

**SUPPLEMENTARY INFORMATION FOR ECIA(VIC) FORUM
on DEFINING OUTCOMES, 14 May, 2004.**

Shonkoff, J.P., Phillips, D.A. and Keilty, B. (Eds.) (2000). Early Childhood Intervention: Views from the Field. Washington, DC: National Academy Press.

The authors define three areas of child development and functioning as outcomes for children:

- *Self-regulation*: emotional reactivity, attention and activity level, and other behavioral aspects of school readiness, such as taking turns and following directions
- *Interpersonal skills and relationships*: infant attachment, parent-child relationship, peer relationships
- *Knowledge acquisition skills and problem-solving abilities*: mastery motivation, problem-solving strategies, and the ability to generalize learning from one situation to another

Bailey, D.B., McWilliam, R. A., Darkes, L.A., Hebbeler, K., Simeonsson, R.J., Spiker, D. and Wagner, M. (1998). Family outcomes in early intervention: A framework for program evaluation and efficacy research. *Exceptional Children*, 64 (3), 313-328.

The writers propose two categories of family outcomes and raise eight questions in their framework:

Family perceptions of the early intervention experience

1. Does the family see early intervention as appropriate in making a difference in their child's life?
2. Does the family see early intervention as appropriate in making a difference in their family's life?
3. Does the family have a positive view of professionals and the special services they provide?

Impact on the family

1. Did early intervention enable the family to help the child grow, learn and develop?
2. Did early intervention enhance the family's perceived ability to work with professionals and advocate for service?
3. Did early intervention assist the family in building a strong support system?
4. Did early intervention help enhance an optimistic view of the future?
5. Did early intervention enhance the family's perceived quality of life?

A later article by Bailey includes the above outcomes for families, but also lists more outcomes for children.

Bailey, D.B & Wolery, M (2002) Early Childhood Special Education Research *Journal of Early Intervention*, 25 (2) 88-99.

Outcomes for Children:

- To promote child engagement, independence and mastery
- To promote development in key domains (cognition, communication, social, physical and adaptive skills)
- To build social competence
- To promote the generalised use of skills across contexts and situations
- To prepare children for experiences in the community
- To prevent emergence of problematic behaviours and secondary disabilities

Outcomes for Families (as above 1998 article)

Conn-Powers, M. and Dixon, S.D. (2003). Evaluation of Indiana's First Steps Early Intervention System. Bloomington, Indiana: Early Childhood Centre, Indiana Institute on Disability and Community, Indiana University-Bloomington.
<http://www.iidc.indiana.edu/ecc/downloads/November2003FSReport.pdf>

Indiana's First Steps Early Intervention Service seeks to achieve the following outcomes, which extend beyond the child and family to include community factors:

1. Children attain essential and important developmental skills.
2. Children participate in inclusive community activities, settings, and routines.
3. Children (and families) are safe, healthy, and well nourished.
4. Families participate as members of the early intervention team and carry out recommendations that help them to help their child.
5. Families are connected to other families, associations, and organizations for emotional support.
6. Families advocate by exercising their rights in requesting and choosing goals, services, and supports.
7. Communities are informed and promptly refer families to First Steps.
8. Communities welcome and fully include children with disabilities and their families (e.g., child care, transportation, retail, housing, employment).
9. Communities provide all families access to health care services.