AGENDA

• OSEP REQUIREMENTS

• HOW OUTCOMES ARE MEASURED: THE RATINGS

• TOOLS AND RESOURCES

• HOW TO USE YOUR DATA – RECOMMENDED PRACTICES
WHY DO WE DO EARLY CHILDHOOD RATINGS??

ULTIMATELY FOR QUALITY SERVICES AND PROGRAMS
OUTCOME = END RESULT

- Age of accountability
- Accountability increasingly means looking at results, not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcome data on children participating in early intervention and early childhood special education programs
WHAT OSEP REQUIRES US TO MEASURE:

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

- Includes areas like:
  - Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play
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, classification, spatial relationships
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy and numeracy (3-5)
CHILDREN TAKE APPROPRIATE ACTION TO MEET THEIR NEEDS

- Involves:
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (e.g., fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety

- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants
HOW DO WE MEASURE OUTCOMES?
Assessing Functional Outcomes

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- *Not* the child’s capacity to function under unusual or ideal circumstances
- *Not* necessarily the child’s performance in a structured testing situation (“noncompliant”)
- *Not* domain-specific.
FUNCTIONAL SKILLS

- NOT:
  - Isolated skills
  - Discrete behaviors such as speaks in 2 word sentences, stacks 3 blocks, uses pincer grasp
  - What the child does in a structured testing situation – one standardized way
FUNCTIONAL SKILLS

- ARE
  - Meaningful, in the context of everyday routines
  - What you see in the natural setting
  - Across settings and situations
  - Skills the child uses to accomplish tasks
Functional skills

- Not domain based
- Involve multiple domains
- Integrate skills across domains
- Children function across developmental domains
EXAMPLES

- **FUNCTIONAL**
  - Points to indicate needs or wants
  - Engages in back and forth verbal exchanges with caregivers using 2-word utterances
  - Can eat dry cereal with fingers

- **ISOLATED**
  - Uses finger in pointing motion
  - Uses 2-word utterances
  - Uses pincer grasp
First – what’s an outcome?

- Outcomes are the benefits that children and families experience as a result of early intervention/early childhood special education services.

- The three child outcomes, as measured for accountability purposes, are different than IFSP or IEP outcomes in that
  - The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)
  - IFSP or IEP outcomes are specific to an individual child, based on his or her individual needs.

- Each outcome is a snapshot of:
  - The whole child
  - Status of the child’s current functioning
  - Functioning across settings and situations

But what makes it FUNCTIONAL?

EARLY CHILDHOOD OUTCOME RATINGS ARE COMPLETED BY A TEAM THAT MUST INCLUDE AT LEAST 2 PROFESSIONALS. PARENTS CAN ALSO BE AN IMPORTANT PART OF THIS TEAM
WHEN DO YOU COMPLETE RATINGS?

ENTRY INTO A PROGRAM
EXIT FROM A PROGRAM (PERMANENT)
CHILD MOVES INTO YOUR STATE FROM ANOTHER STATE
OPTIONAL: TO MONITOR PROGRESS
EXITS

PERMANENT EXIT IS CONSIDERED:

- Leaving Part C and transitioning to Part B (with or without parental permission for release of records to Part B),
- Leaving Part C at age 3 and not transitioning to Part B,
- Transitioning from preschool services to kindergarten,
- A child is in a Part B preschool program and turns age 6 (the child is not in kindergarten),
- Child has completed the IFSP/IEP and no longer requires services under IDEA,
- Moved out of state,
- Child is withdrawn by parent or guardian, or
- Deceased.
<table>
<thead>
<tr>
<th>PROGRAM EXIT VERSUS ORGANIZATION EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM EXIT</strong></td>
</tr>
<tr>
<td>Child permanently exits Part C or B</td>
</tr>
<tr>
<td><strong>ORGANIZATION EXIT</strong></td>
</tr>
<tr>
<td>Child moves from one program/district to another within the same state</td>
</tr>
</tbody>
</table>
TIMELINES

- Must complete the ECO ratings within 30 calendar days of entering or exiting services.
- July 31\textsuperscript{st} = last day to enter ratings for that fiscal year (from 7/1 through 6/30 of that year)
- August 1\textsuperscript{st} – August 31\textsuperscript{st} = data verification for previous fiscal year (able to make corrections during this period only)
HOW DO WE START?
STEPS FOR A SUCCESSFUL RATING

