

Let's Make Early Childhood Outcomes Meaningful:



Striving for Positive Best
Practices in Early
Childhood Outcomes
September 29, 2015
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STARNET Region II

The Goal of Early Childhood Special Education



...to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs and in the community

(from the Early Childhood
Outcomes Center)

Early Childhood Outcomes - Background

❧ Why Are We Doing This?

- ❧ High quality services for children and families that will lead to good outcomes
- ❧ Federal mandate

❧ Driving Force for Data on Child Goals Comes from the Federal Level

- ❧ Government Performance and Results Act (GPRA)
- ❧ Program Assessment Rating Tool (PART)
- ❧ Individuals with Disabilities Education Act (IDEA)

GPRA



- ❧ Required goals and indicators to be established for IDEA
- ❧ EC indicators and data collection for EC was behind school age population
- ❧ EC data had previously been collected on # of children served and the settings they attended programming
- ❧ How OSEP Responded:
 - ❧ Required states to submit outcome data in their Annual Performance Report (APR)
 - ❧ Funded the Early Childhood Outcomes Center (ECO) to do research, make recommendations and assist states in implementation

Important Principles



Overall goals for all children

- To function successfully in home, school and community
- To function at the level of their typically-developing, same-age peers

Focus on function

- Interrelation among areas of development- NOT specific developmental domains
- Use of skills in context – authentic assessment

The Illinois State Board of Education response:

- ❧ Illinois State Performance Plan (SPP), Part B: Indicator 7, Annual Performance Report (APR)
http://www.isbe.net/spec-ed/pdfs/state_performance.pdf
- ❧ Convened Stakeholders Group
- ❧ Adopted Outcomes Measurement Process
- ❧ Offered Training
- ❧ Required Districts to write ECO Plans for Implementation
- ❧ Implemented in 2006 and updated regularly
http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm

OSEP Reporting Requirements: The Outcomes



- ☞ Positive social emotional skills (including positive social relationships)
- ☞ Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- ☞ Use of appropriate behaviors to meet their needs

Outcome 1-Children Have Positive Social Relationships



☞ Involves:

- ☞ Relating with adults
- ☞ Relating with other children
- ☞ For older children, following rules related to groups or interacting with others

☞ Could include:

- ☞ Attachment/separation/autonomy
- ☞ Learning rules and expectations
- ☞ Social interactions and play

Outcome 2-Children Acquire and Use Knowledge and Skills



☞ Involves

- ☞ Thinking and reasoning
- ☞ Remembering
- ☞ Problem solving
- ☞ Using symbols and language
- ☞ Understanding physical and social worlds

☞ Includes:

- ☞ Early concepts-symbols, pictures, numbers
- ☞ Imitation
- ☞ Object permanence
- ☞ Expressive language and communication
- ☞ Early literacy

Outcome 3-Children Take Appropriate Action to Meet their Needs



☞ Involves

- ☞ Taking care of basic needs
- ☞ Getting from place to place
- ☞ Using tools (fork, toothbrush, crayon)
- ☞ In older children, contributing to their own health/safety

☞ Includes

- ☞ Integrating motor skills to complete tasks
- ☞ Self-help tasks (e.g., dressing, eating, grooming, toileting, household responsibility)
- ☞ Acting on the world to get what one wants

Who is Included in Early Childhood Outcomes?

- ❧ **“ALL CHILDREN”** Include every child who receives early childhood special education (ESCE) services with an IEP for whom the district is responsible
 - ❧ Irrespective of the type of IEP
 - ❧ Irrespective of where the child receives services
 - ❧ This includes children receiving Speech and Language services only

