1.Who:

This is usually the child but may include the parent or family.

OUTCOME KEY: The Components of a Functional Outcome

A High Quality Functional Outcome is a goal that:

- Is developmentally appropriate for the next 6 months;
- Is written in **parent friendly language** and contains **no clinical terms or jargon**;
- Builds upon the child's strengths and is discipline free (not specific for one discipline);
- Describes a measurable and observable skill that everyone on the team including the parents will know when the goal has been achieved;
- Guides the focus of the service provision;
- Reflects how the family would like their child to function within the routine activities that they consider priorities and that reflect real-life settings; and
- Reflects the integrated functional skills and abilities across developmental domains such as motor, cognition, communication, adaptive and social-emotional.   [July 2014]

2.Will Do What:

This is what the child will learn to do (that is reasonable for the child to achieve in the next 6 months).
It should not:
-Be written in terms of what the child will not do;
-Be domain, service or milestone specific; and
-Reference an item from a developmental scale or instrument.

3.Measure of Success:

This is how everyone on the team including the parents/caregivers will know that the outcome has been met and it should be observable.
-Examples of measurement include how often, how much, how long or how well.
-Should not be described in percentages or ratios or as more or less. It is assumed that mastery is 100%.

Template:

_____| _____|
      WHO   **WILL DO WHAT**

_____|_____|
      MEASURE OF SUCCESS   **ROUTINE ACTIVITY**

_____|_____
      UNDER WHAT CONDITION (*optional*)   **SO THAT**

4.Routine Activity:

These are events that occur typically during the child's day and are individualized by the family's culture and environment.
-Routine activities are identified by the family and reflect their priorities.
-Examples include activities of daily living, family errands, and social, play, hygiene, meal, medical, and dressing activities, etc.

5.Under What Condition:

This is any specific situation or adaptation that is reasonable to help the child achieve the outcome.
-This is an *optional* component depending on whether the child may require some adaptation or assistance to achieve the outcome. An example may include using a particular spoon or with the parent's help.
-If a condition is not specified, it's assumed that the child demonstrates 100% independence and does not require assistance.

Objectives:

- Are the *related* steps that help achieve the functional outcome.
- Are the checkpoints that let everyone know that they are on the right track toward achieving the functional outcome.
- Also measures progress made and what needs to be still worked on to meet the outcome.
- Can also describe the different competencies that make up the functional outcome *or* the levels of decrease in support needed to meet the outcome.
- The Evaluation Site representative during the IFSP can assist with creating objectives related to the functional outcome. It's important for EI professionals to help the IFSP team develop the objectives for each outcome since the evaluation site representative has knowledge about child development and is often a member of the evaluation team.

6."So That":

This is why the family would like to achieve this outcome or the reason why it is important.
-Should be written in the parent's words on the outcome.
-This reflects the family's context, values, and priorities.

Functional Outcomes Assistant

Information from the *Concerns, Priorities, and Resources* (CPR) form helps to inform parts of the functional outcomes for the IFSP. Review the following sections of the CPR form to find the following information:

CPR Column 1- captures the family's natural routine activities [**Routine Activity**].

CPR Column 3 -captures info about what the parent would like the routine activity to look like and provides information for the behavior or skill [**Will do what**].

CPR Column 4- captures the Family Priority that is the "why" this is important ["**So that"/Why**].

Write in parent friendly language:

_____]_____]_____]_____]_____]_____

Who	**What/Will do what**	**How/Measure of Success**	**Routine Activity**	**"So that"/Why**	**Condition**
(Child)	Specific & Observable Behavior or skill (Review CPR #**3**)	How much, long, well, often?	When/Where (Review CPR #**1**)	(Can get this info from parents or review CPR #**4**)	Specific condition or adaptation

Objectives: a)   **d)**

(Steps toward   **b)**   **e)**

the outcome)   **c)**   **f)**

Functional Outcome #   **: Addressed by each interventionist and builds upon the child's strengths.**

Write in parent friendly language:

_____]_____]_____]_____]_____]_____

Who	**What/Will do what**	**How/Measure of Success**	**Routine Activity**	**"So that"/Why**	**Condition**
(Child)	Specific & Observable Behavior or skill (Review CPR #**3**)	How much, long, well, often?	When/Where (Review CPR #**1**)	(Can get this info from parents or review CPR #**4**)	Specific condition or adaptation

Objectives: a)   **d)**

(Steps toward   **b)**   **e)**

the outcome)   **c)**   **f)**

Functional Outcome #   **: Addressed by each interventionist and builds upon the child's strengths.**