
Discussion during Observation

During the Child and Family Assessment process we can use the assessment instruments as we join the family in the observation process.

Sample Conversation Starters⁹ to Use During the Assessment Process

- What activities do you and your child do on a typical day?
- Tell me how your child participates in _____.
- Tell me how s/he interacts with others during _____.
- What are some things you like to do as a family?
- What are your child's favorite things to do in a day?
- What are things your child does not seem to like or has trouble with?
- Tell me about any times or activities that are difficult for you to do as a family.
- What is the best time of day for your child and family? What is the most challenging? Why?
- Who helps you out with child care?
- If something really good happens, who do you tell about it? If something really bad happens, who might you talk to?
- Who do you see and do things with regularly?
- What community activities and places do you participate in for yourself? As a family?
- What kinds of activities in the community would you like your family (or child) to participate in?

⁹ Pletcher, Lynda, and Naomi Younggren. "Agreed-Upon Practices in the Early Intervention Process." The Early Intervention Workbook: Essential Practices for Quality Services. N.p.: n.p., n.d. 84. Print.

Everyday Activity Settings	Child Interests	Child Assets	Functional/ Meaningful Behavioral Interactions	Learning Opportunities	Child Participation	Learning Possibilities
Bath time	Splashing water, playing with boats	Splashes Kicks feet	Uses hands and feet to splash water to get parents' attention	Bath time is every morning	Has the chance to splash and is encouraged to push the boats	Continue to encourage to pushing boats Look for other activity settings where child has opportunity to splash in water
Riding in the car	Singing songs	Bounces in the car seat	Will make sound to get music turned on	Rides in the car to pick up brother everyday	Will move to music; beginning to make sounds with songs	Use sounds to sing along Look for other activity settings where child has opportunity to sing
Spending time at the park	Swinging	Smiles Sits in the swing; Moves legs	Move legs while sitting in swing to get it to move again	Gets to go to the park and swing one time a week	Holds onto the swing; will move to get it to go	Use sounds to let parents know he wants to swing again. Look for other activity

Development and Implementation of Outcomes

NOTE: This course is not designed to cover all areas of developing child and family outcomes.

M'Lisa Sheldon and Dathan Rush use the third word rule and the context. Robin McWilliams focuses on participation and engagement, LeeAnne Jung focuses on SMART outcomes. Pletcher and Younggren¹⁰ identified similarities between the experts with regard to how to develop functional outcomes. Below is a table they use to help teams to develop outcomes.

Name of the person the outcome is for	An action verb	The context within the outcome will be practiced or demonstrated	The priority this outcome is addressing
Juan	will eat	enough food	so he can gain weight and not have surgery.
Sanjay	will play	with his toys and his sister	during bath time while sitting up in the tub.
Dianne	will go fishing	with her family	and hold her own fishing pole.

¹⁰ Pletcher, Lynda, and Naomi Younggren. The Early Intervention Workbook: Essential Practices for Quality Services. N.p.: n.p., n.d. Print.

Scenario

Returning to the previous scenarios, work with your partner and create outcomes for each child using the previously identified activity setting, child interest and parent engagement. Once you have written the outcome and the blank table below, then complete the Outcome page for the IFSP.

Name of the person the outcome is for	An action verb	The context within the outcome will be practiced or demonstrated	The priority this outcome is addressing