

# Early Childhood ECO/IEP Changes



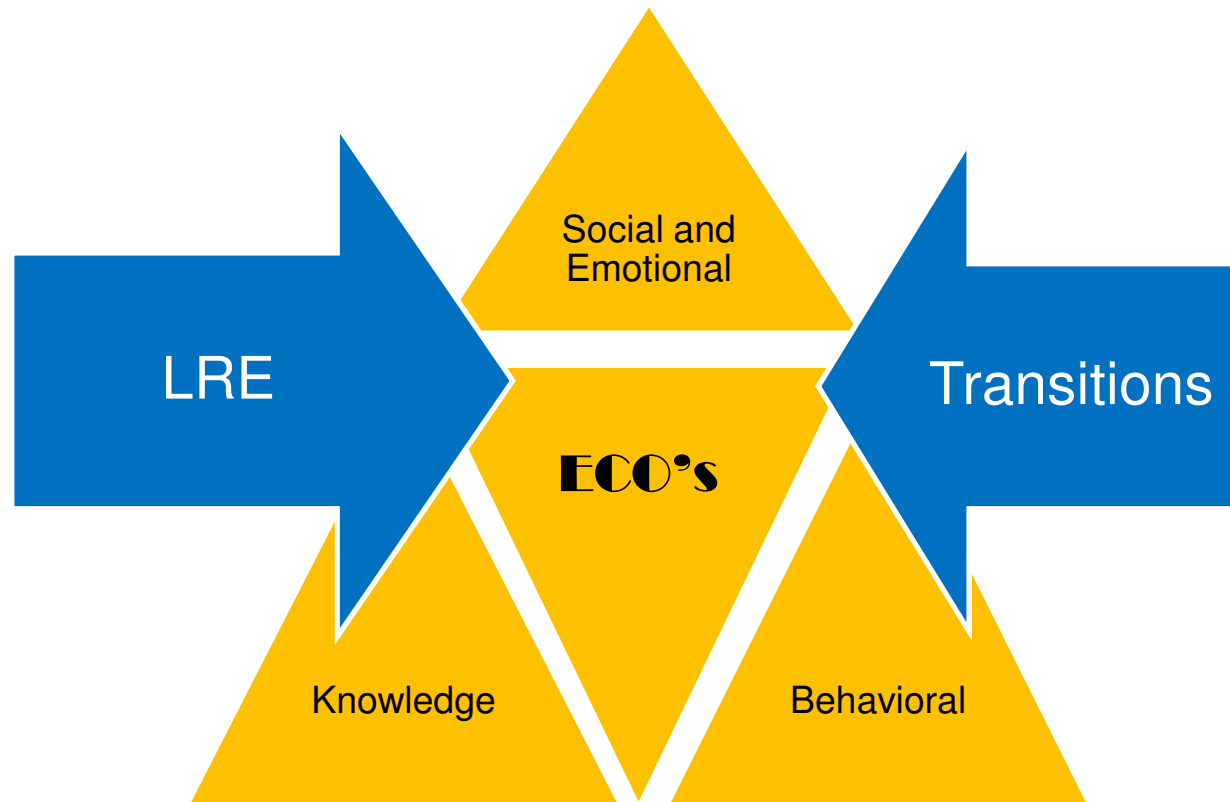
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*Division of Special Education*

*Early Childhood and Interagency Coordination*

# Federal Requirements



# Early Childhood Outcomes Indicator 7



# Who is Reported on Indicator 7?



**All students**  
receiving special  
education  
services that are  
between the  
ages of 3-5  
years



# Early Childhood Outcomes

Positive Social and Emotional Skills, including Social Relationships

Acquiring and Using Knowledge and Skills, including Communication and Early Literacy

Taking Appropriate Action to Meet Needs



# Why Collect Outcome Data?

- Federal Requirement – Indicator
- Pre and Post Test
  - Program effectiveness
  - Provide districts with information for program improvement
  - Ultimately to better serve children



# What do we report?



Percentage of children who:

Make progress toward  
typical development





# Who do we collect outcome data on and when...

**All** ECSE students must have EC Outcome **Entry** data collected as part of the initial IEP process, unless the student will not be in the ECSE program for more than 6 months.



For students transitioning from Health and Welfare, Infant Toddler Program (Part C) outcome exit data may be used. For these student's an IEP must be in place by the student's 3<sup>rd</sup> birthday.





