

## At a Glance: Child & Family Outcomes

### **Child Outcomes**

States are required to report on the percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

**Positive social emotional skills (including social relationships).** This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

**Acquisition and use of knowledge and skills (including early language/communication/early literacy).** This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

**Use of appropriate behaviors to meet their needs.** This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

### ***Ultimate goals for early intervention and early childhood special education:***

#### ***For children...***

to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community.

#### ***For families ...***

to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities.



### **Progress Categories**

For OSEP, states are required to report on the percentage of children in five categories of progress for each of the three child outcomes (percentage in 5 categories X 3 outcomes = 15 numbers the state reports):

- a. Children who did not improve functioning.
- b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
- c. Children who improved functioning to a level nearer to same aged peers but did not reach it.
- d. Children who improved functioning to reach a level comparable to same aged peers.
- e. Children who maintained functioning at a level comparable to same aged peers.

States must report progress category information on children who receive services in the state for 6 months or more. Progress category information on all 3 outcomes is required for each child, regardless of the child's reason for eligibility.

### **Summary Statements**

For OSEP, states are required to convert information from the progress categories into two summary statement percentages for each of the three child outcomes:

**Summary Statement 1:** Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program. (State derives a percentage for each child outcome area.) *Formula:*  $[(c + d)/(a + b + c + d)] \times 100$ , where letters represent the actual number of children in each progress category group.

**Summary Statement 2:** The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. (State derives a percentage for each child outcome area.) *Formula:*  $[(d + e)/(a + b + c + d + e)] \times 100$ , where letters represent the actual number of children in each progress category group.

### **Family Outcomes**

Based on an extensive stakeholder process, the ECO Center identified the following five outcomes as desired outcomes for all families participating in early intervention:

- Families understand their child's strengths, abilities, and special needs.
- Families know their rights and advocate effectively for their children.
- Families help their child develop and learn.
- Families have support systems.
- Families access desired services, programs, and activities in their community.

### **OSEP Part C Reporting Requirements Related to Families**

For Part C, states are required to report the percentage of families participating in Part C who report that early intervention services have helped the family:

- Know their rights
- Effectively communicate their children's needs
- Help their children develop and learn