

CHANGES TO THE EARLY CHILDHOOD OUTCOMES SYSTEM

Illinois State Board of Education in conjunction with Illinois STARNET

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Northern Suburban Special Education District

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Selected materials from:

ISBE Early Childhood web page and webinar

http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm

The Early Childhood Outcomes Center

<http://ectacenter.org/eco/index.asp>



WHY DO WE HAVE EARLY CHILDHOOD OUTCOMES

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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

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POINTING 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

POINTING 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?

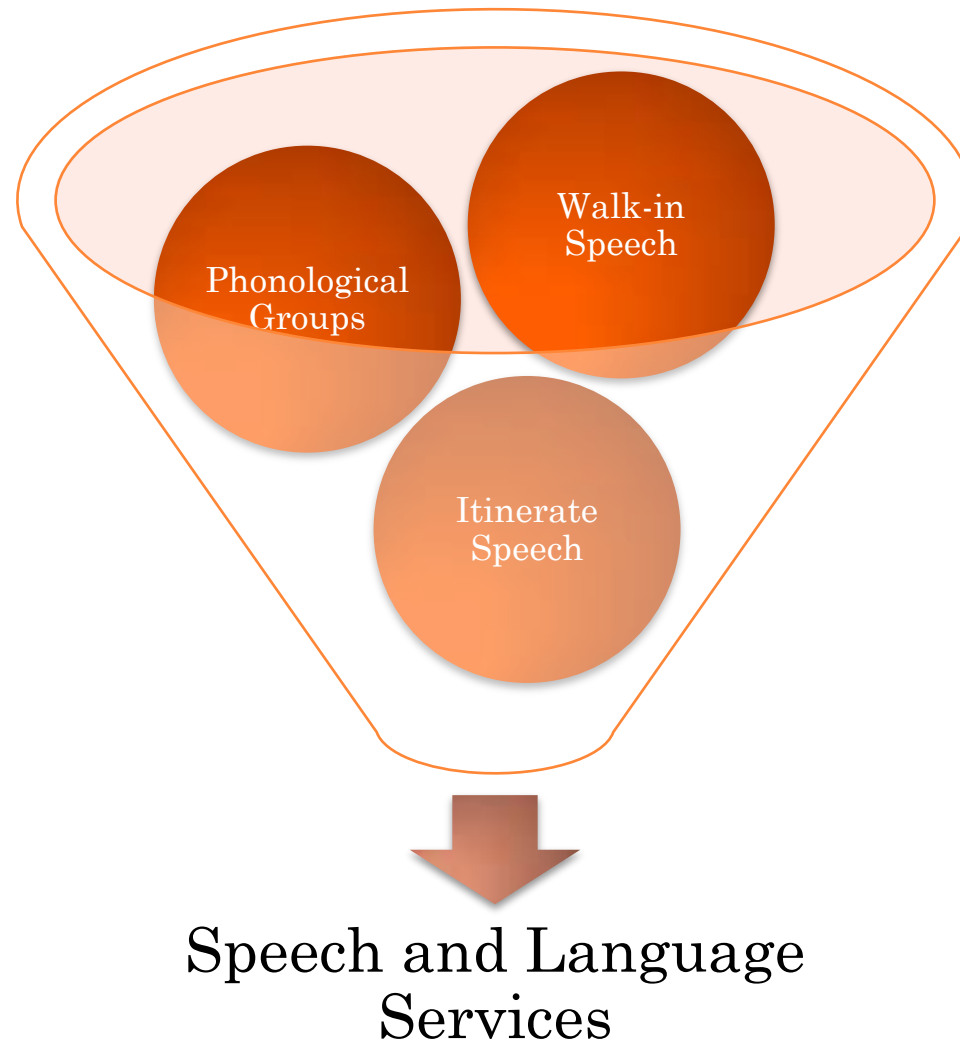
WHO?

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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



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

The 7 Point rating scale

HOW DO WE DETERMINE THE RATINGS NUMBER?

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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

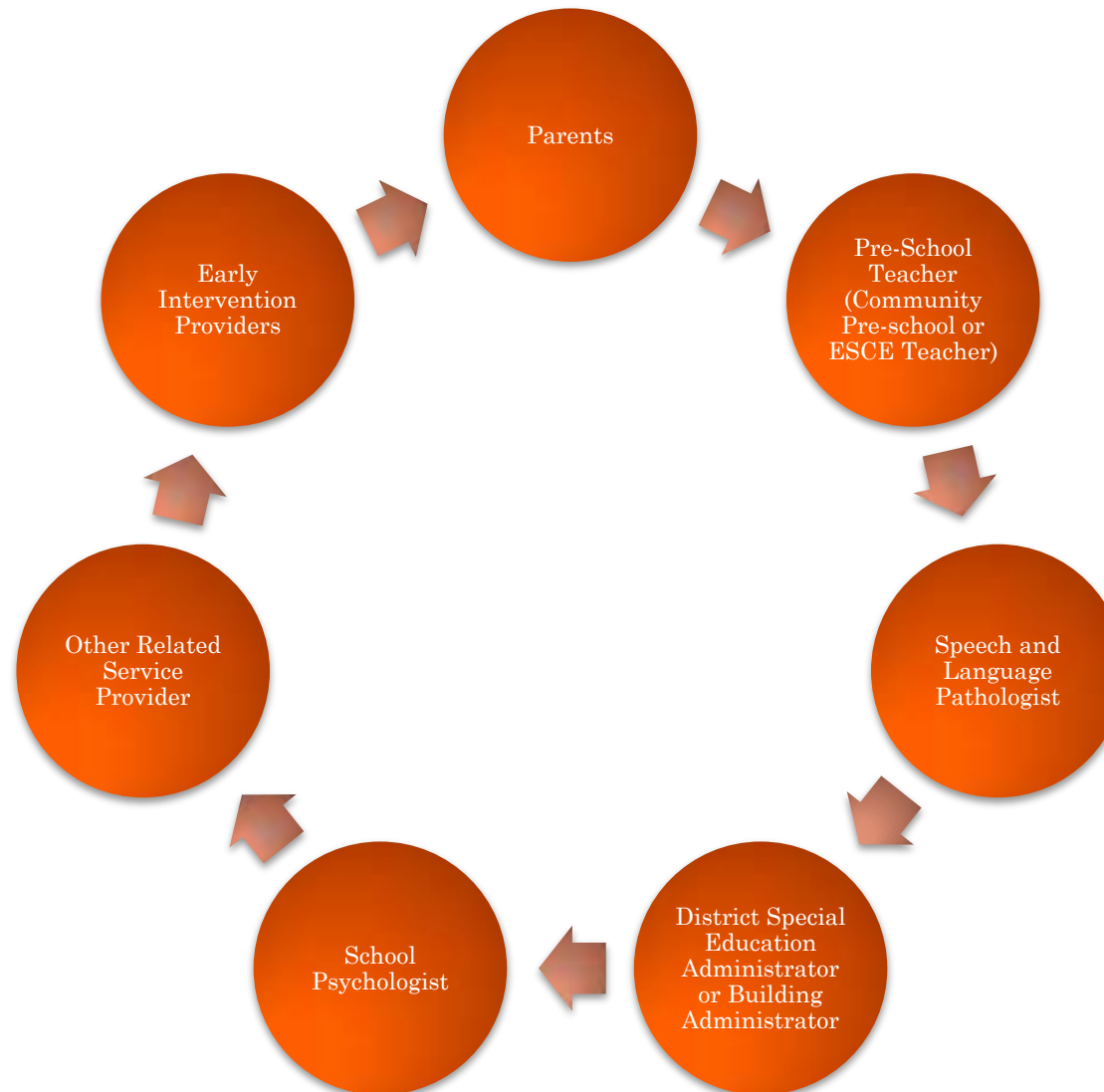
WHAT SUPPORTS THE TEAM PROCESS?



