

MISSOURI DIVISION OF ELEMENTARY & SECONDARY EDUCATION WEBINAR
EARLY CHILDHOOD OUTCOMES

Host: Pamela Thomas & Ginger Henry

Friday, January 25, 2013

MS. THOMAS: GOOD MORNING. WELCOME TO THE WEBINAR ON EARLY CHILDHOOD OUTCOMES, OTHERWISE KNOWN AS ECO IN FIRST STEPS AND EARLY CHILDHOOD SPECIAL EDUCATION OR ECSE. MY NAME IS PAM THOMAS, AND I'M THE COORDINATOR OF THE FIRST STEPS PROGRAM. I'M JOINED TODAY BY GINGER HENRY, DIRECTOR OF EFFECTIVE PRACTICES, WHO WILL ASSIST WITH ANSWERING QUESTIONS ABOUT ECSE TOWARD THE END OF OUR WEBINAR. LET ME REMIND YOU THAT THIS IS A LISTEN ONLY WEBINAR. PLEASE MAKE SURE YOUR TELEPHONE, WEB CAMERA OR MICROPHONE ARE TURNED OFF. THIS WEBINAR IS BEING RECORDED. NEXT WEEK YOU WILL FIND THE RECORDING IF YOU VISIT THE DESE WEBSITE AT WEBINARS OR WWW.DESE.MO.GOV/WEBINAR/. ONCE YOU ARE ON THE WEBINAR PAGE, CLICK ON RECORDED WEBINARS AND YOU WILL FIND JANUARY 25TH, ECO FIRST STEPS, ECSE. WE'RE ALSO PROVIDING THE WEBINAR TO YOU WITH CLOSED CAPTIONING. YOU WILL NOTICE THE CAPTION WINDOW ON YOUR SCREEN. A PORTION OF TODAY'S WEBINAR IS A PRERECORDED PRESENTATION. THIS WILL ENABLE YOU TO ASK QUESTIONS BY TYPING IN THE CHAT WINDOW AND WE CAN ANSWER YOUR QUESTIONS THROUGHOUT THE WEBINAR VIA THE CHAT WINDOW. AT THE END OF THE WEBINAR WE WILL REVIEW THE FREQUENTLY ASKED QUESTIONS LIVE. FINALLY A SELS MESSAGE WILL BE SENT WHEN TODAY'S WEBINAR MATERIALS ARE POSTED, INCLUDING THE QUESTIONS AND ANSWERS DOCUMENT. AT THIS TIME WE'RE GOING TO BEGIN THE PRERECORDED PORTION OF THE WEBINAR. THE RECORDING LASTS APPROXIMATELY 30 MINUTES. DURING THAT TIME WE'LL COMPILER ANY QUESTIONS AND SHARE THEM LIVE WITH YOU AFTER THE RECORDING. PLEASE WAIT A MOMENT WHILE WE LOAD THE PRESENTATION. WELCOME TO THE PRESENTATION ON EARLY CHILDHOOD OUTCOMES IN FIRST STEPS AND EARLY CHILDHOOD SPECIAL EDUCATION OR ECSE. TODAY'S PRESENTATION WILL INCLUDE INFORMATION ON THE DEFINITION OF AN EARLY CHILDHOOD OUTCOME, COMMONLY REFERRED TO AS ECO. A DESCRIPTION OF THE ECO RATINGS, THE DETERMINATION OF ECO RATINGS FOR A CHILD IN FIRST STEPS OR ECSE USING A DECISION TREE AND REPORTING THE RATINGS. MOST OF OUR TIME IN THIS PRESENTATION WILL BE SPENT REVIEWING A DECISION TREE FOR DETERMINING ECO RATINGS. PLEASE NOTE THERE ARE TWO HANDOUTS WITH THIS PRESENTATION. THE MISSOURI OUTCOMES SUMMARY SHEET OR MOSS FORM AND THE DECISION TREE. WE WILL BE REVIEWING THESE FORMS IN DEPTH OVER THE COURSE OF THIS PRESENTATION. IT WILL BE HELPFUL TO HAVE A COPY OF THE MOSS FORM AND THE DECISION TREE TO REVIEW FOR THIS PRESENTATION. WHAT IS ECO? ECO IS A PROCESS OF USING A VARIETY OF INFORMATION IN ORDER TO IDENTIFY THE CHILD'S DISABILITIES UPON ENTRANCE INTO THE FIRST STEPS PROGRAM OR INTO ECSE, DETERMINING THE CHILD'S PROGRESS THROUGHOUT EITHER PROGRAM AND IDENTIFYING THE CHILD'S ABILITIES UPON EXITING THE FIRST STEPS PROGRAM OR EXITING ECSE. THE PROCESS OF USING A VARIETY OF INFORMATION IS IN THREE AREAS. POSITIVE SOCIAL-EMOTIONAL SKILLS, ACQUISITION AND USE OF KNOWLEDGE AND SKILLS, AND USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS. NEXT WE'RE GOING TO BREAK DOWN THE THROUGH OUTCOME AREAS BRIEFLY TO DESCRIBE WHAT THE OUTCOME LOOKS LIKE. PLEASE TAKE NOTE THAT THE THREE AREAS ARE SIMILAR IN SOME WAYS BUT DIFFERENT IN OTHER WAYS. IN THE FOCUS OF THE ECO COLLECTION IS FUNCTIONAL INFORMATION ABOUT THE CHILD'S ABILITIES IN EVERYDAY

ACTIVITIES. OUTCOME AREA ONE, POSITIVE SOCIAL-EMOTIONAL SKILLS. THIS MEANS A CHILD IS ABLE TO BEHAVE IN A WAY THAT ALLOWS HIM OR HER TO PARTICIPATE IN A VARIETY OF SETTINGS OR SITUATIONS. FOR EXAMPLE, PLAYING AT THE PLAYGROUND, EATING DINNER, GOING TO THE GROCERY STORE OR PARTICIPATING IN CHILD CARE SETTING. POSITIVE SOCIAL-EMOTIONAL SKILLS IS ALSO WHERE THE CHILD IS ABLE TO BUILD AND MAINTAIN RELATIONSHIPS WITH OTHER CHILDREN AND ADULTS, UNDERSTAND AND FOLLOW RULES AND COMMUNICATE HIS OR HER WANTS AND NEEDS EFFECTIVELY. MOVING ON TO OUTCOME AREA TWO. THIS IS ACQUISITION AND USE OF KNOWLEDGE AND SKILLS. THIS AREA IS WHERE A CHILD IS ABLE TO EXPLORE HIS OR HER ENVIRONMENT, SHOW CURIOSITY AND AN EAGERNESS FOR LEARNING, EXPLORE AND PLAY WITH PEOPLE AND OBJECTS SUCH AS TOYS, BOOKS OR OTHER MATERIALS, LEARNING