

ECAP
Early Childhood Accountability
in Pennsylvania

How are We Measuring Child
Progress in PA?

06/01/07

1

Agenda

- ECAP Rationale and Key Principles
- Child Outcome Indicators
- Tools to Measure Progress
- The ECAP Child Outcome Summary Form

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2

ECAP
Early Childhood Accountability
in Pennsylvania

Rationale for Measuring Progress
Key Principles of ECAP

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3

The Big Picture

Age of Accountability

- Ensuring quality supports and programs for all children and families
- Accountability for the effectiveness of ALL programs for children in Pennsylvania
- State accountability to federal requirements

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4

PA's Early Intervention Picture

- OSEP requires the reporting of child progress in preschool and infant/toddler early intervention
- OCDEL is working to better coordinate infant/toddler and preschool early intervention systems

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5

Key Principles of ECAP

- Ongoing child progress, not eligibility requirements
- Three Child Outcome Indicators, not five developmental domains
- Comparison to same-age peers, not individual IFSP/IEP goals
- Standard procedures, without the loss of individualization
- Enough information, without over testing children

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6

The Child Outcome Indicators

Overview of the Child Indicators
Matching 3 Child Indicators to
5 Developmental Domains

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7

The Child Outcome Indicators

- Children have positive social-emotional skills (including social relationships)
- Children acquire and use knowledge and skills (including early language/ communication and early literacy)
- Children take appropriate action to meet their needs

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8

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 rules and expectations
 - Social interactions and play

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9

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 language and communication
 - Early Literacy

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10

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

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11

Child Outcomes are Functional

- Emphasize how the child is able to carry out meaningful behaviors in the context of everyday living
- Refer to an *integrated* series of behaviors

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12

Child Outcomes are NOT

- They are NOT
 - A single behavior or a series of discrete behaviors
 - Separating skills into developmental areas (communication, gross motor, etc.)

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13

Outcomes are Functional

- Not just...
 - Makes eye contact, smile, & give a hug
 - Imitates gestures when prompted
 - Uses finger in pointing motion
- But...
 - Initiates affection toward caregivers
 - Watches what a peer does and incorporate it into his/her own play
 - Points to indicate needs or wants

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14

Thinking Functionally

- Children acquire and use knowledge and skills (including early language/communication and early literacy)
 - If you know that a child can't point his finger, what do you know about the child's ability to perform this outcome?
 - What information would be more helpful in knowing about the child's ability to perform this outcome?

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15

Matching 3 Child Outcome Indicators to 5 Developmental Domains

To organize our thinking about
development in different ways...

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16

We Do: Matching 3 to 5

- Identify which of the 5 developmental domain(s) it typically addresses
 - Physical, Social/Emotional, Communication, Adaptive, Cognitive
- Identify which of the 3 Child Outcome Indicator(s) is addressed.
 - Positive social relationships, Acquisition/use of knowledge and skills, Takes appropriate action to meet needs

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17

What Child Outcome Indicator Do These Skills Address?

- Shows concern and sympathy for others
- Uses tongue to reject pureed foods
- Comprehends parents gestures
- Stops crying when talked to
- Pulls self up to standing
- Prints first name
- Looks toward a noise

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18

You Do: Matching 3 to 5

- Break into small groups of 3-5
- Use the Matching 3 Child Outcome Indicators to 5 Developmental Domains handout
- Mark the Child Outcome Indicator that the skill addresses
- Regroup and discuss

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19

Reflections

- How did the skills identified for each Child Outcome Indicator match with developmental domains?
- Did you find any skills that seemed to match more than one Child Outcome Indicator?

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20

Websites with Child Developmental Information



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21

**Tools to Measure Progress
on the
Child Outcome Indicators**

ECAP Child Measurement Tools
Child Outcome Indicator Crosswalks

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**The ECAP Measurement Tools:
2007-2008**

- High Scope Child Observation Record (preschool and infant/toddler versions)
- Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)
- Work Sampling System (preschool) or the Ounce Scale (infant/toddler)
- Battelle Developmental Inventory (BDI or BDI II)
- Developmental Assessment of Young Children (DAYC)
- Developmental Observation Checklist System (DOCS)
- Hawaii Early Learning Profile (HELP)
- Learning Accomplishment Profile (LAP-3) or the Early Learning Accomplishment Profile (ELAP)

06/01/07 23

**The ECAP Measurement Tools:
By July 1, 2008**

- All EI programs will be required to use either the Work Sampling System/Ounce Scale unless they are currently using:
 - High Scope COR
 - Creative Curriculum Developmental Continuum

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The ECAP Measurement Tools: By July 1, 2009

- All Early Intervention programs will be required to use:
 - Work Sampling System
 - Ounce Scale

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25

Child Outcome Indicator Crosswalks

- Crosswalks match assessment tools areas/sub-areas to the 3 Child Outcome Indicators
- The Early Childhood Outcome Center
www.fpg.unc.edu/~eco/

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26

Crosswalk for Work Sampling System

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27

Reviewing the Crosswalks

As a small group, review a crosswalk.

