IFSP Outcomes: Monitoring Progress

Special considerations are utilized when measuring progress in Early ACCESS within the context of Family Guided Routines Based Intervention (FGRBI). First, progress on outcomes is measured in ways which are family driven and a priority for the family. Next, the role of Early ACCESS providers is to suggest which measurement type (or types) in ACHIEVE matches the families' priorities for how to monitor progress towards the outcome(s).

As an IFSP team, discuss the outcome and how progress will be monitored. The team may choose to use one or more of the measurement types. Both outcomes and progress monitoring should reflect FUMM[1]. Note that the "F" stands for "Functional" when referring to monitoring progress where it refers to "Family-identified" when referring to outcomes. As a team, discuss the outcome first, then think about progress monitoring in the context of functional, useful, measurable, and meaningful (FUMM) to ensure the family and providers are able to know 'if it is working' at each visit as well as review progress at periodic and annual reviews.

- **F**unctional: Collect progress data so there is minimal disruption to the routine
- **U**seful: Data collected should reflect targets used by the child to accomplish the routine outcome
- **M**eaningful: Use a variety of data collection formats so the data yields meaningful info for the family and Early ACCESS team (the data the family collects might not look the same as what the team enters into ACHIEVE)
- **M**easurable: Obvious, quick, countable (yes/no is countable) and relevant to the family and the routine

Measurement Type: Yes/No

ACHIEVE Definition	When to Use?	Additional Considerations within context of FGRBI
A Yes/No Measurement Type is a criterion with one variable that is being measured with a clear cut yes/no answer.	- One skill or behavior - Yes/No answer - No additional information is needed for progress monitoring (ex. Scale, rubric, checklist, etc. are not being used)	**Functional and Family Identified:** How might families monitor their own yes/no progress within the context of the routines they identified as part of their outcome? **Useful:** How will you elicit information from families about

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[1] Woods, J. (2000). *Monitoring Progress on Family Guided Routines Based Intervention.* FGRBI

		how the child is participating within this routine? How will you ensure this is happening over time, and consistent progress is happening towards this outcome? **Meaningful:** How might your data analysis be different from the families? (ie: family uses check mark system, thumbs up/down, you use the PM feature in ACHIEVE to track data) **Measurable:** Progress over time for Yes/No can also be qualitatively analyzed as part of the transition plan/period.

Sample Outcome

Child Outcome: During the morning routine, Jerilyn will help pack her diaper bag by choosing a toy for the day and her favorite shoes so she is ready to go to Grandmas. She will carry a book to the car to look at during the drive while mom is working the early shift for the next few weeks.

Criterion for Accomplishment: Jerilyn will help pack her bag by putting in a toy, her shoes, and carrying her book to the car.

Measurement Type: Yes/No

Measurement Type: Numeric

ACHIEVE Definition	When to Use?	Additional Considerations within context of FGRBI
A Criterion with a numeric measurement type is one that can be measured numerically over time.	• One or more skills or behaviors • A baseline value and target value must be entered for each criterion for accomplishment	**Functional and Family Identified**: Look at our numerical measures in the context of the outcome and routine first, then look at the numerical value to place within that (if the family chooses that route). This will keep us functional, rather than looking at numerical guidelines and making a routine fit the guideline.

		Useful: How do we ensure that our numerical values are still useful to the family, that they are the drivers of numerical progress, and not our age specific "expert" ideas? Ensure that families have their voice in numerical outcomes. **Meaningful:** How do we ensure that parents/caregivers are still the drivers of numerical outcomes as part of the outcome development and subsequent progress monitoring components of the plan? **Measureable**: How might families monitor their own numerical progress? How might families progress report this on home visits? Numeric outcomes have a numerical value- making sure that families are at the core of setting the numeric outcome, and have the ability to support the progress monitoring measure.

Sample Outcome

Child Outcome: Ezra's parents would like him to be able to get to his toy box by walking from different starting spots in his house.

