

## Checklists for Developing Participation-Based Individualized Family Service Plan (IFSP) Outcome Statements



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

Service coordinator: \_\_\_\_\_ Primary service provider: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date of review: \_\_\_\_\_

### Instructions

These checklists include practice indicators of the key characteristics for writing participation-based individualized family service plan (IFSP) outcomes in early childhood intervention.

The three checklists describe the steps for developing family- and child-focused, participation-based IFSP outcome statements by 1) gathering information by identifying family and care provider priorities as they relate to child participation in everyday activity settings; 2) observing families and their children engaged in real-life, everyday activities across settings and with important people in their lives; and 3) documenting family- and/or child-focused, participation-based outcome statements on the IFSP. Each section contains indicators of a specific area of writing participation-based IFSP outcome statements. For each indicator, determine whether the program is adhering to the aspect of the practice described. Space is also available for notes or examples of adherence.

	Are practices characterized by the following?	Yes	No	Examples/notes
Gathering information	1. Information is gathered about child and family activity settings, routines, interests, current participation, and desired participation in real-life situations and settings.	Y	N	
	2. Service coordinator listens for possible IFSP outcome statements during conversations with family members and care providers as they share their priorities, questions, and ideas.	Y	N	
	3. When met with statements from parents or care providers about delayed skills, service coordinator probes further into how the delay influences child participation in existing or desired activity settings or routines.	Y	N	
	4. Service coordinator specifically does not ask parents about their concerns or goals for the child because this information came out of the conversation about family priorities.	Y	N	
	5. Context is used as the benchmark for how the child's participation will be enhanced and/or developed within and across activity settings.	Y	N	

Are practices characterized by the following?	Yes	No	Examples/notes
1. Observations of the child, family, and other care providers take place within the context of multiple real-life activity settings in the home and community that are both successful and challenging prior to developing the IFSP.	Y	N	
2. Parents and other care providers are involved in the observations by participating as they typically would during the real-life activity or routine.	Y	N	

Are practices characterized by the following?	Yes	No	Examples/notes
1. Child, family member, or other care provider is the actor or learner in the outcome.	Y	N	
2. Outcome is based on a family priority.	Y	N	
3. Outcome is based on child participation in everyday activity settings and child interests or a parenting support.	Y	N	
4. An activity setting (i.e., context) is listed in the outcome statement.	Y	N	
5. Outcome statements are discipline free (i.e., separate goals are not written for each discipline).	Y	N	
6. Outcome statements are written in words that all team members can understand.	Y	N	
7. Outcome statements are stated as close to how the parent or care provider actually stated the outcome as possible.	Y	N	
8. The third word in the outcome statement is a functional concept rather than a specific skill.	Y	N	
9. Special occasions or life events meaningful to the family are used as time lines.	Y	N	
10. The family measures progress of the outcome.	Y	N	
11. Outcome statements include active rather than passive words (e.g., <i>tolerate, receive, increase, decrease, improve, maintain</i> ).	Y	N	

Document IFSP outcome statements