and kick and say, "no". Maddy points to the pantry when she wants a snack and is able to say "dink" for drink when thirsty. She can drink from a small plastic open cup without spilling. She also feeds herself with her fingers most of the time. She can use a spoon for yogurt and oatmeal. Maddy attempts to stoop down to help Pop-Pop untie his shoes. Maddy often trips and falls when running after her brothers to get to the hen house or the play set. She falls more frequently when she is not wearing her shoes/inserts. Maddy says "up" for help into her booster seat when it is time to eat. She is not yet attempting to climb into it. Relative to same age peers, Maddy shows occasional use of some age expected skills, but more of her skills are not yet age expected in the area of this outcome.



# Relationship of IFSP Outcomes to EI Services

## *First...*

develop IFSP outcomes based on functional, authentic assessment information

## *Then...*

determine the EI services and supports based on what is necessary to meet the outcomes/goals

# Services to Meet Outcomes

How often will the strategies likely need to be changed?

How often does the family/caregiver/teacher need support to be comfortable in using intervention strategies?

Jung, L. (2003). More is better: Maximizing natural learning opportunities. *Young Exceptional Children*, 6(3), 21-26.)



What is necessary to support a child's caregivers in meeting an outcome? (McWilliam, 2010)



What intensity of this service is needed to address the outcome? (McWilliam, 2010)



What additional services are needed to help the primary service provider support the caregivers in carrying out interventions to meet outcomes (when using a trans-disciplinary approach) (McWilliam, 2010)



# QUESTIONS



# Resources

- DEC Recommended Practices for Assessment

<http://ectacenter.org/decrp/decrp.asp>

- Family Guided Routines Based Intervention (FGRBI)  
and Caregiver Coaching

<http://fgrbi.fsu.edu/>

- Virginia functional assessment handout

<http://www.infantva.org/documents/Functional%20Assessment%20Nov%2014%20Desicion%20Tree.pdf>

- John Hopkins University School of Education: evaluation and assessment module

<http://olms.cte.jhu.edu/olms2/135091>

- Results Matter Video

[http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI\\_SA.asp](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp)

# References

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- McWilliam, R. A. (Ed.) (2010) *Routines-Based Early Intervention: Supporting Young Children and their families*. Baltimore: Paul H. Brooks Publishing.
- Pretti-Frontczak, K., Grisham-Brown, J., Hall, A., Rutland, J & Pfeiffer-Fiala, C (2010, November). Authentic assessment for planning intentional instruction in blended early childhood settings (PowerPoint Slides). Paper presented at the Division of Early Childhood Annual Conference for Young Children with Special Needs, Kansas City, Missouri.



# Thank you!

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