- ❑ 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



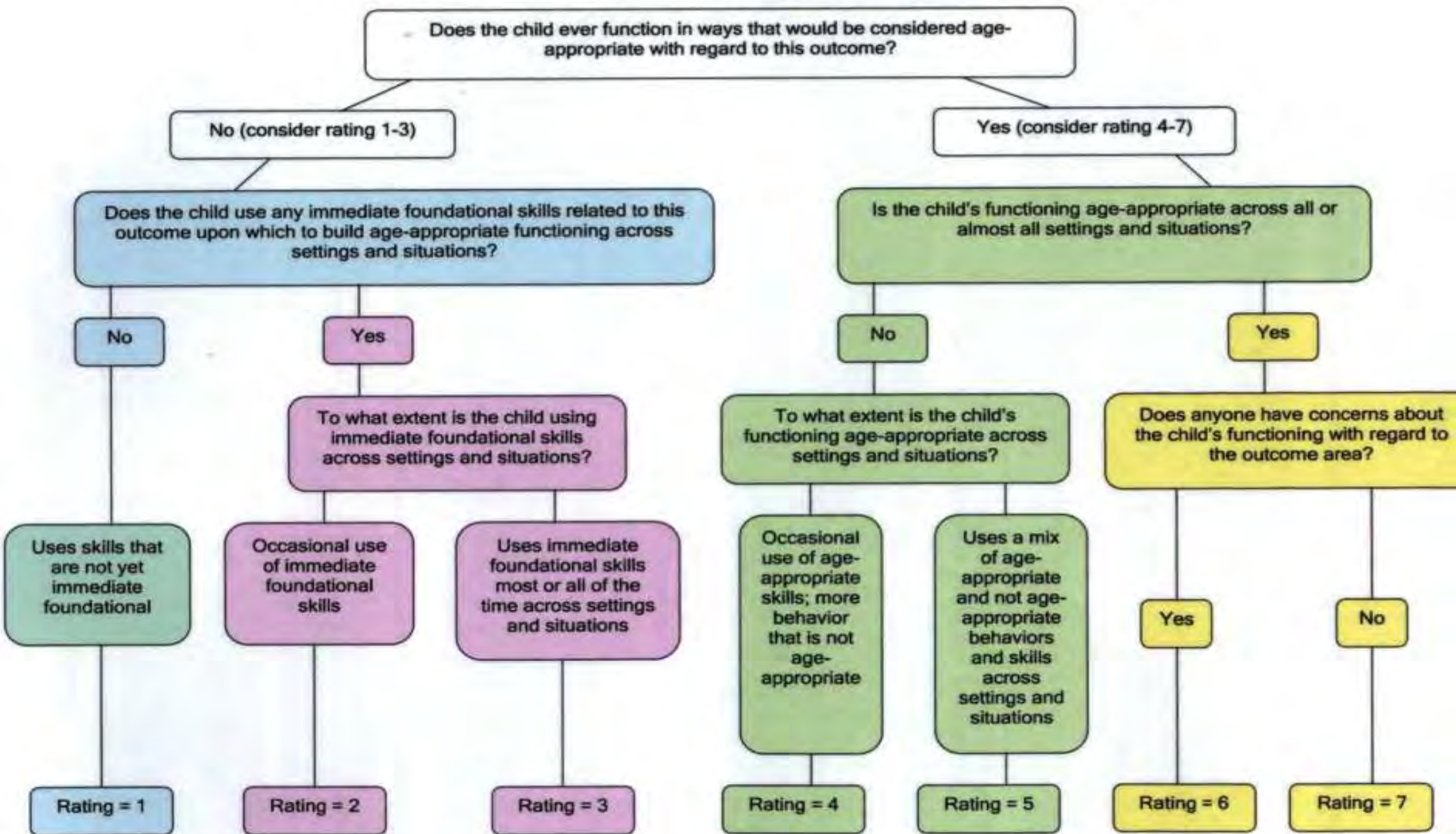
WHO CAN MAKE UP A TEAM? ANYONE WHO KNOWS THE CHILD



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



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

6 – BETWEEN COMPLETELY AND SOMEWHAT

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

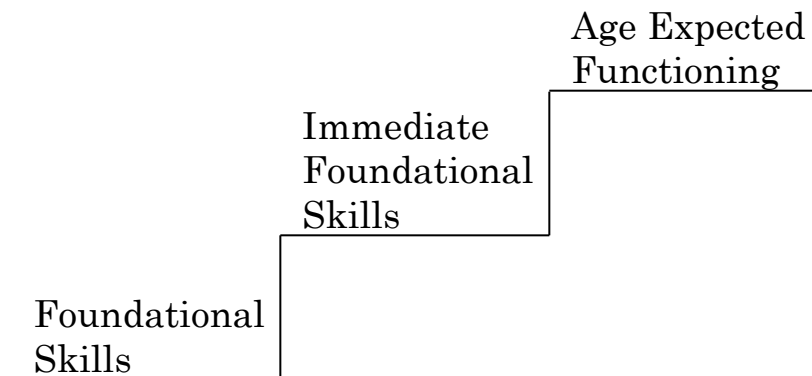
- ❑ The child shows functioning expected for his/her age *occasionally and in some situations*
- ❑ The child's functioning is a mix of age-appropriate and not appropriate functioning
- ❑ The child's functioning might be described as like that of a *slightly younger child*

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*

IMMEDIATE FOUNDATIONAL SKILLS

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



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

**immediate
foundational skills.**

3 – USES IMMEDIATE FOUNDATION SKILLS MOST OR ALL OF THE TIME

- ❑ 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

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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



Same
Rating
Scale!

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.

ec_outcomes_sum_1pg (2).pdf (1 page)

ILLINOIS CHILD OUTCOMES SUMMARY FORM Entry ☐ Progress ☐ Date: _____

Name: Last _____ First _____ Middle _____ SID: _____ Male ☐ Female ☐ DOB: _____

District: _____ School: _____

Persons involved in deciding summary ratings - Role/Title

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

Did _____ Participate in the Ratings?

Coordinator, LEA Representative or Administrator ☐ Yes ☐ No

Psychologist or Social Worker ☐ Yes ☐ No

Speech/ Language Pathologist ☐ Yes ☐ No

Early Childhood Teacher ☐ Yes ☐ No

Another Related Service Provider (e.g. OT/PT) ☐ Yes ☐ No

How was Parent Involved in the Ratings? ☐

1 - Information Received in Team Meeting from Parent

2 - Information from Parent Incorporated into assessment(s)

3 - Parent Did Not Participate in Ratings Process

Progress Rating Only

Made Progress Positive Social Relationships? ☐ Yes ☐ No

Made Progress Acquire use and Knowledge Skills? ☐ Yes ☐ No

Made Progress Take Appropriate Action to Meet Own Needs? ☐ Yes ☐ No

Primary Assessment (Select Only One)

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

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.

