

## Functional Outcomes/ Indicators

### What is an outcome/indicator?

- Outcomes (or “indicators” as they are called in Virginia) are the benefits that children and families experience as a result of early intervention.
- The three child indicators, as measured for accountability purposes, are different than IFSP outcomes in that:
  - The three child indicators reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)
  - IFSP outcomes are specific to an individual child, based on his or her individual needs
- Each outcome is a snapshot of
  - The whole child
  - Status of the child’s current functioning
  - Functioning across settings and situations

### What makes an indicator functional?

Functional indicators:

- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allow the child to achieve the important everyday goals

### How do I assess functional indicators?

- Emphasize **meaning**. Ask “Can the child carry out meaningful behaviors in a meaningful context?” not “Can the child perform discrete behaviors such as knowing 10 words, smiling at mom, stacking 3 blocks, pincer grasp, walking backward?”
- Observe a child in natural settings to learn:
  - What does the child usually do?
  - What is his actual performance across settings and situations?
  - How does the child use his/her skills to accomplish tasks?
- The assessment of functioning is NOT about:
  - The child’s capacity to function under unusual or ideal circumstances, skill by skill, domain by domain
  - The child’s performance in a structured testing situation in on standardized way

### Why isn’t assessing the child’s ability to perform discrete behaviors enough?

Discrete behaviors (e.g., those described by some items on assessment instruments) may or may not be important to the child’s functioning on the indicator.

- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items

Think about isolated behaviors and what observing them tells you about the child. For example, suppose an assessment instrument asks you to observe whether or not a child can point:

- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can't point do you know that she can't communicate her wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

#### What about domains?

- Functionality is not domains-based; children function across developmental domains
- Functionality can involve multiple domains and can cross domains
- Functional outcomes refer to behaviors that integrate skills across domains

#### What does functionality have to do with using the Child Indicator Summary Form?

Ratings on the seven-point scale for each outcome are a snapshot of:

- The whole child
- Status of the child's current functioning
- Functioning across settings and situations

Ratings are based on the child's functioning:

- What the child does across settings and situations
- Compared with what is expected given the child's age

#### Check your understanding....

Look at the list of skills below. Which are examples of isolated skills? Which are examples of functional skills?

- a. Knows how to imitate a gesture when prompted by others
- b. Uses finger in pointing motion
- c. Uses 2-word utterances
- d. Watches what a peer says or does and incorporates it into his/her own play
- e. Points to indicate needs or wants
- f. Engages in back and forth verbal exchanges with caregivers using 2-word utterances

(Answers: a, b, c = isolated; d, e, f = functional)