

Measuring Early Childhood Outcomes in South Carolina

Columbia, SC
October 2006



Early Childhood Outcomes Center





What We Will Cover

- Why collect outcomes data?
- Understanding the child outcomes
- Assessing the accomplishment of the 3 child outcomes
- Using the Child Outcomes Summary Form (COSF)
- Collecting and reporting data using the COSF





Your Presenters

- The National Early Childhood Technical Assistance Center (NECTAC)
 - Lynne Kahn
 - Christina Kasprzak
 - Robin Rooney
- Team for Early Childhood Solutions
 - Kristie Musick
 - Lesly Wilson



The State of the State's Numbers (per BabyTrac 10oct06):

- **Completion of Child Outcomes Training**
 - 396 active service coordinators
 - Approximately 300 active providers
- **342 individuals have completed online training (-354)**





Submission of Entry Data

- 488 Initial IFSPs developed since 01aug06 (referral date not relevant)
- **Child Outcome Entry Data has been submitted for 40 children (-448)**





Submission of Exit Data

- Zero children whose initial IFSP was developed on or after August 1 have exited the BabyNet System
- **Child Outcome Exit Data has been submitted for 1 child (+1)**



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Why Collect Outcomes Data?





Public Policy Context

- Age of accountability
- Accountability increasingly means looking at results – not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcomes data on children participating in early intervention and early childhood special education programs



PART Review for Part C Early Intervention

Results Not Demonstrated:

“... the program ... has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served.”

- Read more at Expectmore.gov





OSEP Response

- Required states to submit outcomes targets and data in their State Performance Plans and Annual Performance Reports (SPP/APRs)
- Funded the Early Childhood Outcomes Center to make recommendations, and to assist states in collecting, reporting and USING outcome data



OSEP Reporting Requirements: Child 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





OSEP Reporting Categories

Percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

3 outcomes x 5 "measures" = 15 numbers

Schedule for State reporting to OSEP

- Status-at-entry data must be reported to OSEP in February, 2007
- Progress data must be reported to OSEP in February, 2008
- Progress data are based on the difference between each child's status at entry and child's status at exit





Why Collect Outcomes Data?

- Federal government is the driving force behind the move to collect outcomes data
- However, providing data for the federal government is not the only reason to collect outcomes data





Why Collect Outcomes Data?

Data on outcomes are important for state and local purposes

- To document program effectiveness
 - Support continued or increased funding
- To improve programs
 - Identify strengths and weaknesses
 - Determine technical assistance and/or staff development needs



Think of all that we can learn for program planning and improvement purposes

- What would you like to know about YOUR program?
 - Which demographic group of children make the most/least progress?
 - Which service delivery options are associated with better progress toward outcomes?





Understanding the 3 Child Outcomes





3 Child Outcomes

- Children have positive social-emotional skills (including social relationships)
- Children acquire and use knowledge and skills (including early language/communication [and early literacy])
- Children use appropriate behaviors to meet their needs





Where did they come from?

- National consensus on purpose of Part C and ECSE programs:
“...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 programs, and in the community.”





Outcomes are Functional

- Functional refers to things that are meaningful to the child in the context of everyday living
- Refers to an *integrated* series of behaviors or skills that allow the child to achieve the outcomes
- They are *not*
 - a single behavior, nor are they
 - the sum of a series of discrete behaviors





Outcomes are Functional

- They cross domains– do not separate child development into discrete areas (communication, gross motor, etc.)
- Emphasis is on how the child is able to carry out meaningful behaviors in a meaningful context



Thinking Functionally

(within age-expected bounds)

■ *Not just....*

- Know how to make eye contact, smile, and give a hug
- Know how to imitate a gesture when prompted by others
- Use finger in pointing motion
- Show a skill in a specific situation

■ *But does he/she...*

- Initiate affection toward caregivers and respond to others' affection
- Watch what a peer says or does and incorporate it into his/her own play
- Point to indicate needs or wants
- Use a skill in actions across settings and situations to accomplish something meaningful to the child

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, 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