NEW SKILLS AND USING THOSE SKILLS IN PLAY SUCH AS COMPLETING A PUZZLE OR BUILDING A FORT AND FINALLY ACQUISITION AND USE OF KNOWLEDGE AND SKILLS IS TO SHOW IMAGINATION AND CREATIVITY WHEN PLAYING. MOVING ON TO OUTCOME AREA THREE. THIS IS USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS. IN THIS AREA IT MEANS A CHILD IS ABLE TO SEEK HELP WHEN NECESSARY TO MOVE FROM PLACE TO PLACE IN ORDER TO PARTICIPATE IN EVERYDAY ACTIVITIES AND PLAY. MEET SELF-CARE NEEDS SUCH AS FEEDING, DRESSING OR TOILETING. USING OBJECTS AS TOOLS IN APPROPRIATE WAYS SUCH AS USING A SPOON, STICK, PENCILS, SWITCHES, ETC. USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS ALSO MEANS A CHILD IS ABLE TO USE GESTURES, SOUNDS, WORDS, SIGNS OR OTHER MEANS IN ORDER TO COMMUNICATE HIS OR HER WANTS AND NEEDS. IT IS ALSO FOLLOWING RULES RELATED TO HEALTH AND SAFETY SUCH AS CROSSING THE STREET, WASHING HANDS. SO WHEN IS ECO COLLECTED? FIRST WE'LL GO THROUGH THE ENTRY PROCESS FOLLOWED BY THE EXIT. ALL CHILDREN ELIGIBLE FOR FIRST STEPS OR ECSE WHO HAVE THE POTENTIAL TO BE IN THE PROGRAM AT LEAST SIX MONTHS WILL RECEIVE ECO RATINGS IN ALL THREE OUTCOME AREAS. FIRST LET'S TALK ABOUT THE ENTRY FOR FIRST STEPS CHILDREN. CHILDREN ELIGIBLE FOR FIRST STEPS WITH THE POTENTIAL TO BE IN THE PROGRAM AT LEAST SIX MONTHS WILL COLLECT -- FIRST STEPS WILL COLLECT THE INFORMATION. ONCE THE CHILD IS DETERMINED ELIGIBLE THROUGHOUT THE TIME LEADING UP TO THE INITIAL IFSP MEETING. THE DATE OF ENTRY FOR THE FIRST STEPS ENTRY IS THE INITIAL IFSP DATE. NOW LET'S TALK ABOUT ENTRY FOR ECSE. THERE ARE TWO PROCESSES FOR ENTRY INTO ECSE. ONE IS FOR CHILDREN REFERRED FROM FIRST STEPS AND THE OTHER IS FOR CHILDREN REFERRED FROM ANOTHER SOURCE. FIRST FOR CHILDREN REFERRED FROM FIRST STEPS, ECSE AND FIRST STEPS WILL COLLABORATE TO COLLECT INFORMATION FOR ECSE ENTRY. THE DATE OF THE ECSE ENTRY IS THE INITIAL IEP DATE. IF A CHILD IS REFERRED FROM ANOTHER SOURCE OUTSIDE OF FIRST STEPS, THEN ECSE WILL COLLECT THE INFORMATION ONCE THE CHILD IS DETERMINED ELIGIBLE. THE DATE OF THE ECSE ENTRY IS THE INITIAL IEP DATE OR THERE MAY BE CIRCUMSTANCES WHERE THERE'S MORE TIME NECESSARY TO RATE THE ENTRY OF A CHILD. THEN IT CAN BE WITHIN 30 DAYS FROM THE START OF THE IEP SERVICES. MOVING ON TO TALK ABOUT WHEN ECO IS COLLECTED FOR EXIT. EXIT FOR FIRST STEPS OCCURS WHEN FIRST STEPS AND ECSE COLLABORATE TO COLLECT INFORMATION FOR THE FIRST STEPS EXIT RATING. THE DATE OF THE FIRST STEPS EXIT RATING IS WITHIN 30 DAYS BEFORE THE CHILD LEAVES THE FIRST STEPS PROGRAM. YOU WILL NOTICE THAT THIS INFORMATION IS VERY SIMILAR TO THE ENTRY FOR ECSE. EXIT FOR FIRST STEPS AND ENTRY FOR ECSE SHOULD INCLUDE COLLABORATION BETWEEN FIRST STEPS AND ECSE. EXIT FOR ECSE CHILDREN IS WHERE ECSE COLLECTS THE INFORMATION TO RATE A CHILD FOR THE EXIT OF ECSE. THE DATE OF THEIR EXIT RATING IS WITHIN 30 DAYS BEFORE THE CHILD LEAVES THE ECSE PROGRAM. IT IS IMPORTANT TO NOTE THAT IT IS HELPFUL TO COLLECT PROGRESS INFORMATION THROUGHOUT THE CHILD'S PARTICIPATION IN FIRST STEPS OR ECSE IN ORDER TO DETERMINE NECESSARY CHANGES OR MODIFICATIONS TO SERVICES, BUT IT IS NOT REQUIRED TO REPORT ANY ADDITIONAL COLLECTION POINTS OTHER THAN ENTRY AND EXIT INTO EACH RESPECTIVE PROGRAM. YOU MIGHT BE WONDERING WHAT KIND OF INFORMATION IS COLLECTED FOR ECO. INFORMATION COLLECTED MUST INCLUDE THE FOLLOWING INFORMATION. MULTIPLE SOURCES OF INFORMATION. THIS IS WHERE WE TALK ABOUT THE RESOURCES OF INFORMATION MUST BE INCLUDED IN EVERY ECO

RATING. THAT'S PARENT INPUT, PROFESSIONAL OBSERVATION AND ASSESSMENT RESULTS WHICH MAY INCLUDE USING BOTH INFORMAL OR FORMAL MEASURES. INFORMATION COLLECTED ALSO INCLUDES FUNCTIONAL ABILITIES OR THE MEANINGFUL INFORMATION ABOUT A CHILD'S EVERYDAY FUNCTIONING WITH AN EMPHASIS ON HOW THE CHILD IS ABLE TO INTEGRATE BEHAVIORS AND SKILLS ACROSS SETTINGS. THAT INFORMATION REFLECTS THE CHILD'S TYPICAL, EVERYDAY FUNCTIONING ACROSS MULTIPLE SETTINGS. AN ECO RATING IS NOT WHAT THE CHILD IS CAPABLE OF DOING UNDER IDEAL SITUATIONS OR IDEAL SETTINGS. IT IS A FUNCTIONAL OUTCOME THAT REFLECTS THE CHILD'S TYPICAL FUNCTIONING IN MULTIPLE SETTINGS IN EVERYDAY ACTIVITIES. AT THIS POINT THE