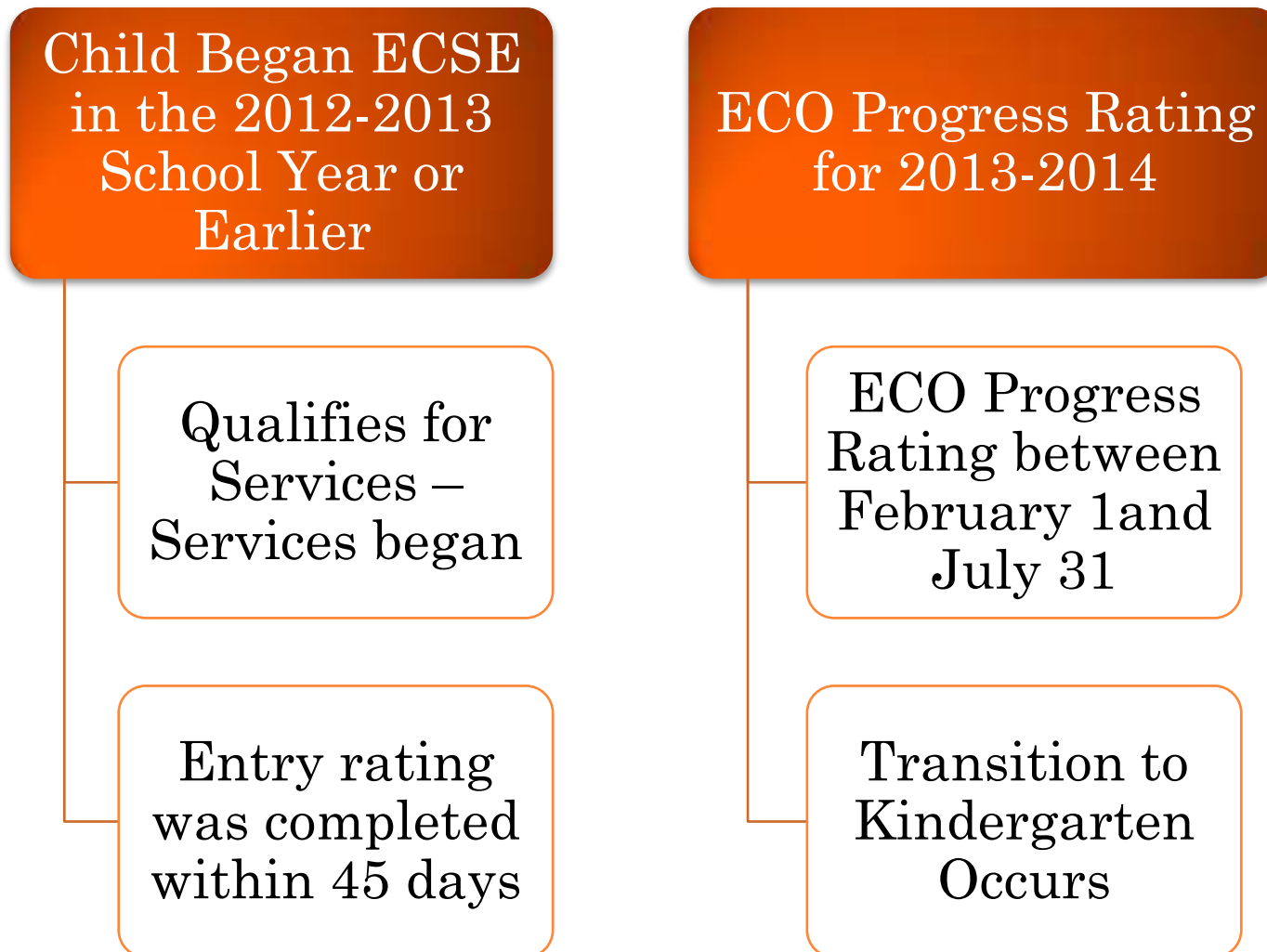


TIMELINES FOR IMPLEMENTATION OF ECO RATINGS

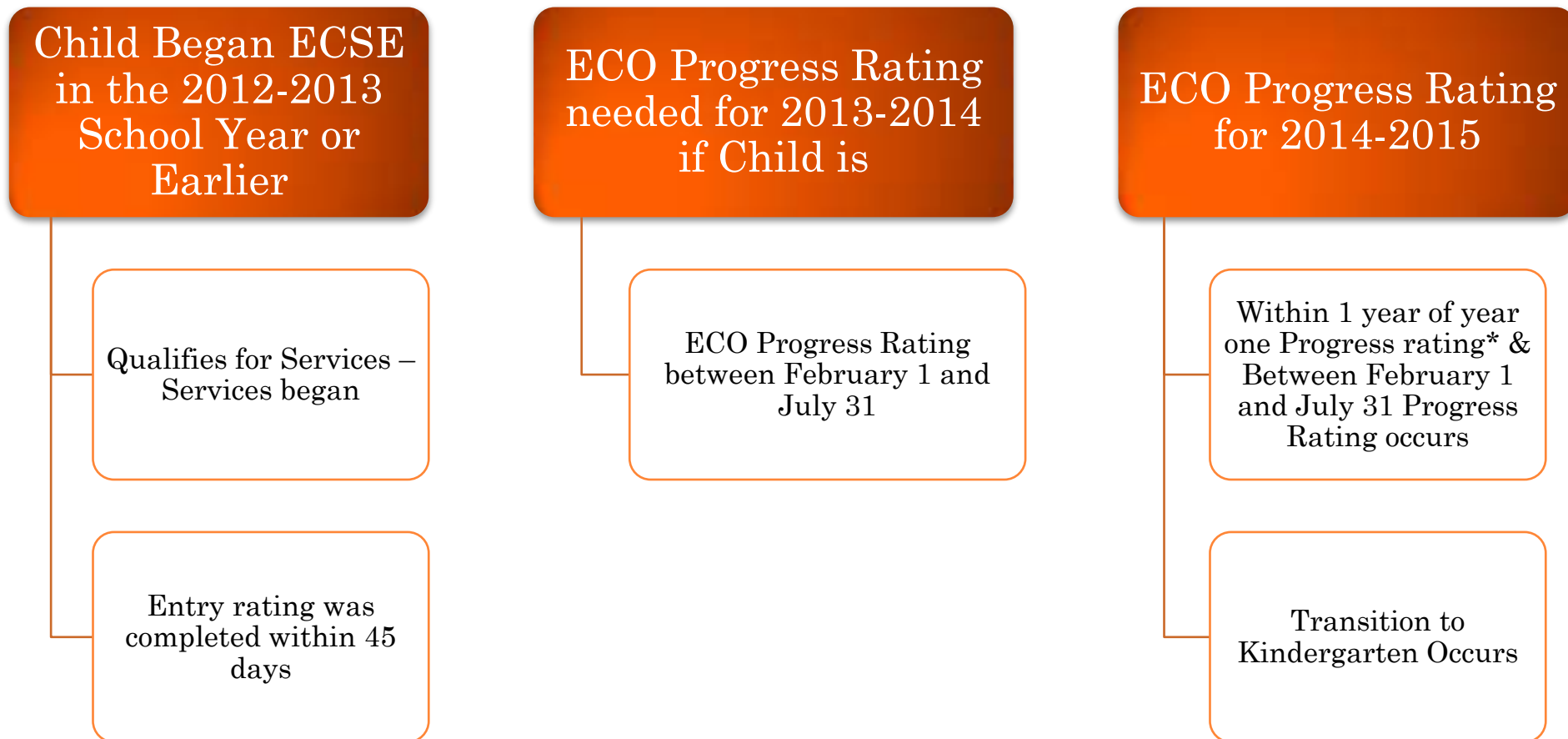
Case Scenarios

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



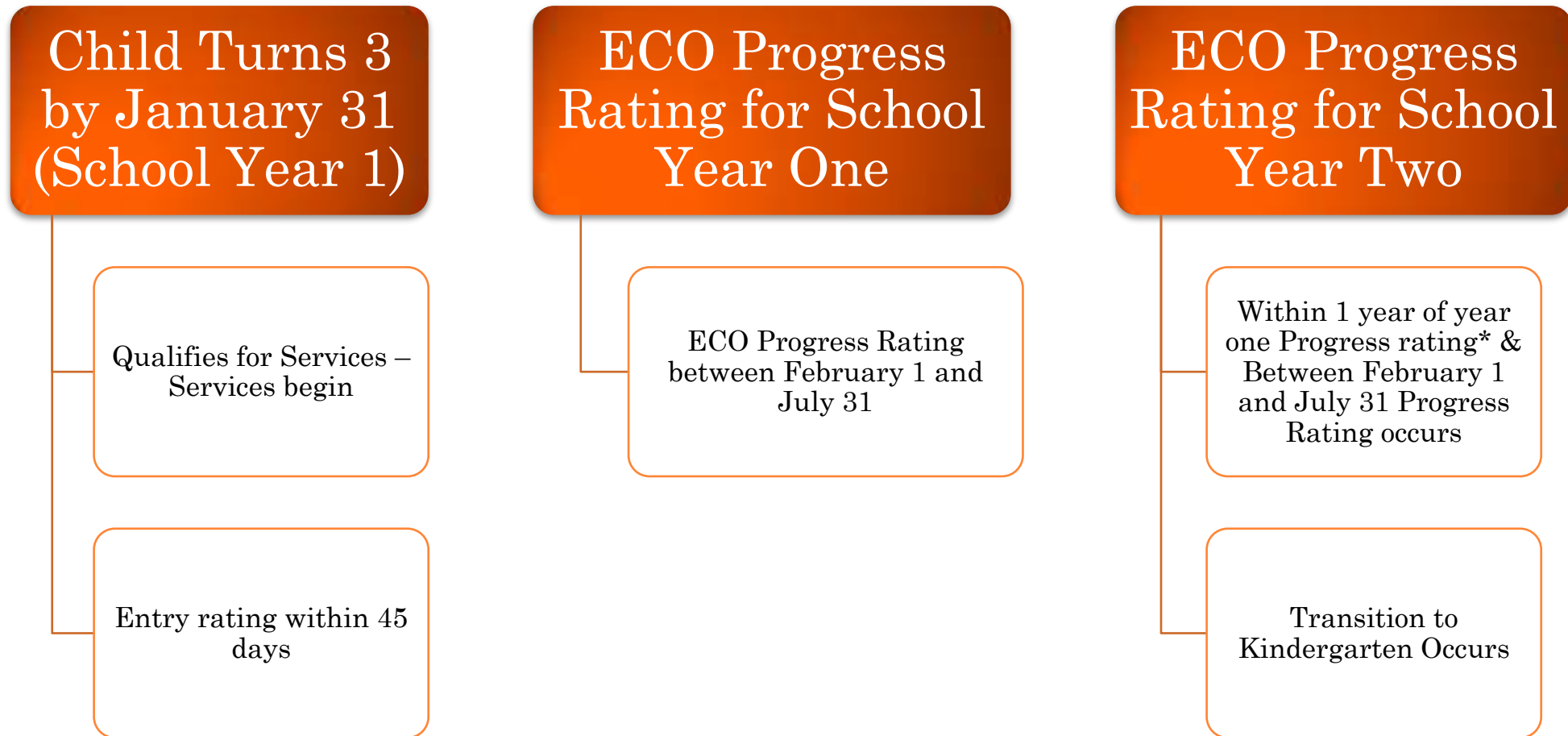
SCENARIO – CHILD BEGAN ECSE SERVICES IN 2012-2013 OR EARLIER AND EXITS ECSE SPRING 2015



