

# Missouri Early Childhood Outcomes



System for measuring outcomes for  
infants, toddlers and preschoolers with  
disabilities

## ECO Workgroup

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## Ultimate Outcome of the Training

To gain a thorough understanding of the ECO administration process in **both** First Steps and ECSE so that we are accurately measuring the performance of infants, toddlers and preschoolers with disabilities and **confidently collecting and sharing** data regarding that performance across programs.



## Participants will understand the ...

- Basics of ECO
- Collecting Information
- Determination of Ratings
- Data Reporting
- Resources

## Early Childhood Outcomes



### Basics of ECO

## Purpose of Measuring Child Outcomes

- Age of accountability
- Data-based planning can improve services and outcomes for young children
- Early childhood outcome results can be used to inform the public

## The Ultimate or Overarching Goal

is:

To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings - in their homes with their families, in child care, preschool or school programs, and in their community.



## What is an early childhood outcome?

An “outcome” is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children.

Early Childhood Outcomes Center, April 2005

## Outcomes are functional . . .

- Meaningful in the context of everyday living
- Integrated series of behaviors/skills
- Emphasis on how the child is able to integrate (behaviors)
- Use of skills to accomplish tasks
- They are **not**
  - a single behavior
  - domain based

## Describing ECO

Essentially, ECO is a pre and post assessment of the child's functioning in three (3) outcome areas.

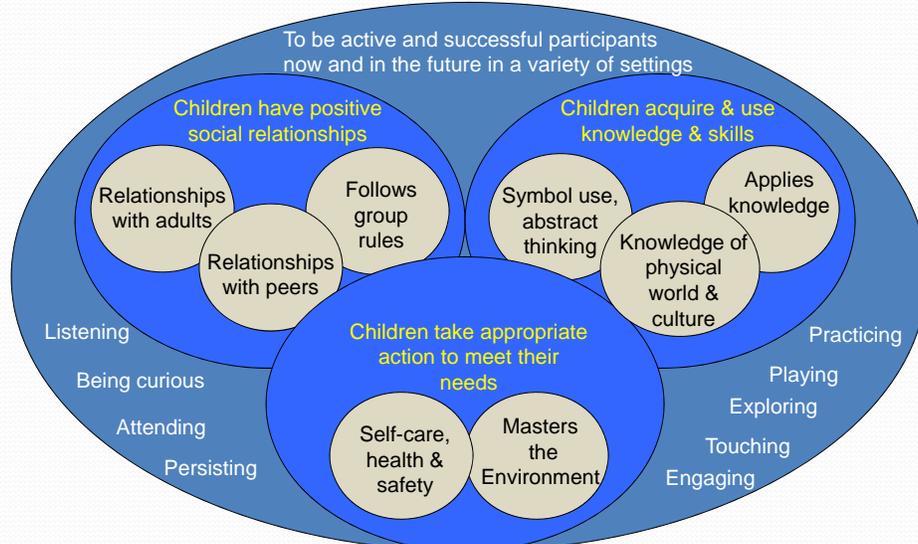


# Office of Special Education Programs (OSEP) Outcomes

Percent of infants and toddlers with IFSPs and preschoolers with IEPs who demonstrate improved:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/literacy and communication)
3. Use of appropriate behaviors to meet their needs

## Elaboration of ECO Outcomes



Hebbeler, K. (2005). *Outcomes and evidence statements: Update from the Early Childhood Outcomes Center*. Presentation at OSEP's Combined Part C/B Data Meeting in Washington, DC, Chapel Hill, NC: Early Childhood Outcomes Center.

## Understanding the 3 Outcome Areas

- Achievement of the outcomes is age-based
- There are many pathways to competence for children with atypical behaviors
- Outcomes reflect the child's typical, everyday functioning across a variety of settings and NOT what the child is capable of under ideal settings
- Outcomes need to take into consideration how different cultures view typical child development at particular ages

## 1. Positive Social-Emotional Skills

### Involves:

- Relating with adults
- Relating with other children
- In 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 interaction and play

What does  
“positive social-emotional skills”  
look like?

