

EARLY INTERVENTION (EI) CHILD GOALS

A. Purpose

To compare a child's development to same aged peers and to determine to what degree the child benefited from early intervention services.

B. Timeline

1. Initial ratings for the EI Child Goals are completed at the initial Individualized Family Support Plan (IFSP) meeting regardless of the child's age.

NOTE: If the initial ratings could not be completed at the Initial IFSP, the ratings must be completed prior to the initiation of services.

2. Final ratings for the EI Child Goals are completed at the exit IFSP meeting, regardless of how long the child has received services.

NOTE: If the final ratings could not be completed at the Exit IFSP, final ratings will be accepted if completed within one month of the child's exit date.

C. EI Child Goals

There are three broad child goals adopted by the Office of Special Education Programs (OSEP):

1. Children have positive social and emotional skills
2. Children learn and use knowledge and skills
3. Children take action to meet their needs

D. Measuring EI Child Goals

Ratings are based on child's functioning compared to other children the same age. Ratings are based on:

1. Family and provider input
2. Current Evaluation/Assessments/Present levels of Development (PLOD)

NOTE: current is within 3 months

3. IFSP outcomes and objectives
4. Child's functioning

E. EI Goal Questions

There are two questions for each EI Goal:

1. Question "a": "yes" or "no" question
 - a. Documents a child's progress in each EI Goal area

EARLY INTERVENTION (EI) CHILD GOALS

- b. Only complete question “a” for Final Rating; N/A for Initial Rating
 - c. Compare child to his/her own past behavior, not his/her peers
 - d. Things to consider:
 - Has the child gained skills?
 - Has the child developed new functional skills and behaviors while receiving early intervention services?
2. Question “b”: a “rating” is assigned to document the child’s movement toward typical development

The team must reach consensus on the rating of:

- a. Not Yet: Child acts like a much younger child. Child is still working to learn things that younger children can do. Child’s behaviors or conditions are keeping this child from doing what same aged peers are doing.
- b. Emerging: There are no situations where the child acts like same aged peers. Child sometimes has skills that are like slightly younger children.
- c. Somewhat: Sometimes or in some situations, child acts like same aged peers sometimes or in some situations. At other times, child acts like a slightly younger child.
- d. Completely: Child acts like other children the same age in all or almost all situations. There are no concerns in the particular area.
- e. Between: Child’s functioning is “in between” higher and lower categories.

F. Process

- 1. Care Coordinator (CC) explains to family about EI Child Goals.
- 2. CC facilitates the discussion regarding the rating for each EI Child Goal.
NOTE: Use Child Goals Summary form.
 - a. Introduce EI Goal area.
 - b. Gather input from team members, including the family.
 - c. Include description of expected age-appropriate behaviors.
 - d. Summarize discussion in terms of the rating category.

El-7b: Child Goals Summary

EARLY INTERVENTION (EI) CHILD GOALS

3. If consensus on the ratings can't be reached:
 - a. Check off box under the particular goal: "No rating determined."
 - b. Explain why consensus could not be reached.
 - c. Discuss with the Program Manager.
 - d. Program Manager will determine rating(s) based on the team's input.
4. Child Goals Data Recording Form
 - a. CC completes the Child Goals Ratings form.
 - b. CC transfers ratings from the Child Goals Summary form to the Child Goals Ratings form (page 2).
5. Enter information into the EIS Database (refer to EIS Database Manual).

El-7c: Child Goals Ratings

NOTE: If the family elects not to participate or is unavailable to provide input in the rating, the IFSP team must still complete the ratings.