INFORMATION HAS BEEN COLLECTED AND EITHER THE SERVICE COORDINATOR IN FIRST STEPS OR THE TEACHER IN ECSE WILL SUMMARIZE THE INFORMATION ON THE MISSOURI OUTCOMES SUMMARY SHEET OTHERWISE REFERRED TO AS THE MOSS FORM. SO NOW LET'S TAKE A CLOSER LOOK AT THE MOSS FORM. AT THIS TIME IT WOULD BE HELPFUL TO HAVE A COPY OF THE MOSS FORM AND FOLLOW ALONG AS WE REVIEW THIS FORM OVER THE NEXT FEW SLIDES. FIRST LET'S TALK ABOUT THE SUMMARY PARTS OF THE MOSS FORMS. THESE ARE THE PARTS OF THE FORM WHERE INFORMATION THAT WAS COLLECTED IS DOCUMENTED. AT THE TOP OF PAGE 1 YOU WILL SEE CHILD INFORMATION. INFORMATION IS ENTERED ABOUT THE CHILD INCLUDING DEMOGRAPHICS SUCH AS NAME, DATE OF BIRTH AND I. D. NEXT TURNING TO PAGE 2 OF THE MOSS FORM, YOU WILL FIND INFORMATION RELATED TO OUTCOME AREA ONE. THIS IS AN EXAMPLE OF WHERE INFORMATION FROM OUTCOME AREA ONE IS DOCUMENTED AND SUMMARIZED FROM WHAT WAS COLLECTED. NOTE THAT THE LAST COLUMN ON THE RIGHT-HAND SIDE IS FOR FUNCTIONAL AGE OR AGE EQUIVALENT. THIS PART OF THE CHART IS OPTIONAL. YOU WOULD INCLUDE THIS INFORMATION IF YOU COLLECTED DATA FROM AN ASSESSMENT TOOL, EITHER INFORMAL OR FORMAL. NOTICE THERE'S MULTIPLE LINES AND THIS FORM IS AVAILABLE IN A WORD DOCUMENT SO THAT YOU COULD TYPE INTO THE FORM AS NECESSARY. HERE IS WHERE YOU WILL SUMMARIZE ANY INFORMATION COLLECTED ABOUT THE CHILD'S POSITIVE SOCIAL-EMOTIONAL SKILLS. IF YOU TURN TO PAGE 3 AND 4 OF THE MOSS FORM, YOU WILL NOTICE THAT THERE ARE SUMMARY PARTS FOR OUTCOME AREA TWO AND OUTCOME AREA THREE. AND THE INFORMATION DOCUMENTED IS SIMILAR TO THIS. SO WHAT HAPPENS AFTER THE INFORMATION IS COLLECTED AND SUMMARIZED ON THE MOSS? REMEMBER THREE SOURCES OF INFORMATION FROM PARENT INPUT, PROFESSIONAL OBSERVATION AND ASSESSMENT RESULTS ARE DOCUMENTED AND COMPLETED IN THE MOSS FOR EACH OF THE THREE RATING AREAS. THE NEXT STEP IS TO DETERMINE RATINGS IN EACH OF THOSE THREE OUTCOME AREAS. MISSOURI USES A FIVE-POINT SCALE WITH RATING DESCRIPTIONS OF THE FOLLOWING. A RATING OF ONE MEANS NOT YET. THIS MEANS THE CHILD DOES NOT YET ATTEMPT THE SKILLS. A RATING OF TWO IS EMERGING. THIS MEANS THE CHILD MAY ATTEMPT THE SKILLS, IF PROMPTED. A RATING OF THREE IS OCCASIONALLY. THIS MEANS THE CHILD WILL USE SKILLS SOME OF THE TIME. A RATING OF FOUR IS FREQUENTLY. THIS MEANS THE CHILD WILL USE SKILLS MOST OF THE TIME. AND FINALLY A RATING OF FIVE IS COMPLETELY. THIS MEANS THE CHILD USES THE SKILLS ALL OF THE TIME OR IS TYPICALLY FUNCTIONING IN THAT OUTCOME AREA. SO LET'S SPEND A LITTLE MORE TIME TALKING ABOUT HOW TO DETERMINE AN APPROPRIATE RATING. AT THIS TIME IT WOULD BE HELPFUL TO HAVE THE DECISION TREE HANDOUT IN FRONT OF YOU AS WE WALK THROUGH THE DECISION TREE. THE DECISION TREE IS BASED ON A NATIONAL MODEL FROM THE HE RECALLED CHILDHOOD OUTCOME CENTER OR ECO CENTER. A TECHNICAL ASSISTANT CENTER THAT'S CHARGED WITH OUTCOME MEASUREMENTS FOR NATIONAL CHILD AND FAMILY OUTCOMES. REMEMBER, EVERY ELIGIBLE CHILD WILL RECEIVE THREE RATINGS AT ENTRY AND THREE RATINGS AT EXIT. THE DECISION TREE WAS CREATED TO USE FOR ALL THREE OUTCOME AREAS. SO THESE QUESTIONS CAN BE ASKED REGARDLESS OF THE OUTCOME AREA THAT'S BEING REVIEWED. NOW LET'S START AT THE TOP OF THE DECISION TREE. THE FIRST STEP IN USING THE DECISION TREE IS TO DETERMINE THE RATINGS BY ASKING DOES THE CHILD FUNCTION IN WAYS THAT WOULD BE CONSIDERED AGE APPROPRIATE WITH REGARD TO THIS OUTCOME AREA? IF THE CHILD DOES NOT HAVE AGE APPROPRIATE SKILLS OR IF THE LEVEL OF SKILL IS UNKNOWN, THEN CONSIDER GOING DOWN THE DECISION TREE FOR THE PATH OF NO. HOWEVER, IF THE CHILD HAS SOME LEVEL OF AGE