Authentic Assessment
- Variety of tools, across settings

Documenting the Basis for the Rating Form (DBR-optional)
- To record functional behaviors into three categories (foundational, immediate foundational, and age expected)

Decision Tree for Summary Rating Discussions
- To help you determine the numerical rating (1-7)

Child Outcome Summary Form (COSF)
DEC RECOMMENDED PRACTICES FOR ASSESSMENT

• Involve multiple sources
  – Examples: family members, professional team members, service providers, caregivers

• Involve multiple measures
  – Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples
TOOLS
KANSAS CURRICULUM BASED MEASURES

- Assessment and Programming Evaluation System (AEPS)
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- Child Observation Record (High Scope)
- Creative Curriculum Developmental Continuum Assessment/ GOLD
- Hawaii Early Learning Profile (HELP)
- Individual Growth and Development Indicators (IGDIs, birth-3)
- Transdisciplinary Play-Based Assessment (TPBA2)
- Work Sampling System (3-5)
USER GUIDE

- Timelines
  - Entry, Exit, Data Verification

- Key Points
  - Rules of ECO and as it relates to the data entry

- Step by step instructions
  - how to enter data into the Outcomes Web System
  - How to register
Trajectory of Skills

Foundational Skills

Immediate Foundational Skills

Age Expected Functioning
> 4 MONTHS DELAYED

3-4 MONTHS DELAYED

AGE APPROPRIATE
AGE EXPECTED, IMMEDIATE FOUNDATIONAL, FOUNDATIONAL SKILLS

- **AGE EXPECTED**
  - Skills you would expect to see in a same aged peer

- **IMMEDIATE FOUNDATIONAL**
  - Skills that occur just prior to age-expected functioning (3-4 months delayed)

- **FOUNDATIONAL SKILLS**
  - Skills of a much younger child that serve as a base and are conceptually linked to the later skills (>4 months delayed)
Documenting the Basis for the Rating Form

Outcome 1: Positive Social-Emotional Skills (Including Social Relationships)
- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Functioning that will lead to immediate foundational skills

Functioning that shows immediate foundational skills

Functioning that is age appropriate

Behavior that is not age appropriate but not like that of a younger child


Documenting the Basis for the Rating Form

Outcome 1: Positive Social-Emotional Skills (Including Social Relationships)
- Riding with adults
- Riding with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Functioning that will lead to immediate foundational skills
Functioning that shows immediate foundational skills
Functioning that is age appropriate

> 4 MONTHS DELAYED

3-4 MONTHS DELAYED
Behavior that is not age appropriate but not like that of a younger child

AGE APPROPRIATE

Developmental Progressions and the Child Outcome Summary (COS) Process 7-Point Rating Scale

The COS process uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental progressions that lead to age-expected functioning, asking:

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS 7-point scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way; later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as “foundational skills.” For example, children

http://ectacenter.org/eco/assets/pdfs/Immediate_foundational_skills.pdf
MILESTONES

- North Dakota
- CDC
- American Academy of Pediatrics (Healthychildren.org)
- Zero to Three
MORE TOOLS

Age-Expected Child Development from Birth to 5 Years

The following are resources providing different kinds of information about age-expected skills and behaviors observed in children from birth to five years. Additional resources may be found on the Early Childhood Outcomes Center website (www.the-eco-center.org) in the professional development section under ECO Resources.

Albert Einstein College of Medicine (Yeshiva University) (http://www.einstein.yu.edu)
In this public service video for parents, Lisa Shulman, M.D., uses video of babies and toddlers to show the communication milestones expected in typically developing children. She also discusses what parents should do if they suspect their child is developmentally delayed. Watch the video at http://www.youtube.com/watch?v=jZ6jD69IG4.

American Academy of Pediatrics (http://www.healthychildren.org/English/ages-stages/Pages/default.aspx)
Offers health and developmental milestones for different ages, and developmental signs which may need further evaluation.

Centers for Disease Control (http://www.cdc.gov/ncbddd/actearly/milestones/index.html)
This webpage provides bulleted information on developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive charts and checklists by age, video on milestones, and select areas of development, and examine expected changes in milestones over time.

