

Goal Functionality Scale III

R. A. McWilliam TEIDS-*Plus* Study Siskin Children's Institute 2009 (Revised 2012)

Child ID:	IFSP Date:	1st Rater & Date:
Total Number of Child Goals:	Total Number of Family Goals:	Reliability Rater & Date:

Child Goal

Do	es the goal		
1.	Emphasize the child's participation in a routine (i.e., activity)? (Child will participate in outside play time not child will participate in running)	Yes	No
2.	State specifically (i.e., in an observable and measurable manner) what the child will do?	Yes	No
3.	Address a skill that is either <i>necessary or useful</i> for participation in home, "school," or community routines?	Yes	No
4.	State an acquisition criterion (i.e., an indicator of when the child can do the skill)?	Yes	No
5.	Have a meaningful acquisition criterion (i.e., one that shows improvement in <i>functional</i> behavior)? (We will know he can do this when he holds a spoon for 2 minutes notwhen he holds a spoon on 5 out of 7 trials)	Yes	No
6.	Have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? (when he holds a spoon for 2 minutes at lunch and dinner)	Yes	No
7.	Have a criterion for the timeframe? (when he holds a spoon for 2 minutes at lunch and dinner on three consecutive days orat lunch and dinner on 3 days in 1 week)	Yes	No

^{*}Make as many copies of the following pages as needed to rate all goals included in the IFSP.

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Family Goal #_____

Does the goal		
1. State specifically (i.e., in an observable and measurable manner) what the family will do?	Yes	No
2. State an acquisition criterion (i.e., indicator of when the family has met the goal)?	Yes	No
3. Appear to be written in words the family would use and understand?	Yes	No

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1. State specifically (i.e., in an observable and measurable manner) what the family will do?	Yes	No
2. State an acquisition criterion (i.e., indicator of when the family has met the goal)?	Yes	No
3. Appear to be written in words the family would use and understand?	Yes	No

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