*You may do the ratings on the anniversary date but you could wait until later that Spring

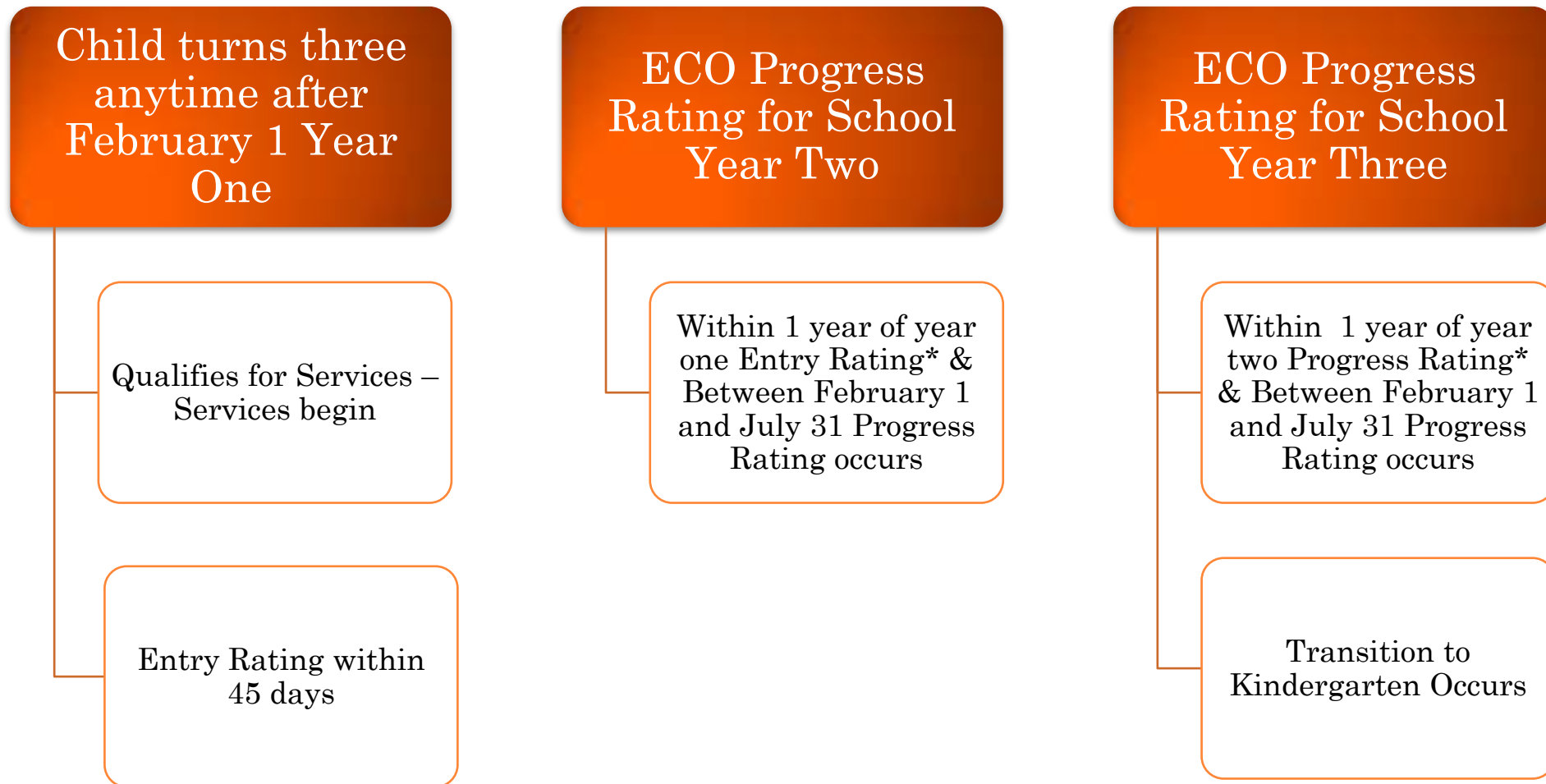
SCENARIO – ECSE SERVICES

STUDENT AGE 3 BY JANUARY 31



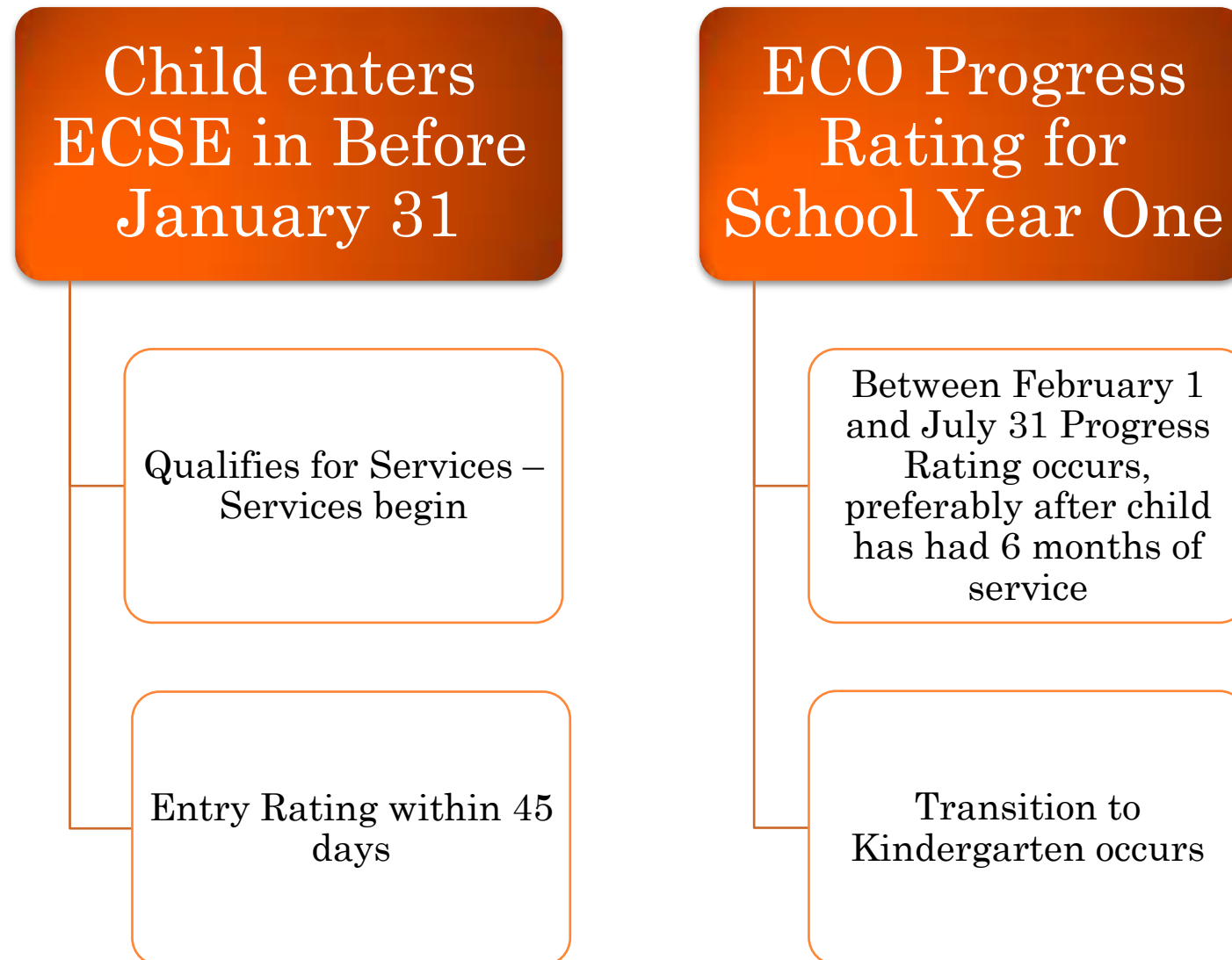
*You may do the ratings on the anniversary date but you could wait until later that Spring