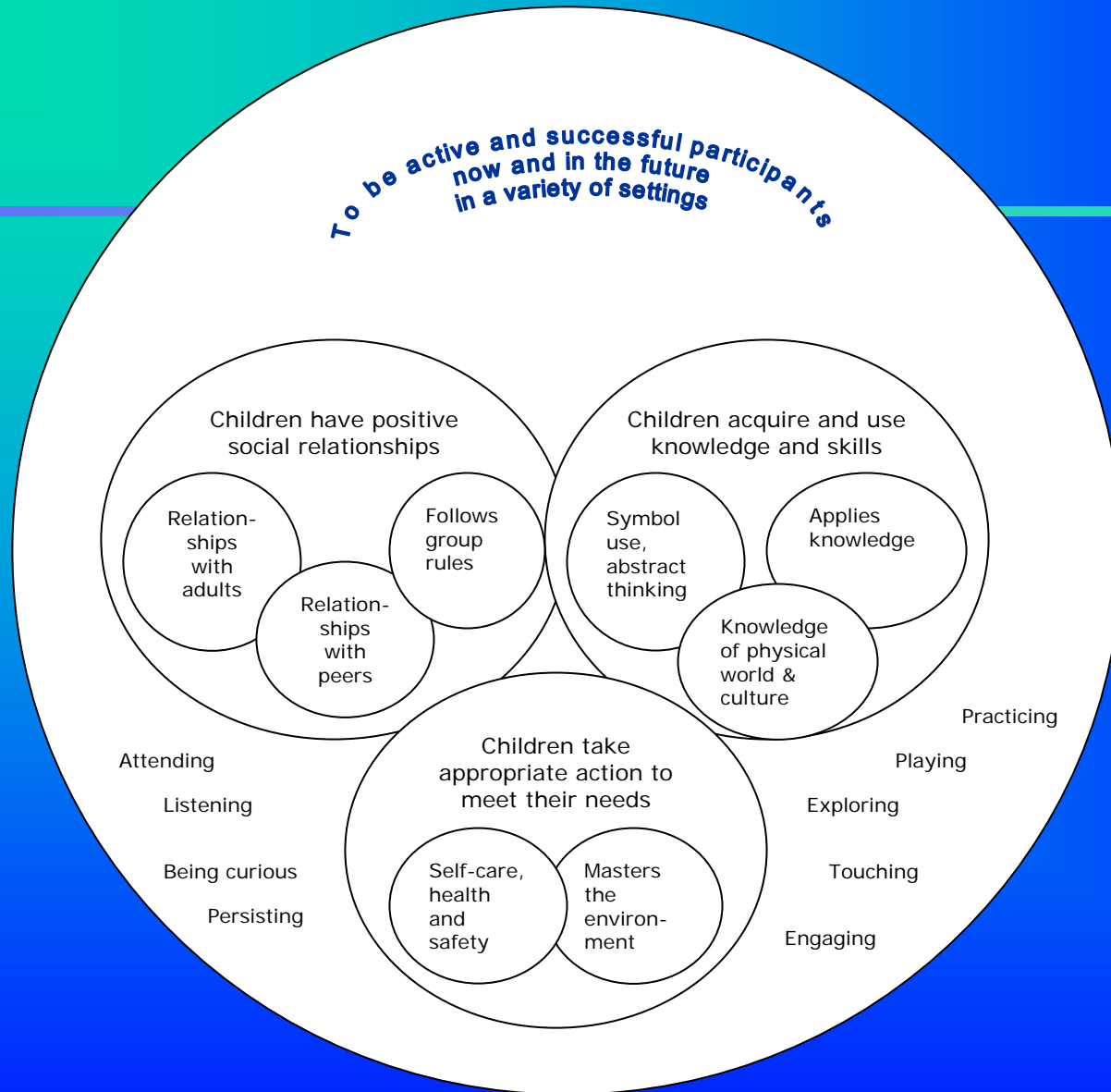


Children Take Appropriate Action to Meet Their Needs

- Involves:
 - Taking care of basic needs
 - Getting from place to place
 - Using tools
 - 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



Elaboration of the ECO Outcomes





Assessing the Accomplishment of the 3 Outcomes



DEC Recommended Practices for Assessment

- Involves multiple sources (e.g., families, professional team members, service providers, caregivers)
- Involves multiple measures (e.g., observations, criterion-curriculum-based instruments, interviews, informed clinical opinion)





Assessment Instruments

- Potential: Assessment tools can inform us about children's functioning in each of the 3 outcome areas
- Challenge: There is no assessment tool that assesses the 3 outcomes directly





The Assessment Tool Lens

- Each assessment tool carries its own organizing framework
- Many are organized around domains
- But what is covered in the domains isn't always the same, even if the names are the same



Currently Available Assessment Tools

- There are not right and wrong assessment tools
- Key question to ask about any assessment tool:

How much and what information will the tool provide about the attainment of the 3 functional child outcomes?



