IFSP Progress Monitoring

Progress Monitoring is extremely important to prevent delayed language and communication skills for children who have hearing differences.

3 Child Outcomes to Measure Progress:

1. **Gain positive social emotional skills, including social relationships.** This outcome measures how children interact and play with their family, other adults, and other children.
2. **Learn and use new knowledge and skills.** This outcome measures how children learn and use *basic language and communication skills* such as counting and problem-solving that will prepare them to be successful in kindergarten.
3. **Use appropriate behaviors to meet their needs.** This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

What does this look like for your child with hearing differences?

You have the most knowledge about your child and your Early Interventionist has knowledge of language and communication for children with hearing differences. Bringing your knowledge and theirs together creates a powerhouse for your child's early development!

Make the most of Progress Monitoring by being a full participant:

- Ask your EI to provide resources such as Beginnings' Language Milestones to help you understand language and communication milestones (https://drive.google.com/file/d/1HzUeslmUl4Za6aoWyA70jnYZGLcryp6s/view?usp=sharing)
- Ask what specific language and communication skills are considered
- Ask what information is needed from YOU for Progress Monitoring
- Ask how to share observations about your child's skills and your parent intuition
- Ask what tools your EI uses to measure your child's progress

Your Early Interventionist will consider the following for Progress Monitoring:

- Communication modality (auditory, visual and/or augmentative)
- Language (spoken and/or signed language)
- Social and emotional development
- Cognition
- Fine and gross motor skills

Your Early Interventionist will use tools to Progress Monitor

- Standardized, Norm-Referenced developmental evaluations
- Speech and hearing evaluations from Speech Language Pathologists and Audiologists with specialized skills and knowledge of childhood hearing differences
- Your observations and knowledge of your child

After Progress Monitoring:

- Ask for specific information about how your child is or is not progressing with the development of language and communication skills
- Ask about the relationship of your child's progress on IFSP outcomes in relation to progress in the three child outcome areas
- Ask how your child compares to other children their age and what your child's **rate of progress** is. Your child will need to make more than a year's progress in a year's time to develop a strong language foundation and be ready for school
    - Example: Mark was diagnosed with severe hearing levels in both ears when he was 6 months old. His parents are using spoken English with him. He got his hearing aids and mini mic when he was 7 months old. This is when Mark started learning auditory language, so Mark is 7 months behind infants his age. At 12 months of age, he would have been accessing sound for 5 months. Are his language levels at 5 months age-equivalency, or is the gap closing? Is he only 6 months behind peers?
- Ask how your child's hearing difference affects their access to language and making more progress
- Ask what skills are needed in order to make progress and close language gaps

Rate of Progress can be measured with the following formula:

1. Language skills
    a. Subtract Past level from Current level
    b. Divide step 1a by Past level of language skills
2. Progress over time
    a. Subtract initial date of evaluation from current date of evaluation
    b. Divide step 2a by Step 1b

Your child's rate of progress will help you and your IFSP team determine if services are effective, prevent delays or falling behind peers with typical hearing and will help assess need for additional services or changes in communication choices/modalities to ensure your child has full access to language.

If your child is not making progress - it is CRITICAL to re-evaluate the interventions, communication modalities, technology, hearing levels, etc being used and determine what is NOT working and what needs to be changed.

Works Cited

https://www.pacer.org/ec/early-intervention/guide-child-outcomes.asp.
https://successforkidswithhearingloss.com/monitoring-progress-of-skill-building/.