SCENARIO – ECSE SERVICES STUDENT AGE 3 AFTER FEBRUARY 1 BUT BEFORE JULY 31

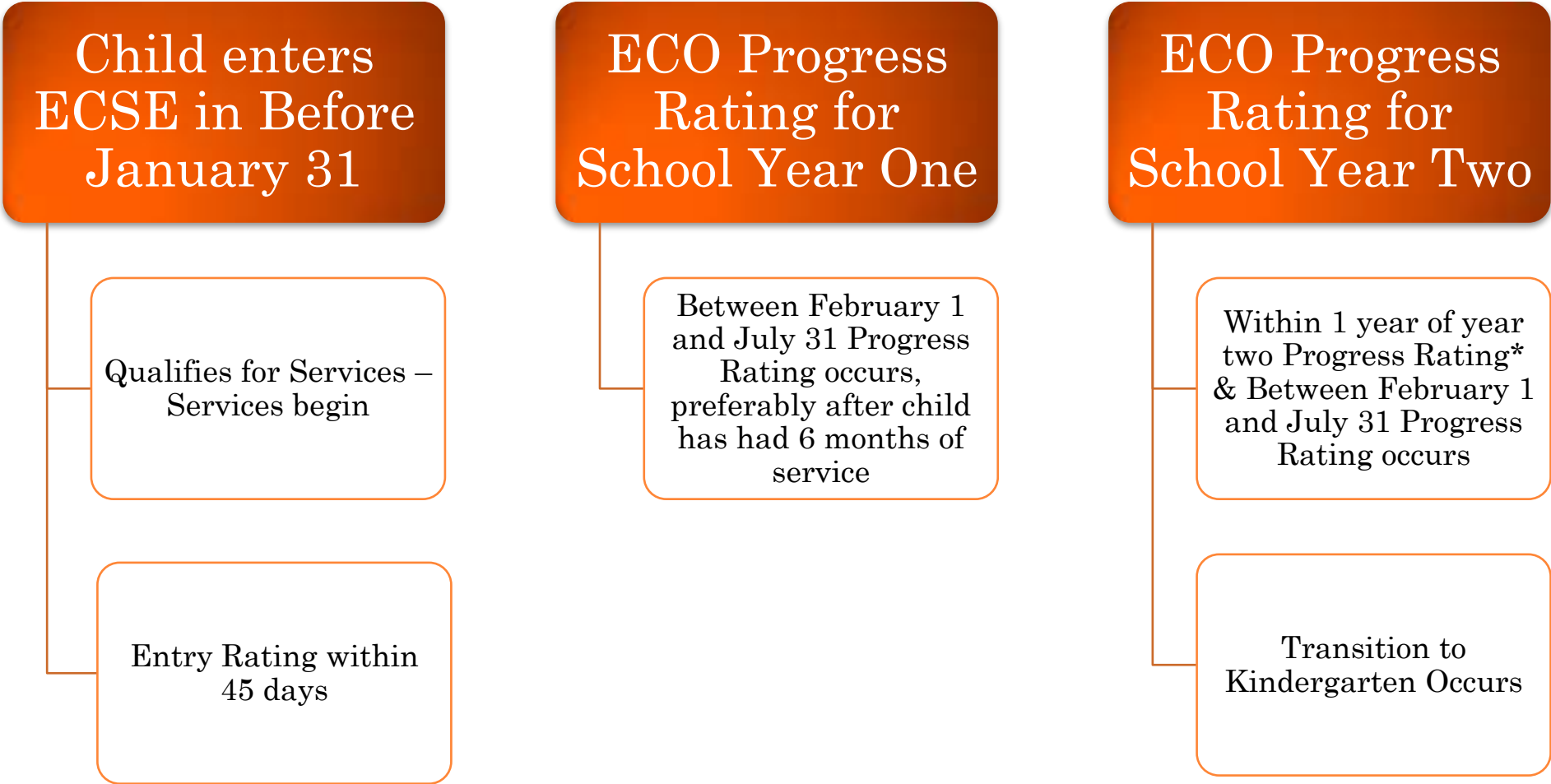


*You may do the ratings on the anniversary date but you could wait until later that Spring

SCENARIO – ECSE SERVICES STUDENT AGE 4 ENTERS BEFORE JANUARY 31



SCENARIO – ECSE SERVICES STUDENT AGE 4 ENTERS BEFORE JANUARY 31 AND IS NOT KINDERGARTEN AGE ELIGIBLE UNTIL THE FOLLOWING YEAR



*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

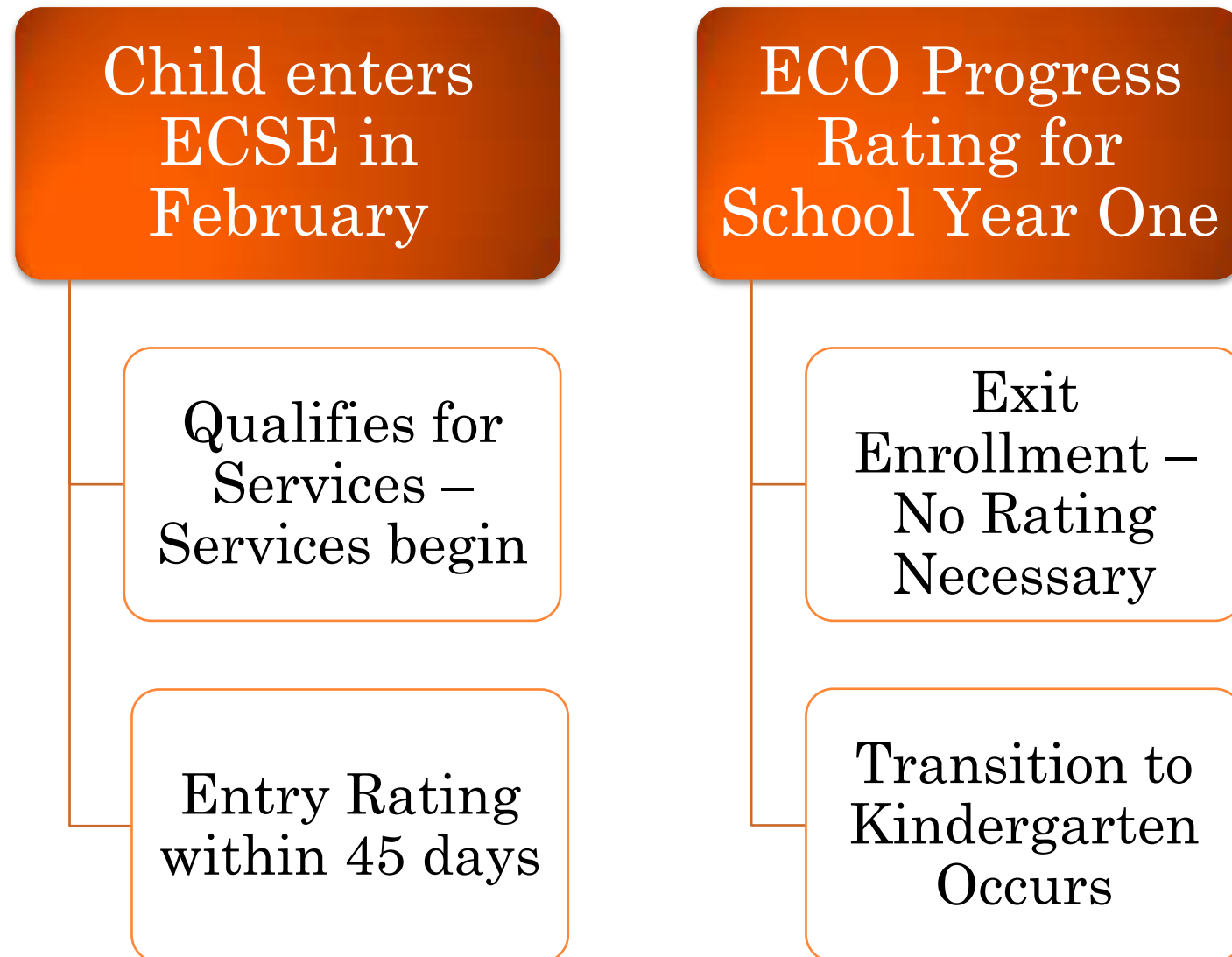
Within 1 year of year
two Progress Rating*
& Between February 1
and July 31 Progress
Rating occurs