- What are advantages and disadvantages to using the crosswalks to help measure child progress on the outcome indicators?

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31

The ECAP Process

Collecting Child Progress Data
Collecting Quality Data
Web-based Data Collection System

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32

Which children need to have data collected?

Children who need ENTRY data

- All children who are determined eligible for the early intervention program on or after July 1, 2007
- Date of eligibility is date the MDE team determines eligibility.

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33

When is the **Entry** Data Collected?

- Within 60 calendar days of the development of the child's initial IFSP/IEP

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34

Which children need to have data collected?

Children who need EXIT data

- All children who are anticipated to leave the early intervention program on or after January 1, 2008
- Must have at least 6 months of consecutive service delivery prior to exiting the program

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35

When is **Exit** Data Collected?

- Within 60 days prior to the child's anticipated exit for one of the following reasons:
 - No longer eligible for early intervention because the child no longer meets eligibility criteria;
 - Anticipated move out-of-state;
 - Parent withdrawal of child from early intervention
 - Transition from the infant/toddler program at age three years; or
 - Transition to a Kindergarten program;

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36

When is **Exit** Data Collected?

- A unique circumstance
 - Child turns six before he/she leaves early intervention
 - The team should gather the exit data 60 days prior to the child's 6th birthday, even if the child remains in the early intervention program beyond that age.

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37

When will **Annual** Data Collected?

- Starting July 1, 2009
- All children at their annual IFSP or IEP meeting

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38

Who Collects Child Progress Data?

- One IEP/IFSP team member is assigned responsibility for collecting entry & exit data
 - Primary early intervention staff supporting the child and family.
- Parent/guardian participation is essential

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39

Including Parents in Measuring Child Outcome Indicators

- Parent input is critical
- Need a way to learn about what family members know about the child
- Need to explain the outcome indicators and data collection process to parents

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40

Key Considerations for Collecting Accurate Data

- Data on the 3 outcome indicators must be reported for **every** child
- Know what behaviors and skills are appropriate for the child's age
 - How do children who are developing typically function on this child outcome indicator?

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41

Key Considerations for Collecting Accurate Data

- Review the available sources of information to determine how the child functions across a variety of settings
- Understand the differences among response options on the data collection form

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42

Key Considerations for Collecting Accurate Data

- Achievement of the outcome indicators is based on age expectations.
- There are many ways to show competence for children who do not demonstrate development in typical ways (e.g., using sign language, wheelchair).

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43

Key Considerations for Collecting Accurate Data

- One skill/behavior may impact 2 or 3 child outcome indicators
- Focus on child's actual functioning across settings and activities

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44

Child Outcome Data Base

- Secure web based entry from any computer with internet access
- Different roles with different levels of passwords
- Details to come!

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45

Using the ECAP Child Outcome Summary Form (COSF)

Understanding the Rating Scale
Tools to Help Complete the COSF

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46

Why Is the Child Outcome Summary Form Needed?

- No assessment tool measures the three Child Outcomes Indicators directly
- Different programs will be using different assessment tools, and outcome data will need to be aggregated across programs

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47

Features of the Child Outcomes Summary Form

- It is **not** an assessment tool
- Provides an overall sense of the child's current functioning
- Reduces information from assessment and observation into ratings to allow a summary of progress across children

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48

Essential Knowledge for Completing the COSF

- Know about the child's functioning across settings and situations
- Understand age-expectations for child development
- Understand the content of the three Child Outcome Indicators
- Know how to use the rating scale

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49

The Child Outcome Summary Form (COSF)

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50

Updated 06/01/07

Early Childhood Accountability in Pennsylvania Child Outcome Summary Form

Date of Team Review: ____/____/____

Child: _____
Last Name First Name M.I.

Date of birth: ____/____/____ Date of Initial IF/SP/IEP: ____/____/____ Date of Anticipated Exit: ____/____/____
Month/Day/Year Month/Day/Year Month/Day/Year

County/MAVIA Early Intervention Program: _____ BSU# or AUN#: _____

Team Members Involved in Completing This Form:

Name: _____ Role: _____
Parent(s)/Guardian

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51

Section 1A. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number in the box below.)

Positive Social/Emotional Skills (including social relationships)									
Not Yet	1	2	Emerging	3	4	5	6	7	Completely

Section 1B. Has the child shown any new skills or behaviors related to positive social/emotional skills (including positive social relationships) since the last ECAP data collection? Check one response.

