

Targets to IFSP

As you begin intervention, you and your provider will talk about your priorities for your child -- things you want your child to be able to do (we call these goals). Many families have priorities and long-term goals that involve groups of skills like walking and talking. The question is often where should you begin to work on a long-term goal -- what is the best starting place? In FGRBI, your provider will use the words target, goal, and IFSP outcomes. While they sound a lot alike, they aren't quite the same. Knowing how we use the words may help you understand why we focus on targets during the session.

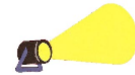
	What is it?	Examples
Target	Targets are the small steps that help reach the larger goal. In FGRBI, these targets are the WHAT Q . Targets should be things your child is ready to learn right now and things you can see and measure.	<p>Communication targets: Gesture (reach, point) to ask for things; vocalize using consonants; point to make choices, take turns or name objects.</p> <p>Motor targets: Pick up objects, put objects into a container, stand without support, crawl on all fours, cruise or walk</p>
Goal	Goals may involve groups of skills that cluster or are used together and take longer to learn. Goals may include several individual skills or targets.	<p>Communication Goal: Uses gestures and words to make requests or protest. This goal could include targets such as reaching toward or pointing to an object, using sounds to label the object and then learning the word.</p> <p>Motor Goal: Walking with support. This goal could include targets such as pulling to stand, maintaining balance, and walking along the table</p>
IFSP Outcome	Outcomes on the Individualized Family Service Plan (IFSP) describe what you would like your child to learn, how it helps him or her participate in daily routines, and how it will be measured. The IFSP outcome should be functional, measurable, and meaningful to your family.	<p>IFSP Outcome: Beau will tell us what toys and books he wants during playtime by using words we can understand.</p> <p>IFSP Outcome: Jackie will walk to the kitchen from her bedroom holding Mom's hand in the morning so that she can eat breakfast with her sisters before school.</p>

Use the space below to reflect on your child's targets (the **WHAT's**) and how those lead to longer-term goals and IFSP outcomes:

Target _____ → Goal _____ → IFSP outcome _____

Goal: To increase your child's attention to you

Identify Child's Spotlight



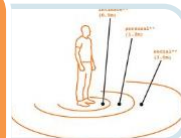
Position



Eliminate Competition



Find Social Comfort Zone



Active Listening



Narrating



Helping



Imitating



Following the Lead

15 Ways to Ask Key Indicator 11

Key Indicator 11. Encourages the caregiver to describe what it will look like when the intervention is working - *specifies measurable targets, strategies, and routines for the plan*

- 1 "Close your eyes and tell me what it looks like for you when Patrick plays independently. Now, what's the 1st step he can work on this week?"
- 2 "You have a babysitter coming in, and she is going to make sure that Kim feeds herself. What are you going to tell her so that she knows what to expect from Kim?"
- 3 "What will 'it' look like when it happens? So, what are you hoping to see him do this week that helps him get there?"
- 4 "What would you want to see between now and next time to say, 'it's going great?'"
- 5 "I know your long-term goal is for him to walk at the wedding in May. Thinking of what he's doing now, what would you like to see him do this week that will tell you he's getting there?"
- 6 "We've talked about how you'll know it's working for Marie this week—she'll sit up more, support herself with her hands. How are you going to know it's working for you? What's that going to look like? Is the routine longer/shorter? Do the kids engage together? Are you less frustrated?"
- 7 "What could he do this week (that he didn't do last week) that would make you smile?"
- 8 "How will you know when he understands YOUR words more? What will he do?"
- 9 "Thinking about last week's celebrations, what do you want your 'celebrations' to be this week?"
- 10 "What will make you think, 'Ah-ha! She's getting it?'"
- 11 "We want her to gesture to show you what she wants, what's a realistic first step for this week? A reach?"
- 12 "How can we track how often/how long she is (sitting, following directions, taking turns with you, feeding herself, gesturing, using words, etc.)?"
- 13 "Last week you mentioned that he needs a little less help than before, what are you going to look for this week?"
- 14 "Your overall goal is for her to be able to walk to the car while holding your hand in the morning. How will you know that she's getting a little bit closer?"
- 15 "You want her to start gesturing to show you what she wants, so when will you know she's got it?"



Routine Based Intervention Plan