Using Information from Assessment Tools

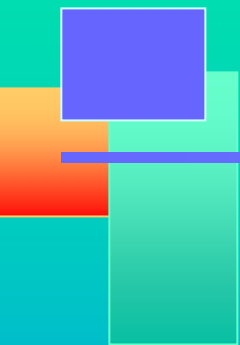
- ECO has “crosswalked” assessment tools to the outcomes
- Crosswalks show which sections of assessment are related to each outcome
- The number of items addressing an outcome does not necessarily mean that the assessment captures functioning across settings



Making Use of Information from Assessment Tools

- Information from formal or published assessment tools can be very useful, as long as it is used in the context of achievement of the three functional outcomes
- The information almost always needs to be supplemented with additional information





Using the Child Outcomes Summary Form (COSF)



Why is There a Need For the Child Outcomes Summary Form?

- No assessment instrument assesses the 3 outcomes directly
- Many states will allow local programs to use different assessment instruments, and outcomes data will need to be aggregated
- The summary form's 7 point rating scale defines a child's current functioning in a metric that can be compared over time to reflect child progress



Features of the Child Outcomes Summary Form

- ***Not*** an assessment tool
- Uses information from assessment tools and other data sources to determine an overall rating of how the child is functioning in each outcome area, at one point in time



Features of the Child Outcomes Summary Form

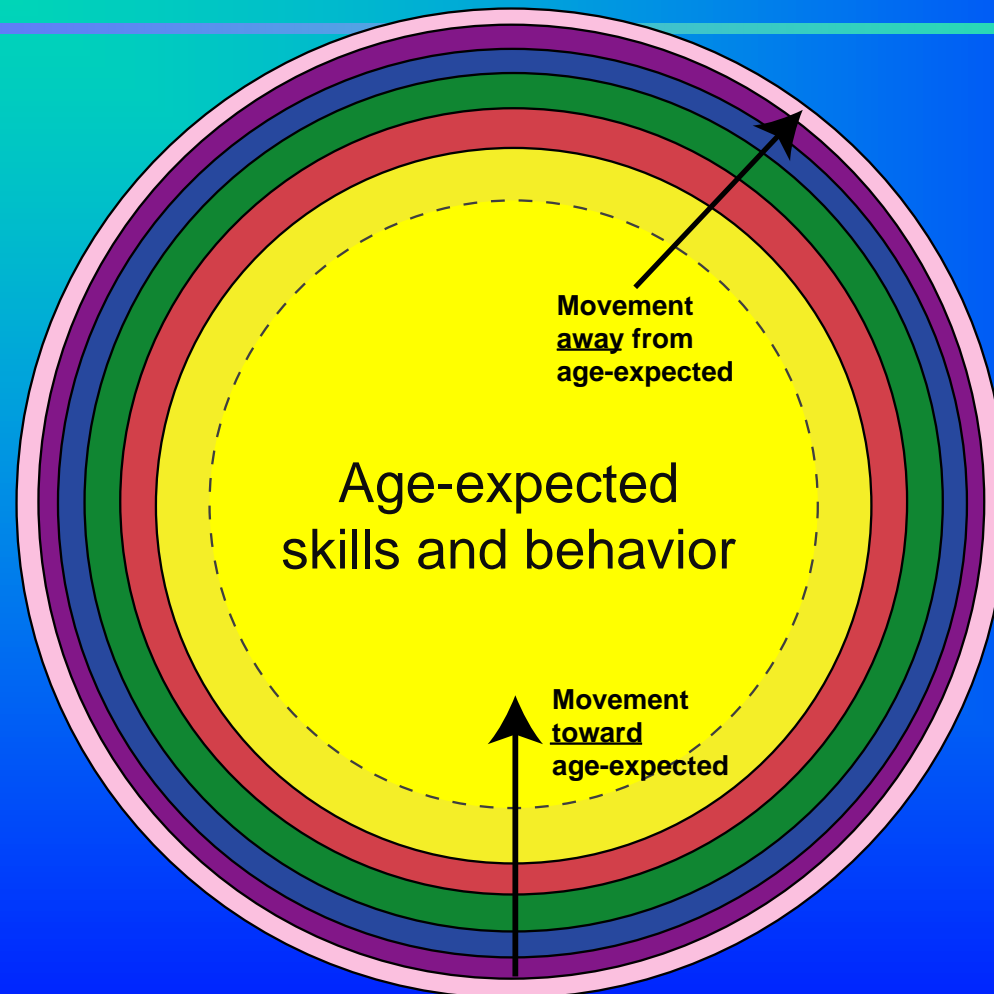
- 7-point rating scale
- Rating is based on child's functioning:
 - How a child functions across settings and situations
 - Compared to what is expected of a child his/her age



