Changes to the Early Childhood Outcomes System

Illinois State Board of Education in conjunction with Illinois STARNET

Presented by Nancy M. Kind
Northern Suburban Special Education District

Selected materials from:
ISBE Early Childhood web page and webinar
http://www.isbe.net/earlychi/html/ec_spced_outcomes.htm
The Early Childhood Outcomes Center
http://ectacenter.org/eco/index.asp
WHY DO WE HAVE EARLY CHILDHOOD OUTCOMES
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)
EARLY CHILDHOOD OUTCOMES - BACKGROUND

- How Office of Special Education (OSEP) responded
  - Required states to submit outcome data in their Annual Performance Report (APR)
  - Funded the Early Childhood Outcomes (ECO) Center to do research, make recommendations, and assist states

- 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
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
Positive Social relationships

Children Acquire Knowledge and Skills

Children Take Appropriate Action meet their needs

THE THREE OUTCOME AREAS
Early Childhood Outcomes

- **Outcome A: 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
Early Childhood Outcomes

Outcome B: 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
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy


**EARLY CHILDHOOD OUTCOMES**

- **Outcome C: 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
EXAMPLES OF SKILLS REPRESENTED IN THE THREE OUTCOME AREAS
**POINTERING TO THE CABINET FOR CEREAL**

- **Outcome A:** Children have positive social relationships
- **Outcome B:** Children acquire and use knowledge and skills
- **Outcome C:** Children take appropriate action to meet their needs
POINTER TO THE CABINET FOR CEREAL

- Outcome A: Children have positive social relationships
- Outcome B: Children acquire and use knowledge and skills
- Outcome C: Children take appropriate action to meet their needs
READING THE LETTER “S” ON THE STOP SIGN

- **Outcome A:** Children have positive social relationships
- **Outcome B:** Children acquire and use knowledge and skills
- **Outcome C:** Children take appropriate action to meet their needs
READING THE LETTER “S” ON THE STOP SIGN

- Outcome A: Children have positive social relationships

- Outcome B: Children acquire and use knowledge and skills

- Outcome C: Children take appropriate action to meet their needs
WASHES HANDS BEFORE LUNCH

- **Outcome A:** Children have positive social relationships
- **Outcome B:** Children acquire and use knowledge and skills
- **Outcome C:** Children take appropriate action to meet their needs
WASHES HANDS BEFORE LUNCH

- **Outcome A:** Children have positive social relationships

- **Outcome B:** Children acquire and use knowledge and skills

- **Outcome C:** Children take appropriate action to meet their needs
What children do we include?
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)
“SPEECH AND LANGUAGE ONLY” MEANS

Speech and Language Services

Phonological Groups
Walk-in Speech
Itinerate Speech
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 Speech and Language only
WHO IS NOT INCLUDED

- Children with a Individual Service Plan (ISP)
- Preschool for All children without IEPs
- Head Start children without IEPs
- Tuition based students without IEPs
How do we determine the ratings number?

The 7 Point rating scale
What Process is used in Illinois?

- Team process – the team ...
  - Represents 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
What Supports the Team Process?

- Knowledge of typical child development
- Regular monitoring of child progress (e.g., curriculum-based assessment)
- Multiple sources of information
- A structure for coming to team consensus
  - A clear team process
  - A matrix of sources of information related to required child outcome areas
WHO CAN MAKE UP A TEAM? ANYONE WHO KNOWS THE CHILD

- Parents
- Early Intervention Providers
- Pre-School Teacher (Community Pre-school or ESCE Teacher)
- Speech and Language Pathologist
- Other Related Service Provider
- School Psychologist
- District Special Education Administrator or Building Administrator
**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)

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

No

Uses skills that are not yet immediate foundational

Rating = 1

Yes

Occasional use of immediate foundational skills

Rating = 2

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

Rating = 3

Yes (consider rating 4-7)

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

No

To what extent is the child using immediate foundational skills across settings and situations?

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

Rating = 4

Yes

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

Rating = 5

No

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

Yes

Rating = 6

No

Rating = 7
7 – COMPLETELY

- The child shows behaviors and skills expected in **all** or **almost all** everyday situations that are part of the child’s life
  - Home, store, park, child care, with strangers, etc.