Colorado Age-Anchoring Resources:
These materials, developed by Larimer County, CO, provide examples of age-expected development according to the three child outcome areas. They cover child skills and functioning from birth to 30 months.
Outcome 1:
(http://projects.fpg.unc.edu/~eco/assets/pdf/Outcomes/LarimerCountyAgeAnchoringTool.pdf)
Outcome 2:
(http://projects.fpg.unc.edu/~eco/assets/pdf/Outcomes/LarimerCountyAgeAnchoringTool2.pdf)
Outcome 3:
(http://projects.fpg.unc.edu/~eco/assets/pdf/Outcomes/LarimerCountyAgeAnchoringTool3.pdf)

http://ectacenter.org/eco/assets/pdfs/Age-expected_Resources.pdf
AND NOW FOR THE RATINGS
# RATINGS 1-7

**Definitions for Outcome Ratings:**

For Use with the Child Outcomes Summary Form (COSF)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7      | Completely means: Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life. Functioning is considered appropriate for his or her age.  
   - No one has any concerns about the child’s functioning in this outcome area. |
| 6      | Somewhat means: Child’s functioning generally is considered appropriate for his or her age but there are some significant concerns about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.  
   - Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations. |
| 5      | Nearly means: Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.  
   - Child’s functioning might be described as like that of a slightly younger child. |
| 4      | Not yet means: Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.  
   - Child does not yet show functioning expected of a child of his or her age in any situation.  
   - Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.  
   - Functioning might be described as like that of a younger child. |
| 3      | Nearly means: Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.  
   - Child does not yet show functioning expected of a child his or her age in any situation.  
   - Child’s functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.  
   - Child functioning reflects skills that developmentally come before immediate foundational skills.  
   - Child’s functioning might be described as like that of a much younger child |

*The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.*

Decision Tree for Summary Rating Discussions

1. Does the child ever function in ways that would be considered age-expected with regard to this outcome?
   - No (consider rating 1–3)
   - Yes (consider rating 4–7)

2. Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?
   - No
   - Yes
      - To what extent is the child using immediate foundational skills across settings and situations?
         - Uses skills that are not yet immediate foundational
           - Rating = 1
         - Occasional use of immediate foundational skills
           - Rating = 2
         - Uses immediate foundational skills most or all of the time
           - Rating = 3
      - To what extent does the child function in ways that are age-expected across settings and situations?
        - Occasal use of age-expected skills; more behavior that is not age-expected
          - Rating = 4
        - Uses a mix of age-expected and not age-expected behaviors and skills
          - Rating = 5
        - Does anyone have concerns about the child’s functioning with regard to the outcome area?
          - Yes
          - Rating = 6
          - No
          - Rating = 7

ECTA Center
The Early Childhood Technical Assistance Center

http://ectacenter.org/eco/assets/pdfs/Decision_Tree.pdf

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org
Kansans CAN
# Child Outcomes Summary Form

**Date of Rating:** 12/15/08  
**First Date of Services:** 11/30/08

**Child Information:**
- **Legal Name:** Jennifer Ann Prenter
- **Date of Birth:** 02/06
- **KIDS ID:** 1234567890

**Persons involved in deciding the summary ratings:**

<table>
<thead>
<tr>
<th>Name (First, Middle Initial, Last)</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Dancy</td>
<td>Infant/Toddler Coordinator</td>
</tr>
<tr>
<td>Molly Hummel</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Cindy Beal</td>
<td>Parent Educator</td>
</tr>
<tr>
<td>Mike Glenn</td>
<td>ECSE Teacher</td>
</tr>
<tr>
<td>Patrick Charles</td>
<td>Speech Language Pathologist</td>
</tr>
</tbody>
</table>

**Family information on child functioning:**
- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 16 months)

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations?

(circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Emerging</th>
<th>Somewhat</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Supporting evidence for answer to Question 1a

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Date</th>
<th>Summary of Relevant Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>12/1/08</td>
<td>In the classroom, Jennifer displays affection toward familiar adults, plays simple hide-and-seek games with adults and peers, primarily watches others or stays alone, cooperates with familiar routines (arrival, snack, departure)</td>
</tr>
<tr>
<td>Interview</td>
<td>11/16/08</td>
<td>Patty reports that Jennifer shows affection toward parents and siblings and enjoys playing near older siblings, sometimes holding or displaying similar toys. She sometimes cries when siblings leave for school. She loves family time.</td>
</tr>
<tr>
<td>Assessment, Evaluation, and Programming System (AEP)</td>
<td>12/16/08 Jennifer initiates and responds appropriately to social interaction with familiar adult, plays simple social games, smiles and watches peers at play, sometimes playing nearby with same toys.</td>
<td></td>
</tr>
</tbody>
</table>

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
COSF OUTCOME 2

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
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<th>Somewhat</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Supporting evidence for answer to Question 2a

