Topics For Today

• What keeps you from writing more SE IFSP Outcomes?
• How to identify SE concerns
• Writing SE IFSP Outcomes: Mechanics
• Interventions & Progress Monitoring

Activity

• What stands in the way of writing more IFSP SE Outcomes?
  – Think
  – Pair
  – Share
Standing In the Way

- Parents don’t always report concerns about SE development
- EI staff are often uncomfortable bringing up SE development
- SE concerns not always identified in assessment
- EI staff are often feel unprepared identifying SE interventions

SE Development: Setting the Stage

Humans are Hardwired to…

- Connect/stay connected with other people
- It’s all about interaction with “another” (Mom, Dad, Sibling, Peer, etc.)
EC examples of connecting…

• Cries/smiles/moves body to get attention of X
• Stops crying when X picks her up
• Smiles at X, raises arms for x to pick him up
• Watches what x is doing, imitates what x is doing
• Looks at what x is pointing to, points at something to show x
• Asks x for help

EC examples of connecting…

• Communicates with x using vocalizations, gestures, words, phrases
• Takes turns with x, complies with wishes of x
• Shows concern/empathy for x
• Offers toys to x, likes to be near x, shows affection towards x
• Seeks out, initiates, and engages in play with x
• Effectively copes with emotions/self soothes

Scenario 1: No SE Concern

• During the initial evaluation the parent(s) are very concerned about how well their child is…
  – Taking
  – Walking/Moving
  – Eating
  – Sleeping
Follow up with…

- How is Timmy’s limited use of words impacting his relationship with:
  - You, Dad, Siblings, Grandparents, Babysitter, Peers, other?
- If Timmy could use more words, how might it impact his relationship with:
  - You, Dad, Siblings, Grandparents, Babysitter, Peers, other?

Scenario 2: EI Staff Uncertain

- Screening Tools
  - ASQ-SE
- Formal Tools
  - SEAM, PICCOLO
- Added Prompts to RBI
  - See handouts

Scenario 3: Interventions?

- Under/Over Arousal
- Routine/caregiving is unpredictable
- Communication delay (language/joint attention)
Writing SE Outcomes:

• Cindy will participate in ____ (routine)
• By doing ______ (behavior/skill)
• So that she can ___________ (identifies function of the behavior). ***SE purpose
• We will know this is happening when ______
• By _____________ (time/event)

Questions

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