



Preparing the Next Generation of Professionals to Use Child Outcomes Data to Improve Early Intervention and Preschool Special Education

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What We Will Cover



- The three OSEP child outcomes, progress categories & summary statements
- Approaches to measuring child outcomes
- Challenges to data quality
- Implications for pre-service and in-service preparation

Ultimate Goal for EI and ECSE



“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, preschool or school programs, and in the community.”

Based on the ECO stakeholder process when identifying 3 functional outcomes

Entire document available at

http://projects.fpg.unc.edu/~eco/assets/pdfs/ECO_Outcomes_4-13-05.pdf

Understanding the Three Child Outcomes



Three 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

Child Outcomes Step by Step



- Available at:

<http://projects.fpg.unc.edu/~eco/pages/videos.cfm>



Outcomes Are Functional



Functional outcomes:

- Refer to using skills to accomplish things that are meaningful to the child in the context of everyday life
- Refer to an integrated series of behaviors or skills that allow the child to achieve the important everyday goals

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 social 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 and receptive 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 (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

Taking Action to Meet Needs



- Includes
 - Integrating various skills (gross motor, fine motor, communication skills) to complete tasks
 - Self help skills (feeding, dressing, toileting, household task)
 - Acting on the world to get what he or she wants
 - Not JUST acting on the world: takes **APPROPRIATE** action to meet needs



Have the three outcomes made
their way into preparation
programs?

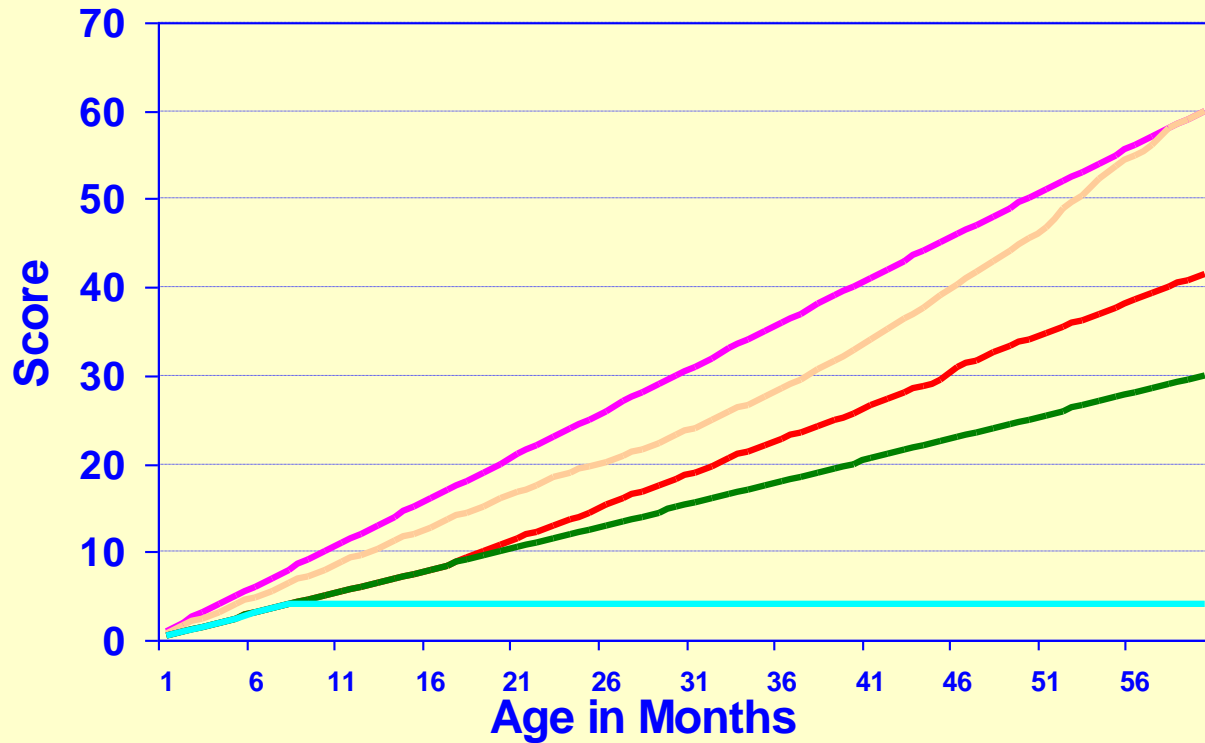
OSEP Reporting Categories

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

Illustration of 5 Possible Paths



- Maintained functioning comparable to age peers**
- Achieved functioning comparable to age peers**
- Moved nearer functioning comparable to age peers**
- Made progress; no change in trajectory**
- Did not make progress**



The Summary Statements



1. Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 3 [6] years of age or exited the program.
2. The percent of children who were functioning within age expectations in each outcome by the time they turned 3 [6] years of age or exited the program.

