

Coordinated Service Planning: Establishing Visions and Goals

Every parent/guardian has dreams for their family and every dream begins with visions and goals. Visions and goals form the foundation of a child's family service plan for the next 6-12 months. The plan focuses on the child and family and the services the family may need to help enrich their child's development and reach their full potential.

Identifying the visions, goals and priorities for the plan can be challenging for families. Being asked to identify specific areas for the team to focus on can be frustrating. A helpful resource that many families have found useful for identifying and prioritizing visions and goals is CanChild's *F-Words for Child Development*.

What are the F-Words for Child Development?

| | |
|-----------------|---|
| FUNCTION | Refers to what people do – how things are done is not what is important; synonyms include role, job, task, etc. (for children, play is their work). |
| FAMILY | Represents the essential environment of all children. |
| FITNESS | Refers to how children stay physically active. Depending on the age of the child, this could be moving, crawling, walking, exercise and recreational opportunities. |
| FUN | Includes particular activities children are involved in or enjoy participating in. |
| FRIENDS | Refers to the friendships established with peers; social development is an essential aspect of personhood. |
| FUTURE | Is what child development is all about; it refers to parents and children's expectations and dreams for their future. |

Source: <https://canchild.ca/en/research-in-practice/f-words-in-childhood-disability>

Identifying Visions and Goals

Families work with their coordinator to describe the desired changes. The F-Words for Child Development Goal Sheet (see on following page) helps to start this process. These visions and goals will be documented in the shared record and the team will align their work efforts with the family's priorities. Other areas of concern will be discussed. This includes areas a child or family may need additional support, resources or information. These may have been identified through the Child and Adolescent Strengths and Needs Assessment (CANS) or in other discussions. Additional referrals may need to be completed.

Rosenbaum, P., & Gorter, J. W. (2012). The 'F-words' in childhood disability: I swear this is how we should think!. *Child: care, health and development*, 38(4), 457-463. <https://www.canchild.ca/f-words>



 **My F-words Goal Sheet** 

Name: Today's Date:

Instructions: Please use this form to write down one goal for each of the F-words – Function, Family, Fitness, Fun, Friends & Future and explain why this goal is important to you. These can be goals you would like to work on at home, in therapy, in school, and/or in the community. Together let's work on the goals that are meaningful to you!

FUNCTION:

Goal:

Why?!

FAMILY:

Goal:

Why?!

FITNESS:

Goal:

Why?!

FUN:

Goal:

Why?!

FRIENDS:

Goal:

Why?!

FUTURE:

Goal:

Why?!

(Adapted from Fuller & Susini Goal Sheet, 2015)

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Here are some examples of visions, goals and priorities, based on the F-Words for Child Development

| | |
|-----------------|---|
| FUNCTION | <ul style="list-style-type: none"> ▪ Priya will be able to undress herself at bedtime. ▪ Ryan will begin to use words more often when communicating with us. ▪ William will use his communication device at home and in school and around the community. ▪ Griffin will be able to feed himself using a spoon. ▪ Keisha will move independently within the classroom and at home without adult support. ▪ Malik will be able to stay in school for a full day and participate in the classroom program. ▪ The school environment will be safe for Sophie and all staff will be aware of what to do in case of an emergency. ▪ Markus will play with his toys independently for twenty minutes ▪ Sam will be comfortable and pain free. |
| FAMILY | <ul style="list-style-type: none"> ▪ Our family will have opportunity to participate in recreational activities, this winter sledding. ▪ Our family will have respite care for our child so that we can spend time focused on our other children. ▪ Mikayla will be content and comfortable in her new group home. ▪ There will be one day a week when I can spend time studying for school and not worrying about Antonio's care. |
| FITNESS | <ul style="list-style-type: none"> ▪ Muhammad will be able to move independently throughout our home. ▪ Finn will be able to participate in gym class. ▪ Taylor will improve her strength, so she can get better at horseback riding. ▪ Madelyn will improve her balance so she can stand through O'Canada. |
| FUN | <ul style="list-style-type: none"> ▪ Jamal will be able to spend a few hours at a friend's house without parental support. ▪ Alex will be able to attend his martial arts class and be able to participate for the entire class. ▪ Quinn will be able to stand (using his stander) to play Wii Fit with his peers. |
| FRIENDS | <ul style="list-style-type: none"> ▪ Zack will be able to take the bus to get to the mall from our house. ▪ Simon will walk onto the stage on his own to accept his high school diploma. ▪ Krishna will attend integrated classes with her peers. ▪ Zoya will be able to explain her disability to her peers. ▪ Cameron will attend a friend's birthday party with parental support. |
| FUTURE | <ul style="list-style-type: none"> ▪ Josh will attend a program at school that is focused on life skills to support his independence. ▪ Malik will graduate from high school with a high school diploma. ▪ Sanjay will be happy as he begins attending grade school ▪ Noah will transition from secondary school to an adult program that will be meaningful to him. |

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