

The overarching goals of early intervention are:

- **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, community programs, and their natural learning routines.**

Children receiving early intervention services move toward this goal by demonstrating improvement in functional skills in the following outcome areas:

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

- **To support parents/family members with information and skills to ensure they are supported in their roles as the most critical influence on their child's early and ongoing development.**

Families receiving early intervention are able to support their children and participate in family and community activities. Families will:

1. Know their rights,
2. Effectively communicate their children's needs, and
3. Help their children develop and learn.



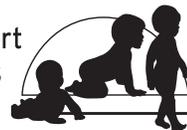
The Early Support for Infants and Toddlers (ESIT) program contracts with early intervention providers throughout Washington to provide services locally.

ESIT program staff can be reached:

- by phone at 360.725.3500
- by fax at 360.413.3482
- on the web at:
www.del.wa.gov/esit



Early Support
for Infants
and Toddlers



How Do We Know Early Intervention Services Help Infants, Toddlers and Families?



**Information for parents,
families and caregivers about
measuring early intervention
child and family outcomes**



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How do we know early intervention helps?

The U.S. Department of Education requires each state to report information about whether early intervention services have positive results for children and families served. This is part of the national push for accountability - the U.S. Department of Education needs to show that money spent on early intervention makes a difference. Parents and families and their early intervention team members work together to determine how the child is developing and progressing.

What information about my child is required?

Developmental assessment information about each child is needed to determine if progress has been made. The information includes three early childhood outcomes: 1) Children have positive social relationships, 2) Children acquire and use knowledge and skills (such as early communication skills), and 3) Children take appropriate action to meet their needs.

Where will the information about my child's development come from?

Summary information about the three outcomes will be gathered at the time of your entry and exit from Individualized Family Service Plan (IFSP) activities. Some of this information is gathered from formal child assessments, observations, and interviews. Information is gathered from talking with you, any other caregivers who are involved in your child's life (family members), and professionals (teachers, therapists, physicians) who work with you and your child regularly.

How is this information used?

- It tells us how early intervention services make a difference for infants, toddlers and families.
- It gives us information that we can use to improve services.
- It provides data to be used in the state Annual Performance Report (APR), which shows the government that the money spent on early intervention makes a difference. The APR is available to the general public and published annually.

What other information is collected about early intervention services?

The Annual Performance Report contains information about many areas including:

- How services have helped families (in addition to the child).
- How effectively the state locates infants and toddlers who are eligible for services.
- How services are provided.
- How children transition when moving out of early supports and services when a child becomes 3 years old.

Will my child need to have any additional assessments?

No, the assessment information needed will come from the assessment information used to develop your IFSP. This information should include examples of skills that your child currently demonstrates.



Is other information collected about early intervention services?

Yes. At some point during each year, families will receive a survey. The survey will ask about how helpful early intervention services have been in supporting your family related to your child's growth and learning.

When the information about my child is compiled, will our names be attached?

No, only the summary data will be reported. Your name or your child's name will not be attached to the aggregated information that is reported.

How can I be involved as a parent/family member?

Early intervention services recognize that parents and other key caregivers are the primary teachers of young children. Parents are always encouraged to be involved at all levels. You know your child best, and we need your input. Ask your IFSP team and Family Resources Coordinator for ways you can get involved.

Where can I get additional information?

- Talk to your Family Resources Coordinator and members of your IFSP team.
- Visit the ESIT website at www.del.wa.gov/esit
- Contact the ESIT program at the numbers on the other side of this brochure.