

Child Outcomes Measurement System

In 2005, the U.S. Department of Education - Office of Special Education Programs (OSEP) announced new reporting requirements to measure and report for Child and Family Outcomes. These new reporting requirements resulted from the passage of the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004.

Three specific Child Outcomes must be measured to focus on the results of Idaho's early service system. They are as follows:

- Children have positive social/emotional skills (including social relationships).

Example of social/emotional skills include responding to others, expressing emotions, turn-taking, using appropriate social greetings, play skills, or having friendships with same-age peers, etc.
- Children acquire and use knowledge and skills (including early language/communication).

Example of knowledge skills include expressing thoughts and ideas, listening to and enjoying stories and books, or learning new ways to do things, etc.
- Children use appropriate behaviors to meet their needs.

Examples of appropriate behaviors include getting from place to place, using tools like forks or crayons, and feeding or dressing, etc.

These three Child Outcomes are functional in nature and should be meaningful to the child in the context of everyday living. In addition, they are an integrated series of behaviors or skills that allow the child to achieve the Outcomes, which are not based on a single behavior or domain. Rather, they are based on the sum of a series of discrete behaviors.

Idaho's Child Outcomes Process – Who, What, and When?

Idaho's Child Outcomes process requires the following actions:

- Inform parents and provide information regarding the process.
- Complete an Anchor Assessment to assess the child in the three (3) Outcome areas.
- Collect, compile, and document information from Anchor Assessments, parent information, and informed professional observation and judgment.
- Complete and record the team's rating decision in each Outcome area regarding the child's status of developmental functioning compared to a typical, same-aged peer.

Child Outcomes information must be collected at a child's entry and exit from the Infant Toddler Program. At each collection interval, a Child Outcomes Summary Form (COSF) must be completed. The Child Outcomes Summary Form Instructions is a tool that can be used to assist in completing the COSF.

The Decision Tree for Summary Rating Discussion document (i.e., Child Outcomes Decision Tree) is another tool that can be used to complete the COSF. The tree represents a series of questions about the extent to which a child exhibits age-appropriate skills and behaviors. Responses to questions on the decision tree guide the user to a specific rating category on the 7-point scale. Walking through the questions can assist in guiding a rating-scale discussion or confirm a final rating decision.

Entry into Infant Toddler Program

The following includes information for entry into the Infant Toddler Program:

- Children entering services with potential to be served 6 months or longer must have a completed anchor assessment. The entry Child Outcomes Summary Form (COSF) must be completed within forty-five (45) days of the Individualized Family Service Plan (IFSP) development. This includes children who are only receiving a single related service (e.g., Speech only or Occupational Therapy only).
- An entry score is not required for children who enter services after 2.6 year of age as they have no possibility of being served at least 6 months. However, if a child enters and it isn't clear how long he or she will be served, completion of the entry rating is required.
- Effective June 1, 2007, for premature infants only (born before 36 weeks gestational age), the Child Outcomes Summary Form entry rating can be completed at or before the 6 month IFSP review.
- At entry only, the Mullen Assessment, in addition to a social emotional screener or Assessment may be used as an Anchor Assessment (e.g. Infant Toddler Social Emotional Assessment (ITSEA), Greenspan Social-Emotional Growth Chart, Bayley Social Emotional subscale, Ages and Stages Questionnaires: Social-Emotional (ASQ-SE). This option may be appropriate for children who are born premature.
- A full Anchor Assessment is required at entry into the Infant Toddler Program and sections from other evaluations cannot be substituted for portions of the Anchor Assessment. Allowing evaluations from other disciplines to replace corresponding sub-domains of the anchor tool is not appropriate.

The Assessment, Evaluation, and Programming System (AEPS) parent questionnaire CANNOT be a stand alone tool used as an Anchor Assessment.

- Child Outcome entry scores are still required even when the parent does not provide Consent for an Anchor Assessment. Use all other sources of information available (e.g. parent report, authentic assessments, observation, etc.) available to complete the Child Outcomes Summary Form.

Exit from Infant Toddler Program

The following includes information for exit from the Infant Toddler Program:

- The Anchor Assessment should be completed between the two and a half (2.6) year IFSP meeting and the child's third (3rd) birthday.