Transition to
Kindergarten Occurs

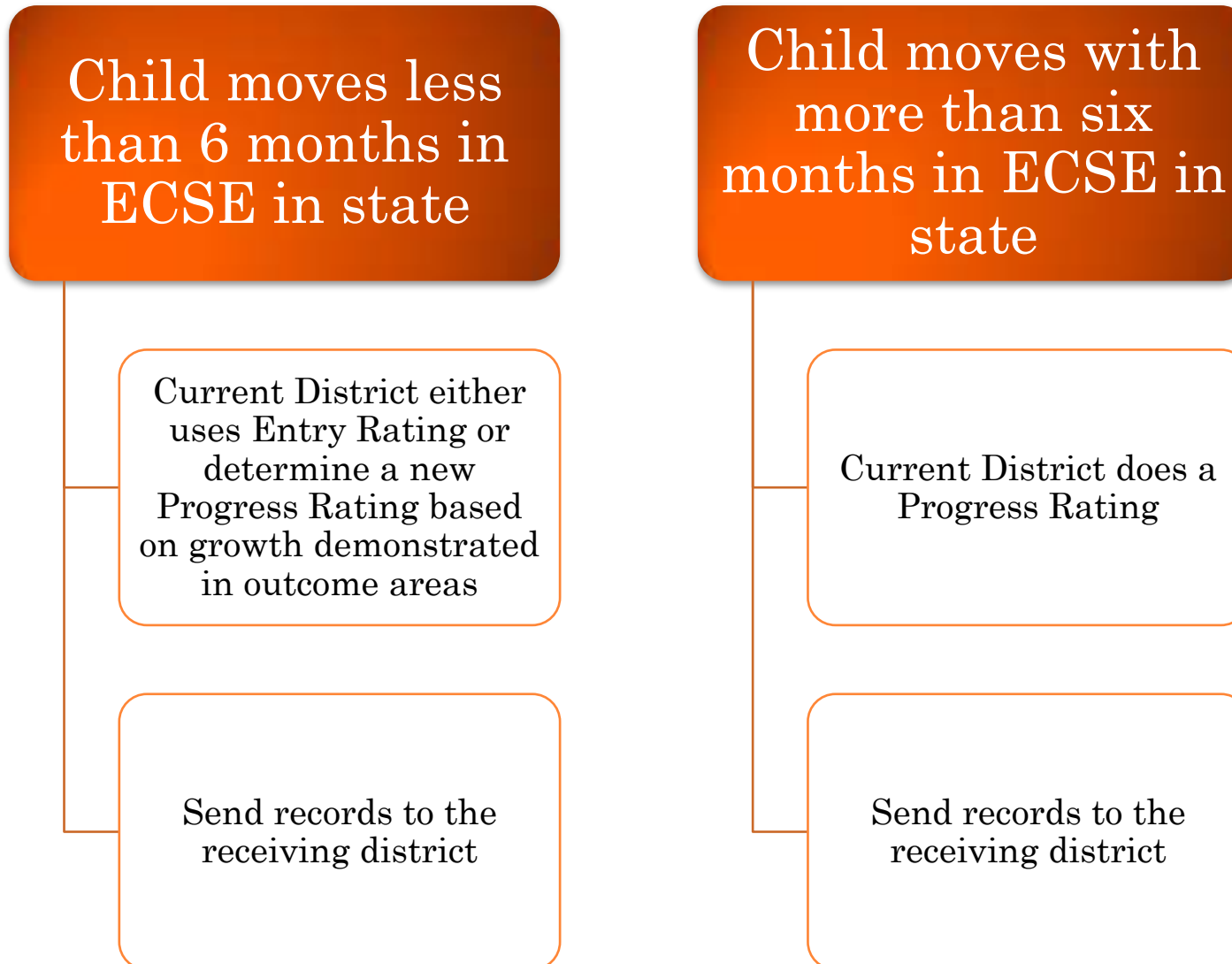
*You may do the ratings on the anniversary date but you could wait until later that Spring

SCENARIO – ECSE SERVICES

STUDENT AGE 4 ENTERS AFTER FEB 1



SCENARIO – CHILD MOVES OUT OF DISTRICT BUT REMAINS INSTATE



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)