- The child’s functioning is considered **appropriate** for his/her age

- No one has significant concerns about the child’s functioning in this outcome area
The child’s functioning generally is considered appropriate for his or her age, but there are some concerns about the child’s functioning in this outcome area.
5 – **USES A MIX OF AGE–APPROPRIATE BEHAVIORS AND SKILLS**

- The child shows functioning expected for his/her age *occasionally* and in some situations

- The child’s functioning is a mix of age-appropriate and not appropriate functioning

- The child’s functioning might be described as like that of a *slightly younger child*
4 – OCCASIONAL USE OF AGE-APPROPRIATE SKILLS

- Child shows some age appropriate functioning some of the time or in some situations or settings but most of the child’s functioning would be described as not yet age appropriate

- More Behavior that is not age-appropriate

- The child’s functioning might be described as like that of a younger child
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.
The child does not yet show functioning expected of a child his/her age in any situation.

The child’s behaviors and skills include immediate foundational skills on which to build age-appropriate functioning most or all of the time.

The child’s functioning might be described as like that of a younger child.
2 – OCCASIONAL USE OF IMMEDIATE FOUNDATIONAL SKILLS

- The child does not yet show functioning expected of a child his/her age in any situation

- The child’s behaviors and skills does have some of the **immediate foundational skills** on which to build age-appropriate functioning but these are not displayed very often

- Skills may not be generalized to a variety of settings

- The child’s functioning might be described as like that of a **younger or even much younger child**
1 – NOT YET

- The child does not yet show functioning expected of a child his/her age in any situation
- The child’s skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning
- The child’s functioning might be described as like that of a much younger child
- Children with 1 ratings still have skills, just not yet at an immediate foundational level
EXAMPLES OF SKILL LEVELS REPRESENTED IN THE SEVEN POINT RATING SCALE
AGE APPROPRIATE FUNCTIONING - NO CONCERNS

- A. Rating of 5
- B. Rating of 6
- C. Rating of 7
AGE APPROPRIATE FUNCTIONING - NO CONCERNS

- A. Rating of 5
- B. Rating of 6
- C. Rating of 7
MIX OF AGE APPROPRIATE AND NOT AGE APPROPRIATE FUNCTIONING

- A. Rating of 5
- B. Rating of 6
- C. Rating of 7
MIX OF AGE APPROPRIATE AND NOT AGE APPROPRIATE FUNCTIONING

- A. Rating of 5
- B. Rating of 6
- C. Rating of 7
NO AGE APPROPRIATE FUNCTIONING, NOT YET SHOWING IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 1
- B. Rating of 2
- C. Rating of 3
NO AGE APPROPRIATE FUNCTIONING, NOT YET SHOWING IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 1

- B. Rating of 2

- C. Rating of 3
SOME AGE APPROPRIATE FUNCTIONING BUT VERY LITTLE

- A. Rating of 3
- B. Rating of 4
- C. Rating of 5
SOME AGE APPROPRIATE FUNCTIONING BUT VERY LITTLE

- A. Rating of 3
- B. Rating of 4
- C. Rating of 5
NO AGE APPROPRIATE FUNCTIONING, LOTS OF IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 3
- B. Rating of 4
- C. Rating of 5
NO AGE APPROPRIATE FUNCTIONING, LOTS OF IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 3
- B. Rating of 4
- C. Rating of 5
AGE APPROPRIATE FUNCTIONING – SOME CONCERNS

- A. Rating of 4
- B. Rating of 5
- C. Rating of 6
AGE APPROPRIATE FUNCTIONING – SOME CONCERNS

- A. Rating of 4
- B. Rating of 5
- C. Rating of 6
NO AGE APPROPRIATE FUNCTIONING – SOME IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 1
- B. Rating of 2
- C. Rating of 3
NO AGE APPROPRIATE FUNCTIONING – SOME IMMEDIATE FOUNDATIONAL SKILLS

- A. Rating of 1
- B. Rating of 2
- C. Rating of 3
LET'S LOOK AT THE PROCESS NOW AND HOW IT HAS CHANGED
THE RATING SCALE

- Organization of the scale
  - Instructions
  - Cover Sheet
  - 3 required outcome areas
  - 7-point rating for each required outcome area
    - Highest score (7) = outcome achieved at age-expected level
    - Lowest score (1) = farthest from age-expectations
- Summary of evidence
- Sources of Supporting evidence and special considerations
HOW DO WE RECORD OUR ECO

All ECO ratings must be completed on this form.