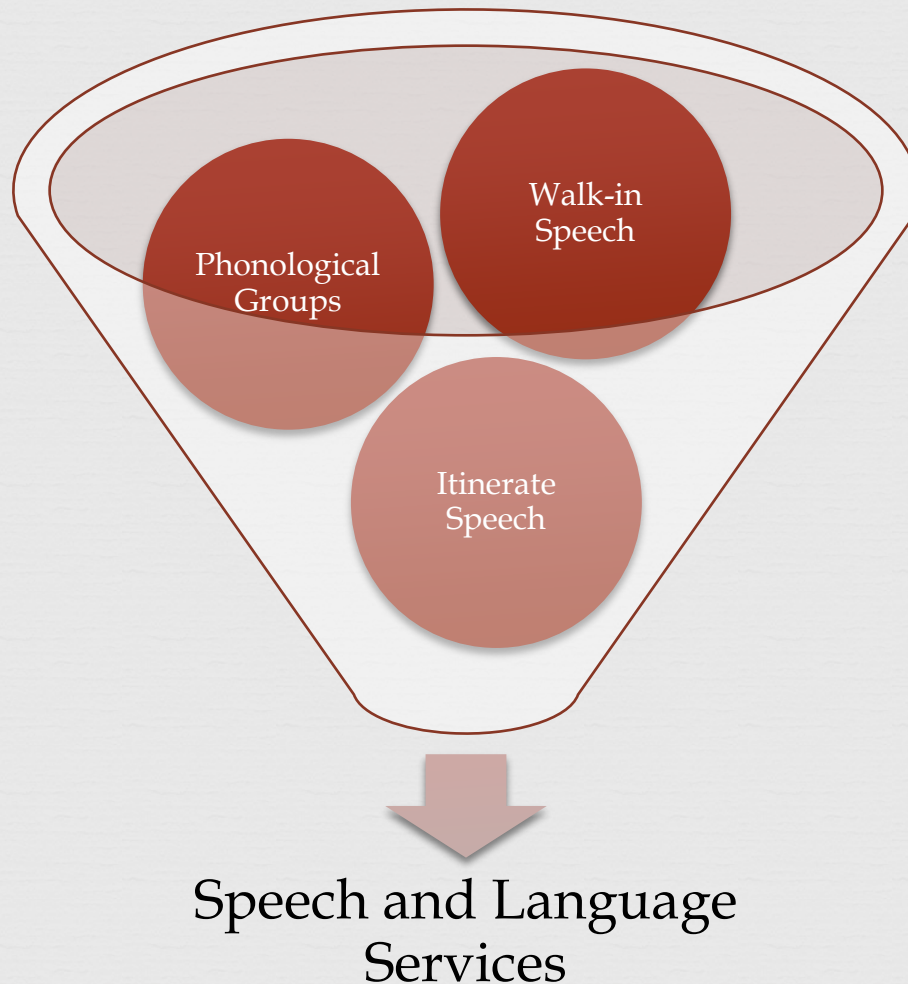
WHAT DOES EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) MEAN?

- ☞ All Children who receive special education services at the early childhood level
 - ☞ Speech and Language Only
 - ☞ District Related Services (Cooperative Services like Vision, Deaf and Hard of Hearing)
 - ☞ Early Childhood Classroom (blended or self contained)
 - ☞ Private Placement (IEP Decision)

Who is NOT Included on Outcomes Ratings?

- ❧ Children with a Individual Service Plan (ISP)
- ❧ Preschool for All students without IEP's
- ❧ Head Start students without IEP's
- ❧ Tuition based students without IEP's

“Speech and Language ONLY” Means



What Process is Used in Illinois?



☞ Team process – the team ...

☞ Represents the gathering of information from those familiar with the child in a variety of contexts

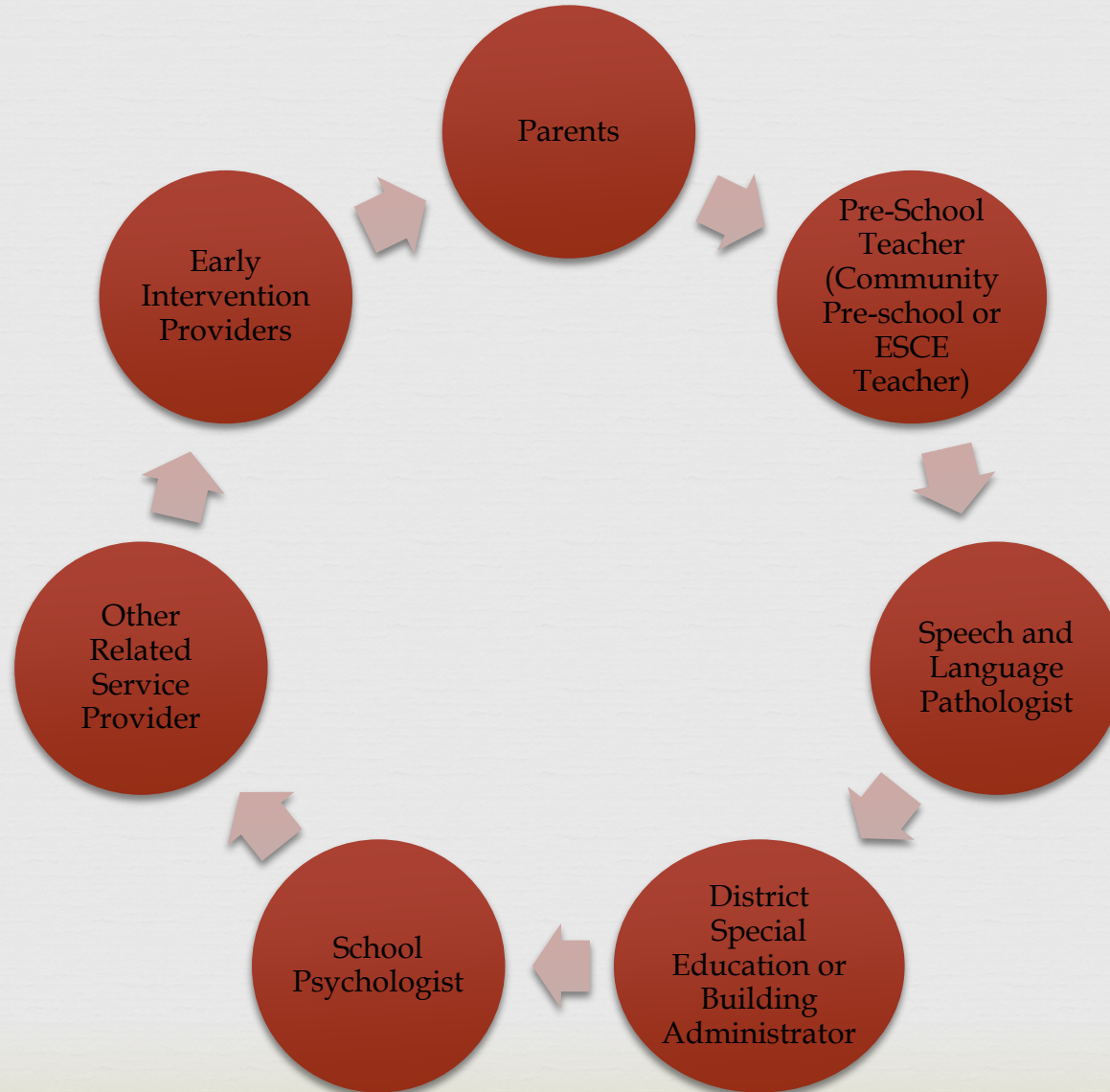
☞ Is comprised of two or more of the above who meet to