APPROPRIATE SKILLS, THEN CONSIDER GOING DOWN THE DECISION TREE FOR THE PATH OF YES. THIS IS THE CRITICAL STEP IN THE DECISION-MAKING PROCESS OF AN APPROPRIATE RATING FOR BOTH ENTRY AND EXIT. WHEN WE ASKED THE INITIAL QUESTION DOES THE CHILD FUNCTION IN WAYS THAT WOULD BE CONSIDERED AGE APPROPRIATE, IF YOU ANSWER NO, THE SECOND STEP IS TO ASK, DOES THE CHILD USE ANY PRIMARY LEVEL SKILLS RELATED TO THIS OUTCOME IN ORDER TO BUILD AGE APPROPRIATE FUNCTIONING ACROSS SETTINGS AND SITUATIONS? IF YOU ARE FOLLOWING ALONG ON THE DECISION TREE, WE ARE ON THE FORE LEFT-HAND SIDE OF THE CHART. IF THE ANSWER TO THIS QUESTION IS NO, THEN THE CHILD SKILLS ARE NOT YET PRESENT AND YOU WOULD CONSIDER RATING THE CHILD AT LEVEL 1. IF THE ANSWER TO THE QUESTION IS YES, THEN THE CHILD SKILLS ARE CONSIDERED TO BE EMERGING AND CONSIDER RATING THE CHILD AT LEVEL 2. NOW LET'S GO BACK TO THE TOP OF THE DECISION TREE. REMEMBER THE INITIAL QUESTION IS DOES THE CHILD FUNCTION IN WAYS THAT WOULD BE CONSIDERED AGE APPROPRIATE WITH REGARD TO THIS OUTCOME. LET'S SAY IN THIS SCENARIO THE CHILD HAS SOME LEVEL OF AGE APPROPRIATE SKILL. NOW WE'LL BE GOING DOWN THE PATH OF YES. IF YOU ARE FOLLOWING ALONG THE DECISION TREE WE'RE NOW IN THE MIDDLE OF THE CHART. THE NEXT STEP IS TO ASK. DOES THE CHILD FUNCTION AT AN AGE-APPROPRIATE LEVEL ACROSS ALL OR ALMOST ALL SETTINGS AND SITUATIONS? IF THE ANSWER IS NO, THE CHILD IS USING A MIX OF AGE APPROPRIATE AND NOT AGE APPROPRIATE BEHAVIORS AND SKILLS. THE SKILLS ARE OCCASIONALLY OBSERVED BUT THEY ARE NOT CONSISTENT. CONSIDER GIVING THE CHILD A RATING OF LEVEL 3. NOW LET'S GO DOWN ANOTHER PATH OF YES. IF YOU ARE FOLLOWING ALONG ON THE DECISION TREE, WE'RE NOW IN THE FAR RIGHT SIDE OF THE CHART. IF WHEN ASKED DOES THE CHILD FUNCTION AT AN AGE APPROPRIATE LEVEL ACROSS ALL OR ALMOST ALL SETTINGS AND SITUATIONS? IF THE ANSWER IS YES, THEN YOU WILL MOVE TO THE THIRD OR FINAL STEP IN DETERMINING THE RATINGS AND ASK, DOES ANYONE HAVE CONCERNS ABOUT THE CHILD'S FUNCTIONING IN THIS OUTCOME AREA? IF THE ANSWER IS YES AND THE CHILD IS FREQUENTLY USING SKILLS BUT NOT CONSISTENTLY, CONSIDER GIVING THE CHILD A RATING OF LEVEL 4. HOWEVER, IF THE ANSWER IS NO AND THERE ARE NO CONCERNS ABOUT THE CHILD'S SKILLS AS THE CHILD IS USING THE SKILLS ALL OF THE TIME IN ALL OF THE SETTINGS, THEN CONSIDER GIVING THE CHILD A RATING OF FIVE. NOW LET'S GO BACK TO THE POSITIVES FORM AS YOU HAVE DETERMINED AN APPROPRIATE RATING FOR THE CHILD IN EACH OF THE THREE OUTCOME AREAS. REMEMBER THE EARLIER SECTIONS OF THE MOSS FORM RELATED TO COLLECTING AND SUMMARIZING THE INFORMATION. NOW LET'S TAKE A LOOK AT THE OTHER SECTIONS OF THE MOSS FORM THAT ARE RELATED TO RECORDING RATINGS. TURN TO PAGE 2 OF THE MOSS FORM. AT THE BOTTOM OF PAGE 2 IS WHERE YOU WILL FIND RATING INFORMATION FOR EACH OUTCOME AREAS. ON PAGE 2 IS OUTCOME AREA ONE, POSITIVE SOCIAL-EMOTIONAL SKILLS. NOTICE THERE IS A PLACE FOR CALCULATE THE RATING IF YOU HAVE A FUNCTIONAL AGE. HOWEVER FUNCTIONAL AGE OR AGE EQUIVALENT IS NOT REQUIRED. IN THIS CASE THE BEST WAY TO DETERMINE AN APPROPRIATE RATING IS TO USE THE DECISION TREE TO ASK QUESTIONS ABOUT THE CHILD'S ABILITIES RELATED TO AGE-APPROPRIATE FUNCTIONING IN A VARIETY OF SETTINGS. IT IS IMPORTANT TO NOTE THAT IF YOU DO HAVE A FUNCTIONAL AGE OR AGE EQUIVALENT, YOU STILL WILL WANT TO USE THE DECISION TREE TO MAKE SURE THAT YOU ARE COMING UP WITH AN APPROPRIATE RATING. AFTER RECORDING THE RATINGS FOR OUTCOME AREA ONE, THE SAME WILL BE DONE FOR OUTCOME AREAS TWO AND THREE. TURN TO PAGE 3 AND FOUR OF THE MOSS FORM AND YOU WILL FIND A SIMILAR SPACE TO RECORD THE RATING INFORMATION FOR OUTCOME AREAS TWO AND THREE AS WELL. NOW LET'S TURN BACK TO PAGE 1 OF THE MOSS FORM. HERE YOU WILL FIND SOME ADDITIONAL AREAS TO RECORD INFORMATION ABOUT THE RATINGS. NOTICE AT THE TOP OF THE FIRST PAGE IS A PLACE TO RECORD THE DATE FOR ENTRY AND EXIT RATING DETERMINATIONS. YOU WANT TO COMPLETE THE INITIAL IFSP MEETING DATE FOR FIRST STEPS AS THE ENTRY OR THE INITIAL IEP MEETING DATE AS THE ENTRY FOR ECSE. THEN TOWARD THE MIDDLE AND BOTTOM OF THE FORM YOU WILL FIND INFORMATION ABOUT WHO WAS INVOLVED IN COLLECTING THE INFORMATION AND FINALLY RECORDING THE FINAL RATING. HERE IS WHERE THE INFORMATION FOR THE FINAL ENTRY