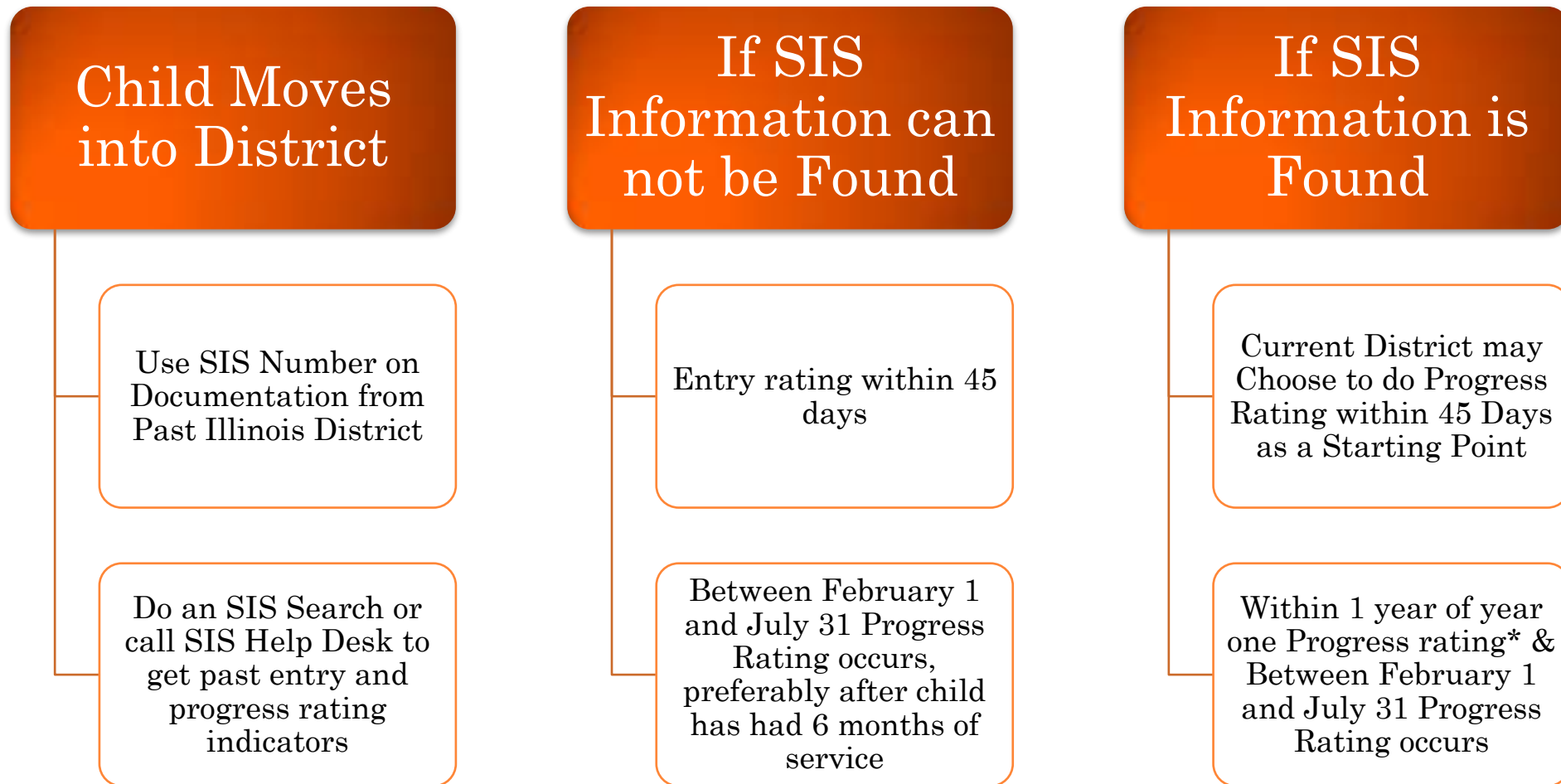
Child is in
ECSE less
than 6 months

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

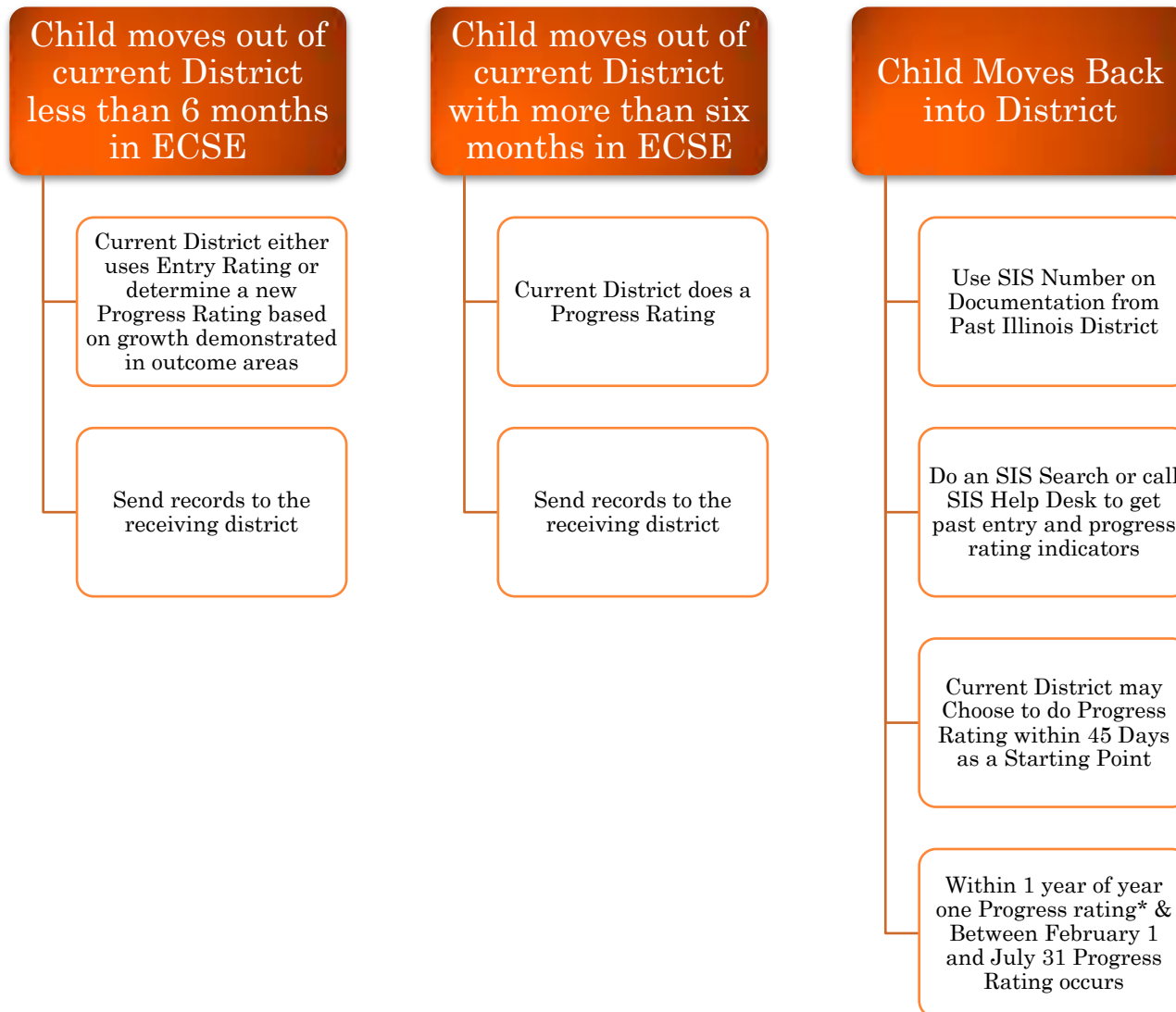
Child is in
ECSE greater
than 6 months

Current District does a
Progress Rating

SCENARIO – CHILD MOVES FROM ANOTHER DISTRICT INSTATE

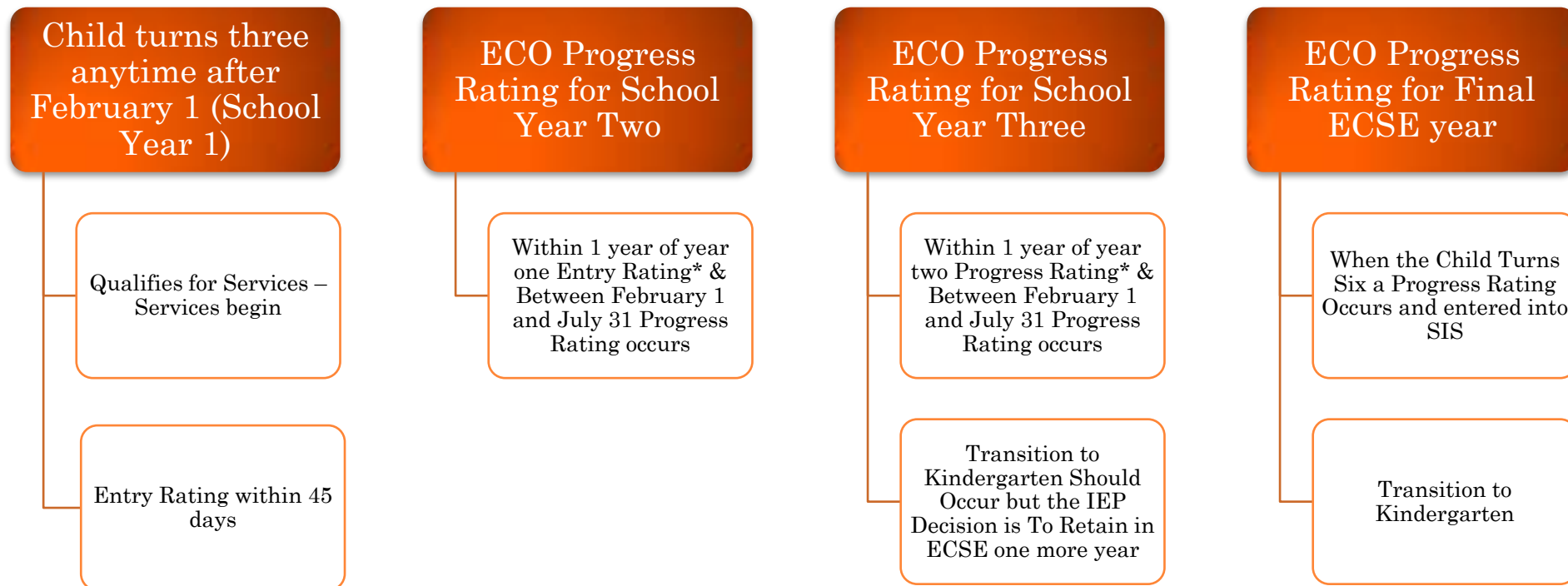


SCENARIO – STUDENT MOVES OUT OF THE DISTRICT AND MOVES BACK INTO THE SAME DISTRICT

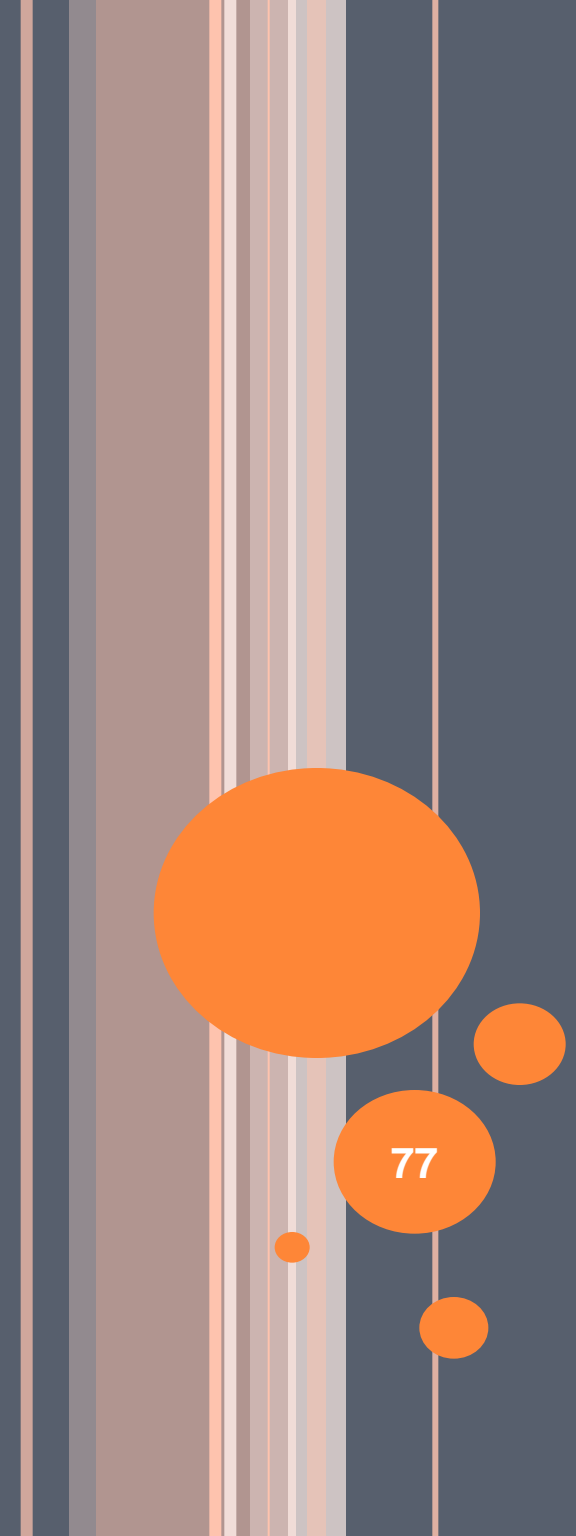


*You may do the ratings on the anniversary date but you could wait until later that Spring

SCENARIO – AGE ELIGIBLE FOR KINDERGARTEN BUT IS “RETAINED” IN ECSE



*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?

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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

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



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

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)

APPROVED SCREENER FOR SPEECH AND LANGUAGE ONLY

- ❑ 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)

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CHANGES TO THE FORM

ILLINOIS CHILD OUTCOMES SUMMARY FORM

Entry ☐ Progress ☐ Date: _____

Name: _____ SID: _____ Male ☐ Female ☐ DOB: _____
Last First Middle

District: _____ School: _____

Persons involved in deciding summary ratings - Role/Title

☐

Positive Social Relationships

☐

**Acquire and Use Knowledge
and Skills**

☐

**Take Appropriate Action to
Meet Own Needs**

1 - Not Yet

2 - Between Not Yet and Nearly

3 - Nearly

4 - Between Nearly and Somewhat

5 - Somewhat

6 - Between Somewhat and Completely

7 - Completely

CHANGES TO THE FORM

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

CHANGES TO THE FORM

Did _____ Participate in the Ratings?	Psychologist or Social Worker	<input type="checkbox"/> Yes <input type="checkbox"/> No
Coordinator, LEA Representative or Administrator	Speech/ Language Pathologist	<input type="checkbox"/> Yes <input type="checkbox"/> No
Early Childhood Teacher	Another Related Service Provider (e.g. OT/PT)	<input type="checkbox"/> Yes <input type="checkbox"/> No
How was Parent Involved in the Ratings?	<input type="checkbox"/>	1- Information Received in Team Meeting from Parent 2 - Information from Parent Incorporated into assessment(s) 3 - Parent Did Not Participate in Ratings Process


Progress Rating Only

Made Progress Positive Social Relationships?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Made Progress Acquire use and Knowledge Skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Made Progress Take Appropriate Action to Meet Own Needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Primary Assessment (Select Only One)	
<input type="checkbox"/> 1 - Assessment and Evaluation Programming System (AEPS)	<input type="checkbox"/> 5 - Hawaii Early Learning Profile (HELP)
<input type="checkbox"/> 2 - Carolina Curriculum for Infants and Toddlers / Preschoolers with Special Needs	<input type="checkbox"/> 6 - Individual Growth and Development Indicators (IGDI)
<input type="checkbox"/> 3 - High Scope Child Observation Record	<input type="checkbox"/> 7 - Transdisciplinary Play-Based Assessment (TPBA)
<input type="checkbox"/> 4 - Creative Curriculum Assessment	<input type="checkbox"/> 8 - Work Sampling System
<input type="checkbox"/> 9 - Child has an IEP for Speech Only	<input type="checkbox"/> 10 - Teaching Strategies GOLD
<input type="checkbox"/> 11 - Early Learning Scales (ELS)	<input type="checkbox"/> 12 - Ages and Stages Questionnaire (ASQ)

Entered into SIS by _____ **Date:** _____ **Revision Date:** _____

2014 School Year Changes

■ Example 1: Entry Rating without a Progress Rating

**Illinois State Board of Education**

Student Information System
Early Childhood Outcomes

Home

Student (8)

Search SID

Refresh from SID

Exit Enrollment

Assessment (8)

Adjusted Cohorts