Helping Children Move Toward Age-expected functioning

- *Assumption:* Children can be described with regard to how close they are to age expected behavior in each of the 3 outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- By providing services and supports, ECSE is trying to move children closer to age expected behavior

Thinking About the Achievement of Each Child Outcome



Essential Knowledge for Completing the COSF

Team members need to know:

- The child's functioning across settings and situations
- Age-expected child development
- Content of the 3 outcome areas
- How to use the rating scale





Summary Ratings (1-7)

- Provide an overall sense of child's current functioning in 3 areas
- They are *not*:
 - Information on the services provided themselves
 - The family's satisfaction with services
 - An explanation of **why** the child's functioning is at that level





Summary Ratings (1-7)

- Reduce rich information from assessment and observation into a rating to allow a summary of progress across children
- Do not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes.



A Domain Score on an Assessment Tool Does Not Necessarily Translate Directly into an Outcome Rating

- Ratings require
 - Looking at functional behaviors.
 - Collecting and synthesizing input from many sources familiar with the child across different settings and situations.



Summary Ratings are Based on...

Types of Evidence

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages and Stages)
- Parent and professional observation and report

Sources of Evidence

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all the settings and situations that he/she is in

Ratings on the 3 Child Outcomes

- Ratings on all 3 outcomes should be reported for every child enrolled
- Ratings are needed in all areas even if:
 - No one has concerns about a child's development
 - A child has delays in one or two outcome areas, but not in all three outcome areas





Debrief:

- Comments and reactions?
- Questions? Needed clarifications?
- What TA and/or other supports will you need?



Assistive Technology Considerations

- Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's typical settings.
- Children who could benefit from assistive technology but don't have it will get lower scores
- This is does not reflect on the child's inability inasmuch as the fact the child does not have the necessary equipment/services

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
- Need a way to learn about what family members know about the child
- No expectation that parents will be able to determine if what they are seeing is age appropriate



Including Parents in the Discussion

- No consensus around the country on whether parents should be included in deciding on the summary rating. Even parent groups don't agree.
- Some states are including parents to help reach a rating
- Others states are deciding on a rating without parents there





Explaining the Rating to Parents

- If parents are included in deciding on a rating, professionals will need to be able to explain this process to parents
- Even if parents are not included in deciding on a rating, professionals will need to be able to explain why the rating is being done and what it means
- The ECO Center is developing materials to help with this discussion



Children who have only articulation problems

- How are articulation difficulties impacting the child in each of the outcome areas?
 - social relationships?
 - Ability to communicate wants and needs?



ECO Resources for Child Outcomes Work

- A variety of information and resources, including additional crosswalks, training slides, and examples of state developed materials for professionals and parents are posted on our web site
- **www.the-eco-center.org**





Documenting & Reporting Part C Child Outcomes

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TECS Project Director



Early Childhood Outcomes Center





What Forms will be Used?

- Child Outcomes Worksheet (COW)
 - Intake & Ongoing Service Coordinators
- Child Outcomes Summary Form (COSF)
 - Service Providers



The Child Outcomes Worksheet (COW)

- Allows service coordinator to capture relevant information from family, early care educator, curriculum based assessment, and any other involved persons such as a Parents as Teacher Consultant, Physician, etc.
- Allows service coordinator to share this information with service providers
- At Exit, COW should be used by service providers when completing individual COSFs with relevant information for each of the three outcome areas





Child Outcomes Worksheet (COW)

- To be used *only* by:
 - Intake coordinators At ENTRY and,
 - Ongoing service coordinators At EXIT



Example of COW

Part C: Child Outcomes Worksheet (COW) For Intake and Ongoing Coordinators

This form is for SERVICE COORDINATORS only. This form should provide information from family, early care educator, and curriculum based assessment, and any other involved persons such as a Parents as Teacher Consultant, Physician, etc. AT ENTRY, this form should be completed by the BNIC. AT EXIT, a copy of this form should be forwarded to all BabyNet Service Providers for the completing the COSF. Note: This COW should be placed in child's file along with other supporting child outcomes related documents.