RATING IS COMPLETED. UNDER OSEP INDICATOR ONE, TWO AND THREE ENTRY RATING ONE, TWO AND THREE. THEN WHEN THE CHILD EXITS THE PROGRAM COME BACK TO THIS FORM AND UPDATE THE SUMMARY INFORMATION AND DOCUMENT THE FINAL EXIT RATING UNDER THE COLUMN EXIT RATING. THE MOSS FORM IS KEPT IN THE CHILD'S RECORD. A FEW TAKE AWAY POINTS ON THE ECO COLLECTION PROCESS. REMEMBER TO RECOGNIZE THAT THERE ARE THREE OUTCOME AREAS. YOU WILL COLLECT INFORMATION FROM A VARIETY OF SOURCES INCLUDING PARENT INPUT, PROFESSIONAL OBSERVATION AND ASSESSMENT RESULTS WHICH MAY BE INFORMAL OR FORMAL MEASURES. FINALLY IN THE CONCLUSION OF THE COLLECTION PROCESS YOU WILL DOCUMENT THE INFORMATION THAT WAS COLLECTED AND SUMMARIZE ON THE MOSS FORM. A FEW TAKE-AWAY POINTS FOR THE RATING DETERMINATION PROCESS. FIRST, USE THE DECISION TREE TO ASK QUESTIONS ABOUT A CHILD'S LEVEL OF FUNCTIONING AT EACH OF THE THREE OUTCOME AREAS. APPROPRIATE ENTRY RATINGS ARE DETERMINED FOR EVERY CHILD WITH THE POTENTIAL TO PARTICIPATE IN THE FIRST STEPS PROGRAM OR PARTICIPATE IN ECSE FOR AT LEAST SIX MONTHS. APPROPRIATE EXIT RATINGS ARE DETERMINED WITHIN 30 DAYS BEFORE THE CHILD EXITS FIRST STEPS OR FOR ECSE WITHIN 30 DAYS BEFORE THE CHILD EXITS ECSE. FINALLY, YOU WILL HAVE ONE RATING FOR EACH OF THE THREE OUTCOME AREAS. YOU WILL HAVE THREE RATINGS AT ENTRY AND THREE RATINGS AT EXIT. FOR EACH CHILD DETERMINED ELIGIBLE. YOU MIGHT BE WONDERING WHAT HAPPENS AFTER THE RATING IS COMPLETED AND DOCUMENTED ON THE MOSS. YOU WILL REPORT THE ENTRY AND EXIT DATA. FOR FIRST STEPS THIS IS THE SPOE'S RESPONSIBILITY. INFORMATION IS ENTERED INTO THE ELECTRONIC CHILD RECORD SYSTEM REFERRED TO AS WEB SPOE AS IT IS COMPLETED THROUGHOUT THE YEAR. ENTRY DATA IS REQUIRED TO BE ENTERED AT THE TIME OF FINALIZING THE CHILD'S INITIAL IFSP AND EXIT DATA IS REQUIRED TO BE ENTERED INTO A CHILD'S ELECTRONIC RECORD CAN BE CLOSED. FOR ECSE IT IS THE DISTRICT'S RESPONSIBILITY TO COLLECT THE ECO INFORMATION. THIS WILL BE SUBMITTED VIA THE MOSIS JUNE STUDENT CORE FILE THAT IS DUE BY JUNE 30TH. YOU MAY ALSO BE WONDERING WHAT HAPPENS TO THE DATA AFTER IT HAS BEEN COLLECTED AND REPORTED? DESE WILL SYNTHESIZE THE DATA IN ORDER TO CALCULATE SUMMARY STATEMENTS. SUMMARY STATEMENTS ARE COMPARED TO STATE TARGETS IN THE STATE PERFORMANCE PLAN OTHERWISE REFERRED TO AS THE SPP. SUMMARY STATEMENT ONE IS CHILDREN ENTERED THE PROGRAM BELOW AGE EXPECTATION AND SUBSTANTIALLY INCREASED THE RATE OF GROWTH BY THE TIME THEY EXITED THE PROGRAM. SUMMARY STATEMENT TWO IS CHILDREN WHO WERE FUNCTIONING WITHIN AGE EXPECTATION BY THE TIME THAT THEY EXITED THE PROGRAM. ONCE THE SUMMARY STATEMENT DATA IS COMPLETED, STATE LEVEL DATA ARE REPORTED IN THE ANNUAL PERFORMANCE REPORT, OTHERWISE REFERRED TO AS THE APR. FOR BOTH PART C AND PART B. THEN LOCAL-LEVEL DATA ARE THE RESULTS FOR EACH OF THE INDIVIDUAL AREAS ARE REPORTED IN THE PART B SCHOOL DISTRICT PROFILE AND IN THE PART C SPOE PUBLIC REPORTING. SO YOU WILL SEE THAT WE HAVE THE CAPABILITY TO NOT ONLY MEASURE YEAR TO YEAR THE PERFORMANCE ON A STATEWIDE LEVEL, WE ALSO HAVE THE ABILITY TO LOOK AT THE LOCAL LEVEL DATA WITHIN EACH DISTRICT AND EACH SPOE AREA. FINALLY WE WANT TO WRAP UP THE ECO PROCESS BY LOOKING AT IT STEP-BY-STEP. FIRST UNDER STEP ONE, COLLECT A VARIETY OF INFORMATION FROM AT LEAST THREE SOURCES. THEN IN STEP TWO YOU WILL SUMMARIZE THE INFORMATION THAT WAS COLLECTED ON TO THE MOSS FORM. THEN UNDER STEP THREE, USE THE DECISION TREE TO DETERMINE AN APPROPRIATE RATING FOR EACH OF THE THREE OUTCOME AREAS. THEN ON STEP FOUR, GO BACK AND COMPLETE THE MOSS WITH THE INFORMATION COLLECTED AND THE RATINGS. AND THEN UNDER STEP FIVE YOU WILL REPORT THE DATA FOR EACH PROGRAM RESPECTIVELY. FOR MORE INFORMATION ABOUT EARLY CHILDHOOD OUTCOMES AND INFORMATION THAT WAS INCLUDED IN THIS PRESENTATION, THERE ARE SEVERAL WEBSITES FOR YOU TO REVIEW. FIRST THE MISSOURI SPP AS APR WITH THE ANNUAL RESULTS COMPARED TO STATE TARGETS FOUND ON THE DEPARTMENT WAS WEBSITE ON THE SITE LISTED ON THE PAGE. THEN FOR MISSOURI'S HE RECALLED CHILDHOOD OUTCOME TRAINING INFORMATION YOU CAN FIND MATERIALS, INCLUDING A VIDEO AND HANDBOOK ON THE DEPARTMENT'S WEBSITE AT THE SITE LISTED ON THE PAGE. FINALLY IF YOU ARE INTERESTED IN NATIONAL INFORMATION ABOUT EARLY CHILDHOOD OUTCOMES, YOU CAN