<http://www.youtube.com/watch?v=OBIGSz8sSM&NR=1>

## 2. Acquiring and Using Knowledge and Skills

### Involves:

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

### Includes areas like:

- Early concepts – symbols, pictures, numbers, classification, spatial relationships
- Imitation
- Object permanence
- Expressive language/ communication

What does  
“acquiring and using knowledge and  
skills” look like?

<http://www.youtube.com/watch?v=B37yJxFkQ8o&feature=related>

### 3. Taking Appropriate Action to Meet Needs

#### Involves:

- Taking care of basic needs
- Getting from place to place
- Using objects as “tools” (e.g. forks, sticks, crayons, switches)
- In older children – contributing to their own health and safety

#### Includes areas like:

- Integrating motor skills to complete tasks
- Self-help skills (e.g. dressing, feeding, grooming, toileting, household)

What does  
“taking appropriate action to  
meet needs” look like?

<http://www.youtube.com/watch?v=w6LiZKw55Uc>

## Early Childhood Outcomes



**Collecting  
Information**

## What happened in Missouri?

- State worked with the Early Childhood Outcomes (ECO) Center to develop a valid and reliable way of measuring child outcomes.
- A group of stakeholders including DESE, ECSE and First Steps, developed a birth to 5 pilot project addressing child outcomes.

## Missouri ECO Pilot Project

- January 2006 – June 2006
- Data Reported to DESE in July 2006
- 5 First Steps System Points of Entry (SPOEs)
- 8 District ECSE Programs
- Utilized a variety of tools and methodologies

## Feedback from the pilot

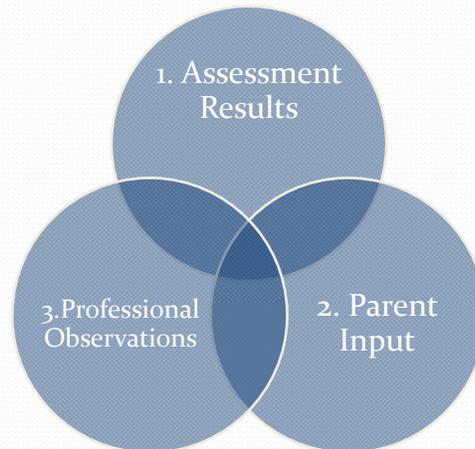
- First Steps/ECSE child records contain considerable information regarding present developmental and educational abilities
  - First Steps/ECSE should use information already gathered through evaluation and ongoing assessment
- 
- No one measurement will provide sufficient

## Pilot Instruments

Two ECO Instruments developed

- First Steps ECO Tool
- ECSE ECO Tool

## The 3 Sources of ECO



## Sources of Information for ECO

- Multiple sources of information will be used to determine the status for each of the child outcomes.
- Most of this information needed is collected as part of the planning for developing a new IFSP/IEP for a child.
- Thus, collecting child assessment information is currently part of the IFSP/IEP development process and is not an added step.

## Collecting Information

Making decisions about a child's outcomes is more complicated than completing a specific assessment tool and translating the results into a simple form.



### 1. What is assessment and recommended assessment practice?

- Assessment is a generic term that refers to the process of gathering information for decision-making (McLean, 2004).
- Early childhood assessment is [a] flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus about the changing developmental, educational, medical, and mental health services needs of young children and their families (Bagnato and Neisworth, 1991).

## Key Question

***“How much information will the assessment provide about the attainment of the 3 outcomes and at particular ages?”***

Current early childhood assessment tools are not designed to measure the three early childhood outcomes directly. However, most assessments (informal and formal) will include items that describe behavior that might be part of or directly related to one or more of the three early child outcomes.