Data entered into a student management system ONLY will not be in compliance with the documentation requirements as identified through ISBE.
When to Develop Initial Ratings

- After it is determined that a child qualifies for special education services the IEP team including parent, can review all the information that was presented to determine the initial ratings.

- Or, the IEP team with parents go into 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, on this outcome?
WHEN DO YOU COMPLETE THE SUMMARY FORM?

- Upon entry into receiving special education services (45 Calendar days allowed to reach consensus on the form if necessary)

- When the child exits the receiving early childhood special education programming (if moving to a new district EC program, you forward records to the new district—do not complete an exit rating)

  **NO MORE EXIT RATINGS!**
Progress Ratings (formerly known as an Exit Rating)

- Progress Ratings will be required every year for children with IEPs receiving ECSE services (including Speech and Language only)
Why the Change?

- Many exit ratings were not completed when they ended ECSE services.

- Requiring yearly Progress update will ensure current progress data is available on an ongoing basis.

- Using data for program planning and improvement.
Why the Change?

- Can be used to inform instruction

- Ratings that are currently being completed after the child leaves are not helpful for use in the continuous improvement process.

- These Progress Ratings could be used as a tool to demonstrate student growth as required for staff evaluation.
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 summary?

- Answer the yes/no progress question in each outcome area.
TIMING OF RATINGS

- At Entry to ECSE just as before. The “Entry Rating” is mandatory before the student’s enrollment is exited.
- Every year by July 31. The rating can be no more than 6 months old.
- Upon exiting an enrollment an Early Childhood Outcomes Progress Rating will be required if the last rating is more than 6 months old.
- The ECO ratings may be submitted to SIS at any time the student is enrolled.
TIMELINES FOR IMPLEMENTATION OF ECO RATINGS

Case Scenarios
SCENARIO – CHILD BEGAN ECSE SERVICES IN 2012-2013 OR EARLIER AND EXITS ECSE SPRING 2014

Child Began ECSE in the 2012-2013 School Year or Earlier

- Qualifies for Services – Services began
- Entry rating was completed within 45 days

ECO Progress Rating Rating for 2013-2014

- ECO Progress Rating between February 1 and July 31
- Transition to Kindergarten Occurs
**SCENARIO – CHILD BEGAN ECSE SERVICES IN 2012-2013 OR EARLIER AND EXITS ECSE SPRING 2015**

- **Child Began ECSE in the 2012-2013 School Year or Earlier**
  - Qualifies for Services – Services began

- **ECO Progress Rating needed for 2013-2014 if Child is**
  - ECO Progress Rating between February 1 and July 31

- **ECO Progress Rating for 2014-2015**
  - Within 1 year of year one Progress rating* & Between February 1 and July 31 Progress Rating occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring*
SCENARIO – ECSE SERVICES
STUDENT AGE 3 BY JANUARY 31

Child Turns 3 by January 31 (School Year 1)
- Qualifies for Services – Services begin
  - Entry rating within 45 days

ECO Progress Rating for School Year One
- ECO Progress Rating between February 1 and July 31

ECO Progress Rating for School Year Two
- Within 1 year of year one Progress rating* & Between February 1 and July 31 Progress Rating occurs
  - Transition to Kindergarten Occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring
SCENARIO – ECSE SERVICES STUDENT AGE 3 AFTER FEBRUARY 1 BUT BEFORE JULY 31

Child turns three anytime after February 1 Year One

Qualifies for Services – Services begin

Entry Rating within 45 days

ECO Progress Rating for School Year Two

Within 1 year of year one Entry Rating* & Between February 1 and July 31 Progress Rating occurs

ECO Progress Rating for School Year Three

Within 1 year of year two Progress Rating* & Between February 1 and July 31 Progress Rating occurs

Transition to Kindergarten Occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring
SCENARIO – ECSE SERVICES STUDENT AGE 4 ENTERS BEFORE JANUARY 31

Child enters ECSE in Before January 31

- Qualifies for Services – Services begin
- Entry Rating within 45 days

ECO Progress Rating for School Year One

- Between February 1 and July 31 Progress Rating occurs, preferably after child has had 6 months of service
- Transition to Kindergarten occurs
SCENARIO – ECSE SERVICES STUDENT AGE 4 ENTERS BEFORE JANUARY 31 AND IS NOT KINDERGARTEN AGE ELIGIBLE UNTIL THE FOLLOWING YEAR

