**Child Outcomes**

States are required to report on the percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:

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

**Positive social emotional skills (including social relationships).** This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions/social play.

**Acquisition and use of knowledge and skills (including early language/communication/early literacy).** This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

**Use of appropriate behaviors to meet their needs.** This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one’s self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

**Family Outcomes**

Based on an extensive stakeholder process, the ECO Center identified the following five outcomes as desired outcomes for all families participating in early intervention:

* Families understand their child's strengths, abilities, and special needs.
* Families know their rights and advocate effectively for their children.
* Families help their child develop and learn.
* Families have support systems.
* Families access desired services, programs, and activities in their community.

**OSEP Part C Reporting Requirements Related to Families**

For Part C, states are required to report the percentage of families participating in Part C who report that early intervention services have helped the family:

* Know their rights
* Effectively communicate their children's needs
* Help their children develop and learn

Part B has a different set of reporting requirements about parent involvement, but preschool still examines outcomes information and uses it for program improvement activities.