



LEARNINGbyte

IFSP Outcomes

Mindy's Story



PURPOSE OF ACTIVITY

The purpose of this activity is to facilitate discussion about active listening and information gathering when meeting a family. A scenario is used to allow practitioners to examine family priorities, resources, and concerns and then use this information for IFSP outcome development.



RESOURCES NEEDED

- Handout – *Mindy's Story*
- Handout – *Preparing for Outcome Development*
- Flip chart and markers



SPECIFIC STEPS

1. Prepare learners for this activity by discussing the importance of actively listening to families with the purpose of learning about what is important to them. Discuss how families often provide much of the information needed to develop outcomes.
2. Instruct learners to read the handout, *Mindy's Story*.
3. Distribute the handout, *Preparing for Outcome Development*. Instruct learners to complete the handout, either individually or in small groups.
4. Discuss the activities, resources, priorities, and concerns identified by the family. Explore these topics in order, starting with family activities. (The order is important to emphasize all of the information that can be gathered when we avoid starting the conversation with “what are your concerns?”)
5. Debrief by developing a “master list” on the flip chart with the groups’ input. See the information below for a guide:

Master List Guide

Family's activities:

- Mindy spends days with grandmother and brother – listening to music, playing outside, visiting neighbors, running errands, going to McDonald's play area once a week for lunch.
- Parents work full-time.
- Children love to play together.
- Mindy spends a lot of time in her playpen when siblings are home.
- Family attends church; Mindy may go or stay home.

Family's activities:

- Grandmother provides daily childcare.
- Church

Family's priorities:

- Grandmother would like to see Mindy crawl around and play with her brother at McDonald's play land on their weekly lunch visits.
- They would like to be able to take Mindy to church and leave her in the nursery without her crying.
- They would like her to be able to get around and play with the other children.
- Mindy's family would like her to get help so that she can learn to walk.

Family's concerns:

- Mindy can't crawl around to play with her brother at McDonald's play land.
- Mindy doesn't seem to be interested in moving around or playing with her toys.
- Mindy's dad finds it hard to get Mindy to calm down and be happy since she cries a lot.
- Family is worried about how much services will cost since they won't have insurance for 3 more months.
- Taking Mindy to church is difficult because she cries and can't get around and play with the other children. Because of this, everyone does not always get to go to church together.

Talking Points

- If participants note that "how Mindy likes to stare at lights" and how much time she spends in the playpen are concerns, discuss how these are NOT concerns mentioned by the family, but rather may be concerning to the service coordinator or other providers. Ask participants how they might handle the situation if team members express concerns for these issues but the family does not wish to address them in the IFSP outcomes.
 - Discuss how much more information is obtained from the family by an open discussion about the child and family, rather than starting with the question "What are you concerned about?"
6. Ask participants to identify possible outcomes & goals from the lists on the flipchart. (Possible outcomes/goals are usually found under the priorities list.)
 7. Have the small groups develop one long-term outcome and one short-term goal based on the information learned from Mindy's story. Be sure that the outcomes the groups develop tie back to Mindy's family's activities, resources, priorities, and concerns.

Examples

Mindy will crawl across the floor at McDonald's play land (20 feet) to play with her brother or other children during the family's weekly lunch visits.

Mindy will play in the church nursery during the Sunday morning service (1 hour) without excessive crying each Sunday for 1 month.

8. Discuss who might be an appropriate provider for these priorities and possible outcomes/goals. Expand the discussion beyond what seemed obvious from the doctor's referral information – that a physical therapist needed to see the child for motor and low muscle tone concerns.

Talking Points

- After learning about Mindy’s family’s priorities, it may not be as obvious who the provider should be. The service provider who may be most appropriate may be an educator/ developmental service provider, occupational therapist, or a physical therapist.
- Determining who will support the family should always occur after outcomes have been developed. Services are outcome-driven!



ADDITIONAL RESOURCES

For more information about Outcome Development, check out:

- [Writing Functional IFSP Outcomes and Goals](#) (online module)
VA eLearning Center site
- [IFSP & Outcome Development Topic](#) page
VA EI Professional Development Center site
- [Checklist – Key Characteristics for Well-Written IFSP Outcomes](#)
available on the above topic page
- [Tell Us About Your Child](#) (handout)
available on the above topic page
- [Enhancing Recognition of High Quality, Functional IFSP Outcomes](#)
(training activity from ECTA Center)
- [Gathering and Giving Information With Families](#) (Woods & Lindeman, 2008)
available on the above topic page or on the Infants & Young Children journal homepage

Preparing for IFSP Outcome Development

Mindy has been referred to the infant program by her pediatrician based on concerns for her motor development and low muscle tone. She is 15 months old, is able to sit, but is not yet crawling or walking. When the service coordinator meets with Mindy's family for the intake appointment, her mother, father, and grandmother are present.



Mindy's mother and father work full-time and her grandmother babysits her during the day. A typical day for Mindy means staying home with her grandmother and her 3-year old brother. They like to listen to music, play outside, and visit with neighbors. They run errands and go the McDonald's play land once a week for lunch. Mindy's grandmother would like to see her crawl around and play with her brother at the play land, but since Mindy doesn't crawl yet she usually holds her on her lap or keeps her in the stroller when they go.

Mindy's mother describes Mindy as a sweet child who doesn't seem to be interested in moving around or playing with her toys. Her father says that he thinks Mindy is "just lazy", and that she will crawl when she is ready. Mindy's grandmother adds that the other children love to play with Mindy and are very busy children, so they really don't leave Mindy on the floor to crawl around since she might get "run over." To protect her, Mindy spends a lot of her time in a playpen when the children are home.

During the intake, Mindy's family talks with the service coordinator about how Mindy likes to stare at lights and how cute she is when she laughs. They say that she enjoys music and hearing them sing, which they use to calm her when she cries. Mindy's father says that Mindy cries a lot, and he finds it hard sometimes to get her to calm down and be happy. The service coordinator also learns that Mindy's family is worried about how much services will cost, as they won't have insurance for 3 more months. Mindy's mother and grandmother want her to get help so that she can learn to walk. They would like to be able to take her to church and leave her in the nursery without her crying and know that she can get around and play with the other children (she typically sits with them during church or someone will stay home with her). Mindy's father is okay with her getting help, if it will make his wife feel better.

Preparing for IFSP Outcome Development

When gathering information from a family in preparation for IFSP development, it can be helpful to explore the family's activities, resources, priorities, and concerns. Using the following table, record the information shared by Mindy's family. Record information in order of the topics below, beginning with Family Activities.

Family Activities:
Family Resources:
Family Priorities:
Family Concerns:

Use this information to be thinking about possible outcomes and goals. Brainstorm a possible long-term outcome and short-term goal based on the information you listed above. Try to use the information provided by Mindy's family to determine the outcome activity and criteria for measurability, as well as who will assist Mindy, where, and how.

Long-term Outcome

Short-term Goal