Child enters ECSE in Before January 31
- Qualifies for Services – Services begin
- Entry Rating within 45 days

ECO Progress Rating for School Year One
- Between February 1 and July 31 Progress Rating occurs, preferably after child has had 6 months of service

ECO Progress Rating for School Year Two
- Within 1 year of year two Progress Rating* & Between February 1 and July 31 Progress Rating occurs
- Transition to Kindergarten Occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring
SCENARIO – ECSE SERVICES STUDENT AGE 4 ENTERS AFTER JANUARY 31 AND IS NOT KINDERGARTEN AGE ELIGIBLE UNTIL THE FOLLOWING YEAR

Child enters ECSE in After February 1 – Year One Rating

Qualifies for Services – Services begin

Entry Rating within 45 days

ECO Progress Rating for School Year Two

Within 1 year of year two Progress Rating* & Between February 1 and July 31 Progress Rating occurs

Transition to Kindergarten Occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring
SCENARIO – ECSE SERVICES
STUDENT AGE 4 ENTERS AFTER FEB 1

Child enters ECSE in February
Qualifies for Services – Services begin
Entry Rating within 45 days

ECO Progress Rating for School Year One
Exit Enrollment – No Rating Necessary
Transition to Kindergarten Occurs
SCENARIO – CHILD MOVES OUT OF DISTRICT BUT REMAINS INSTATE

Child moves less than 6 months in ECSE in state

Current District either uses Entry Rating or determine a new Progress Rating based on growth demonstrated in outcome areas

Send records to the receiving district

Child moves with more than six months in ECSE in state

Current District does a Progress Rating

Send records to the receiving district
SCENARIO – CHILD MOVES OUT OF STATE

Child moves less than 6 months in ECSE Out of State

Current District either uses Entry Rating or determine a new Progress Rating based on growth in skills

Send records to the receiving district

Child moves with more than six months in ECSE Out of State

Current District does a Progress Rating

Send records to the receiving district if possible
SCENARIO – CHILD NO LONGER RECEIVES ECSE SERVICES (CHILD NO LONGER QUALIFIES OR PARENT CHOICE)

Child is in ECSE less than 6 months

Current District either uses Entry Rating or determine a new Progress Rating based on growth in skills

Child is in ECSE greater than 6 months

Current District does a Progress Rating
SCENARIO – CHILD MOVES FROM ANOTHER DISTRICT INSTATE

**Child Moves into District**
- Use SIS Number on Documentation from Past Illinois District
- Do an SIS Search or call SIS Help Desk to get past entry and progress rating indicators

**If SIS Information can not be Found**
- Entry rating within 45 days
- Between February 1 and July 31 Progress Rating occurs, preferably after child has had 6 months of service

**If SIS Information is Found**
- Current District may choose to do Progress Rating within 45 Days as a Starting Point
- Within 1 year of year one Progress rating* & Between February 1 and July 31 Progress Rating occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring.
SCENARIO – STUDENT MOVES OUT OF THE DISTRICT AND MOVES BACK INTO THE SAME DISTRICT

Child moves out of current District less than 6 months in ECSE

- Current District either uses Entry Rating or determine a new Progress Rating based on growth demonstrated in outcome areas
- Send records to the receiving district

Child moves out of current District with more than six months in ECSE

- Current District does a Progress Rating
- Send records to the receiving district

Child Moves Back into District

- Use SIS Number on Documentation from Past Illinois District
- Do an SIS Search or call SIS Help Desk to get past entry and progress rating indicators
- Current District may Choose to do Progress Rating within 45 Days as a Starting Point
- Within 1 year of year one Progress rating* & Between February 1 and July 31 Progress Rating occurs

*You may do the ratings on the anniversary date but you could wait until later that Spring
SCENARIO – AGE ELIGIBLE FOR KINDERGARTEN BUT IS “RETAINED” IN ECSE

Child turns three anytime after February 1 (School Year 1)

Qualifies for Services – Services begin

Entry Rating within 45 days

ECO Progress Rating for School Year Two

Within 1 year of year one Entry Rating* & Between February 1 and July 31 Progress Rating occurs