## Assessment: Items to consider...

- Are organized around domains
- May use different domains
- Even if use the same domain name, the items may differ
- Administration differs across assessments
- Not all allow for a “different” way for a child to demonstrate performance concerning assessment items
- Each sees children through its own lens and organizing framework



## Crosswalks for Assessment

The ECO Center has developed “crosswalks” for commonly used instruments that identify specific items which directly relate to the OSEP child outcomes.



## Crosswalks

- Crosswalks outline how specific items on an assessment link to the early childhood outcomes
- Some assessment items might apply to more than one outcome indicator
- Some assessment items do not link to any outcome indicators

## 2. What is Parent Input?

- Parents are key sources of information for developing an IFSP/IEP that reflects their priorities and concerns.
- Likewise, parents have unique insights about their child's capabilities across settings and daily routines.
- Gathering information about children from parents concerning child outcomes is an important and required component of the early childhood outcomes system.

## 3. What are Professional Observations?

- The SC/ECSE staff could specifically inquire about the child with others who have a strong developmental framework, through direct questions concerning the child outcomes.
- (EX) "Do you think Billy's use of appropriate actions or behaviors to meet his routine needs is comparable to other children his age?"
  - **No**, then ask "Do you think Billy has improved his functioning in this area since you have been working with him?"
  - **Yes**, then ask "Do you think he is getting closer in his performance in this area to children his age than where he was at when you first saw him?"

## Early Childhood Outcomes



Determination of  
Ratings

## How are ratings documented?

First Steps and ECSE use the Missouri Outcomes Summary Sheet (MOSS) to document ratings for each of the 3 OSEP outcome areas.



## What is the MOSS?

- The MOSS is designed to synthesize the information into a comprehensive summary
- The MOSS provides standard documentation statewide for reporting to DESE
- First Steps/ECSE must use multiple sources of information rather than a single approved assessment instrument

## Features of the MOSS

- **NOT** an evaluation
- Based on child's functioning ***compared to other children the same age***
- Based on child's ***typical functioning***
  - ***what child generally does*** across settings and situations
  - ***not what a child can do*** under ideal circumstances

## Potential Sources of Information for the MOSS

- Review of Existing Data**
- Assessment Results** (includes measures conducted for eligibility determination and IFSP/IEP assessment)
- Parent Input** (includes caregivers and family members)
- Professional Observations** (in multiple settings)

## Ratings

All 3 OSEP outcomes need a rating *even if*:

- No one has concerns about the child's development in a given outcome area
- The child has delays in one or two outcomes, but not in all three outcome areas



## Ratings reflect global functioning

- **Ratings on each outcome are a snapshot of:**
  - The whole child
  - Functioning
  - Across settings and situations
- **Rather than:**
  - Skill by skill
  - In one standardized way
  - Split by domains

Hebbeler, K. (2006). *Using the child outcomes summary form*. Presentation at Early Intervention Community in Helena Montana. Chapel Hill, NC: Early Childhood Outcomes Center.

## Ratings are *NOT*:

- Information on the individual services provided
- The family's satisfaction with services
- An explanation of why the child's functioning is at that level



## To decide on a rating...

- Know what behaviors and skills are appropriate for the child's age
- Review the available sources of information to determine how the child functions across a variety of situations and settings
- Understand the differences between response options on the summary form
- To assist in both the child outcomes process and providing effective services, the ECO center provides links to age-expected resources at:  
<http://www.fpg.unc.edu/~eco/outcomes.cfm>

Hebbeler, K. (2006). *Using the child outcomes summary form*. Presentation at Early Intervention Community in Helena Montana. Chapel Hill, NC: Early Childhood Outcomes Center.

## Rating Scale

- The service coordinator/ECSE teacher, with input from the team, determines the rating between 1 – 5 for each of the 3 outcomes.
- Rating Descriptions
  - 1 – Not Yet (*does not attempt*)
  - 2 – Emerging (*attempts if prompted*)
  - 3 – Occasionally (*some of the time*)
  - 4 – Frequently (*most of the time*)
  - 5 – Completely (*all of the time/typical*)

## Determining a Rating

- This process requires at least one member involved with the child outcome decision process to have a strong foundation in young children's development and its variations.
- Clinical judgment is necessary for making good informed decisions about a child's functioning related to child outcomes in reference to what is expected for same-aged peers without a disability.



