



Adapted from National Parent Technical Assistance Center (2018). *A Family Guide to Participating in the Child Outcomes Measurement Process*, Minneapolis, MN, PACER Center.

Early Childhood Outcome Process Parent Information Guide

Introduction/Definition:

Early Childhood Outcomes were developed by the U.S. Department of Education. Stakeholders provided input to the U.S. Department of Education that guided the development of the early childhood outcomes as a system to monitor the progress of programs serving young children. The outcomes are the same for all children participating in early intervention and early childhood special education programs. Understanding the outcomes is important for parents because it helps provide valuable information about how your child is developing. This document will help you understand the outcomes process and your role as a participant supporting the process.

There are three outcomes used to measure progress:

1. Positive social-emotional skills (including positive social relationships): Measures interactions with others (family members, caregivers, and peers)
2. Acquisition and use of knowledge and skills: Measures how students learn (thinking skills, problem solving, communication)
3. Use of appropriate behaviors to meet their needs: Measures how students develop skills to take care of themselves

Why are Early Childhood Outcomes important?

1. Increased understanding of your child's functioning compared to age expectations
2. Increased ability to contribute to selection and revision of Individualized Education Program (IEP) goals
3. Improved ability to plan family activities that support your child's ability to participate in age-appropriate activities and skill development

What questions should parents ask to be involved in the outcomes measurement process?

1. Are there resources available to help me understand what skills my child should have at different ages?
2. What skills are included in each of the outcomes? Can you provide me with some examples?
3. What information do you need from me to help with the outcomes process? How can I share that information with the IEP Team?



How will I know if my child is making progress?

1. Ask teachers to explain how they are assessing your child's progress with examples.
2. Ask to see the data supporting your child's progress or lack of progress.
3. Ask teachers to explain how progress on the outcomes is related to progress on IEP goals and objectives.

What questions can I ask myself to prepare myself to provide input for outcomes?

1. Outcome 1: Social-Emotional Skills and Relationships
 - a. How does my child interact with other children, family members, familiar adults, and strangers?
 - b. How does my child interact with people in the community (stores, parks, doctor's offices)?
 - c. How does my child express feelings? How is his/her behavior similar or different from the behavior of others?
 - d. How independent is my child?
2. Outcome 2: Knowledge and Skills
 - a. How does my child learn new things?
 - b. Does my child use problem-solving skills?
 - c. How many words does my child use?
 - d. Can my child follow directions?
 - e. How does my child communicate?
 - f. What skills and activities does my child do well? What skills and activities does my child find difficult?
3. Outcome 3: Meeting Own Needs
 - a. Can my child take care of his/her basic self-care (toileting, feeding, dressing)?
 - b. How does my child ask for help?
 - c. How does my child move from place to place? (walking, running, walker)

Things to remember:

You know your child better than anyone! Your input is invaluable to the team! You are your child's best advocate and your participation is vital to his/her success. For additional information please visit our website: [Preschool Special Education \(gadoe.org\)](http://PreschoolSpecialEducation.gadoe.org)