

Student's Name:	District ID:	State ID:	Grade:	Sex:
Native Lang:	Ethnicity:	Birth Date:	Age:	
District:		School:		

Was this child served in the Part C – Infant Toddler Program? Yes _____ No _____

If yes, the Infant Toddler Program assessment(s), IFSP, and ECO data may be utilized as part of the IEP process.

This section will provide concise overview of the student's current skills and functioning to serve as basis for student's program for the upcoming year. Describe the student's present level of educational performance including the student's pre-academic and functional performance, abilities, acquired skills and strengths related to standards (eGuidelines and Common Core) and age/grade level expectations.

Outcome 1: Positive Social-Emotional Skills, including Social Relationships

(i.e. Relating to adults, children, responding to others, expressing emotions, using appropriate social greetings and play skills, etc.)

1. Present Level of Performance:

In sections a-e, report the child's specific skills and functioning as indicated by anchor and other assessments, observations and interviews with parents and other individuals in close contact with the child. This should include related service providers, Infant Toddler program staff, community child care provider/preschool providers, kindergarten teachers, Head Start staff, when appropriate.

a. Parent Input: (Related to strengths and concerns in child's functioning in this outcome area)

Use parent friendly formats (formal and informal) to gather and collect information from the parents about how their child functions in typical family activities and routines. Start with informal conversations, in addition to parent interview forms, Routine's Based interview, parent questionnaires, etc. Discuss child's functional routines, interaction with other children, where they spend their time, etc.

You might need to help the parent by asking more probing questions. Professional may have to interpret and check for understanding in identifying skill strengths and needs of their child. (for example if a parent shares that their child does not talk you might follow up with "does your child use one or two words utterances").

Information provided by the parent will be used to help identify whether the child is exhibiting specific skills that are similar to same age peers or the skills of a younger or a much younger child.

b. State Approved Anchor Assessment and date completed:

List the State Approved Anchor Assessment and the date it was completed (i.e. Creative Curriculum, May 14, 2012) The actual results of how the child performed on the anchor assessment will be summarized in section c below.

If the student is in the ECSE program less than 6 months, a statement to this fact would be noted here and no ECO rating determined. All components of an ECO/IEP will be completed with the exception of section (1) b. State Approved Anchor Assessment and section (1) d. Early Childhood Outcome Entry, Exit, and Progress Data Outcome for each of the Outcome areas.

c. Summarize the specific skills this child has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews: *Person(s) completing this section must be familiar with typical child development and which specific skills are appropriate for a specific age. Professionals must be familiar with what is considered Age Appropriate (AA), Immediate Foundational (IF) and Foundational Skills (F). Teams can utilize developmental scales, the eGuidelines, formal assessments, criterion-referenced assessments, screening assessments to categorize a child's skills by AA, IF, and F. Following the screening, assessment, parent interviews, observations process, the team would determine whether the skills are AA, IF, or F. To make an accurate ECO rating, teams must know how often the child uses skills that are AA, IF or F across setting and situations. Skills listed as Immediate Foundational and Foundational represents how the student's disability adversely affects their ability for involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities) and participation in age appropriate activities.*

Age Appropriate Skills (same age child): *Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.*

Immediate Foundational Skills (younger child): *Child shows functioning might be described as like that of a slightly younger child. They exhibit skills that are conceptually linked to later skills and immediately precede the later skills developmentally. IEP team members must be familiar with the sequence of skill development. Example: child play along side one another before they interact and play (parallel play precedes cooperative play).*

Foundational Skills (much younger child): *Skills and behaviors that occur earlier in development and serve as the foundation for later skill development. IEP team members need to be familiar with the pre-requisite foundational skills for which later skills are built upon and needed to move to the next development stage.*

d. Early Childhood Outcome Entry, Exit, and Progress Data Collection (for State reporting purposes only) *Based on the listing of AA, IF and F skills above, the IEP team will use the Decision Tree for Summary Rating Discussion to decide which rating (1-7) best describes the child's current functioning. If the student is in the ECSE program less than 6 months, a statement to this fact would be noted here and no ECO rating determined.*

Outcome Area	ECO Entry Rating	*Annual ECO Rating and Date	*Annual ECO Rating and Date	ECO Exit Rating	Progress at exit? Yes/No
Positive Social Emotional Skills	<i>ECO Rating 1-7 at ENTRY into the Part B ECSE services</i>	<i>Based on the Present Level of Performance at the annual review the team will determine if the ENTRY ECO rating is still accurate or assign a new rating. NO NEW ANCHOR ASSESSMENT or REPORTING</i>		<i>ECO Rating 1-7 at EXIT from the Part B ECSE services</i>	<i>At EXIT only: YES: if the child moved up a point on the scale from ENTRY rating</i>

		INTO THE STATE DATA SYSTEM is needed for this annual score.		or they stated at the same.
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Check one of the following.

- ____ The child's functioning is age-appropriate across all or almost all settings and situations (6 or 7).

The child is functioning at age appropriate across all or almost all settings and situations. There might be someone with a concern about the child's functioning in this area that might require monitoring. No IEP goal is required.

- ____ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

The child is functioning with below age appropriate skills and the IEP team has determined an annual IEP goal(s) is needed.

- ____ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.

The child is functioning with below age appropriate skills and the IEP team has determined this will be addressed in the general EC curriculum and NO IEP goal is needed during this IEP year. Note: There is an expectation that a student functioning below age expectation will improve functioning to a level nearer or comparable to same age peers.

e. Baseline data for all of the targeted skills identified in annual goal(s).

For all IEP goals written in this Outcome area, you must have a baseline measurement. This is a measurement of how the child is currently performing on the specific measureable skill that is identified in Annual goal: 3. below. There must be a separate baseline for each goal in this area. Baseline Example for Goals:

During preschool observation, child initiate play with a peer 1 time with verbal prompting during a 4 day observation.

During preschool screener, child threw objects 13 times, scratched 18 times and hit 8 times.

2. General Education Content Standard(s): (List all of the Idaho eGuidelines standards that related to the Annual goal(s) of need)

3. Annual goal: (Specific measurable skill(s) and the condition that would indicate improved functioning in general education curriculum and setting related to this outcome.)

Child will independently initiate play with peers 3 times per day for 4 consecutive preschool days.

4. Evaluation Procedure (criteria, procedure, and schedule): 3 times per day for 4 consecutive preschool days collected through scheduled observation weekly.

5. Assistive Technology (if needed): N/A

6. How and When Progress Toward Goal Is Reported:

Enter report card dates in the 1 st line below.					

***Note:** If the student is not progressing according to target dates, parents will be informed.

3. Annual goal: (Specific measurable skill(s) and the condition that would indicate improved functioning in general education curriculum and setting related to this outcome.)

Child will use 'gentle hands' and refrain from behaviors such as throwing objects, scratching or hitting 3 out of 5 opportunities during 15 minute timed data probes.

4. Evaluation Procedure (criteria, procedure, and schedule): 3 out of 5 opportunities during 14 minute timed data probe during scheduled bi-weekly observations.

5. Assistive Technology (if needed): N/A

6. How and When Progress Toward Goal Is Reported:

Enter report card dates in the 1 st line below.					

***Note:** If the student is not progressing according to target dates, parents will be informed.

(repeat as often as necessary for addition goals related to this outcome)

***Progress Codes:**

1 = Completed
2 = In progress
3 = Not started
4 = Other:

Progress Projection Codes:

A = Progress is adequate to meet target dates.
B = Progress is inadequate to meet target date.