

Writing Participation-based Outcomes on the IFSP

Participation-based outcomes are most easily written by using the formula below and modifying it, as necessary.

_____ will participate in _____ by
performing
(Child's name) (a specific activity/routine)

(name a particular skill(s))

What Do Participation-Based Outcomes Achieve?

By basing skill learning within the context of an activity/routine, providers help caregivers identify a context in which they can provide opportunities for their children to learn particular skills. For some children, opportunities to practice (use a skill) can be a sufficient strategy for improving child performance. For example, some children only need opportunities to sit to be able to learn to sit for longer periods of time. But for other children, intervention strategies above and beyond opportunities for practice may be needed. Caregivers can be taught by providers to use specific strategies to help their children learn skills. It is easier for both the caregiver and the provider if caregivers first learn how to use the intervention strategy(ies) within one activity/routine. When a caregiver develops confidence and competence in using the strategy(ies), providers can help them apply the strategy(ies) in other activities/routines --- in fact, some caregivers may actually try what they have learned in one situation (activity/routine) in other situations (activities/routines) without specific teaching by the provider. Providers may teach families how to use adaptations or AT to make it possible for the child to participate or may combine adaptations/AT with other more specific interventions. Just as with a strategy of opportunities to practice a skill, adaptations/AT may not be sufficient for a child to independently participate. For example, a child may not be able to participate during mealtimes by eating independently when provided with an adapted spoon and plate but may also need adult-assisted intervention such as hand-over-hand practice to acquire competence during mealtimes.

Here is another way to look at developing participation-based outcome statements that help a child to learn specific developmental skills through learning opportunities available in typically occurring activities and routines. :

What the child likes to do – family activities/routines	Developmental skills that need to be acquired or practiced	What is happening now?	Participation-based outcome examples
<p>“Read books,” play outside, go on errands (“walk” in neighborhood), roll toy cars and trucks</p>	<p>Be able to use words to express wants and needs, label objects; Use manipulation skills to manage objects, toys, etc.</p>	<p>Tries to talk but makes only sounds that are not understood by family; uses gestures; when is not understood, screams or has temper tantrum where lies on floor, bangs head. Someone needs to be there to play with him with toys since he cannot manipulate most objects without assistance.</p>	<p>_____ will participate during family errands by labeling objects on walk to stores and in stores.</p>
			<p>_____ will participate in independent play at home by manipulating toys using switch activated devices or simple toys that require banging or pushing.</p>
			<p>_____ will participate during evening routine bedtime story reading (or other story reading times) by labeling objects in books when being read to.</p>
			<p>_____ will participate when playing outside by playing games with other children involving pushing a large ball, using words/gestures to ask for more.</p>