☞ Complete the rating scale

☞ Select the outcome indicator

☞ Uses a systematic process for making decisions

Who Can Make Up and Be on the Team? ANYONE Who Knows the Child!



Including Parents in the Discussion



- ☞ Parent input about the child's functioning is critical
 - ☞ Family members see the child in situations that professionals do not
 - ☞ Need to ask family members about what the child does at home
- ☞ The team will need a way to learn what family members know about the child
- ☞ *There is no expectation that parents will be able to determine whether what they are seeing is age appropriate*

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

No (consider rating 1-3)

Yes (consider rating 4-7)

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

No

Yes

Uses skills that are not yet immediate foundational

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time across settings and situations

Rating = 1

Rating = 2

Rating = 3

Is the child's functioning age-appropriate across all or almost all settings and situations?

No

Yes

To what extent is the child's functioning age-appropriate across settings and situations?

Occasional use of age-appropriate skills; more behavior that is not age-appropriate

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Rating = 4

Rating = 5

Does anyone have concerns about the child's functioning with regard to the outcome area?

Yes

No

Rating = 6

Rating = 7

Rating Scale Descriptors

- ☞ Age expected skills
- ☞ Immediate foundational skills
- ☞ Foundational skills



Foundational Skills



Immediate Foundational Skills

- ❧ The set of skills and behavior that occur developmentally just prior to age expected functioning
- ❧ They are the basis on which to build age expected functioning

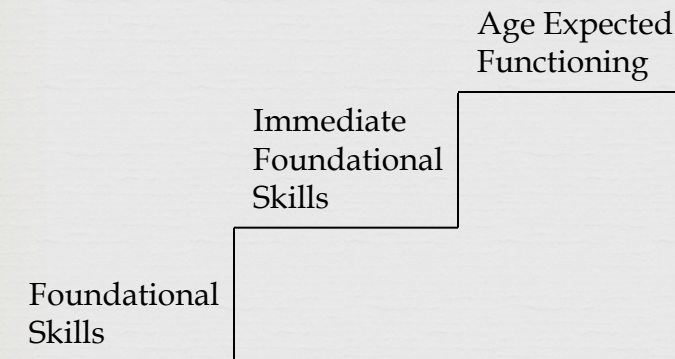
Foundational Skills

- ❧ Child's skills are like those of a MUCH younger child and don't nearly meet age expectations
- ❧ The child does not yet have skills at the immediate foundational level

IMMEDIATE FOUNDATIONAL SKILLS



Skills that serve as the base for later skills are called **foundational skills.**



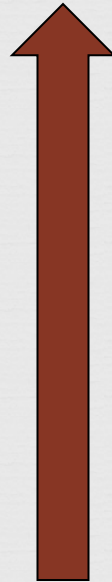
The set of skills and behaviors that emerge just prior to age expected functioning are called **immediate foundational skills.**

How Foundational Skills Lead to Age-Expected Functioning

Age Expected Functioning

Immediate
Foundational Skills

Foundational Skills
Foundational Skills
Foundational Skills



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When to Develop Entry Ratings



- ❧ After it is determined that a child qualifies for special education services the IEP team, including parent or information from the parent, can review all the information that was presented to determine the entry ratings.
- ❧ Or the IEP team, with parents, participate in a ratings meeting after the completion of the initial IEP meeting

The Question at Entry:



- For each of the 3 outcome areas, to what extent does this child show age appropriate functioning, across a variety of settings and situations, for this outcome?