YES NO NA=not yet data

Section 2A. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for 3-5 year olds)									
Not Yet	1	2	Emerging	3	4	5	6	7	Completely

Section 2B. Has the child shown any new skills or behaviors related to acquisition and use of knowledge and skills (including early language/communication and early literacy for 3-5 year olds) since the last ECAP data collection? Check one response.

YES NO NA=not yet data

Section 3A. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Use of Appropriate Behaviors to Meet Needs									
Not Yet	1	2	Emerging	3	4	5	6	7	Completely

Section 3B. Has the child shown any new skills or behaviors related to use of appropriate behaviors to meet needs since the last ECAP data collection? Check one response.

YES NO NA=not yet data

52

Team: **Kick's Team** Reviewer: **CRB/Debbie**

1. Positive Social/Emotional Skills (including social relationships)

Observation/Interview/Checklist/Parent Report	Observation/Interview/Checklist/Parent Report

2. Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for 3-5 year olds)

Observation/Interview/Checklist/Parent Report	Observation/Interview/Checklist/Parent Report

3. Use of Appropriate Behaviors to Meet Needs

Observation/Interview/Checklist/Parent Report	Observation/Interview/Checklist/Parent Report

06/01/07 53

The 7 Point Rating Scale

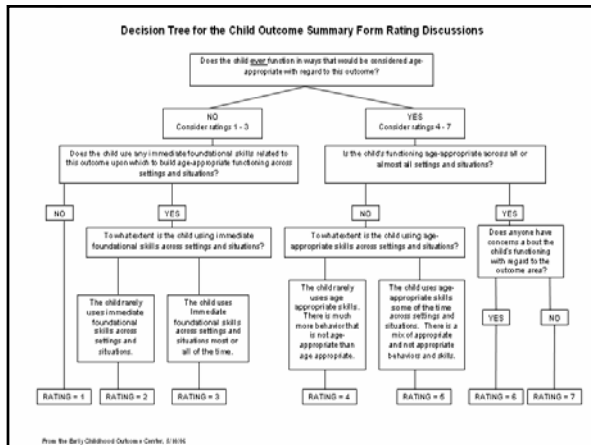
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Immediate Foundational Skills

- Serve as the foundation or base for later skills and behavior
- Are conceptually linked to the later skills
- Later skills build on earlier skills in predictable ways

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55



Distinguishing Ratings of 7 v. 6

- 7 = Areas for which families may want extra support to promote development
 - Area is not a precursor of a significant developmental problem
- vs.
- 6 = Concerns are significant enough to watch closely
 - Although age expected now, the child's development is not keeping pace
 - Shows early signs of possible developmental problem

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57

Assistive Technology and Accommodations

- Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings

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58

Children Who Have Only Speech Articulation Problems

- Discussion needs to examine whether and how articulation difficulties are affecting the child's functioning with regard to each of the three child outcome indicators
 - Positive social/emotional skills
 - Acquisition/use of knowledge & skills
 - Use of appropriate behavior to meet needs

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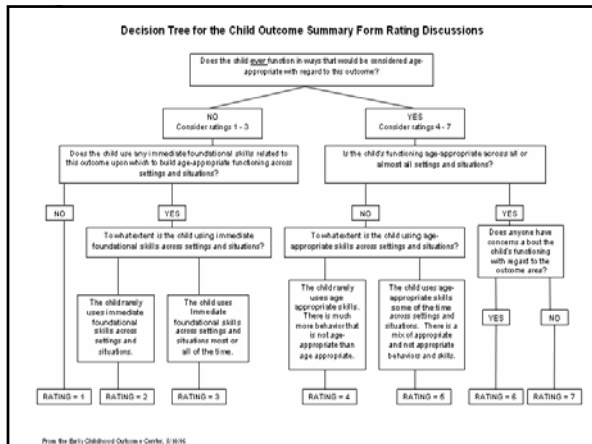
59

Practice with the Child Outcomes Summary Form

We do!

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60



The Process for Rating the Child Outcome Indicators

For each outcome...

- Review the assessment tool results and any other pertinent information on the child's performance
- With the family, discuss the child's current performance across settings and situations
- Use the Conversation Starters if you get stuck

06/01/07 62

The Process for Rating the Child Outcome Indicators

- Jot down your notes on the note taking side of the form (Optional)
 - What evidence led to the selected rating?
- Use the Decision Tree for the COSF
- Decide which rating best describes the child's current performance across settings and situations
- For Section A - Circle one number

06/01/07 63

The Process for Rating the Child Outcome Indicators

- Ask the last question . . .
- Has the child shown any new skills or behaviors related to the outcome since the last ECAP data collection?
 - Yes – any progress has been made
 - No – no progress has been made
 - NA – this is entry data so there is no progress to describe at this time

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64

Practice with the Child Outcomes Summary Form

You do!

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65

Please Share Your Ideas!

What else do you need to implement ECAP?

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66

Future Questions?

ecap@pattan.net

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67
