

Global Child Outcomes and the IFSP Goals

Global Child Outcomes

In Texas ECI, we use the term “outcomes” in two different ways. The most common use is in reference to individual IFSP outcomes. Those are the individualized goals an IFSP team creates for each child based on the developmental needs of the child and the priorities of the family. Developing individual IFSP outcomes is a team activity that is not discipline-specific. You can find more information on developing individual child outcomes in [Making It Work](#); in the “IFSP Outcomes in a Box” technical assistance; [in](#) and the third webinar from the Quality Services Series, [Comprehensive Needs Assessment and Developing Outcomes](#).

“Outcomes” is also used to refer to the three Global Child Outcomes. As an IFSP team member, you will be involved in determining ratings for a child related to his/her developmental skills in three general skill areas or outcomes. Since 2009, each state receiving federal funding for early intervention services is required to collect and report outcomes data to the Office of Special Education Programs (OSEP) at the US Department of Education.

But the Global Child Outcomes are not just about collecting data. They articulate meaningful, functional goals all parents have for their children, regardless of age or ability. An overarching purpose for all ECI services is helping children achieve the Global Child Outcomes.

The three national Global Child Outcomes are:

- 1) Children will have positive social-emotional skills (including positive social relationships).
- 2) Children acquire and use knowledge and skills (including language and communication skills).
- 3) Children take appropriate action to meet their needs.

Examples of Global Child Outcome 1 (positive social-emotional skills)

- Cassidy (22 months) and Landon (24 months) sit next to each other and stack blocks to build towers.

- Jonathan (2 months) calms down when his mother picks him up when he is fussy.
- Lara (31 months) plays group games, like London Bridge, at child care.

Examples of Global Child Outcome 2 (acquiring and using knowledge and skills)

- Carter (7 months) babbles when his dad talks to him.
- Marisa (11 months) likes to drop snacks from her high chair and watch them fall.
- Jesse (30 months) can identify most body parts when you point to them.

Examples of Global Child Outcome 3 (acting appropriately to meet needs)

- Sophia (9 months) picks up and eats Cheerios independently.
- Connor (22 months) runs without falling.
- Aiden (27 months) tells his mom “poopy” when he needs a diaper change.

The connection between the IFSP to Global Child Outcomes

Daily routines are meaningful contexts for young children to learn new skills because they are predictable, functional, and occur numerous times throughout the day.

Intervention strategies can be integrated into play, caregiving, and other activity based routines. The following table gives examples of how activities can be built into the daily life of the child. These examples are only a few ideas in which routines and activities can be used.

| | <u>IFSP Goals</u> | | |
|-----------------------------------|--|--|--|
| <u>Daily Home Routines</u> | Ashley will say juice or water to ask for something to drink at meal time or snack time at least twice a day for three weeks. | Ashley will walk without having her hand held to the car from the house in the morning and from the car to the house in the evening daily for two weeks. | Ashley will point to at least three pictures when named during her bedtime story every night for a week. |
| <u>Waking Routine</u> | Greet her when she wakes and cue her to either put her hands up or vocalize/verbalize a request for assistance out of her bed. | N/A | N/A |

| | <u>IFSP Goals</u> | | |
|---------------------------------------|---|---|--|
| Breakfast | Give her options between two food items and/or drink items (e.g. Do you want the Cheerio's or the yogurt?). Have Ashley verbalize a choice. Model the words for her to imitate. | Point to the eating area, and ask her to walk (pushing her walker) to the breakfast area. | Show a picture book. Talk or sing about the pictures in the book. Point to each picture when you talk about it. |
| Bathing/Toiletting or Dressing | Ask her if she needs her diaper changed, encouraging her to imitate "yes" or "no". | Offer hand to walk her to changing area. | Read picture books which discuss toileting. |
| Snack Time | Give a small amount of food or drink and ask if she wants more, asking her to sign or verbalize "more". | Point to high chair and ask her to walk to it. Provide support if needed. | N/A |
| Play Time | Give her options between two toys or play objects. Model the words she needs to use to express her choice. | Assist her to play ball (throw and catch) while she is standing. | Make a book with photographs of family members and pets. Encourage her to point to each family member when named. Assist her in turning the pages. |

Activity

This exercise will help you develop a collection of activity strategies that can be used to work on a variety of IFSP outcomes. Pick three outcomes from a recent IFSP you developed. Fill in the outcomes at the top of the table and add in activity ideas for each of the applicable routines. You may also add in different routines at the end of the "daily home routines" column.

| | <u>IFSP Outcomes</u> | | |
|-------------------------------|----------------------|--|--|
| Daily Home Routines | | | |
| Waking Routine | | | |
| Breakfast | | | |
| Bathing/Toileting or Dressing | | | |
| Snack Time | | | |

| | <u>IFSP Outcomes</u> | | |
|------------------------------|----------------------|--|--|
| Play Time Indoor | | | |
| Play Time Outdoor | | | |
| Bath Time | | | |
| Riding in Car | | | |
| Grocery Shopping | | | |

| | <u>IFSP Outcomes</u> | | |
|-------------------------|----------------------|--|--|
| Community Events | | | |

Global Child Outcomes

Training specific to Global Child Outcomes is located on the [ECI website](#).