

DILEMMA: To Write a Child or Family Outcome?

EI teams using everyday learning opportunities recognize that all child outcomes are essentially “family” outcomes in that if the child is to learn something new, he/she must practice it in the context of daily routines with support from their family. However, in addition to child outcomes, the RBI potentially identifies family priorities which represent family needs as well. This can make the determination of whether to write a child or a family outcome challenging. Here are some considerations to help teams decide if an outcome should be written as a child or as a family outcome:

1. Listen carefully to how the parent states the priority during the RBI:
 - **IF** the parent states the priority as something they lack confidence in carrying out (a specific parenting strategy) or need help doing something he/she has identified as wanting to do, **THEN the family is the “actor”, and a family outcome should be written.**
 - **IF** the priority is a child skill; something the child needs to do differently, **THEN the child is the “actor”, and a child outcome should be written.**
2. Keep in mind:
 - Even when a priority is written as a child outcome, specific tasks/steps for the family can/should be identified under the “what will be done by whom” section as strategies/steps the family will use to support the child’s success in meeting the outcome, and
 - In many instances it may be advantageous to develop a child versus family outcome to keep the focus and measurement of the outcome on the child’s acquisition of a new skill or behavior.

Sample Family Outcomes:

1. By March 15, 2019, the family will use “Safe Hands” to encourage child to share with siblings during afternoon play time.
2. By February 1, 2019, Marc and Teresa will identify ways to help keep child entertained during dinner preparation time.

Sample Child Outcomes:

1. Child will participate in meal preparation by staying out of the cupboards. We will know he/she can do this when child stays out of the cupboards during each meal preparation time for 3 consecutive days.

What will be done by whom:

- Family and team will identify ways for keeping child out of the cupboards such as using visuals
- Family will identify ways of keeping child entertained during meal preparation such as using toys only available during meal prep

2. Child will participate in bedtime by going to bed without fussing. We will know he/she can do this when child goes to bed without fussing 4 nights/week for 2 consecutive weeks.

What will be done by whom:

- Family and ECSE will create a bedtime routine with predictable steps such as books, lighting, favorite stuffed animal, or blanket
- Family will practice using a bedtime routine in between visits and report successes and needs so ECSE, in collaboration with family and EI team, can adjust.