

Measuring Child Outcomes Overview

In 2005, the U.S. Department of Education - Office of Special Education Programs (OSEP) announced new reporting requirements to measure and report for Child and Family Outcomes. These new reporting requirements resulted from the passage of the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004.

The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. States collect, analyze, and use data on three child outcomes to measure individual child and family progress toward improved results and to improve their systems and services.

Three specific Child Outcomes must be measured to report on the results of Idaho's early intervention service system:

- Gaining positive social emotional skills, including social relationships
This outcome measures how children interact and play with their family, other adults, and other children
- Learning and using new knowledge and skills
This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving
- Use appropriate behaviors to meet their needs
This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs

States use several different approaches to measure child outcomes. Refer to Child Outcomes Measurement Process for Idaho Infant Toddler Program's process on measuring the Early Childhood Outcomes.