One Criterion for Accomplishment
Criterion for accomplishment: Ezra will walk for at least 10 steps without falling from his highchair to the toybox.
Measurement Type: Numeric
Baseline: 0 steps **Target Value:** 10 steps

Multiple Criteria for Accomplishment
➔ **Criteria for accomplishment:** Ezra will pull up on the couch 5 times.
   Measurement Type: Numeric
   Baseline: 0 **Target Value:** 5
➔ **Criteria for accomplishment:** Ezra will move back and forth along the couch without falling 5 times.
   Measurement Type: Numeric
   Baseline: 0 **Target Value:** 5
➔ **Criterion for accomplishment:** Ezra will take at least 10 steps with his hand held.

Measurement Type: Numeric
Baseline: 0   **Target Value:** 10
➔ **Criterion for accomplishment:** Ezra will walk across the room with a push toy for at least 10 steps.
Measurement Type: Numeric
Baseline: 0   **Target Value:** 10
➔ **Criterion for accomplishment:** Ezra will walk at least 10 steps without falling from his highchair to the toybox.
Measurement Type: Numeric
Baseline: 0   **Target Value:** 10

Measurement Type: Numeric with Scale

ACHIEVE Definition	*When to Use?*	*Additional Information and Considerations within context of FGRBI*
A Scale is a measurement tool that assigns a numerical value to a statement that clearly describes the skill or behavior at that level.	• Scales can be the unit of measurement for the outcome • A scale is used to measure the degree to which the skill or behavior is being displayed by the child or family • A scale is NOT used to describe components or sub-skills of a behavior or skill (i.e. task analysis) • Rating scales are helpful when measuring the skill is more qualitative or descriptive in nature Other considerations for scales: A scale must have both a rating level (number) and a description of that rating. The more precise and descriptive the words are for each rating level, the more reliable the	**Functional and Family Identified:** This is functional when a family is describing a skill or participation they would like to see for their child, and you can see how they are describing the participation they are hoping to gain (or release) as graduated (increased or decrease) and the family is assigning words that would/could have numerical values attributed to this within the context of their routine(s). **Useful:** This is useful if the family already has an existing need, want or desire that they are qualitatively describing that cannot be attributed to a yes/no, milestone or numeric only value- and you can accurately summarize and synthesize with the family how to scale the skill, participation or support for progress monitoring. **Meaningful:** It is meaningful if it truly is the family's words, priorities, and scaled skill, participation, or support. How can you ensure that you are actively listening, asking questions to elicit

	scale. Scales are not the same as a checklist or rubric. If you want to use a checklist (list of subskills or components of a goal) as the progress monitoring tool, then consider a milestone. How are we working through steps towards those subskills over time? If this is the case, consider using milestones. When entering your scales, be sure to always start at 0 and describe each scale rating, even if the child's baseline is higher than 0.	more detailed feedback and ensure that your scales will monitor what you need to see to adequately monitor for instructional/coaching changes. **Measureable:** Scales are measurable when they are describing a functional skill that can be described but is not necessarily time bound (that would be a milestone). Considerations for a family to make this functional might be things like if a family says things like "I help them with that half of the time" or "some of the time"- we might be able to coach this to make it measurable for the family in supporting the outcome to make it measurable by assigning those support levels into numeric values.

Sample Outcome

Child Outcome: Orion will climb up and down the stairs to his slide and trampoline with only a little physical support for safety as needed so that he can take turns jumping and playing with his brother outside for 10-15 minutes after dad gets home from work during the summer's nice weather.

Criterion for Accomplishment: Orion will jump/play outside this summer without assistance.

Measurement Type: Numeric

Baseline: 0   **Target Value:** 4

Add Scale:
Rating Level and Description:
0. A little physical assistance (hands on/light touch at all times) on the playground
1. Every once in a while assistance (light touch at least once per minute) on the playground
2. Following around nearby assistance; but I don't have to help/touch at all
3. Standing to the side watching
4. Able to let him play outside with his brother for 10-15 minutes (keeping an eye on but I'm not worried about him falling down or anything)