The BNSP should consider COW input when entering relevant input on the child outcomes summary form (COSF).

Child Name: _____ DOB: _____ ID: _____

1. SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

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

| Date: | Sources: CBA | Summary of Relevant Information: |
|-------|-----------------|----------------------------------|
| | Family Input | |
| | | |

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

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?

| Date: | Sources: CBA | Summary of Relevant Information: |
|-------|-----------------|----------------------------------|
| | Family Input | |
| | | |

1



Multiple Sources of Information:

At Entry:

- Collected by *Intake Coordinator* from:
 - Family
 - Cross-walked items on CBA
 - Early care educator, as applicable
 - Existing service providers as appropriate

At Exit:

- Collected by *Ongoing Service Coordinator* from:
 - Family
 - Cross-walked items on CBA
 - Early care educator, as applicable
 - Any persons involved with the child
 - BabyNet Service Providers on family's IFSP Team



Family Input

- Service Coordinator gathers **family input** relative to child's current status for each of the OSEP child outcomes *across all situations and settings*
- Why use for reporting?
 - The family will have the most information about how the child functions in the family's home and community routines and activities.



Curriculum-Based Assessment Input

- Following completion of Curriculum-Based Assessment (CBA), Service Coordinator extracts information from **CBA *items* relevant to each of the OSEP child outcomes.**
 - CBA 'crosswalks', have been identified and are available for the AEPS and HELP, and are under development for the Carolina Curriculum.
- Why use for reporting?
 - Together with the family's resources, priorities, and concerns, the curriculum-based assessment forms the basis of the IFSP, the goals identified by the IFSP Team, and the services necessary to support the family in helping the child reach those goals.



Example Crosswalk, Child Outcome 1: Hawaii Early Learning Profile (HELP)

- *Outcome 1: Positive social emotional skills (including positive social relationships)*

- HELP items relating this outcome:
 - 5.0 SOCIAL-EMOTIONAL
 - 5-1 Attachment/separation/autonomy
 - 5-3 Expression of emotions and feelings
 - 5-4 Learning rules and expectations
 - 5-5 Social interactions and play
 - 2.0 II. LANGUAGE -EXPRESSIVE
 - 2-4 Communicating with others
 - A. Gesturally
 - B. Verbally

Early Care Educator

- With family's consent, Service Coordinator gathers **input from early care educators** relative to the child's current status for each of the OSEP outcomes across all situations and settings.
- Why use for reporting?
 - In addition to the family, the early care education provider will likely have information as to how the child usually functions in child care situations and settings.



Service Provider Input: AT ENTRY

- **If services are in place prior to child's referral to BabyNet system**, the Intake Service Coordinator gathers information (with family's consent), about the child's *current* functioning across all situations and settings as it relates to each child outcome.
- This would best be accomplished through a conversation with the provider; if written documentation has been received prior to development of initial IFSP, it may not necessarily address the specific child outcomes.
- Why use for reporting?
 - In addition to the family, existing service provider can likely offer information as to how the child presently functions in situations and settings relative to service delivery goals.



Service Provider Input: AT Exit

- Ongoing Service coordinator completes COW with family, early care educator, and curriculum-based assessment information, and forwards a copy of the COW to each BabyNet Service Provider (BNSP) and Other Service Provider on the family's IFSP Team.
- BNSP and Other Service Provider reviews COW with input gathered by the service coordinator from family, early care educator and CBA. Completes the COSF considering COW input and adding input regarding their observations of the child across all situations and settings, and rates the child's current status on using the Decision Tree and 7-point COSF scale.
- Why use for reporting?
 - In addition to the family, the BNSP & Other Service Provider can likely offer information as to how the child presently functions in situations and settings relative IFSP goals and to each of the OSEP Child Outcomes.