The Questions at Progress Rating:

- ❧ In each of the 3 outcome areas, to what extent does this child show age appropriate functioning, across a variety of settings and situations, for this outcome?
- ❧ Has the child shown ANY new skills or behaviors related to this outcome since the last outcome rating?

When to Make Entry and Progress Determinations and Complete the Summary Form?



- ☞ Upon entry into receiving special education services (45 Calendar days allowed to reach consensus on the form if necessary) if it is anticipated the child will receive 6 months of ECSE services
- ☞ Progress ratings are required annually between February 1 and July 31 for all preschool age children with IEPs

Timing of Ratings



- ❧ At Entry to ECSE just as before. The “Entry Rating” is mandatory before the student’s enrollment is exited.
- ❧ Every year between February 1 and July 31.
- ❧ Upon exiting enrollment in ECSE services, an Early Childhood Outcomes Progress Rating will be required if the last rating is more than six months old.
- ❧ The ECO ratings may be submitted to SIS at any time the student is enrolled.

Name: _____ SID: _____ Male Female DOB: _____
 Last First Middle School: _____
 District: _____

Persons involved in deciding summary ratings - Role/Title

<input type="checkbox"/> Positive Social Relationships	<input type="checkbox"/> Acquire and Use Knowledge and Skills	<input type="checkbox"/> Take Appropriate Action to Meet Own Needs
1 - Not Yet 2 - Between Not Yet and Nearly	3 - Nearly 4 - Between Nearly and Somewhat	5 - Somewhat 6 - Between Somewhat and Completely 7 - Completely
Summary of Evidence:	Summary of Evidence:	Summary of Evidence:
Sources of Supporting Evidence - Date	Sources of Supporting Evidence - Date	Sources of Supporting Evidence - Date
special considerations	special considerations	special considerations

Did _____ Participate in the Ratings? Yes No
 Coordinator, IEA Representative or Administrator Yes No
 Early Childhood Teacher Yes No

Psychologist or Social Worker Yes No
 Speech/Language Pathologist Yes No
 Another Related Service Provider (e.g. OT/PT) Yes No

How was Parent Involved in the Ratings? 1 - Information Received in Team Meeting from Parent
 2 - Information from Parent Incorporated into assessment(s)
 3 - Parent Did Not Participate in Ratings Process

Progress Rating Only

Made Progress Positive Social Relationships? Yes No
 Made Progress Acquire use and Knowledge Skills? Yes No
 Made Progress Take Appropriate Action to Meet Own Needs? Yes No

Primary Assessment (Select Only One)

1 - Assessment and Evaluation Programming System (A/EPS) 5 - Hawaii Early Learning Profile (HELP) 9 - Child has an IEP for Speech Only

HOW DO WE RECORD OUR ECO

All ECO ratings must be completed on this form.

Data entered into Powerschool or other student management systems ONLY will not be in compliance with the documentation requirements as identified through ISBE.

There's an App for this: Ec-ecotool.com,
User's Guide at eclre.org



Illinois Child Outcomes Summary Form

Add New Entry

Enter Progress

Edit Existing Entry

Generate Reports and Export Data

Download Rating Definitions

Questions, bugs, or other issues to report, email the support team

Child Outcome Summary Form Generated



Smith	John		Family/Caretaker
Jones	Sarah		Coordinator, LEA Representative or Administrator

Progress Rating Only (choosing "Yes" does not require a rating change)

Made Progress Toward Increasing Positive Social Relationships? Yes No

Made Progress Toward Increasing Acquisition and Use of Knowledge Skills? Yes No

Made Progress Toward Increasing Taking Appropriate Action to Meet Own Needs? Yes No

Summary of Evidence: gfhgj	Summary of Evidence: yrtfhn	Summary of Evidence: lukghm
Sources of Supporting Evidence : mjhjgjhv	Sources of Supporting Evidence : :hjn	Sources of Supporting Evidence : luytfgv
Special Considerations: .jhk,jb	Special Considerations: kutgj	Special Considerations: kiuytgfgb

Entry and Progress Ratings (use ECO Decision Tree to determine ratings, then choose from below and note rating in box)

Summary.....