ECO Progress Rating for School Year Three

Within 1 year of year two Progress Rating* & Between February 1 and July 31 Progress Rating occurs

Transition to Kindergarten Should Occur but the IEP Decision is To Retain in ECSE one more year

When the Child Turns Six a Progress Rating Occurs and entered into SIS

Transition to Kindergarten

*You may do the ratings on the anniversary date but you could wait until later that Spring
WHAT ASSESSMENTS DO WE USE TO ANCHOR OUR RATING DECISION MAKING AS A TEAM?
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.
- A year long transition from the old assessments to the new assessments will occur during the 2013-2014 school year.
- New Primary Assessments will need to be in place starting with the 2014-2015 school year.
### PRIMARY ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Assessment and Evaluation Programming System (AEPS)</td>
<td>✗</td>
</tr>
<tr>
<td>2 - Carolina Curriculum for Infants and Toddlers / Preschoolers with Special Needs</td>
<td>✗</td>
</tr>
<tr>
<td>3 - High Scope Child Observation Record</td>
<td>✗</td>
</tr>
<tr>
<td>4 - Creative Curriculum Assessment</td>
<td>✗</td>
</tr>
<tr>
<td>5 - Hawaii Early Learning Profile (HELP)</td>
<td>✗</td>
</tr>
<tr>
<td>6 - Individual Growth and Development Indicators (IGDI)</td>
<td>✗</td>
</tr>
<tr>
<td>7 - Transdisciplinary Play-Based Assessment (TPBA)</td>
<td>✗</td>
</tr>
<tr>
<td>8 - Work Sampling System</td>
<td>✗</td>
</tr>
<tr>
<td>9 - Child has an IEP for Speech Only</td>
<td>✗</td>
</tr>
<tr>
<td>10 - Teaching Strategies GOLD</td>
<td></td>
</tr>
<tr>
<td>11 - Early Learning Scales (ELS)</td>
<td></td>
</tr>
<tr>
<td>12 - Ages and Stages Questionnaire (ASQ)</td>
<td></td>
</tr>
</tbody>
</table>

- Assessments can be used only until end of 2013-2014 school year
- New Assessment can be used beginning of 2013-2014 School Year
## 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 |

80
APPROVED CURRICULUM BASED PRIMARY ASSESSMENTS

- Teaching Strategies Gold (TSG)
- High Scope Child Observation Record
- Carolina Curriculum
- Assessment & Evaluation Programming System (AEPS)
- Hawaii Early Learning Profile (HELP)
APPROVED PRIMARY GLOBAL ASSESSMENTS

- Transdisciplinary Play-Based Assessment (TPBA)
- Work Sampling System (WSS)
- Early Learning Scale (ELS)
Ages and Stages (ASQ)

- Children receiving Speech and Language Services Only have been evaluated and found eligible for Special Education Speech Services Only.
- Services are determined by the IEP team and the amount and intensity of services would enable the child to meet goals.
- For the ECO Progress Report we look at all areas of development. The Ages and Stages Screener will be used to determine global functioning and identify if there are any other areas of concern that would warrant further evaluation.
- Gather information using Ages and Stages from Parents, Caregivers, Preschool Teachers and Private Providers.
WORDS OF CAUTION ABOUT AGES AND STAGES

- Ages and Stages can **ONLY** be used with students who qualify for speech and language only.
- A child who receives any other special education services or are in an Early Childhood Special Education Program must be assessed using the approved Primary Assessments of:
  - Teaching Strategies Gold
  - High Scope Child Observation Record
  - Carolina Curriculum
  - Assessment & Evaluation Programming System (AEPS),
  - Hawaii Early Learning Profile (HELP),
  - Transdisciplinary Play-Based Assessment (TPBA)
  - Work Sampling System (WSS)
  - Early Learning Scale (ELS)
SPEECH AND LANGUAGE ONLY EARLY CHILDHOOD OUTCOMES

- **REMEMBER** ask the child’s preschool program about what measure they are using. If it is one of the approved primary assessments, you can use those measures to help inform your progress ratings.
FACTORS TO CONSIDER WITH SPEECH AND LANGUAGE ONLY STUDENTS

Is your student in a childcare, preschool program the other part of the day?

If **YES**, Then ask the center what they are using as a curriculum based assessment

If the assessment is on the approved primary assessment use that information to help inform the progress rating

If there is no approved primary assessment that is used then use Ages and Stages with ASQ.