Measurement Type: Numeric with Milestones

ACHIEVE Definition	When to Use?	Additional Information and Considerations within context of FGRBI
Milestones are measurable indicators of a child's progress towards the outcome. Milestones are the measurable, intermediate steps between the baseline value and the target value across various points of time.	● The team wants to set up points in time where they will aim to achieve a value closer to the target, similar to benchmarks ● Description of value at each point in time that a child has met the step toward final outcome	**Functional and Family Identified:** Milestone outcome progress monitoring is functional when families are able to understand how the milestone is 'broken' up/down into manageable parts and how those parts fit into their day/routines/life. **Useful:** Milestone criterion progress monitoring is useful when there are clear targets that are met during frames of reference that are understandable and "useful" to all involved. (These could be certain holidays, times of the week/month, etc). **Meaningful:** Milestone outcome progress monitoring is meaningful if the family is able to articulate first to the practitioner how they see the outcome naturally progressing overtime/space in a way that is naturally 'progressive' and the team is able to sufficiently and appropriately create that into a milestone progress monitoring measures (ie: certain points over time and space to meet the end goal) **Measurable:** Milestone outcome progress monitoring is measurable when there are defined 'completion dates' for each milestone that the family sees as working towards the end final 'goal' or final outcome.

Sample Outcome

Child Outcome: Jace will be able to make it to the doctor's office in the city without fussing and crying the whole way there.
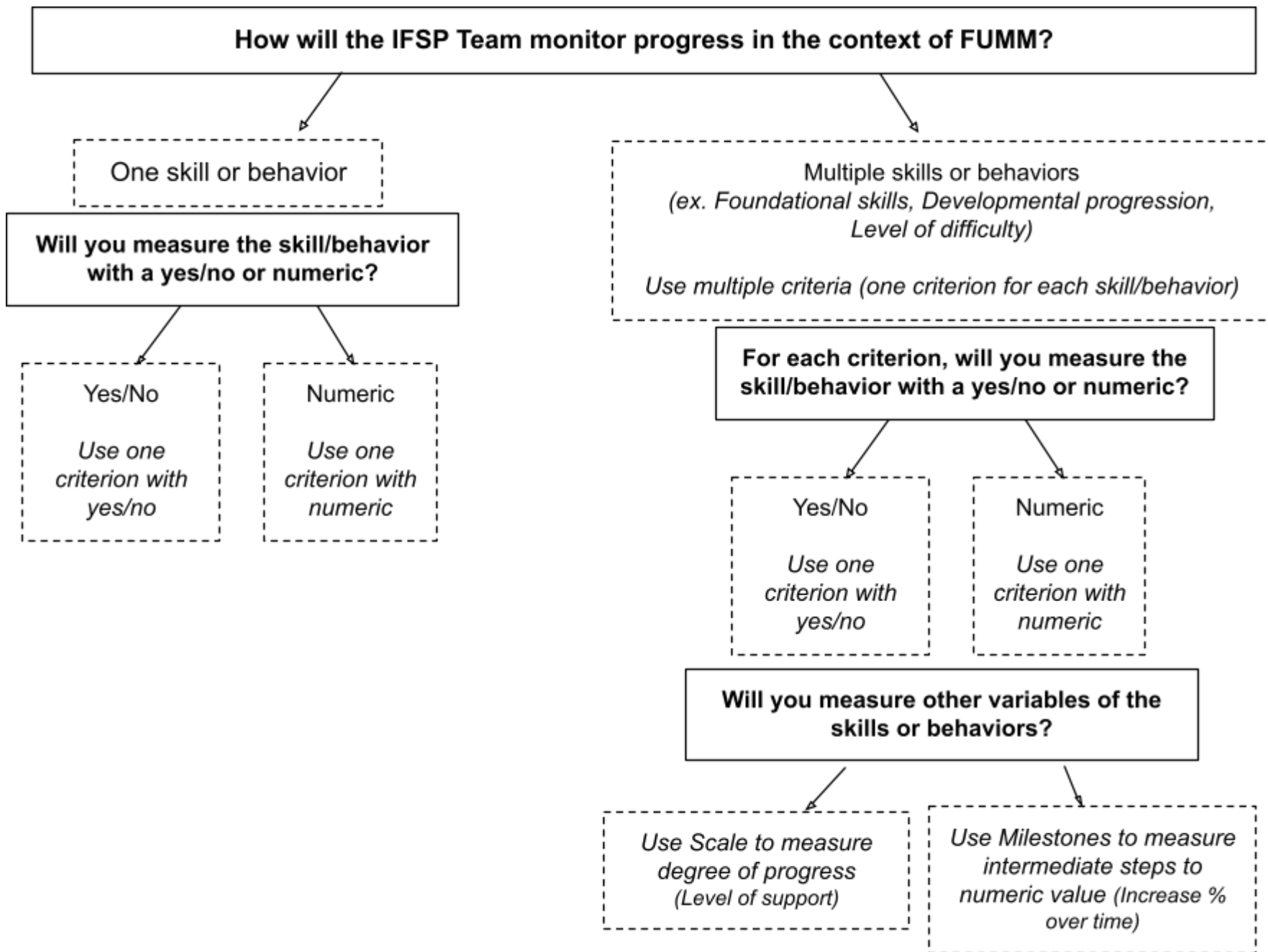
Criterion for Accomplishment: Jace will be in his car seat for a 40 minute car ride and be happy and calm for that whole time by our appointment time in December.