# Who and when ....

EC Outcome **Exit** data will be collected **within 30 days of the end of the school year** (including ESY) for **all** children who:

- Have been in Idaho receiving services for at least 6 months, and
- Are 5 years old on or before Sept 1st of the next school year (cut-off date for kindergarten entry)
- Within 30 days of determining a child no longer meets eligibility criteria (prior to age 5 and been in program at least 6 months)
- 30 days prior to a child **moving out of state**  
If child leaves before 5 without notice and prior to administering the anchor assessment, complete the COSF-R with the information available.



# Who is responsible to collect outcome data?

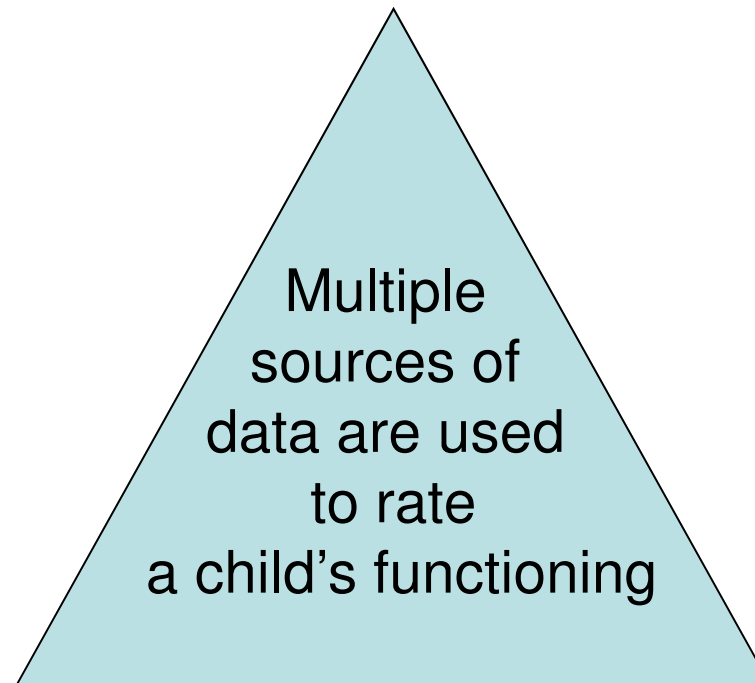
- Preschool teachers/SLP's should take a lead role in gathering the necessary data/information from multiple people and measures through a team process

Related service providers also provide assessment data, observation, etc.



# What information is gathered?

Informed  
Professional  
Judgment &  
Observation



Parent  
Input

## **Anchor Assessment-**

Norm-referenced, criterion-referenced or  
curriculum-based assessments



# State Approved Anchor Assessments

- AEPS
- Battelle Developmental Inventory
- Bayley-III Scale of Infant Toddler Development
- Brigance Inventory of Early Development
- Carolina Curriculum for Preschoolers with Special Needs
- Creative curriculum GOLD
- DAYC – Developmental Assessment for Young Children
- Hawaii Early Learning Profile (HELP) for Preschoolers
- High Scope Preschool Child Observation Record
- Once Scale
- Work Sampling System®



# ECO Rating System is a Process



# Embedding the ECO Process into Early Childhood IEPs





# IDAHO



Child Outcomes Summary Form - Idaho Child Count Verification 2012																														Totals		
Minimal items needed for accurate COSF-R	1	2	3	4	5	6	7	8	9	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#			
Team process	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	24/31	
Parent Input	Y	N	N	N	N	N	N	Y	N	Y	N	N	N	Y	N	Y	Y	Y	Y	N	N	N	N	Y	N	N	N	N	N	N	Y	10/31
Informed Decision (Observation/Interview)	Y	N	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	N	N	Y	N	N	N	Y	11/31
Anchor Assessment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	29/31
AA, IF, F completed	N	N	N	N	Y	N	N	Y	N	N	N	N	N	N	Y	N	N	Y	N	N	N	N	Y	Y	N	Y	N	N	N	N	Y	8/31
Rating matches information	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	N	N	N	N	N	N	N	3/31
Mets elements for accurate reporting	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	1/31

#### Definitions

**Team Process:** More than the teacher completed the form

**Parent Input:** In the supporting evidence section there is information provided by the parent

**Informed Decision:** In the supporting evidence section there is information gathered through an observation or interview with another provider.