## ECO Procedures

- Each **eligible child entering First Steps or ECSE** must have an ECO rating if the child will be in the program at least 6 months.
- Utilize the same data collection process for entry and exit, although, assessment instrument does not have to stay the same.
- Definitions for First Steps and ECSE entry and exit ratings are slightly different.

## Entry/Exit Definitions for First Steps

- Entry data is recorded on the MOSS after eligibility determination and prior to or on the initial IFSP date. The initial IFSP date is used as the “Date of Entry” on the MOSS and DESE data collection form.
  - Exit data is recorded on the MOSS no more than 30 days prior to exiting the program.
  - For children who cannot be located..... Still have to determine a rating if child received services in the program for more than 6 months.
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## Entry/Exit Definitions for ECSE

- For children referred to ECSE from First Steps, ECSE will use the First Steps exit rating as the ECSE entry rating.
  - For children referred to ECSE by any other source, ratings will be determined within the first 30 days of service.
  - Exit data will be determined within 30 days prior to exit from ECSE.
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## First Steps and ECSE

- First Steps exit data **should** be used for ECSE entry data.
- The First Steps exit rating **must** be shared with the school district for every child transitioning to ECSE who had an entry rating.
- The SPOE and school district **must** communicate about the most effective way to transfer the data as the child transitions and the timeframe in which ECSE needs the information.

## Activity

Demonstrate the MOSS - First Steps



## First Steps - DAYC Crosswalk

**Outcome 1** = Age Equivalent (AE) of the Social-Emotional Subtest

**Outcome 2** = Average of the AE of the Cognitive and Communication Subtests

**Outcome 3** = Average of the AE of the Physical and Adaptive Subtests

- Enter the AE for each of the Outcomes on the MOSS to complete the Entry/Exit rating.
- Reflect on final rating to see if it matches child's true functioning across settings.

## Break between Activities



## ECSE - How to Determine a Measure

Use existing measures:

- Commercial - many publishers of tests for the early childhood population have cross-walked their instruments with the ECO Outcomes.
  - Committee-Developed measure - Posted on the DESE website.
  - District-Developed measure - Staff align their curriculum with an outcome measure.
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## ECSE - Curriculum

Where to start-

What curriculum do you follow?

- Project Construct
  - Creative Curriculum
  - High Scope
  - District developed
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## ECSE – Curriculum *continued*.....

- What are the domains/components of your curriculum?
- Cross walk with State Pre-K Standards
- Determine scope and sequence
- Determine if you want a developmental continuum or if you want it tied to an age range
- Determine what you want to measure
- Determine how flexible you want your instrument to be

## Activity

Demonstrate the MOSS - ECSE



## Early Childhood Outcomes



### Data Reporting

## First Steps Data Reporting

- SPOEs will submit their data to DESE in July of each year for the previous fiscal year (July 1<sup>st</sup> – June 30<sup>th</sup>).
- SPOEs submit using the ECO spreadsheet on the DESE website, until notified otherwise.
- DESE sends a reminder message to the SPOE Directors.



## ECSE Data Reporting

Data reported to DESE at end of year:

- All entry data compiled during that school year.
- All exit data compiled during that school year.
- Report via MOSIS Student Core file due July 15.
- MOSIS ID required.

## ECO Outcome “Buckets”

- Percent of preschool children who did not improve functioning.
- Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.