Measurement Type: Numeric

Baseline: 0   **Target Value:** 40

Add Milestones:

Number	Completion Date	Description/Notes	Value
1.	September	To gas station without fussing and crying	10
2.	October	To grandma Jane's without fussing and crying	20
3.	November	To grandma Nancy's without fussing and crying	30
4.	December	To the doctor's office in the city without fussing and crying	40

How will the IFSP Team monitor progress in the context of FUMM?

One skill or behavior

Will you measure the skill/behavior with a yes/no or numeric?

Yes/No

Use one criterion with yes/no

Numeric

Use one criterion with numeric

Multiple skills or behaviors
(ex. Foundational skills, Developmental progression, Level of difficulty)

Use multiple criteria (one criterion for each skill/behavior)

For each criterion, will you measure the skill/behavior with a yes/no or numeric?

Yes/No

Use one criterion with yes/no

Numeric

Use one criterion with numeric

Will you measure other variables of the skills or behaviors?

Use Scale to measure degree of progress (Level of support)

Use Milestones to measure intermediate steps to numeric value (Increase % over time)

Appendix

ACHIEVE Examples of Outcome Measurement Types

Measurement Type: Yes/No

View IFSP Outcome Tags

| Child Outcome | Family Outcome | ↺ |

| Positive Social-Emotional Skills | **Acquisition and Use of Knowledge and Skills** | Use of Appropriate Behaviors to Meet Needs |

Related to Transition

Outcome: The outcome should be family identified, useful and participation-based, meaningful, and measurable (also known as FUMM)

Outcome

Yes/No: During the morning routine, Jerilyn will help pack her diaper bag by choosing a toy for the day and her favorite shoes so she is ready to go to Grandmas. She will carry a book to the car to look at during the drive while mom is working the early shift for the next few weeks.

Criteria: Measurable / Observable Action or Behavior

How will we know that progress is being made?

Criterion for Accomplishment

Jerilyn will help pack her bag by putting in a toy, her shoes, and carrying her book to the car.

Measurement Type

◯ Numeric   ⬤ Yes/No ↺

Measurement Type: Numeric

View IFSP Outcome Tags

Child Outcome | Family Outcome | ↺

Positive Social-Emotional Skills | **Acquisition and Use of Knowledge and Skills** | **Use of Appropriate Behaviors to Meet Needs**

Related to Transition

Outcome: The outcome should be family identified, useful and participation-based, meaningful, and measurable (also known as FUMM)

Outcome

Numeric Ezra's parents would like him to be able to get to his toy box by walking from different starting spots in his house.

Criteria: Measurable / Observable Action or Behavior

How will we know that progress is being made?

Criterion for Accomplishment

Ezra will walk at least 10 steps without falling from his highchair to the toybox.