- ❧ The summary form is NOT an assessment tool-it summarizes information from various data sources, including results from assessment tools, parent input and observation
- ❧ The rating reflects a GLOBAL sense of the child's functioning

Essential Knowledge for Completing the Child Outcome Summary form

- Between them, team members must:
 - Know about the child's functioning across settings and situations
 - Understand age expected child development
 - Understand the content of the three child outcomes
 - Know how to use the rating scale
 - Understand age expectations for child functioning within the child's culture

DEC Recommended Practices and Assessment

- Authentic, focusing on child's routine functional skills
- Multiple measures, including observations, interviews, one or more assessment instruments
- Reflects typical, everyday classroom and community activities
- Multiple sources, including information from parents, caregivers, service providers

Recognizes diversity

Relates to curriculum

Offers insights on program evaluation

Primary Assessments



- ❑ Primary Assessments for Progress Reporting has been revised to improve the accuracy of the ratings.
- ❑ The Primary Assessments are now more broad based looking at the “whole” child.

ASSESSMENT DECISION MAKING

Curriculum Based Assessments

Preferred Assessment Method

Teaching Strategies Gold, High Scope Child Observation Record, Carolina Curriculum, Assessment & Evaluation Programming System (AEPS), Hawaii Early Learning Profile (HELP)

Global Assessments

Preferred Assessment Method

Transdisciplinary Play-Based Assessment (TPBA), Early Learning Scale (ELS), Work Sampling System (WSS)

Global Screener

Only for Speech and Language Only

Ages and Stages ASQ

Using Data for Improvement = EIA



Evidence

Inference

Action

Evidence



- ✧ Evidence refers to the numbers, such as
“45% of children in category b”
- ✧ The numbers are not debatable



Inference



- ❧ How do you interpret the #s?
- ❧ What can you conclude from the #s?
- ❧ Does evidence mean good news? Bad news? News we can't interpret?
- ❧ To reach an inference, sometimes we analyze data in other ways (ask for more evidence)

Inference



- ∞ Inference is debatable -- even reasonable people can reach different conclusions from the same set of numbers
- ∞ Stakeholder involvement can be helpful in making sense of the evidence



Action



- ❧ Given the inference from the numbers, what should be done?
- ❧ Recommendations or action steps
- ❧ Action can be debatable – and often is
- ❧ Another role for stakeholders

