

# The Decision Tree

## Child Indicator Seeds for Success

### Identifying Strategies, Activities and the Necessary Supports and Services to Achieve IFSP Outcomes



In last month's Update, we explored evidence based practices (EBP) for sharing assessment information in a way that helps the family identify functional outcomes that are meaningful for them and their child and that make sense in terms of their daily routines and activities.

#### Once we have our functional and relevant outcome, how do we go about achieving it in a meaningful way?

Evidence shows the family and early intervention providers must work together to identify the strategies, activities and the necessary services and supports to achieve the identified outcomes in a way that enhances the family's participation and learning in natural environments.

Specifically, strategies, activities, supports and services should:

- enhance the family's capacity in supporting their child's learning and development between visits
- build on the interests and strengths of the child and family
- reflect the frequency, intensity, and method necessary to meet the outcomes and support the family in implementing strategies.

#### EBPs for Outcome Context and Criteria

By using the following evidence based practices you will help the family effectively communicate their child's needs, collaboratively develop strategies to help their child develop and learn, and ultimately improve their child's success in the three child indicators.

- When developing strategies and activities for the IFSP, begin by emphasizing how caregivers and providers will work together, and who will do what.
- Identify strategies that enhance the child's natural learning opportunities; use toys, materials, interactions and various locations that are familiar and of interest to the child and family.
- Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans on how to build those skills.
- Consider the need for assistive technology or other adaptations to enhance the child's participation in targeted daily routines and activities.
- Remind the family and the other team members that the family can accept or reject any service at any time and still participate in other early intervention services.
- Ensure inclusion of measurable, functional criteria that any team member could use to review progress toward achieving IFSP outcomes.

#### Coaching When a Parent Wants to Be Told What to Do

From the Early Childhood Coaching Handbook:

*Sometimes a parent states directly, "Just tell me what to do and I will do it." People are more likely to act on information, however, if they have a part in developing it and it is tailored to their specific situations. When a coachee asks to be told what to do, the coach should respond by letting him or her know that in order to be most helpful, the coach must know what the coachee already knows or is doing so that the information the coach shares can be matched to the coachee's interests, needs, and lifestyle.* (Rush and Sheldon, 2011)

For more strategies, see pages 158-160 in the handbook.

***In next month's Decision Tree, we will explore best practice for helping the family share information about what worked and what was challenging between coaching visits during ongoing service delivery.***