



Developing Better Child and Family Outcomes

When writing and reviewing outcomes, we are always working toward the criteria in the “Looks Like” column. Outcomes that meet all “Looks Like” criteria would be considered excellent and receive a (+) rating. Those that meet criteria in the “Doesn’t Look Like” column would receive a (-) and those that are somewhere in between but on their way to a “Looks Like” would receive a (-+) rating. The area for comments can be used for questions or any form of feedback.

Child Outcome (Outcome is family owned, functional, and measureable and embedded in a routine, linked to family concern, participation based and developmentally appropriate)			
What we want to see happen for our child/family as a result of EI supports and services:			
Doesn't Look Like (-)	Looks Like (+)	- / -+ / +	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Outcome only focuses on a discreet developmental skill and lacks functionality <input type="checkbox"/> Outcome is based on what EI provider believes is important and does not tie back to family priority <input type="checkbox"/> Outcome is only to tolerate or extinguish behavior <input type="checkbox"/> Outcome is a “combo” and should be split into multiple outcomes <input type="checkbox"/> Outcome includes jargon that is not defined/explained <input type="checkbox"/> Outcome is not developmentally appropriate <input type="checkbox"/> Outcome will take longer than 6 months 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcome is functional (i.e. would result in meaningful change in child’s/families life) <input type="checkbox"/> Outcome is clearly linked to an priority expressed by the family and documented in record <input type="checkbox"/> Outcome emphasizes child’s participation in routine or activity (we can “see” the action) <input type="checkbox"/> Outcome tells us what family wants to see (i.e. “in order to”, “so that”) <input type="checkbox"/> Statement clearly contains only one outcome (i.e activity or behavioral change) <input type="checkbox"/> Any jargon is followed by a definition of the term <input type="checkbox"/> Outcome is developmentally appropriate <input type="checkbox"/> Outcome is achievable in the next few months 		



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Examples of participation based outcomes:

If the family priority is to:	One way to write it is:
walk independently	Ryan will participate in the morning routine by walking from the end of the hallway to his highchair before breakfast.
use her words to tell me what she wants	Paige will participate in morning snack time by using a word to choose 1 out of 3 snack items presented to her by Donna (her mom)
use a utensil to feed himself	Camden will participate in mealtime by using a spoon to feed himself.

Exceptions:

There are certain behaviors that threaten health and/or safety. These might include head banging, pulling own or others hair, hitting or biting. These types of behaviors require a behavior plan, but we can still write them as participation based outcome.	Jonathan will participate in home and school activities without banging his head. <i>(Note: this is an exception to the rule of not writing outcomes that extinguish behaviors)</i>
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Child Criteria/M Measurement			
(Criteria represents functional measure of progress toward the outcome)			
How will we know your child/family had made progress?			
Doesn't Look Like (-)	Looks Like (+)	- / -+ / +	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Measurement statement is vague/ not observable <input type="checkbox"/> The measure appears to be a direct repeat of the outcome <input type="checkbox"/> Outcome is passive therefore unmeasurable (improve, tolerate, learn etc.), 	<ul style="list-style-type: none"> <input type="checkbox"/> Criteria can be easily measured by caregiver <u>and</u> the results would be meaningful to the acquisition of a functional skill/behavior (<i>when he can hold the spoon to take 3 bites</i>) <input type="checkbox"/> Criteria answers the following questions: <ol style="list-style-type: none"> 1. Can the behavior, skill or event be observed? 2. Where or with whom will it occur? (<i>i.e. using the skill across settings, routines, people, places</i>) 3. When or how often will it occur (conditions, frequency, duration, distance, and measure)? <input type="checkbox"/> Outcome has criteria for mastery (<i>i.e. how long will it take until we know the child can do this independently?</i>) 		

Examples of participation based outcome measurement statements:

Based on the Goal Functionality Scale III (R.A. McWilliam) and Quality Components of Early Intervention Visits (EDIS)



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If the outcome is:	One way to write the measurement statement is:
Ryan will participate in the morning routine by walking from the end of the hallway to his highchair before breakfast.	We will know Ryan can do this when he walks, without any assistance, from the hallway to his highchair for breakfast every morning for 2 weeks.
Paige will participate in morning snack time by using a word to choose 1 out of 3 snack items presented to her by Donna (her mom)	We will know Paige can use a word(s) to make a choice at snack time when she labels the snack and is pleased with her choice (measured by her eating it) every day for 2 weeks.
Camden will participate in mealtime by using a spoon to feed himself.	We will know he can do this when he eats half of his breakfast, lunch and dinner with a spoon every day for 2 weeks.



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Family Outcome (Outcome is understandable, observable, functional, linked to family concern)			
What we want to see happen for our child/family as a result of EI supports and services:			
Doesn't Look Like (-)	Looks Like (+)	- / -+ / +	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Outcome does not tie to families stated priorities or interests <input type="checkbox"/> Outcome will take longer than 6 months <input type="checkbox"/> Outcome includes jargon 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcome ties directly to families stated priorities or interests <input type="checkbox"/> Attaining this outcome will result in meaningful change for the family or caregiver. <input type="checkbox"/> Outcome includes a means of measurement <input type="checkbox"/> Any jargon is followed by a definition of the term <input type="checkbox"/> Outcome can be accomplished in less than 6 months <input type="checkbox"/> Outcome is focused on obtaining resources, information or support. 		

Examples of participation based outcomes:

If the family priority is to:	One way to write it is:
Find places to bring older sibling for mental health counselling	Donna (Mom) would like a list of counselors who work with adolescents located in nearby towns
Learn new strategies for getting Victoria to bed with less fussing	Donna (Mom) will gather new information on strategies to get Victoria to bed with less fussing
Make an appointment for an evaluation with a developmental behavioral pediatrician	Jenny will work with her service coordinator to complete the referral paperwork, gather all previous evaluation information and learn about what happens at an appointment with a developmental behavioral pediatrician.
Reduce stress at dinner time	Jenny will trial a new routine at dinner time in order to reduce her stress and frustration during dinner preparation.



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Family Criteria (Criteria represent functional measure of progress toward the outcome.)			
How will we know your child/family had made progress?			
Doesn't Look Like (-)	Looks Like (+)	- / -+ / +	Comments
<input type="checkbox"/> Measurement statement is vague or would not make sense to everyone who reads it	<input type="checkbox"/> We will know when this outcome is attained because it can be measured <input type="checkbox"/> The results would reflect the caregiver was successful in obtaining the requested resources, information or support within the timeframe indicated		

Examples of measurement statements:

If the outcome is:	One way to write it is:
Donna (Mom) would like a list of counselors in nearby towns who work with adolescents.	We will know Donna is satisfied with the list of suggested counsellors when she is able to secure an appointment for her son.
Donna (Mom) will gather information on strategies to get Victoria to bed with less fussing.	We will know Donna has enough information on strategies when she tells her service coordinator she is ready to implement a new bedtime plan/routine.
Jenny will work with her service coordinator to complete the referral paperwork, gather all previous evaluation information and learn about what happens at an appointment with a developmental behavioral pediatrician.	We will know Jenny had completed this outcome when she has gathered all available information and submitted it to the diagnostician, and reports she understands what the visit will look like.
Jenny will implement a new routine at dinner time in order to reduce her stress and frustration during dinner preparation.	We will know she has accomplished this when she reports her stress level has gone from a 9 (as of date outcome was developed) to a 2.