VISIT THE ECO CENTER AT THE SITE LISTED ON THE PAGE. IF AFTER THE CONCLUSION OF THIS PRESENTATION YOU HAVE ADDITIONAL QUESTIONS ABOUT EARLY CHILDHOOD OUTCOMES, PLEASE CONTACT THE OFFICE OF SPECIAL EDUCATION THROUGH OUR WEB REPLY. FOR FIRST STEPS THE WEBSITE IS SEFIRSTSTEPS@DESE.MO.GOV. FOR ECSE IT IS SEEP@DESE.MO.GOV. THIS CONCLUDES OUR PRESENTATION ON EARLY CHILDHOOD OUTCOMES. WE RECEIVED SEVERAL QUESTIONS THROUGHOUT THE WEBINAR. SOME OF THE QUESTIONS ASKED WILL INCLUDE THE FOLLOWING. ONE OF THE QUESTIONS THAT WE MOST COMMONLY GET IS AROUND THE FIRST STEPS EXIT AND THE ECSE ENTRY. AND THE QUESTION IS WHEN A CHILD COMES TO ECSE FROM FIRST STEPS, CAN THE DISTRICT DO THEIR OWN ENTRY RATING OR DOES THE FIRST STEPS DATA OVERRIDE THE DISTRICT'S DATA? DESE CONTINUES -- THE ANSWER IS DESE CONTINUES TO EMPHASIZE THE COLLABORATION BETWEEN FIRST STEPS EXIT AND ECSE. BECAUSE THE CHILD IS EXITING ONE PROGRAM AND ENTERING ANOTHER. FOR FIRST STEPS RATHER THAN HANDING ECSE A SCORE, FIRST STEPS SHOULD COLLABORATE WITH ECSE TO DETERMINE THE RATING THAT WOULD SATISFY BOTH FIRST STEPS EXIT AND ECSE ENTRY. THIS IS EXTREMELY IMPORTANT WHEN YOU LOOK AT THE THREE SOURCES OF INFORMATION. THAT RATING SHOULD INCLUDE PARENT INPUT, PROFESSIONAL OBSERVATION AND ASSESSMENT RESULTS. IN FIRST STEPS WE DO NOT DO AN EXIT ASSESSMENT, SO WE ARE RELIANT UPON ECSE TO GET SOME ASSESSMENT DATA IN ORDER TO HELP DETERMINE THE RATING. WHILE IT IS EXPECTED THAT FIRST STEPS WILL BEGIN DOING THE RATING AT AROUND 30 DAYS BEFORE THE CHILD EXIT, IT IS NOT REQUIRED TO HAVE THE RATING ENTERED 30 DAYS BEFORE. IT IS WITHIN THOSE 30 DAYS THAT THE CHILD IS EXITING THE PROGRAM, SO THE COLLABORATION BETWEEN FIRST STEPS AND ECSE, WHEN TO DO THE RATING DETERMINATION IS FLEXIBLE WITHIN THOSE 30 DAYS BEFORE THE CHILD EXITS FIRST STEPS. IT IS IMPORTANT TO TALK ABOUT THE ECO RATING AT THE TRANSITION MEETING FOR THE CHILD THAT OCCURS AT LEAST 90 DAYS BEFORE THE CHILD TURNS THREE. I WOULD ENCOURAGE THE SPOE'S AND THE SCHOOL DISTRICTS TO INCLUDE AN ECO RATING DISCUSSION AT YOUR TRANSITION MEETING. IT IS A GOOD OPPORTUNITY FOR THE FAMILY TO ASK QUESTIONS ABOUT WHAT THAT RATING IS. YOU CAN GIVE THE PARENT GUIDELINES FOR ECO RATINGS AT THAT MEETING FOR WELL AND ALSO ECSE AND FIRST STEPS PERSONNEL CAN DETERMINE EXACTLY THE PROCESS AND THE TIME FRAME FOR RATING THAT CHILD. ANOTHER QUESTION THAT WE RECEIVE THROUGHOUT THE WEBINAR IS AROUND THE SIX-MONTH PERIOD OF TIME PARTICIPATING IN THE PROGRAM. THE QUESTION IS IF A CHILD'S AMOUNT OF TIME IN FIRST STEPS OR ECSE IS LESS THAN SIX MONTHS, DO YOU DO AN ENTRY AND EXIT RATING? THE ANSWER IS IF, AT THE TIME THE CHILD ENTERS FIRST STEPS OR ECSE, AND YOU KNOW THERE IS NO POSSIBLE WAY THE CHILD WILL BE IN THE PROGRAM FOR SIX MONTHS OR LONGER BECAUSE THEY ARE A LATE REFERRAL TOWARD THE END, THEN NO, YOU DON'T DO AN ENTRY AND YOU DON'T DO AN EXIT. BUT IF AT THE TIME THE CHILD ENTERS THE PROGRAM FOR FIRST STEPS OR ECSE AND THERE IS THE POTENTIAL TO BE IN THAT PROGRAM AT LEAST SIX MONTHS, THEN YES, YOU WILL DO AN ENTRY RATING. WHEN THE CHILD EXITS THE PROGRAM, IF THAT CHILD WAS, INDEED, IN THE PROGRAM SIX MONTHS, YOU WOULD GIVE AN EXIT AS WELL. SOMETIMES YOU WON'T KNOW WHEN THAT CHILD COMES IN IF THEY ARE GOING TO TRANSFER OR MOVE OR SOMETHING, BUT THAT'S HOW YOU DETERMINE IF THERE IS AN ENTRY RATING. IF THERE'S THE POTENTIAL TO BE IN THE PROGRAM SIX MONTHS OR LONGER. MS. HENRY: ANOTHER QUESTION WE RECEIVED IS IF THE ECSE PROGRAM IS INTEGRATED, DO YOU COMPLETE ECO'S ON ALL STUDENTS, DISABLED AND NON-DISABLED? THE ANSWER IS NO, ONLY CHILDREN WITH AN IEP REGARDLESS OF THE REASON FOR ELIGIBILITY AND IN THE ECSE PROGRAM FOR AT LEAST SIX MONTHS WILL RECEIVE AN ECO RATING. MS. THOMAS: ANOTHER QUESTION POSED WAS IF A CHILD IS SPEECH ONLY AND RECEIVES ITINERANT SERVICES ONLY, IS AN ECO RATING STILL COMPLETED FOR THIS CHILD? THE ANSWER IS YES. ANY CHILD WHO HAS AN IEP REGARDLESS OF THE REASON FOR ELIGIBILITY AND RECEIVES SERVICES FOR AT LEAST SIX MONTHS MUST HAVE AN ECO RATING AT ENTRY AND EXIT. ANOTHER QUESTION POSED. WHERE DO I KEEP THE ECO INFORMATION IN THE CHILD'S FILE? THE PERMANENT RECORD OR SPECIAL EDUCATION FILE? THE ANSWER IS THE INFORMATION SHOULD BE MAINTAINED IN THE CHILD'S SPECIAL EDUCATION FILE. IF A CHILD TRANSFERS AND