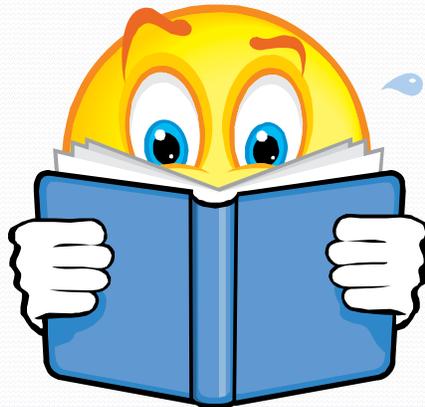
## ECO Outcome “Buckets”

- Used for federal reporting in the SPP/APR
- Used to determine summary statements for which targets will be set
- Used for public reporting of SPOE/District data

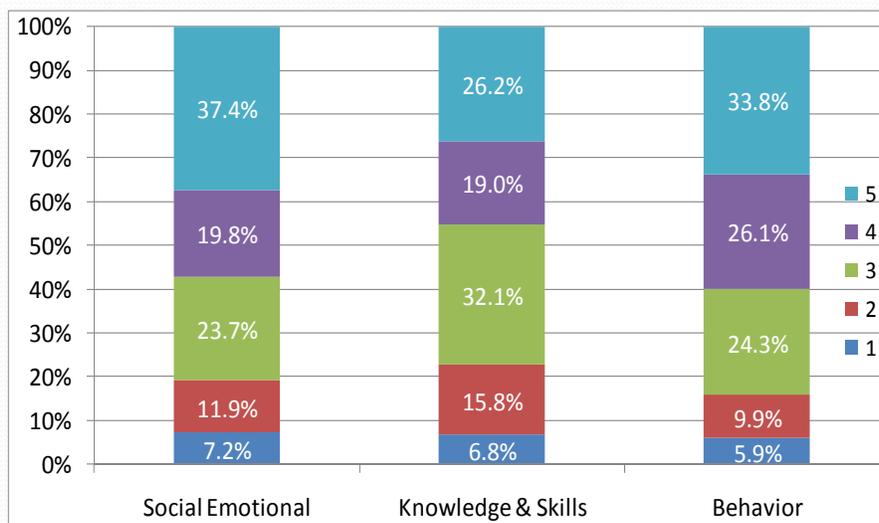
## Determining the Outcome “Bucket”

Outcome Bucket	Entry Rating	Exit Rating
A – Did not improve functioning	1 3 4 5	1 1 1 1
B – Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers (gap widened)	2 3 4 5	1 2 2 or 3 2 or 3 or 4
C – Improved functioning to a level nearer to same-aged peers (gap narrowed)	1 2 3 4	2 or 3 or 4 2 or 3 or 4 3 or 4 4
D – Improved functioning to reach a level comparable to same-aged peers (closed gap)	1 2 3 4	5 5 5 5
E – Maintained functioning at level comparable to same-aged peers	5	5

