



What Counts: Measuring the Benefits of Early Intervention in Hawai`i

Early Intervention Goals for Families

1. Families understand their child's abilities and special needs.

Families who understand their child's abilities and special needs, for example:

- Know expectations for typical development at different ages and stages
- Are aware of how their child with or at-risk for a disability is developing, and what might be the next developmental abilities that could be encouraged
- Understand their child's learning style and preferences
- Are able to observe their child's behavior and notice whether changes occur as a result of services, medication, changes in parenting, or alterations in the home environment
- Know about the special risk factors, conditions, or disability their child might have
- Know about recommended interventions and practices related to their child's special risk factors, conditions, or disability
- Know how to access information about child development or their child's special needs through resources such as other parents, reading materials, professionals, or the Internet

2. Families know their rights and effectively communicate their child's needs.

Families who know their rights and communicate effectively, for example:

- Know rights and responsibilities related to service provision
- Know where to go for services and other supports in their community
- Know about different service options, and are familiar with the types of services offered by different providers
- Feel comfortable talking with professionals or asking questions
- Know how to use the Internet or other sources to find out about rights and services
- Are able to participate effectively in team meetings to plan goals and services
- Advocate for services they feel are important
- Know what to do if they feel that needed services are not being provided

3. Families help their child learn and develop.

Families who help their child learn and develop, for example:

- Know and use styles of effective parenting
- Provide a nurturing and stimulating environment for their child
- Help the child participate in family routines and activities
- Use special techniques that might be effective in enhancing learning or managing special behavior problems
- Modify the home environment or routines to reflect their child's learning style or needs for adaptive environments
- Know about and help their child use special adaptive equipment
- Know how to access and evaluate the validity of recommendations for dealing with particular learning or behavior challenges

4. Families have adequate social support.

Families can obtain the support they want from a variety of both formal and informal sources and not all families will want the same level of support. Families with the support they want, for example:

- Feel supported in raising their children
- Maintain friendships and make new friends
- Have professionals providing the type and level of support the family wants
- Are able to talk to friends and neighbors about disability-related issues
- Are able to participate in desired neighborhood activities, family functions, or going out with spouse or friends
- Meet and get to know other families of children with disabilities
- Have neighbors, friends, or family who can provide help (e.g., babysitting)

5. Families can access desired services and activities that are available to all families in their community.

Families have the option to access the services and activities they want in their communities, for example, they:

- Have quality childcare so that parents can work or children can have opportunities for inclusive experiences with children who do not have disabilities
- Have a physician and dentist who can provide care that is sensitive and responsive to their child's special needs
- Have acceptable and trustworthy respite care services when informal care is not available
- Are able to participate in religious, recreational or educational activities and programs with families with typically developing children
- Participate in parent organizations or support groups relevant to their child's disability and their family's style and priorities

Families who benefit from services are better prepared to help their children; children who benefit from services improve the outlook for their families.