- An exit Child Outcome Summary Form must be completed near the Infant Toddler Program exit or the transition meeting with Part B for all children leaving the Infant Toddler Program after receiving service for at least six (6) months.
- For children who will not be transitioning to a developmental preschool at exit from the Infant Toddler Program, an **Ages and Stages Questionnaire (ASQ)** and **ASQ-SE** in addition to an evaluation in the primary area of concern (e.g., Speech or Occupational Therapy) is adequate for a single service child in lieu of a full Anchor Assessment.
- The exit Outcome data should be recorded in the data system no later than thirty (30) days after a child's exit from Part C or no later than thirty (30) days after the child's third (3rd) birthday, whichever comes first.
- Children who enter and exit the program more than one time require special consideration by the team. The team must consider each child's circumstances individually to determine if subsequent assessment and ratings are needed, or if the previous rating continues to reflect the child's current status. If the previous rating still reflects the child's current status, it can be used the next time the child enrolls. For example, if a child leaves services but returns again after several months, the child's previous exit rating may be used as his entry score if the team determines that it is still reflective of the child's current level of development compared to a typical year. If it is determined that the previous rating is no longer reflective, a new assessment and COSF rating must be provided.

Child Outcomes Assessment Process

The Assessment process is an important aspect of completing the Child Outcomes Summary Form. The Division of Early Childhood (DEC) recommends the following for Assessment:

- Involve multiple sources of information (e.g., families, professional team members, service providers, caregivers).
- Involve multiple measures (e.g., observations, criterion-curriculum-based observations, interviews, curriculum compatible norm-referenced scales, informed clinical opinion, work samples).

An Anchor Assessment must be completed to assess a child in the three (3) Outcome areas. The Infant Toddler Program uses the Anchor Assessment tools:

- **Battelle Developmental Inventory – 2nd Edition (BDI – II).**
- **Hawaii Early Learning Profile (HELP) Checklist.**
- **Creative Curriculum for Infants, Toddlers, and Twos, 2nd edition.**
- **Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, 2nd edition.**
- **The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), 3rd edition.**
- **OUNCE Scale.**
- **Work Sampling System ®.**
- **High/Scope Child Observation Record for Infants and Toddlers (COR).**

- Brigance ® Diagnostic Inventory of Early Development – II.
- Bayley Scales of Infant and Toddler Development ®, 3rd edition (Bayley III ®).
- Developmental Assessment of Young Children (DAYC).
- Mullen Scales of Early Development in conjunction with a Social Emotional Assessment (only at entry).

In addition to the Anchor Assessment, the information should be gathered and used when completing the Child Outcomes Summary Form. This information includes:

- Informed professional judgment gathered from the following:
 - Teachers, paraprofessionals, related, service providers, and
 - Anecdotal records, documented observations and data, progress reports, work samples, portfolios, and other completed assessments.
- Caregiver input.

Information from parents and caregivers provides critical information to determine how a child is doing across a variety of settings.

Crosswalks are available for many assessments that assist with completing the Child Outcomes Summary Form. Crosswalks give a visual indication of which items on an assessment tool relate to the three (3) Outcome areas. The crosswalk links each element of an assessment with the corresponding Outcome area and can be used as a guide when completing the Child Outcomes Summary Form. The crosswalks can be found on the Early Childhood Outcomes website or the Idaho Training Clearinghouse website.

Regions that are experiencing Service Delays are encouraged to explore the following options to minimize delays in services for children:

- Use Mullen + SE screener for premature infants.
- Streamline reports. Essential elements per group discussion are as follows:
 - Background information/presenting issues,
 - Eligibility summary, and
 - Recommendation in addition to a computer generated evaluation report.
- Maximize use of technological resources (i.e., video, distance learning electronic scoring).
- When possible, schedule home visits considering geographic distribution of caseload.

New Developmental Therapists should be encouraged to study the protocol and view the video training materials for the Anchor Assessments in use in their regions. Encourage Supervisors to incorporate this requirement as part of their new employee orientation/probation.

Family Outcomes

Information regarding Family Outcomes must be measured and reported to OSEP annually. Data is reported on the percent of families participating in the Infant Toddler Program who stated that early intervention services have helped the family:

- Know their rights.
- Effectively communicate their children's needs.
- Help their children develop and learn.

Idaho collects the Family Outcomes data using a Family Survey tool. The Family Survey is mailed annually to families of children enrolled in the Infant Toddler Program and families of children who have been enrolled in the Infant Toddler Program.