Teacher

Batch Files (8)

Reports

Help

Log Out

To view School / District Name and contact information, please click on the Home School RCDIS number.

SID: 042001700 Legal Last Name: Smith Legal First Name: Alex Date Of Birth: 01/01/2000

Entry Ratings

Home School: Rating Date:

Positive Social Relationships Rating: <input type="text"/>	Acquire Use and Knowledge Skills Rating: <input type="text"/>	Take Appropriate Action to Meet Own Needs Rating: <input type="text"/>
--	---	--

Participation in Ratings:

Coordinator, LEA Representative or Administrator	<input type="checkbox"/> Yes <input type="checkbox"/> No	Early Childhood Teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No
Psychologist or Social Worker	<input type="checkbox"/> Yes <input type="checkbox"/> No	Speech/Language Pathologist	<input type="checkbox"/> Yes <input type="checkbox"/> No
Another Related Service Provider (e.g. OT/PT)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Parents Involvement	<input type="text"/>


Progress Rating

There are currently no Annual Ratings entered for this student.

Have questions or need help? Contact our Call Center (217)535-3000 between 7:00am - 6:00pm CST, Monday - Friday or Click here to contact us.
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2014 School Year Changes

■ Example 2: Entry rating with a progress rating

**Illinois State Board of Education**

Student Information System
Early Childhood Outcomes

10/25/2013 10:55

[Home](#)
[Student](#) (8)
[Search SID](#)
[Report from SID](#)
[Exit Enrollment](#)
[Assessment](#) (8)
[Adjusted Cohorts](#)
[Teacher](#)
[Batch Files](#) (8)
[Reports](#)
[Help](#)
[Log Out](#)

To view School / District Name and contact information, please click on the Home School RCOTS number.

SID: #92321708
Legal Last Name: Smith Legal First Name: Alex Date Of Birth: 01/01/2008

Entry Rating

Home School: Rating Date:

Positive Social Relationships	Acquire Use and Knowledge Skills	Take Appropriate Action to Meet Own Needs
Rating: <input type="text"/>	Rating: <input type="text"/>	Rating: <input type="text"/>
Participation in Ratings:		
Coordinator, LEA Representative or Administrator <input type="checkbox"/> Yes <input type="checkbox"/> No	Early Childhood Teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	
Psychologist or Social Worker <input type="checkbox"/> Yes <input type="checkbox"/> No	Speech/Language Pathologist <input type="checkbox"/> Yes <input type="checkbox"/> No	
Another Related Service Provider (e.g. OT/PT) <input type="checkbox"/> Yes <input type="checkbox"/> No	Parents Involvement: <input type="text"/>	

Progress Rating

Home School: Rating Date:

Positive Social Relationships	Acquire Use and Knowledge Skills	Take Appropriate Action to Meet Own Needs
Rating: <input type="text"/>	Rating: <input type="text"/>	Rating: <input type="text"/>
Made Progress: <input type="checkbox"/> Yes <input type="checkbox"/> No	Made Progress: <input type="checkbox"/> Yes <input type="checkbox"/> No	Made Progress: <input type="checkbox"/> Yes <input type="checkbox"/> No
Participation in Ratings:		
Coordinator, LEA Representative or Administrator <input type="checkbox"/> Yes <input type="checkbox"/> No	Early Childhood Teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	
Psychologist or Social Worker <input type="checkbox"/> Yes <input type="checkbox"/> No	Speech/Language Pathologist <input type="checkbox"/> Yes <input type="checkbox"/> No	
Another Related Service Provider (e.g. OT/PT) <input type="checkbox"/> Yes <input type="checkbox"/> No	Parents Involvement: <input type="text"/>	

Primary Assessment:

Have questions or need help? Contact our Call Center (217) 558-3600 between 7:00am - 4:00pm CST, Monday - Friday or Click Here to Contact Us.



REFLECTION ON YOUR PRACTICE

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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.