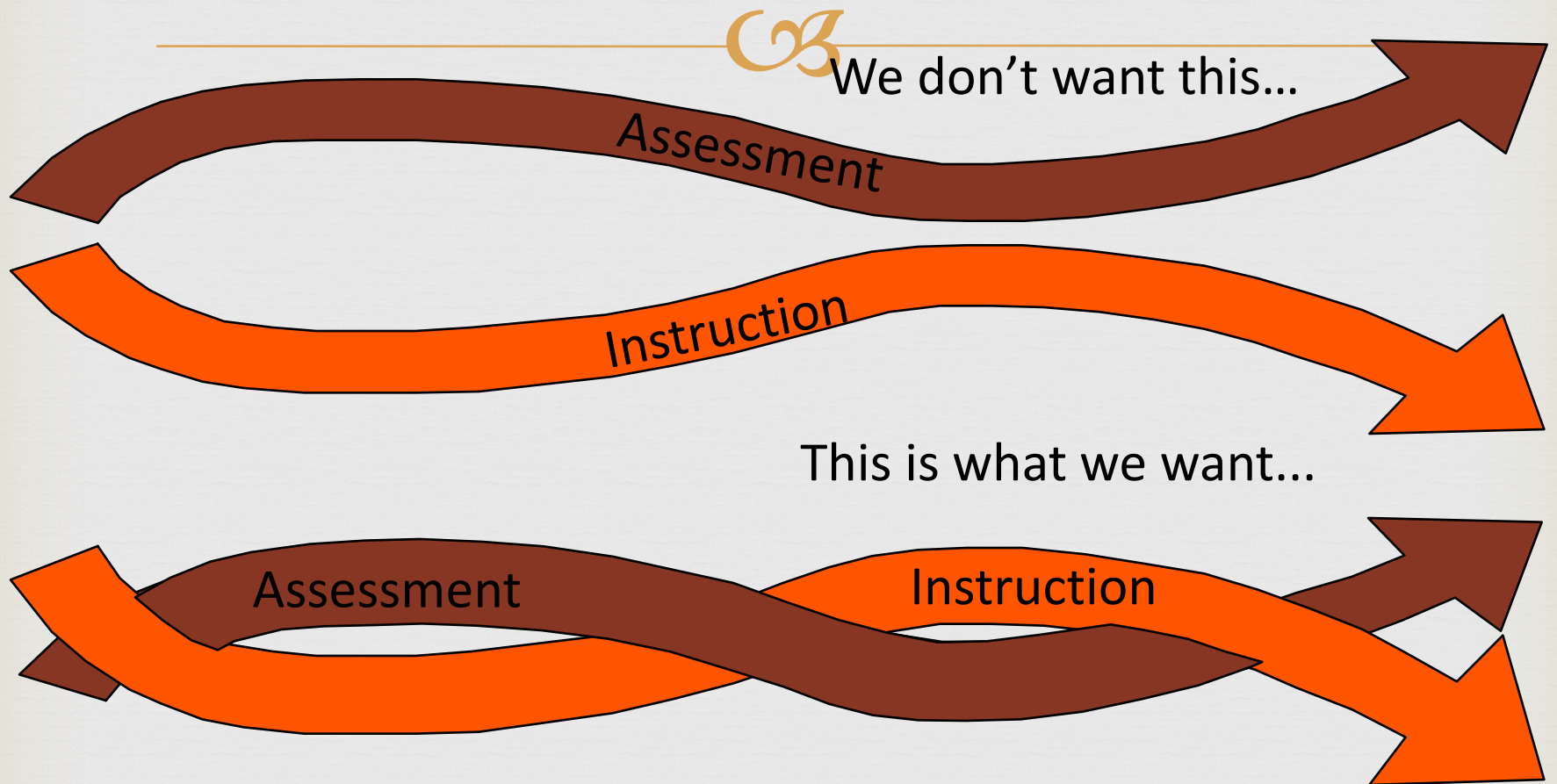
Key Points



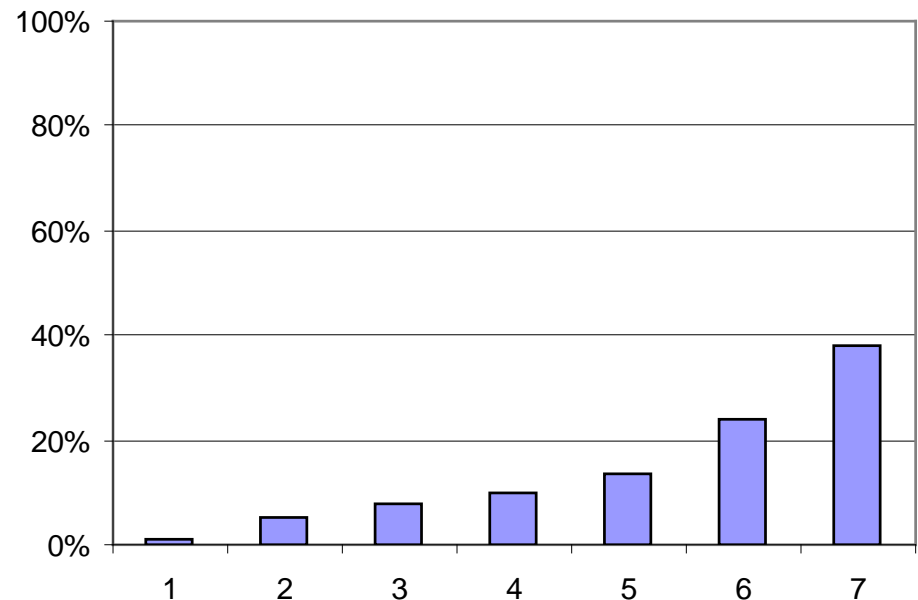
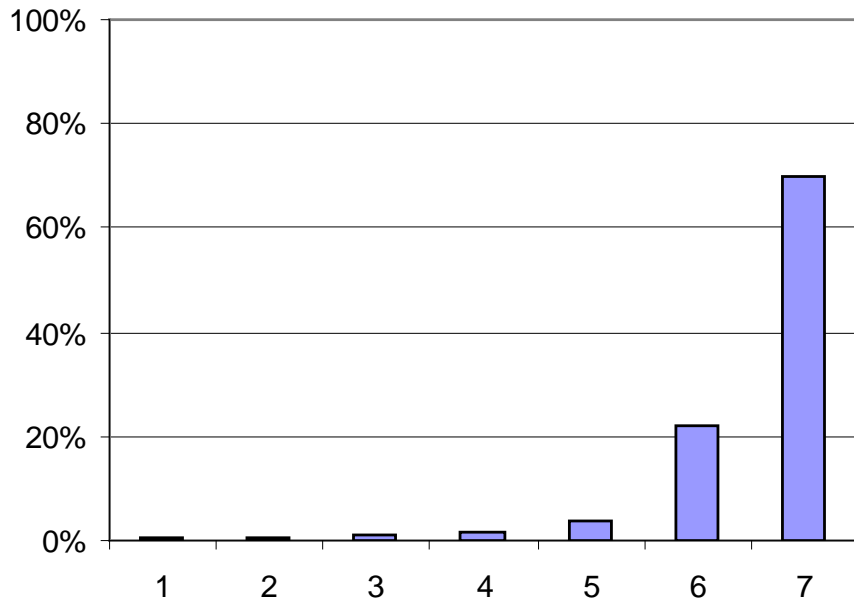
- ❧ Evidence refers to the numbers and the numbers by themselves are meaningless
- ❧ **Inference** is attached by those who read (interpret) the numbers
- ❧ You have the opportunity and obligation to attach meaning