SPECIAL EDUCATION INFORMATION IS SENT, THE COMPLETED MOSS MAY BE SENT TO THE NEW DISTRICT OR SPOE AS PART OF THE CHILD'S RECORD. HOWEVER, IT IS NOT MANDATORY THAT THE COMPLETED FORM BE SENT. FOR INFORMATION -- FOR FURTHER INFORMATION ON TRANSFERS. A COUPLE OF MORE QUESTIONS THAT CAME IN ON THE WEBINAR. SEVERAL FOLKS ASKED WHERE DO WE FIND THE DECISION TREE? IF YOU GO TO THE WEBINAR PAGE THAT YOU WENT TO TO ACCESS TODAY'S WEBINAR, YOU WILL SEE OFF TO THE RIGHT-HAND SIDE THERE ARE HANDOUTS. THERE IS WHERE YOU WILL FIND THE DECISION TREE THAT IS THE SAME HANDOUT THAT WE UPLOADED INTO THE WEBINAR. SO YOU CAN PRINT THAT AND YOU CAN LAMINATE IT IF YOU WANT TO. THAT'S THE DECISION TREE THAT WE'VE STARTED USING AS A TECHNICAL ASSISTANCE DOCUMENT FOR DETERMINING THE RATING. ANOTHER QUESTION THAT CAME THROUGH. CAN YOU GIVE EXAMPLES OF THE THREE SOURCES OF INFORMATION? SO AS WE MENTIONED, THE THREE SOURCES OF INFORMATION IN EACH RATING WOULD INCLUDE PARENT INPUT, PROFESSIONAL OBSERVATION AND ASSESSMENT RESULTS. THAT INFORMATION CAN COME FROM FIRST STEPS, ECSE OR A COMBINATION OF THOSE, ESPECIALLY IMPORTANT AT THE ENTRY AND EXIT PERIOD. PARENT INPUT MIGHT LOOK LIKE AN INTERVIEW THAT'S BEEN CONDUCTED WITH THE FAMILY OR IT MIGHT BE THE FAMILY'S EXPRESSION OF CONCERNS OR ACTIVITIES THAT ARE WORKING FOR THE CHILD. THIS IS ESPECIALLY IMPORTANT IF YOU HAVE THE CHILD PARTICIPATING IN DIFFERENT SETTINGS WHERE THE PARENT MIGHT BE SEEING SOMETHING OR CONCERNED ABOUT SOMETHING THAT SOMEONE ELSE IS NOT. PROFESSIONAL OBSERVATIONS MIGHT INCLUDE, FOR FIRST STEPS IT MIGHT INCLUDE PROVIDER OBSERVATIONS DURING A HOME VISIT. IT MIGHT ALSO BE OBSERVATIONS AT A PLANNED MEETING. FOR ECSE IT MIGHT BE OBSERVATIONS THAT WERE MADE THROUGHOUT THE ASSESSMENT PROCESS BUT MAYBE NOT CAPTURED THROUGH THE TOOL THAT WAS USED. PROFESSIONAL MAY ALSO BE NOT NECESSARILY A PROVIDER OF SERVICE, BUT IT COULD BE A CHILD CARE PROVIDER OR IT MIGHT BE PARENTS AS TEACHERS OR SOMEONE ELSE WHO IS INVOLVED WITH THE CHILD THAT'S NOT THE PARENT AND IT'S NOT NECESSARILY A SERVICE PROVIDER. OF COURSE, ASSESSMENT RESULTS. THAT CAN INCLUDE AN INFORMAL TOOL THAT MIGHT BE USED. IT COULD ALSO INCLUDE A FORMAL MEASURE LIKE A STANDARDIZED TEST SO THAT CAN BE A VARIETY OF INFORMAL, FORMAL MEASURES FOR ASSESSMENT RESULTS. IT LOOKS LIKE WE HAVE A QUESTION. A LITTLE CONFUSION AROUND THE DECISION TREE. THE QUESTION IS DOES THAT DECISION TREE REPLACE THE OLD EARLY CHILDHOOD OUTCOMES PERFORMANCE OUTCOMES? I THINK THAT QUESTION IS RELATED TO A DOCUMENT THAT WAS CREATED OUT OF THE PILOT PROJECT BACK IN 2005, 2006. IT WAS CALLED THE ECO PERFORMANCE TOOL. WE HAVE NOT BEEN ENDORSING THAT TOOL SINCE OUR TRAINING IN 2009. IT WAS JUST A SUGGESTED INFORMAL TOOL TO USE TO COLLECT INFORMAL ASSESSMENT INFORMATION. WE HAVE BEEN TRYING TO OPEN UP THAT DOOR FOR ASSESSMENT INFORMATION TO BE ANYTHING THAT YOU ARE USING, NOT A SPECIFIC TOOL AT THIS TIME. SO THE DECISION TREE DOESN'T REPLACE ANYTHING THAT WE HAVE IN OUR CURRENT PROCEDURES. IT IS INTENDED TO BE A WAY FOR BOTH FIRST STEPS AND ECSE TO COME TO AN AGREEMENT ON WHAT THAT RATING WOULD BE BASED ON THE CHILD'S FUNCTIONAL ACTIVITIES. SO IT DOESN'T REPLACE A REQUIRED ASSESSMENT PROCESS THAT WE HAVE AT THIS TIME. ANOTHER QUESTION THAT WE GOT THAT GENERAL ENGINEER ALLUDED TO WAS ABOUT TRANSFERS. WHAT DO I DO IF A CHILD TRANSFERS WITHIN THE STATE TO ANOTHER SCHOOL DISTRICT? WE DO EXPECT THAT THERE'S ONLY ONE ENTRY AND ONE EXIT RATING FOR FIRST STEPS AND ONE ENTRY AND ONE EXIT RATING FOR ECSE. SO IF THE CHILD TRANSFERS TO ANOTHER PART OF THE STATE, THEN THAT DISTRICT OR EVEN THE SPOE WOULD PROVIDE THE ENTRY RATING SO THAT THAT SECOND DISTRICT OR SPOE COULD PROVIDE THE EXIT RATING. SO AGAIN, WE HOPE THAT THERE'S ONLY ONE ENTRY, ONE EXIT FOR EACH CHILD IN FIRST STEPS OR ECSE, EVEN IF THEY MOVE WITHIN THE STATE. NOW I DO WANT TO MAKE A COMMENT THAT IF A CHILD TRANSFERS OUT OF THE STATE, IF THEY WERE IN THE PROGRAM AT LEAST SIX MONTHS, THEN WE DO TRY TO COMPLETE THE EXIT RATING AND SUBMIT THAT IN THE RESPECTIVE TIME FRAME FOR REPORTING. HOWEVER, IF THE CHILD CAME INTO THE PROGRAM AND LEFT SHORTLY AND YOU DON'T HAVE ENOUGH INFORMATION -- I'M SORRY. IF THE CHILD CAME INTO THE PROGRAM AND LEFT SHORTLY YOU WOULDN'T PROVIDE AN EXIT BECAUSE THEY