State Approaches to Measuring Child Outcomes – 2011-12

| Approach | Part C (N=56) | Preschool (N=59) |
|--------------------------------|------------------|---------------------|
| COS* 7 pt. scale | 42/56 (75%) | 37/59 (63%) |
| One tool statewide | 8/56 (14%) | 9/59 (15%) |
| Publishers' online analysis | 1/56 (2%) | 6/59 (10%) |
| Other | 5/56 (9%) | 7/59 (12%) |



Quality of the
data continues to
be a concern

Identifying the States with Highly Questionable Data



Criteria for eliminating states:

- Not reporting data on enough children
- Odd patterns in the data
- Review of method reported suggested the data were of questionable quality

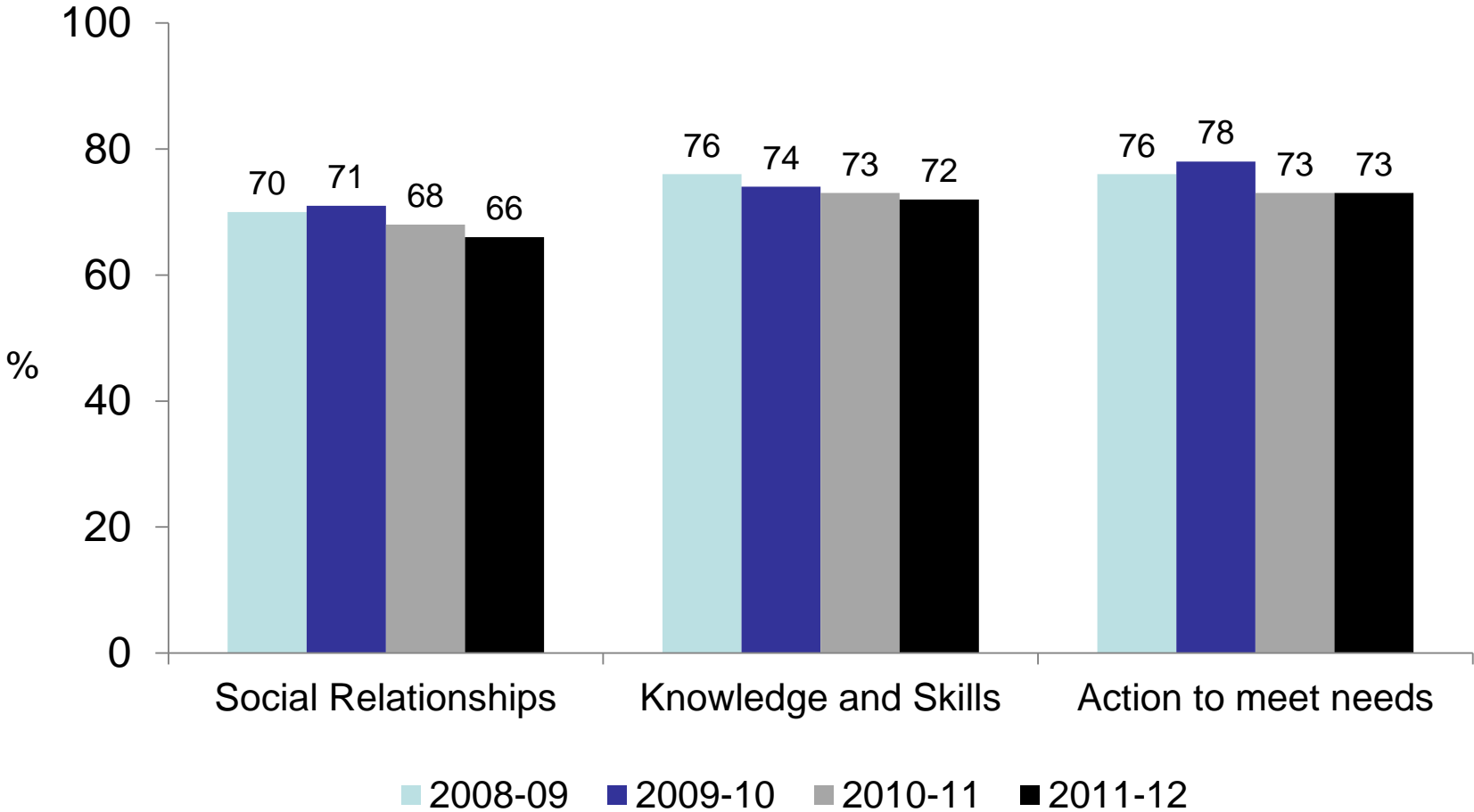
Number of States Varies Across Years



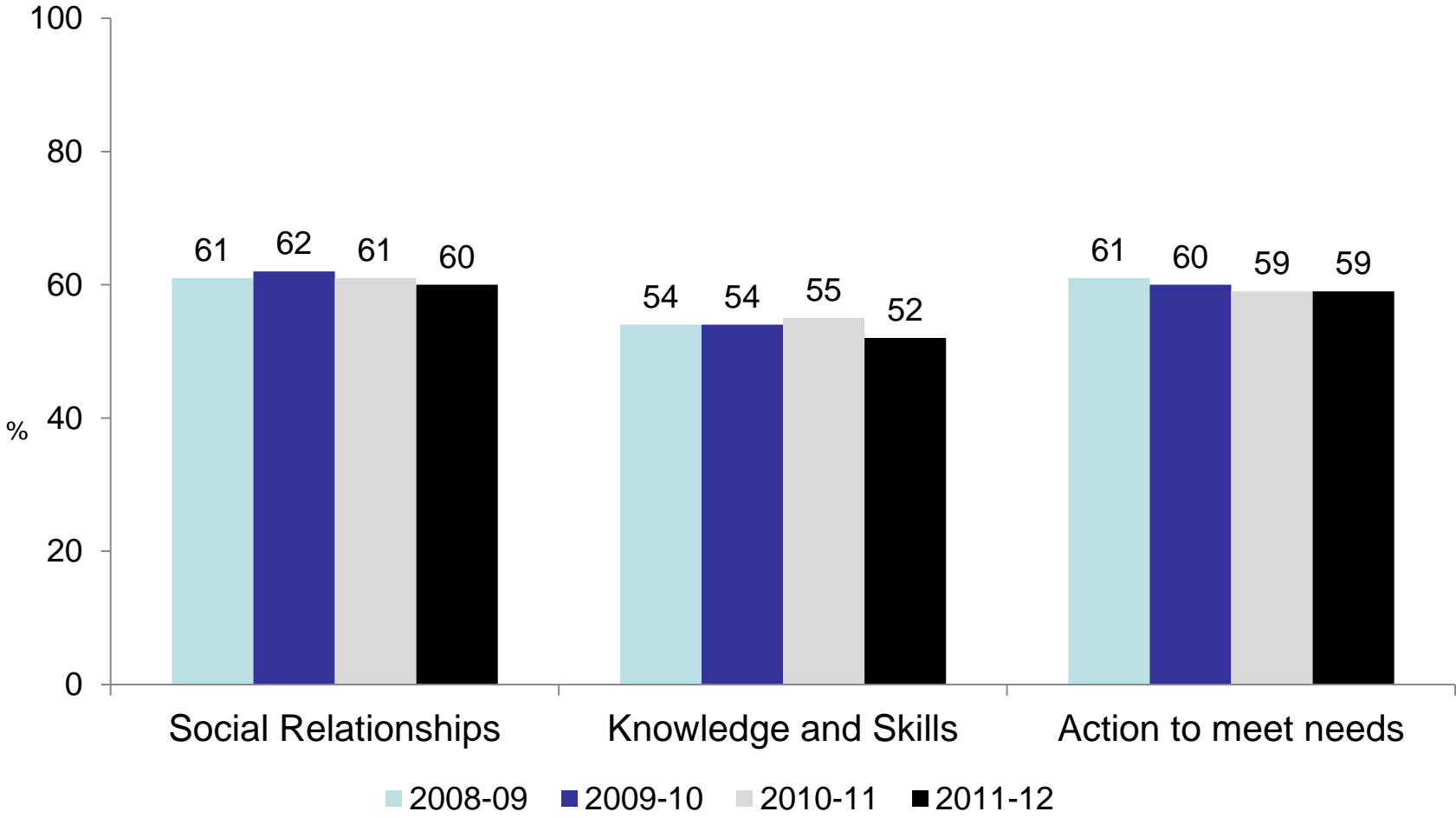
Number of States that Met Criteria
for Inclusion in the National Analysis

| | 08-09 | 09-10 | 10-11 | 11-12 |
|---------------------|-------|-------|-------|-------|
| Pt. C | 19 | 29 | 39 | 33 |
| Part B Preschool | 15 | 33 | 36 | 39 |

