KANSAS EARLY CHILDHOOD OUTCOMES: THE PROCESS, PROCEDURE AND VALUE OF THIS DATA

KDEC CONFERENCE
MARCH, 2017
WICHITA, KANSAS

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

Agenda
- OSEP REQUIREMENTS
- How outcomes are measured: the ratings
- Tools and resources
- How to use your data – recommended practices
**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, special relationships
  - Imagination
  - 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 higher 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

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 finger grasp

TEAM-BASED DECISIONS

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.

PROGRAM EXIT VERSUS ORGANIZATION EXIT

PROGRAM EXIT
Child permanently exits Part C or B

ORGANIZATION EXIT
Child moves from one program/district to another within the same state

TIMELINES

- Must complete the ECO ratings within 30 calendar days of entering or exiting services.
- July 31st = last day to enter ratings for that fiscal year (from 7/1 through 6/30 of that year)
- August 1st – August 31st = 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 (AEP5)
- 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)

KANSAS OUTCOMES USER GUIDE

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

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)
DBR

MILESTONES

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

MORE TOOLS

AND NOW FOR THE RATINGS
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

THE “PROGRESS” QUESTION FOR PERMANENT EXITS

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

What does this mean to you?

What does this look like in your program?
**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.

**VISION:**
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:

- 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:**

KSKITS.ORG
ECTA ENTER

KANSAS STATE DEPARTMENT OF EDUCATION

MILESTONES

- 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
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vstroup-centier@ksde.org
Additional support requests: TASN
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PART C:
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