Is your student in a childcare, preschool program the other part of their day?

If **No** use Ages and Stages with ASQ
THE CHILD OUTCOMES SUMMARY FORM (COSF)
**CHANGES TO THE FORM**

ILLINOIS CHILD OUTCOMES SUMMARY FORM

<table>
<thead>
<tr>
<th>Name:</th>
<th>SID:</th>
<th>Male ☐ Female ☐</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Middle</td>
<td></td>
</tr>
</tbody>
</table>

District: ___________________________ School: ___________________________

<table>
<thead>
<tr>
<th>Persons involved in deciding summary ratings - Role/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Social Relationships</th>
<th>Acquire and Use Knowledge and Skills</th>
<th>Take Appropriate Action to Meet Own Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1 - Not Yet</td>
<td>☐ 3 - Nearly</td>
<td>☐ 5 - Somewhat</td>
</tr>
<tr>
<td>2 - Between Not Yet and Nearly</td>
<td>4 - Between Nearly and Somewhat</td>
<td>6 - Between Somewhat and Completely</td>
</tr>
</tbody>
</table>

88
# Changes to the Form

<table>
<thead>
<tr>
<th>Persons involved in deciding summary ratings - Role/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Social Relationships</th>
<th>Acquire and Use Knowledge and Skills</th>
<th>Take Appropriate Action to Meet Own Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Not Yet</td>
<td>3 - Nearly</td>
<td>5 - Somewhat</td>
</tr>
<tr>
<td>2 - Between Not Yet and Nearly</td>
<td>4 - Between Nearly and Somewhat</td>
<td>6 - Between Somewhat and Completely</td>
</tr>
<tr>
<td>7 - Completely</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Evidence:

Summary of Evidence:

Summary of Evidence:

Sources of Supporting Evidence – Date

special considerations

special considerations

special considerations
# Changes to the Form

<table>
<thead>
<tr>
<th>Did __________ Participate in the Ratings?</th>
<th>Psychologist or Social Worker</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator, LEA Representative or Administrator</td>
<td>Speech/ Language Pathologist</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Early Childhood Teacher</td>
<td>Another Related Service Provider (e.g. OT/PT)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How was Parent Involved in the Ratings?</th>
<th>1 - Information Received in Team Meeting from Parent</th>
<th>2 - Information from Parent Incorporated into assessment(s)</th>
<th>3 – Parent Did Not Participate in Ratings Process</th>
</tr>
</thead>
</table>

## Progress Rating Only

<table>
<thead>
<tr>
<th>Made Progress Positive Social Relationships?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made Progress Acquire use and Knowledge Skills?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Made Progress Take Appropriate Action to Meet Own Needs?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

## Primary Assessment (Select Only One)

<table>
<thead>
<tr>
<th>1 - Assessment and Evaluation Programming System (AEPS)</th>
<th>5 - Hawaii Early Learning Profile (HELP)</th>
<th>9 - Child has an IEP for Speech Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Carolina Curriculum for Infants and Toddlers / Preschoolers with Special Needs</td>
<td>6 - Individual Growth and Development Indicators (IGDI)</td>
<td>10 - Teaching Strategies GOLD</td>
</tr>
<tr>
<td>3 - High Scope Child Observation Record</td>
<td>7 - Transdisciplinary Play-Based Assessment (TPBA)</td>
<td>11 - Early Learning Scales (ELS)</td>
</tr>
<tr>
<td>4 - Creative Curriculum Assessment</td>
<td>8 - Work Sampling System</td>
<td>12 - Ages and Stages Questionnaire (ASQ)</td>
</tr>
</tbody>
</table>

Entered into SIS by ___________________________ Date: __________ Revision Date: __________
2014 School Year Changes

- Example 1: Entry Rating without a Progress Rating
2014 School Year Changes

- Example 2: Entry rating with a progress rating
REFLECTION ON YOUR PRACTICE
CHANGES TO YOUR PRACTICE

- How are you going to change your practice?
  - Process for determining rating?
  - Primary Assessments used to inform rating?
  - How were families involved in the rating?
  - Documentation used for rating?
  - How will you address the new mandate for Progress Ratings?

- What assistance and tools do you need to make the changes?
KEEPING OUR EYE ON THE PRIZE:

High quality services for children and families that will lead to good outcomes.