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Date</th>
<th>Summary of Relevant Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>12/11/08</td>
<td>In the classroom, Jennifer uses trial and error with different toys, imitates familiar actions, explores novel objects/toys, and sometimes uses familiar cause-effect toys or crayons functionally.</td>
</tr>
<tr>
<td>Interview</td>
<td>11/16/08</td>
<td>Patty reports Jennifer will move around obstacles to get to a desired toy/objet or will come to Patty for help finding missing or hidden toy, cookies, or sippy cup. She brings toy or shoes to Patty on request.</td>
</tr>
<tr>
<td>Assessment, Evaluation, and Programming System (AEPS)</td>
<td>12/16/08</td>
<td>Jennifer remembers where favorite toy/books are kept in classroom, correctly activates simple toys, and looks briefly at books. She imitates actions and gestures in simple social games; imitates many words in familiar songs, rhymes, picture books.</td>
</tr>
</tbody>
</table>

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

If yes, describe progress:
COSF OUTCOME 3

3. Taking Appropriate Action to Meet Needs

To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toilet use, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
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<th>Somewhat</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Supporting evidence for answer to Question 3a

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Date</th>
<th>Summary of Relevant Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>12/1/08</td>
<td>In the classroom, Jennifer shows desire to do things for herself (i.e., removes hat &amp; unbuttoned coat after recess) and moves safely through her environment, following classroom routines with adult prompting.</td>
</tr>
<tr>
<td>Interview</td>
<td>11/16/08</td>
<td>Patty also sees signs of emerging independence in Jennifer, i.e., trying to brush own teeth, removing socks &amp; shoes, initiating sibling at bath time.</td>
</tr>
<tr>
<td>Assessment, Evaluation, and Programming System (AEPS)</td>
<td>12/16/08</td>
<td>Jennifer pulls at her diaper when wet, uses gestures and some single words to request food or drink. She drinks from cup, eats mostly with fork or spoon, cooperates with washing and drying hands.</td>
</tr>
</tbody>
</table>

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

- Yes 1 -
- No 2
CHILD OUTCOME SUMMARY FORM (COSF)

Discussion Prompts

The pages that follow provide a few ideas for some types of questions or prompts that could be used to elicit conversation about a child’s functioning with regard to the three global child outcome statements. As teams discuss child functioning in these outcomes areas, they generally draw on many sources of information and ask excellent questions that provide a specific description of what the child generally does with regard to each outcome. However, some teams have looked for further guidance about the kinds of questions that might help them focus on functional skills and span many of the components reflected in each outcome. The list that follows is by no means a comprehensive list of the types of questions or topics that might be discussed. It also is not intended to be used as a checklist necessary for discussion or as a checklist that will always constitute a complete discussion. However, it might provide some ideas to expand team approaches. It also may be helpful if individuals new to the COSF are quickly training other staff in using it and want more information for that purpose. As you begin to use this resource, we encourage you to share comments and additions with us at staff@the-eco-center.org so that we can include and circulate them as well.

OUTCOME 1: Child has positive social relationships.
Thinking about relating to adults, relating to other children, and (for those older than 12 months) relating to groups or interacting with others.

△ How does the child relate to his/her parent(s)?
△ How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
△ How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
△ How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
△ How does the child interact/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
△ How does the child interact with/react to peers (e.g., at child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
△ How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
△ What is the child’s eye contact with others like? Does it differ across situations or with different people?
△ How does the child display his/her emotions?
△ How does the child read and react to the emotions and expressions of others?
△ How does the child respond to touch from others?
△ How does the child maintain interactions with people?
△ In what situations and ways does the child express delight or display affection?
△ In the child’s interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child’s age (e.g., screaming, biting, tantrums)?


The Early Childhood Outcomes Center

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org

Kansans CAN
## DRAFT AEPS – Three to Six Years  6/27/07


#### Crosswalk with Child Outcomes

<table>
<thead>
<tr>
<th>Cognitive Area</th>
<th>Fine Motor Area</th>
<th>Gross Motor Area</th>
<th>Adaptive Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Play 1. Engages in cooperative, imaginary play 2. Engages in games with rules</td>
<td>A. Bilateral Motor Coordination 1. Uses two hands to manipulate objects, each hand performing different movements* 2. Cuts out shapes with curved lines</td>
<td>A. Balance and Mobility 1. Runs avoiding obstacles* 2. Alternates feet walking up and down stairs*</td>
<td>A. Mealtime 1. Eats and drinks a variety of foods using appropriate utensils with little or not spilling 2. Prepares and serves food</td>
</tr>
<tr>
<td>A. Social-Communicative Interactions 1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions 2. Uses conversational rules 3. Establishes and varies social-communicative roles</td>
<td>Social-Communicative Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1b, 2b, 3b: Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? This question is answered “yes” if the child has acquired ANY new skill or shown any improvement related to this outcome since the last COS was completed, e.g.,