Reporting the Data--

The Online Database System

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Entry Status Data Capture: Intake Coordinator - prior to transfer to ongoing SC

Gathers **current functional status** input from:

- 1) family
- 2) early care educator
- 3) cross-walked CBA items
- 4) any existing providers

Service Coordinator Documents input on the **Child Outcome Worksheet (COW)**

Based on input & Decision Tree process, assigns child an **Entry Rating** on each of the three outcomes

Documents **Entry Rating** on-line AND places completed **COW** with a **Copy of online inputted Entry Rating** in child's file

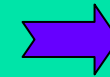


Exit Status Data Capture: Ongoing Service Coordinator – at exit from BN

Gathers **current functional status** input from:

- 1) family
- 2) early care educator
- 3) cross-walked CBA items
- 4) other relevant persons?

Documents input on the
Child Outcome Worksheet (COW)



Forwards to all team members

Using the *Decision Tree*, and the *all completed COSFs*, assigns an **Exit Rating**

Inputs on-line:
Entry Rating (present in child's file)
and **Exit Rating**
Child Status category
Yes/No – new skills



Reporting Data

- **Entry Rating: Intake Coordinator**
 - Based on COSF Summary Rating, enter *one rating for each outcome*



Reporting Data

■ Exit Rating

- Based on COSF Consensus Rating, ongoing service coordinator enters *one rating for each outcome*

■ Status category

- Select one category that best reflects the *difference in the child's function* between the rating at entry and at exit

■ New Skills

- Indicate 'YES' or 'NO' for acquisition of *any* new skills by the child related to each outcome between entry and exit.
- 'New Skills' refers to *any new skills the child has learned in this area of function, not just the CBA items*

Reporting Data:

- Data will be reported electronically using an online database system.
 - A link to the database is located on the TECS web site (www.sc.edu/tecs).
- Data will be reported using the child's BabyTrac ID#.
- Data extractions will be on a collective level and not individualized.
- Data will be stored on a secure server.



Snapshot-- Online Database System for Reporting Data:

Example 2: Child Outcome Exit Data Screen for Outcome 1

EXIT PROCESS: BabyNet Child Outcomes

ONGOING SERVICE COORDINATORS ONLY. input the ENTRY AND EXIT child outcomes rating and information (for each outcome area below). The responses should be based on the initial IFSP and the final IFSP of the child.

1. List BabyTrac identification # (as listed on COSF).

Outcome 1: SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS) To what extent does this child show behaviors/skills related to this outcome appropriate for his or her age across a variety of settings and situations?

| Data Points | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. Entry Rating (as stated in child's record) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Exit Rating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Outcome 1: Status Category, to be reported only at EXIT. Select one:
 - did not improve functioning.
 - improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
 - improved functioning to a level nearer to same-aged peers but did not reach it.
 - improved functioning to reach a level comparable to same-aged peers.
 - maintained functioning at a level comparable to same-aged peers
5. Outcome 1: Any new skills or behaviors related to taking appropriate action to meet needs since the Entry Outcomes Summary? To be reported only at EXIT. Select one:
 - Yes
 - No

What are the Functional Progress Categories?

- The Functional Progress Categories are the data required for OSEP reporting
- They describe progress by:
 - Comparing the child's rating 'snapshots' on the Child Outcome Summary Form at entry and exit, and
 - Describing the differences between the two ratings





Underlying Logic

Need to make a documented case
that ...

Outcomes are better than they
would have been without the
program



Functional Progress Categories: What Must be Reported?

Percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

Examples of Reporting Child's Functional Progress Categories

- **Entry Rating 3, Exit Rating 2; *New Skills/Behaviors*: No**
 - a - 'did not improve functioning'
- **Entry Rating 2, Exit Rating 2; *New Skills/Behaviors*: Yes**
 - b – 'improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers'
- **Entry Rating 2, Exit Rating 3; *New Skills/Behaviors*: Yes**
 - c – 'improved functioning to a level nearer to same-aged peers but did not reach it'
- **Entry Rating 4, Exit Rating 6; *New Skills/Behaviors*: Yes**
 - d - 'improved functioning to reach a level comparable to same-aged peers'
- **Entry Rating 7, Exit Rating 7; *New Skills/Behaviors*: Yes**
 - e - 'maintained functioning at level comparable to same-aged peers'



Accessing Online Database

- For Data at ENTRY:

http://ctlsilhouette.ctlt.wsu.edu/CTLSilhouette2_5/mode/respondent/ta keHTMLsurvey.asp?s=ZS52605

- For Data at EXIT:

http://ctlsilhouette.ctlt.wsu.edu/CTLSilhouette2_5/mode/respondent/ta keHTMLsurvey.asp?s=ZS52073



THANKS