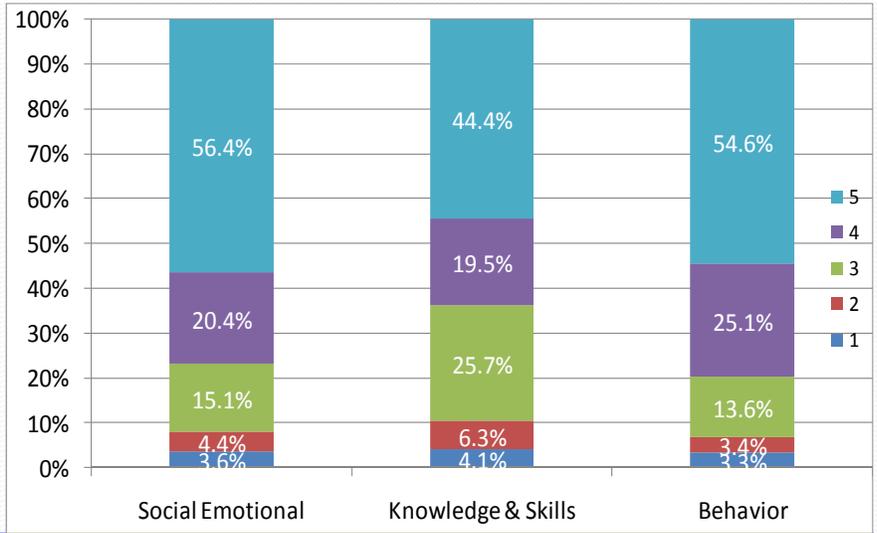
## First Steps Data 2008-09



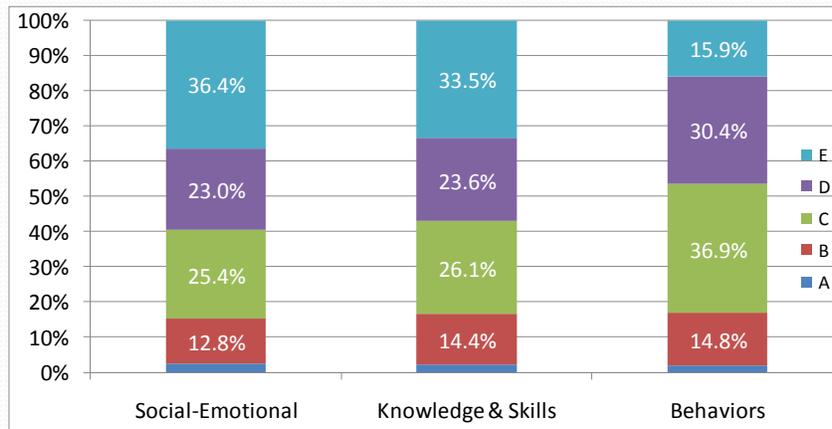
## FS Entry Ratings - 2008-09



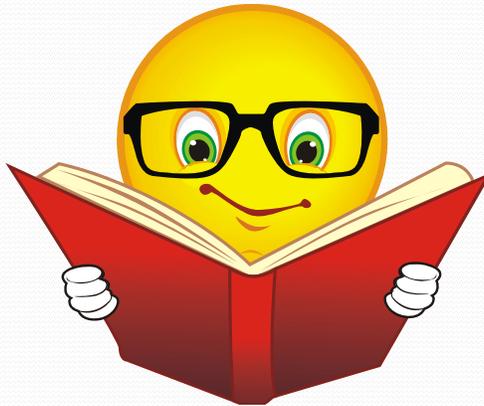
## FS Exit Ratings - 2008-09



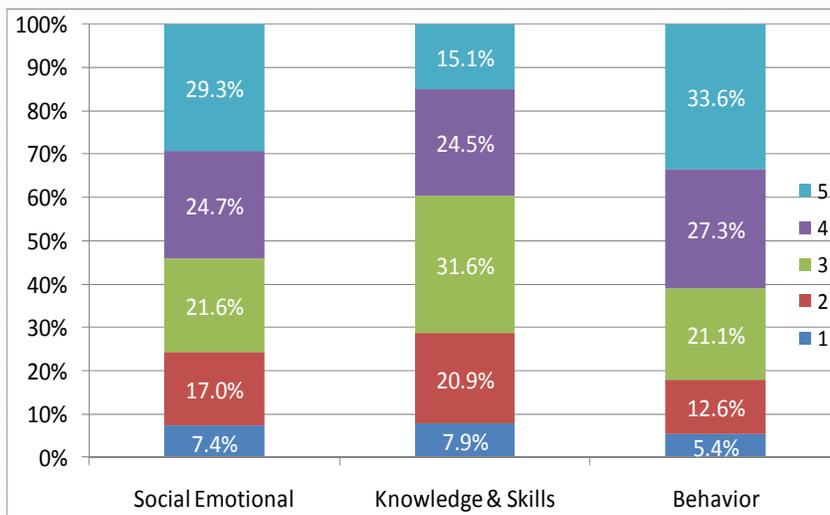
## FS Outcome "Bucket" Data 2008-09 Exiters