Measurement Type

(●) Numeric   (○) Yes/No ↺

Outcome

Calculate Baseline

Criterion Measurement

Baseline

Axel's Baseline   0

Axel's target value

10

Add Milestone   Add Scale

Measurement Type: Numeric with Multiple Criteria (within the Numeric example in the IFSP Outcomes: Progress Monitoring document)

View IFSP Outcome Tags

Child Outcome   Family Outcome   ↺

Positive Social-Emotional Skills   **Acquisition and Use of Knowledge and Skills**   Use of Appropriate Behaviors to Meet Needs

Related to Transition

Outcome: The outcome should be family identified, useful and participation-based, meaningful, and measurable (also known as FUMM)

Outcome

Numeric (multiple criterion): Ezra's parents would like him to be able to get to his toy box by walking from different starting spots in his house.

	Criterion for Accomplishment	Measurement Type	Baseline	Goal	Scale / Milestone
👁 ✏ ✕	Ezra will take at least 10 steps with his hand held.	Numeric	0	10	None
👁 ✏ ✕	Ezra will move back and forth along the couch without falling 5 times.	Numeric	0	5	None
👁 ✏ ✕	Ezra will pull up on the couch 5 times.	Numeric	0	5	None
👁 ✏ ✕	Ezra will walk across the room with a push toy for at least 10 steps.	Numeric	0	10	None

Measurement Type: Numeric with Scale

View IFSP Outcome Tags

Child Outcome | Family Outcome | ↺

Positive Social-Emotional Skills | Acquisition and Use of Knowledge and Skills | **Use of Appropriate Behaviors to Meet Needs**

Related to Transition

Outcome: The outcome should be family identified, useful and participation-based, meaningful, and measurable (also known as FUMM)

Outcome

Numeric with a Scale: Orion will climb up and down the stairs to his slide and trampoline with only a little physical support for safety as needed so that he can take turns jumping and playing with his brother outside for 10-15 minutes after dad gets home from work during the summer's nice weather.

Strategies: What strategies, activities, learning opportunities will be used within daily routines to accomplish the outcome and who are the team members responsible?

Strategies

Let's use parent friendly strategies!

How will we know that progress is being made?

Criterion for Accomplishment
Orion will jump/play outside this summer without assistance. 🔖

Measurement Type
◉ Numeric ○ Yes/No ↺

Outcome

[Calculate Baseline]

Criterion Measurement

Axel's target value

Axel's Baseline   Baseline   0

5

[Add Milestone] [Add Scale]

Scale

	Rating	Description
⋮	0	A little physical assistance (hands on/light touch at all times) on the playground
⋮	1	Every once in a while assistance (light touch at least once per minute) on the playground
⋮	2	Following around nearby assistance; but I don't have to help/touch at all
⋮	3	Standing to the side watching
⋮	4	Able to let him play outside with his brother for 10-15 minutes (keeping an eye on but I'm not worried about him falling down or anything)
⋮	5	Able to be completly independent to the same level of same age peers

2023

Measurement Type: Numeric with Milestones

View IFSP Outcome Tags

Child Outcome | Family Outcome | ↺

Positive Social-Emotional Skills | Acquisition and Use of Knowledge and Skills | Use of Appropriate Behaviors to Meet Needs

Related to Transition

Outcome: The outcome should be family identified, useful and participation-based, meaningful, and measurable (also known as FUMM)

Outcome

Numeric with Milestones: Jace will be able to make it to the doctor's office in the city without fussing and crying the whole way there.

Criteria: Measurable / Observable Action or Behavior

How will we know that progress is being made?

Criterion for Accomplishment

Jace will be in his car seat for a 40 minute car ride and be happy and calm for that whole time by our appointment time in December.

Measurement Type

(●) Numeric   (○) Yes/No ↺

Outcome

Calculate Baseline

Criterion Measurement

Baseline

Axel's Baseline   0

Axel's target value

40

Add Milestone   **Add Scale**

Milestone

	Number	Completion Date	Description / Notes	Value
⋮	0	9/1/2023	To gas station without fussing and crying	10
⋮	1	10/1/2023	To grandma Jane's without fussing and crying	20
⋮	2	11/1/2023	To grandma Nancy's without fussing and crying	30
⋮	3	12/19/2023	To the doctor's office in the city without fussing and crying	40