
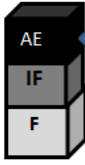

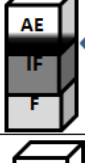
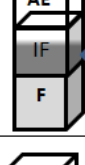
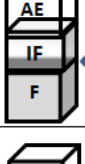
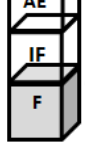


What does the Child Outcome Rating Mean?

Performance Descriptor Scale For Use in Preschool IEP Outcome Rating

Overall Age Expected Skills	Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age.		7
	Child functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional supports.		6
Decreasing Degree of Age Expected Skills	Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child.		5
	Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.		4
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	Child does not yet show functioning expected of a child of his or her age in this situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.		3
	Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.		2
	Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as that of a much younger child.		1

CHILD OUTCOMES

What are the Three Child Outcomes?

CHILD OUTCOME 1 - Positive Social Emotional Skills (Including Social Relationships)

Raters should think about the child's functioning in these closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Includes areas like:

- Exhibiting attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Displaying social interactions and play

CHILD OUTCOME 2 - Acquisition and Use of Knowledge and Skills

Raters should think about the child's functioning in these closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking
- Reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding physical and social worlds

Includes areas like:

- Early Concepts—symbols, pictures, numbers, classifications, spatial relationships
- Imitation
- Object Permanence
- Expressive language and communication
- Foundations for Reading
- Foundations for Writing

CHILD OUTCOME 3 - Use of Appropriate Behaviors to Meet Their Needs

Raters should think about the child's functioning in these closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- 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 areas like:

- Integrating motor skills to complete tasks
- Using self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- Acting in the world to get what one wants

What is Idaho's Process for Capturing Early Childhood Outcome Data?

The Early Childhood Individual Education Plan (IEP)

The Early Childhood IEP has the early childhood outcomes embedded into the process as part of the student's Present Level of Performance in the three outcome areas. The child's IEP incorporates multiple sources of information to describe a child's current level functioning. This information will include testing used to determine the student's eligibility for special education and related services, one or more norm-referenced or curriculum-based assessment, parent interviews and reports on child's skill and behavior, progress notes from therapist working with the child, information from the Infant Toddler Program if available, observations by a teacher or child care provider, or other sources.

The Present Level of Performance will present a picture of the child's current functioning to help the IEP team in rating the child's current functioning across settings and in situations that make up their day. The Rating should convey the child's functioning across multiple settings and in everyday situations, not his/her capacity to function under unusual or ideal situations.

If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.

If assistive technology or special accommodations are available in the child's everyday environment, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's actual functioning across a range of settings, not his/her capacity to function under ideal circumstance if he or she had the technology.

"Age-appropriate skills—AA" refers to the skills and behaviors that are expected of children of the same age in all or almost all everyday situations that are part of the child's life.

"Immediate Foundational Skills—IF" are skills and behaviors that occur developmentally just prior to age-expected functioning.

"Foundational skills—F" refers to the skills and behaviors that develop earlier in the development continuum that serves as the foundation for later developing skills and behaviors. Differentiated and/or specialized instruction can be based upon identifying these earlier developing skills/behaviors and facilitating them to help children move to the next higher level of functioning. Development in the early childhood years proceeds through several levels of foundational skills and behaviors that become more complex and proficient as children get older. All skills that lead to higher levels of functioning are considered "foundational skills."

Things to consider when determining an Early Childhood Outcome Rating:

- Be familiar with the child's functioning in the outcome across a variety of situations and settings.
- Think about the many skills and behaviors that allow the child to function in an age-expected way.
- Understand the development continuum that leads to age-expected function.
- Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older.
- These skills and behaviors emerge in a somewhat predictable development sequence in most children.
- The development of children with disabilities can be compared to the development of their same age peers.

Decision Tree for Summary Rating Discussions

