

## GOAL FUNCTIONALITY SCALE III

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

Child Goal # \_\_\_\_\_

Does the goal		
1. Emphasize the child's <i>participation</i> in a routine (i.e., activity)? ( <i>Child will participate in outside play time not child will participate in running</i> )	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? If the score for Item 2 was <i>No</i> , the score for Item 3 is <i>No</i> .	Yes	No
4. State an acquisition criterion (i.e., an indicator of when the child can do the skill: frequency, duration, distance, or volume)?	Yes	No
5. Have a meaningful acquisition criterion (i.e., one that shows improvement in functional behavior)? ( <i>We will know he can do this when he holds a spoon for 2 minutes not...when he holds a spoon on 5 out of 7 trials</i> ). If the score for Item 4 was <i>No</i> , the score for Item 5 is <i>No</i> .	Yes	No
6. Have a generalization criterion (i.e., using the skill across routines)? ( <i>...when he holds a spoon for 2 minutes at lunch and dinner</i> ). This item is scored <i>not applicable</i> if the goal is targeted at only one routine. <sup>1</sup>	Yes	No
7. Have a criterion for the timeframe? ( <i>...when he holds a spoon for 2 minutes at lunch and dinner for three consecutive days or...at lunch and dinner on 3 days in 1 week</i> )	Yes	No

**\*Make as many copies of this page as needed to rate all goals included in the IFSP.**

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<sup>1</sup> If a skill has been identified for only one routine, Routines-Based Interviewers should ask whether the desired skill is needed in any other routines also.