



# LEARNINGbyte

## IFSP Outcomes

## Writing Social-Emotional Outcomes



### PURPOSE OF ACTIVITY

This activity is designed to help the team reflect on writing social-emotional outcomes.



### RESOURCES NEEDED

- Handouts: *Scenario 1 – Samiya*  
*Scenario 2 - Stevie*
- Blank Outcome Page (multiple copies for groups)
- Answer Keys



### SPECIFIC STEPS

1. Print out the blank outcomes page for each group.
2. Begin by inviting participants to discuss any examples, from their experience, when writing social-emotional outcomes was considered.
3. Break participants apart into two groups and assign each scenario. For larger groups, separate them into four groups and assign Scenario 1 to two of the groups and Scenario 2 to the other two groups.
4. Ask participants to read their scenarios and write outcomes for each scenario. Give 8 minutes for each group to discuss.
5. Once completed, have each group read their scenario and the outcomes they wrote. Ask the remainder group for any input on additional outcomes.
6. After each group shares, facilitate a discussion on how to identify when it is appropriate to write social-emotional outcomes. This discussion may include reflection on assessing the relationship between the caregivers and any underlying reason the child is expressing certain behaviors.



### ADDITIONAL RESOURCES

- **VEIPD Topic Pages:** [Social-Emotional Development IFSP & Outcome Development](#)

## Scenario 1 – Samiya

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### **Participants:**

- Roberto, service coordinator
- Mary Anne, foster mother
- Samiyah, foster child
- Amanda, developmental service provider
- Emily, adopted child

Samiyah was born exposed to drugs and she spent the first 9 months of her life with a foster family who never formed a bond with her. She is now 12 months old and spent the past three months with a new foster family.

The service coordinator, Roberto, receives a call from Samiyah’s foster mom, Mary Anne, who is concerned about Samiyah’s activity level because she is not sitting long enough to attend to activities. Mary Anne would like to see Samiyah sit down to read books and stack her nesting toy. Mary Anne describes Samiyah as “bad” and “getting into everything.” She does not feel like Samiyah is developing appropriately.

Roberto brings a developmental service provider, Amanda, to the home to complete an assessment and IFSP review to address the foster mom’s concerns. At the assessment, Mary Anne speaks very highly and passionately about Emily, the child with Down syndrome she recently adopted, while only noting Samiyah’s weaknesses. Throughout the visit, Mary Anne glowed when she spoke of Emily’s accomplishments of sitting on her own and engaging with her in a playful manner. Amanda notices that Samiyah recently started walking and likes to move around the home. Samiyah smiles and comes up to each person in the room, but she does not differentiate strangers.

Amanda suspects that Samiyah never formed a strong secure attachment to any particular caregiver throughout her life. Mary Anne mentioned the previous foster family did not seem to be attached to Samiyah and questions herself, whether or not she is capable of caring for Samiyah. Amanda knows the importance of infants, especially those who were exposed to drugs at birth, needing to form strong attachments so she suggests that an outcome be considered to address Samiyah’s early social-emotional skills.

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### **Please write an outcome to support the family.**

*Child’s Interests and Family Routines: Play at the park, go shopping, Minnie Mouse, read books, play with tea cup set and kitchen, sing songs*

## Scenario 2 – Stevie

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**Participants:**

- Michael, father
- Cassandra, mother
- Stevie, child
- Roman, brother

Stevie, 24 months old, was a 28-week preemie. He lives with his mother (Cassandra), father (Michael), and 8 year old brother (Roman). The parents are concerned because Stevie has complete meltdowns especially around other people or in public settings. As soon as the family takes Stevie anywhere, Stevie clenches onto dad and uses a high pitched cry (sounds like a newborn cry) for over thirty minutes. Stevie will not allow his father to put him down. Recently, extended family stayed at their house for over a week and Stevie never adjusted. He stayed near his dad almost the entire time and would cry or hide his face by looking down if anyone talked to him. Michael is feeling frustrated because Stevie is always underneath of him and he cannot seem to “catch a break.” Stevie cannot seem to soothe himself. Stevie prefers his dad over his mom; if he gets hurt, he will walk right past his mom just to get to his dad to be comforted.

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**Please write an outcome to support the family.**

*Child’s Interests and Family Routines: Helps his dad put away dishes and laundry, attend a weekly playtime class with other children, play with balls and cars*



## Answer Key: Samiyah Example

**Outcome** *(Long-Term Functional Goal)* # 3 **Target Date:** 04/05/2018 **Date met, changed or ended:**

Samiyah will laugh and smile when interacting with foster mom and sibling while singing songs, playtime, and out in the community 20x a day over two consecutive weeks.

**Learning opportunities and activities that build on your child’s and family’s interests and abilities:**

Play at the park, go shopping, Minnie Mouse, read books, play with tea cup set and kitchen, sing songs

**Short-Term Goals**

**Target Date**

**Date Met**

Samiyah will look at foster mom and smile while pushed on the swing at the park or reading books 10x a week over a one month period.

10/05/2018

Samiyah will hug, kiss, and say “night night” to each person in her family daily over three consecutive weeks.

10/05/2018

During play time with both children, foster mom will model playful sounds during playtime and family outings such as “mmm” and “yummy” with the tea set or “beep beep” when walking to the car 5x daily over a one month period.

10/05/2018

Samiyah will sit for two minutes during story time and/or singing songs with family daily over two consecutive weeks.

10/05/2018