**AA, IF, F completed:** In the supporting evidence section - information collected is labeled as Age Appropriate, Intermediate Foundational, or a Foundational skill.

**Rating matches information:** Using the Decision Tree the rating is accurate based in information provided on the COSF-R

**Mets elements for accurate reporting:** All minimal elements are meet to make the COSF-R rating accurate

COSF-R Only completed 1 outcome



Child Outcomes Summary Form - Idaho Child Count Verification 2011

Minimal items needed for accurate COSF-R	1	2	3	4	5	6	7	8	9	#	11	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	32	
Team process	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Parent Input	N	N	N	Y	Y	N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N
Informed Decision (Observation/Interview)	N	N	Y	Y	Y	N	Y	N	Y	N	N	Y	Y	N	N	N	N	N	N	Y	N	N	N	Y	Y	N	N	Y	Y	Y	Y	N
Anchor Assessment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
AA, IF, F completed	Y	Y	N	N	N	N	N	N	Y	N	Y	Y	N	N	N	N	Y	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N
Rating matches information	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N
Mets elements for accurate reporting	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N

Child Outcomes Summary Form - Idaho Child Count Verification 2011 Continued

Totals

Minimal items needed for accurate COSF-R	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#														
Team process	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y													44/51
Parent Input	N	Y	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N													15/51
Informed Decision (Observation/Interview)	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N													15/51
Anchor Assessment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y													48/51
AA, IF, F completed	Y	N	N	N	Y	N	N	N	N	Y	N	N	N	N	N	N	N	N	N													10/51
Rating matches information	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N													4/51
Mets elements for accurate reporting	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N													1/51





# Side by Side Comparison

## Survey Response

- 70% proficient or expert
- 64% and 59% used team at entrance and exit
- 88% collected AA, IF, and F
- 71% used the decision tree

## Practice Evidence

- 3% met minimal compliance
- 77% and 86% used team process at entrance and exit
- 26% in 2012 and 20% in 2011 AA, IF and F documented
- Rating matched Evidence provided 10% 2012 and 8%





# So What to Do?







# How does this fit into the IEP Process?



Document date:		<b>IEP Goals with Early Childhood Outcomes</b>			Page	of
Students Ages 3-5						
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.*





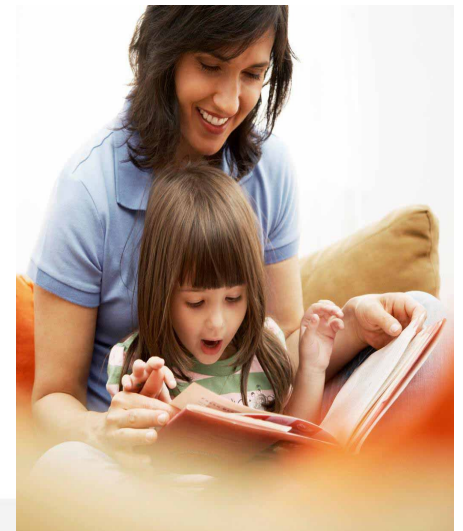


**a. Parent Input:** (Related to strengths and concerns in child's functioning in this outcome area)

*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.*

- AEPS
- Battelle Developmental Inventory
- Bayley-III Scale of Infant Toddler Development
- Brigance Inventory of Early Development
- Carolina Curriculum for Preschoolers with Special Needs
- Creative curriculum GOLD
- DAYC – Developmental Assessment for Young Children
- Hawaii Early Learning Profile (HELP) for Preschoolers
- High Scope Preschool Child Observation Record
- Once Scale
- Work Sampling System®



**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.*

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>	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 INTO THE STATE DATA SYSTEM is needed for this annual score.		<i>ECO Rating 1-7 at EXIT from the Part B ECSE services</i>	<i>At EXIT only:</i>  YES: if the child moved up a point on the scale from ENTRY rating or they stated at the same.



**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.*

**baseline**





**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<sup>st</sup> line below.


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





# Statewide Training



# Supporting Documents





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# IDAHO TRAINING Clearinghouse

**Find the following on the ITC:** [www.idahotc.com](http://www.idahotc.com)

- Statewide Calendar
- Online Training Registration
- Online Communities
- Webinars
- Resource Links
- In-service Credit Offerings



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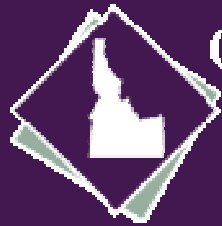


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*live learn work play*

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