One new word
One new gesture
WHAT YOU NEED TO KNOW FOR THE RATINGS:

- Understand the content of the three child outcomes
- Understand age-expected child development
- Know about the child’s functioning across settings and situations
- Understand age expectations for child functioning within the family’s culture
- Understand how to use the 7-point rating scale
LOOKING AT THE DATA
QUALITY PROGRAMS
INCLUSION

What does this mean to you?

What does this look like in your program?
RECOMMENDATIONS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS

September 14, 2015
VISION: Kansas leads the world in the success of each student.
MISSION:
To prepare Kansas students, birth through age 8, for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.
KSDE’s vision for developmentally appropriate environments means that each and every infant, toddler, preschooler, kindergartener, first, second and third grader is in a learning environment where:
VISION:

- Teachers and caregivers know where they are headed by setting goals and following standards.

- Teachers and caregivers plan meaningful and engaging learning experiences.

- Teachers and caregivers use a variety of effective teaching strategies informed by data, such as observations, work samples, and family input to best meet the needs of each child in the classroom and early learning setting or, every environment.

- Teachers and caregivers individualize rigorous instruction and learning experiences to best meet the needs of each child in every environment (Phillips & Scrinzie, 2013).
SHARE

SHARE WITH ANOTHER PERSON(S) SITTING CLOSE TO YOU FROM OTHER PROGRAMS.

- WHAT DID YOU THINK ABOUT THAT IS WORKING?
- WHAT DO YOU SEE THAT COULD BE CHANGED?
CORE PRINCIPLES ACROSS KSDE EARLY LEARNING SETTINGS

- Enhance development and learning
- Implement evidence-based curriculum that includes play
- Assess children’s development and learning
- Promote reciprocal relationships with families
- Create a caring community of learners
- Plan and implement successful transitions
WHAT AN ADMINISTRATOR NEEDS TO KNOW

- KITS WEBSITE:

- ECTA WEBSITE:
Kansas Inservice Training System

KS ECO Resources

kits

Information for Part C & Part B Programs

Introduction to Early Childhood Outcomes in Kansas

All federally funded programs are required to provide data on effectiveness and results. As required by the U.S. Department of Education, Office of Special Education Programs (OSEP), the Kansas State Department of Education (KSDE) and the Kansas Department of Health and Environment (KDHE), with broad stakeholder input, developed a system for collecting and reporting early childhood outcomes (ECO) data from Part B/619 preschool programs and Part C infant toddler services. Baseline data were reported in 2008 and since that time outcomes data are used at the federal level to examine the effectiveness of state programs serving children with disabilities from birth through age five. Annual outcomes data are reported to OSEP in the Annual Performance Report and publicly reported thereafter by KSDE and KDHE.
Kansas Inservice Training System

KS ECO Resources

kits

Information for Part B

COSF Training: Independent Study

- Completing the Early Childhood Outcome Ratings Using the COSF **(NOTE: This presentation was created with Captivate software. This presentation will take some time to download, Captivate will open a new window using SWF. The first slide will automatically begin. To navigate to the following slides, use the buttons on the lower left side of the window or click on the slide while it is playing.)**
MILESTONES

http://www.cdc.gov/ncbddd/actearly/milestones/index.html
https://www.healthychildren.org/English/ages-stages/Pages/default.aspx
http://ectacenter.org/eco/assets/pdfs/Age-expected_Resources.pdf
CROSSWALKS

- http://ectacenter.org/eco/pages/crosswalks.asp#Crosswalks

RESOURCES

- www.kskits.org
- www.ecta.org
- http://dasycenter.org
- www.ksde.org
- www.ksdetasn.org
TECHNICAL SUPPORT

PART B:
Questions: Barbara Dayal-Part B 619 Coordinator
bdayal@ksde.org
Vera Stroup-Rentier: Assistant Director – KSDE
vstroup-rentier@ksde.org
Additional support requests: TASN
http://ksdetasn.org

PART C:
Heather Staab-Part C Coordinator
hstaab@kdheks.gov
KEEP CALM AND TIME TO RELAX !!