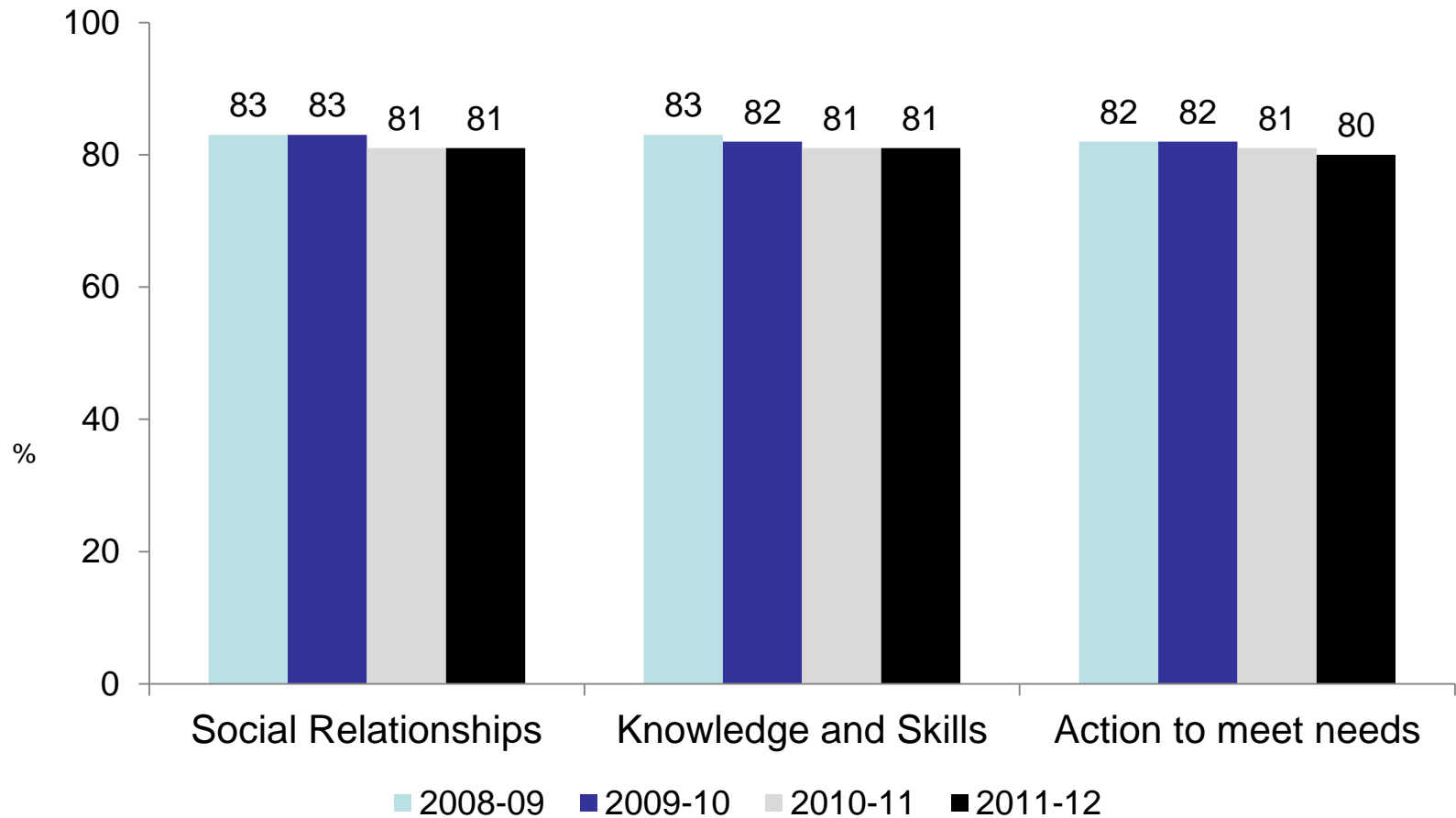
Part C: Greater than Expected Growth



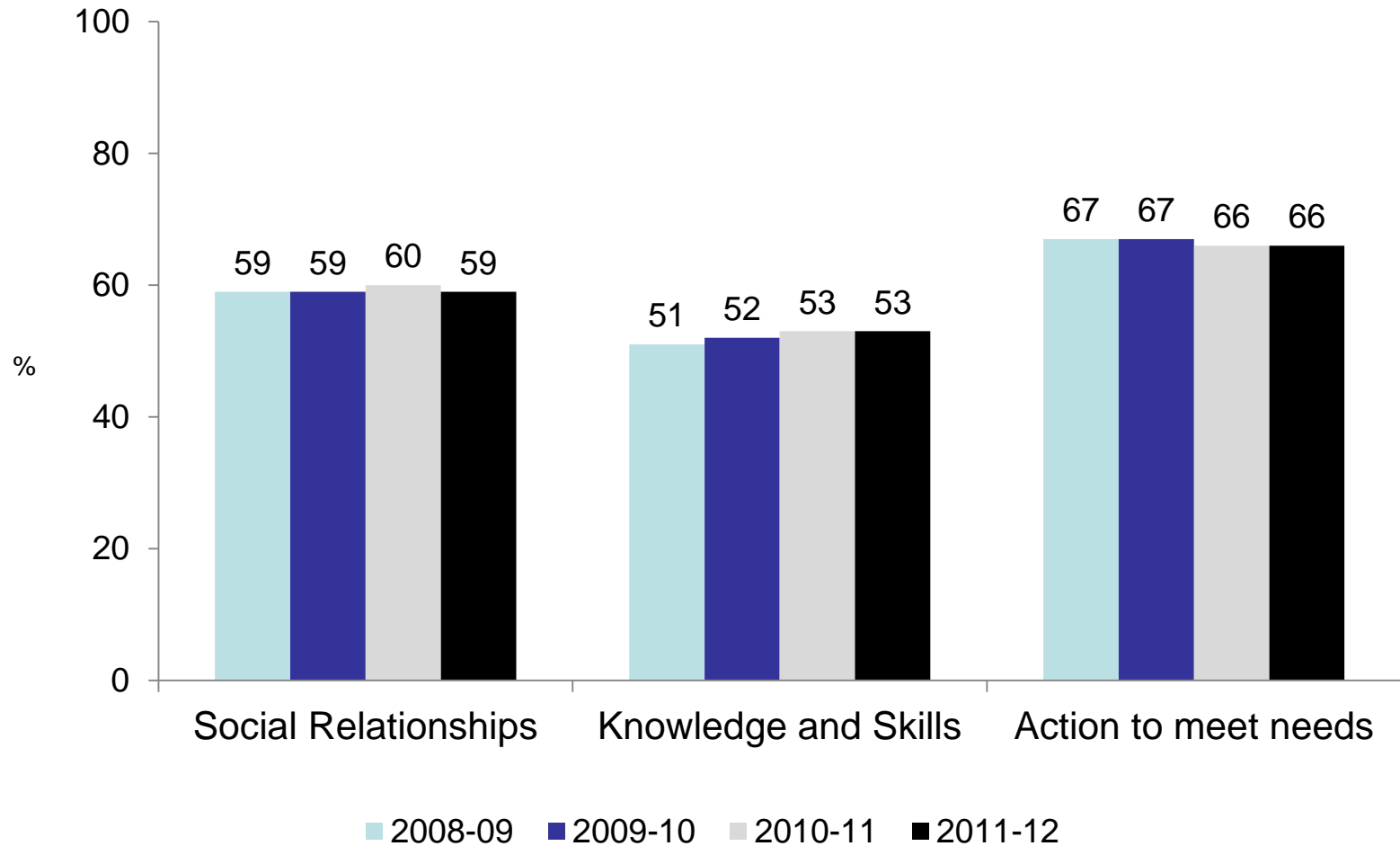
Part C: Exited Within Age Expectations



Part B Preschool: Greater Than Expected Growth



Part B Preschool: Exited within Age Expectations



Challenges to Quality Data



- How well prepared are providers and administrators
 - To collect data?
 - To report data?
 - To use the data?



Essential Knowledge for Completing the Child Outcome Summary (COS) Process



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

What providers need to know...



All methods require practitioners to be able to reliably administer assessments

- What tools do they know?
- Do they know how to administer the tool?
- Do they know how to interpret the findings?

Challenges to Using the Data



- How well prepared are providers and administrators
 - To discuss outcomes with families?
 - To relate the child functioning information
 - To IFSP and IEP planning?
 - To ongoing planning?
 - To program improvement?

Integrating Outcomes into IFSP/IEP Process



- Using the child and family outcomes as a framework to guide practice as well as outcomes measurement
 - Framework for assessment, planning, service delivery
- [Resources on integrating outcomes](#)
- Learning community
 - Contact kathi.gillaspy@unc.edu

Preparing the next generation for data-informed decision-making



- Are your students able to use data in their day to day practice?
- Implications for:
 - Pre-service?
 - Coordinated training and TA?



Questions or comments?

www.the-eco-center.org