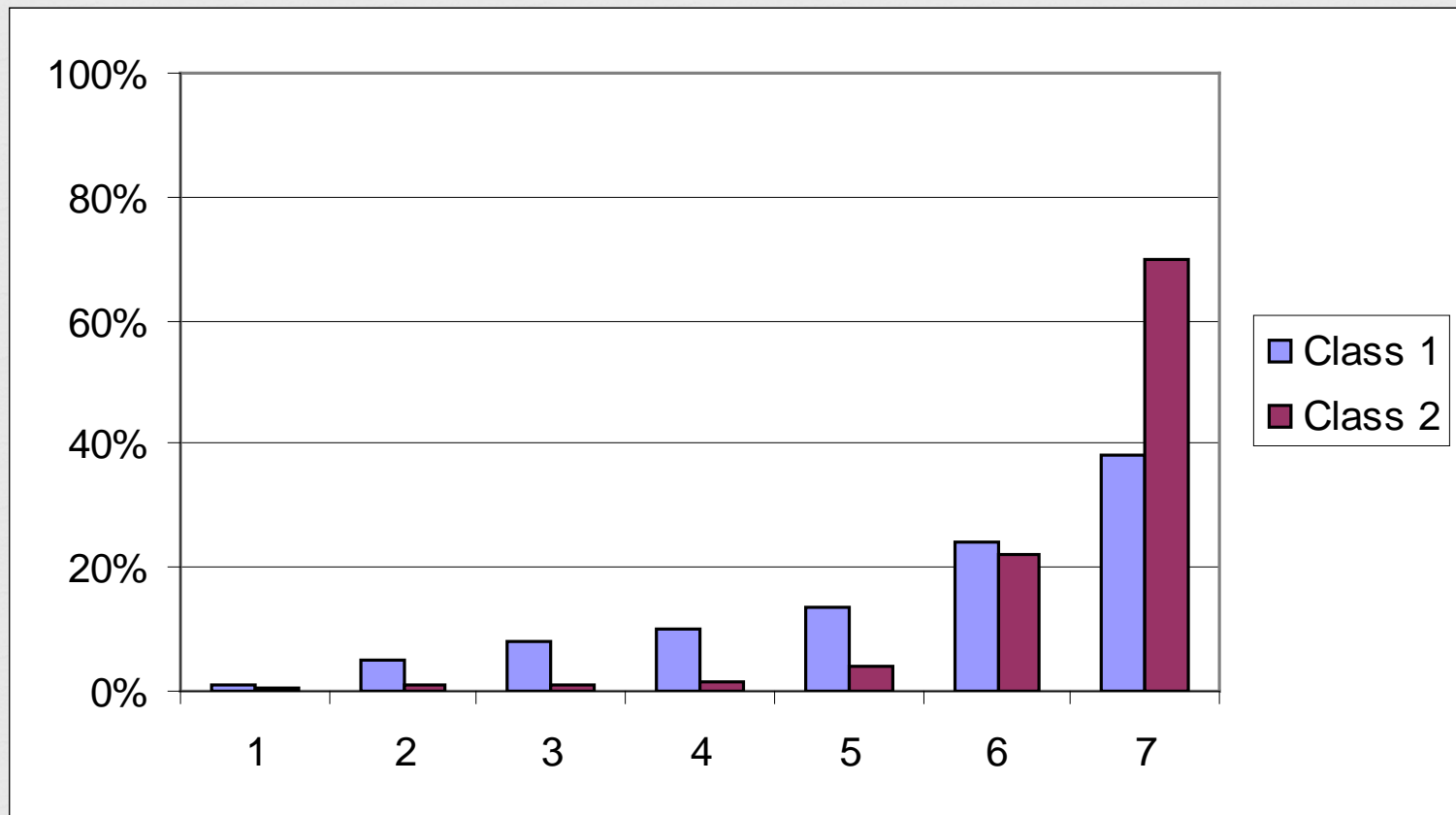
Integrated Assessment Systems



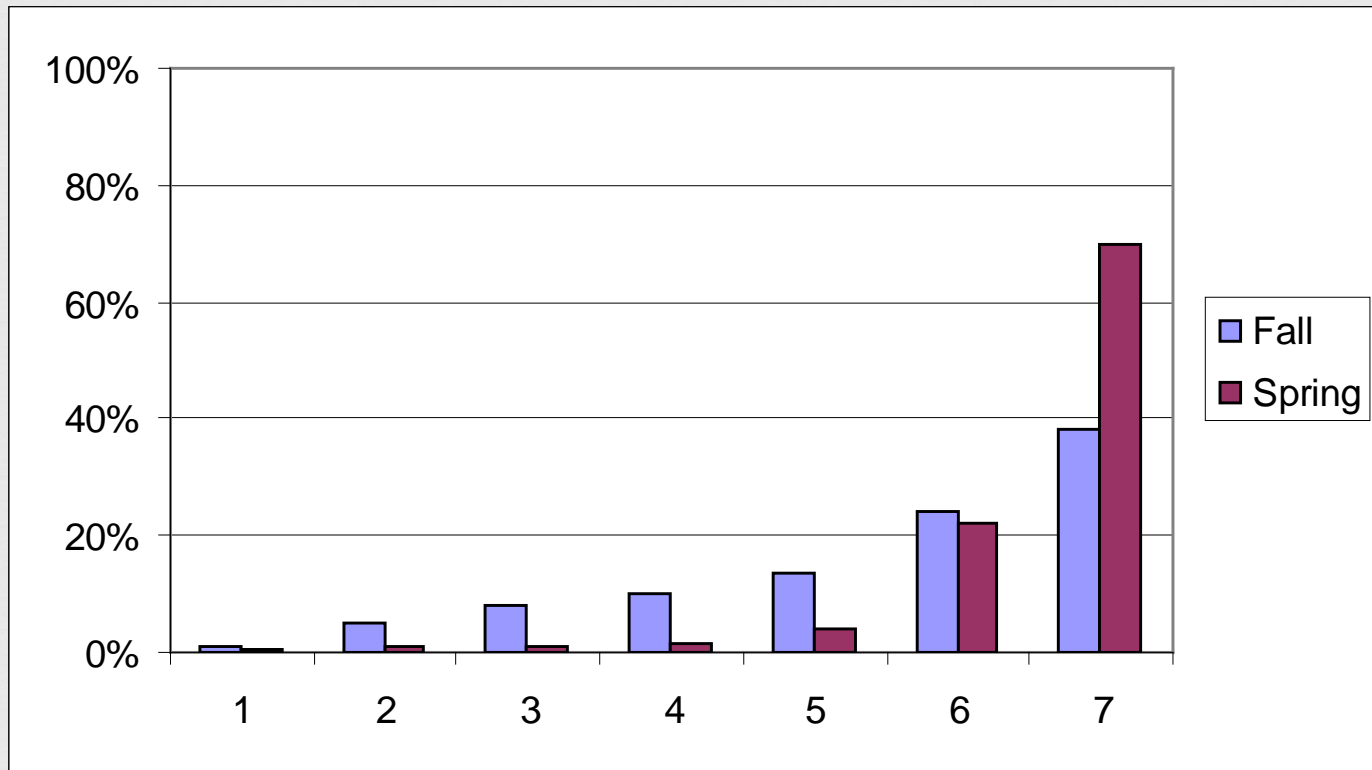
Comparison of Two Classes - Fall



Frequency on Outcome 1 - Fall



Frequency on Outcome 1 - Class 1



Average Scores on Outcomes by Class – Fall

Class	Social-Emotional	Knowledge and Skills	Action to Meet Needs
1	4.5	4.6	4.7
2	5.3	5.2	4.7
3	4.9	4.9	4.9
4	6.4	5.9	6.6
5	5.3	4.3	4.9
6	3.8	2.9	3.9
All Classes	5.03	4.63	4.95

Inferences from Class Chart?



- ❧ If this was your program, what inferences could be made about:
 - ❧ Curriculum
 - ❧ Instruction
 - ❧ Intensity
- ❧ Would you use this type of chart to assist you in your program planning?

Important ECO Principles



- ❧ Overall goals for all children
 - ❧ *To function successfully*
 - ❧ in home, kindergarten and community
 - ❧ *To function at the level* of their typically-developing same-age peers

- ❧ Includes *every* child with an *IEP* ...
 - ❧ All IEP services
 - ❧ All environments

- ❧ Focus on *function*
 - ❧ NOT specific developmental domains; Interrelation among areas of development
 - ❧ Use of skills in context – authentic assessment



Next Steps



- ❧ What might be some changes to your current practice?
 - ❧ Process for determining rating?
 - ❧ Primary Assessments used to inform rating?
 - ❧ Family involvement in the rating?
 - ❧ Documentation used for rating?
 - ❧ How will you address the new mandate for Progress Ratings?

Keeping our eye on
the prize:
High quality
services for children
and families that will
lead to good
Outcomes!