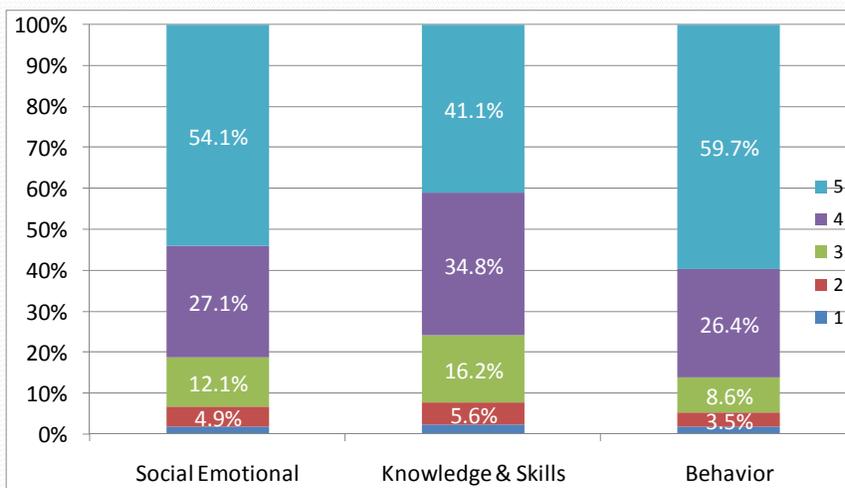
## ECSE Data 2008-09



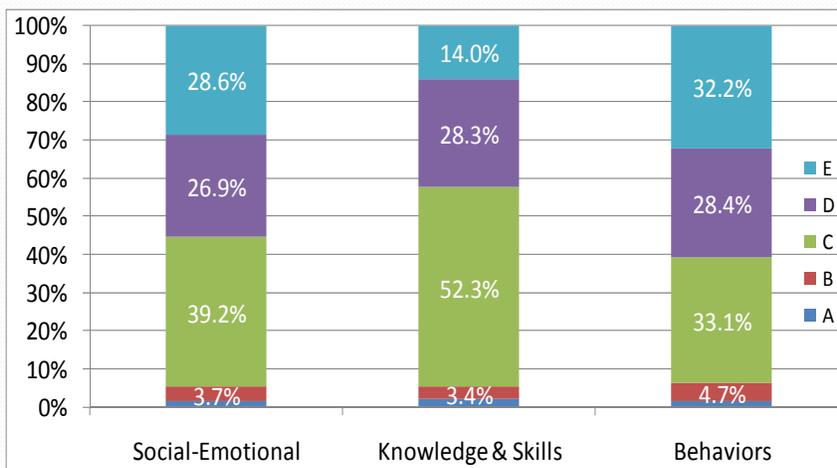
## ECSE Entry Ratings - 2008-09



## ECSE Exit Ratings - 2008-09



## ECSE Outcome "Bucket" Data 2008-09 Exiters



## Early Childhood Outcomes



### Resources

- Age-related resources:  
[http://www.fpg.unc.edu/~eco/assets/pdfs/Age-expected\\_child\\_dev\\_9-5-07.pdf](http://www.fpg.unc.edu/~eco/assets/pdfs/Age-expected_child_dev_9-5-07.pdf)
- National Early Childhood Technical Assistance Center (NECTAC)  
[www.nectac.org](http://www.nectac.org)
- Early Childhood Outcomes (ECO) Center:  
<http://www.fpg.unc.edu/%7Eeco/index.cfm>
- Department of Elementary & Secondary Education-  
Division of Special Education (DESE) – ECO page:  
<http://dese.mo.gov/divspeced/ECOtraining.html>
- Office of Special Education Programs (OSEP):  
[www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html)

## Contact Information

- First Steps Questions – Area Directors:  
[webreplyspefs@dese.mo.gov](mailto:webreplyspefs@dese.mo.gov)
- ECSE Questions – Effective Practices:  
[webreplyspeep@dese.mo.gov](mailto:webreplyspeep@dese.mo.gov)

## Questions?