LEFT LESS THAN SIX MONTHS. IF THE CHILD CAME INTO THE PROGRAM AND LEFT GREATER THAN SIX MONTHS BUT YOU DIDN'T HAVE ENOUGH INFORMATION TO COMPLETE THE EXIT RATING, THEN YOU JUST NEED TO INDICATE THAT THERE WAS INSUFFICIENT INFORMATION FOR THE EXIT RATING. WE DO WANT TO BE CAREFUL ABOUT THAT BECAUSE WE WOULD REPORT THAT AS NOT APPLICABLE AND WE WANT TO HAVE AS FEW NOT APPLICABLE AS POSSIBLE. WE DO REALIZE THERE MIGHT BE SOME RARE SITUATIONS WHERE YOU CAN'T DETERMINE THE RATING. LET'S SCAN AND SEE IF WE'VE HAD ANY MORE QUESTIONS COME THROUGH. WE DID HAVE A QUESTION. IF A CHILD IS ELIGIBLE FOR FIRST STEPS OR ELIGIBLE FOR ECSE BUT DOES NOT PARTICIPATE IN THE PROGRAM, SO THEY DON'T HAVE AN IFSP OR AN IEP, THEN WE WOULD NOT HAVE AN ENTRY RATING BECAUSE REMEMBER THE ENTRY RATING DATE FOR FIRST STEPS IS THE INITIAL IFSP DATE. THE INITIAL DATE FOR ENTRY INTO ECSE IS THAT FIRST IEP MEETING DATE. IF THEY ARE ELIGIBLE BUT THEY DON'T CONTINUE SERVICES, THEN THEY WOULD NOT HAVE A RATING BECAUSE THEY DON'T HAVE A MEETING DATE. A FEW MORE QUESTIONS CAME THROUGH. WE WANT TO BE SURE AND SHARE WITH THE GROUP. IF A CHILD RECEIVES SPECIAL ITINERANT SERVICES BUT NOT A FIRST STEPS CHILD DOES THERE HAVE TO BE AN ECO RATING? THE ANSWER IS YES. EVERY CHILD WHO IS ELIGIBLE FOR FIRST STEPS OR ELIGIBLE FOR ECSE, EVEN IF IT'S A SPEECH ONLY CHILD, EVEN IF IT'S AN ITINERANT SERVICES, THEY HAVE TO HAVE IT FOR ALL THREE OUTCOMES. REGARDLESS OF ELIGIBILITY IF THE CHILD HAS AN IEP, THAT INITIAL IEP DATE IS ECO RATING DATE THAT YOU WOULD DETERMINE THOSE RATINGS. A FEW QUESTIONS COMING IN ABOUT THE TIME FRAME FOR FIRST STEPS ELIGIBILITY AND THE ECSE RATING. SO IF THE CHILD COMES INTO THE FIRST STEPS PROGRAM AND QUALIFIES MORE THAN SIX MONTHS BEFORE THEIR THIRD BIRTHDAY, FIRST STEPS IS GOING TO GIVE THEM AN ENTRY RATING BECAUSE THERE IS THE POTENTIAL FOR HAVING THE CHILD IN THE PROGRAM AT LEAST SIX MONTHS. SO THAT CHILD WILL GET AN ENTRY RATING AND THEN WHEN THAT CHILD TURNS THREE, THEY WILL GET AN EXIT RATING. HOWEVER, IF THE CHILD COMES INTO THE FIRST STEPS PROGRAM LESS THAN SIX MONTHS BEFORE THEIR THIRD BIRTHDAY, FIRST STEPS WILL NOT BE GIVING AN ENTRY OR AN EXIT. SO FOR DISTRICTS WHO MAY HAVE RECEIVED A LATE REFERRAL TO FIRST STEPS AND THEN AT THE SAME TIME THAT WE'RE BEGINNING OUR INITIAL IFSP SERVICES THEY ARE ALSO STARTING TO TRANSITION, PLEASE KNOW IF THEY CAME TO FIRST STEPS LESS THAN SIX MONTHS BEFORE THEIR THIRD BIRTHDAY, THEY WOULD NOT RECEIVE AN ENTRY RATING. THE ONLY EXCEPTION TO THAT IS IF A CHILD HAS A SUMMER THIRD BIRTHDAY, AND WE CONTINUE TO SERVE THAT CHILD OVER THE SUMMER, THEN WE DO NOT EXIT THAT CHILD UNTIL THEY LEAVE FIRST STEPS. SO THERE COULD BE A FEW WHO CAME IN LATE BUT BETWEEN HAVING A SUMMER BIRTHDAY AND BEING SERVED OVER THE SUMMER, THEY HAVE THE POTENTIAL TO BE IN THE PROGRAM SIX MONTHS. SO WE WILL GO AHEAD AND RATE THEM. BUT JUST KEEP IN MIND IF THEY ARE NOT A SUMMER BIRTHDAY AND THEY COME IN LATE, THEY WILL NOT BE DOING ENTRY AND WE WILL NOT BE DOING EXIT IN THE FIRST STEPS PROGRAM. IT LOOKS LIKE WE'LL HAVE TIME FOR MAYBE ONE MORE QUESTION. HOLD JUST A SECOND AND WE'LL GET ANOTHER ONE. IT LOOKS LIKE THERE'S A FEW SPECIFIC QUESTIONS AROUND MOSIS AND WE'LL GO AHEAD AND TAKE THOSE QUESTIONS AND GET BACK TO FOLKS. WE NEED TO TAKE WITH OUR DATA FOLKS ABOUT SOME OF THE SPECIFIC MOSIS QUESTIONS. BUT THERE IS A FEW THAT CAME IN HERE AT THE END ABOUT SUMMER BIRTHDAY KIDS. SO I DO WANT TO CLARIFY THAT. THE TIMING OF THAT AGAIN, I'M GOING TO GO BACK TO THE TRANSITION MEETING WHERE FIRST STEPS AND ECSE ARE TALKING ABOUT WHAT'S GOING TO HAPPEN AS THEY GET READY TO LEAVE FIRST STEPS AND GO INTO ECSE. SOMETIMES THAT IS VERY EXPEDITED WHEN THE CHILD IS ENTERING INTO FIRST STEPS AND ALSO TRANSITIONING TO ECSE AT THE SAME TIME. THERE ARE GOING TO BE TIMES THAT YOU HAVE IF I UNDERSTAND YOUR PROCESS BECAUSE YOU KNOW THAT THE CHILD NEEDS TO HAVE AN IEP IN PLACE BY THE THIRD BIRTHDAY. SO YOU HAVE GOT THAT GOING ON, BUT BECAUSE THE CHILD IS GOING TO CONTINUE IN FIRST STEPS OVER THE SUMMER, WHEN DO YOU DO YOUR ECO RATING? SO I THINK THAT IS A GREAT CONVERSATION FOR YOUR TRANSITION MEETING BECAUSE IT DEPENDS ON HOW LONG INTO THE SUMMER THAT CHILD'S THIRD BIRTHDAY GOES. FOR EXAMPLE, IF THE CHILD IS A JULY BIRTHDAY, THAT ECO RATING PROCESS MIGHT LOOK

DIFFERENT THAN IF THE CHILD IS AN APRIL BIRTHDAY. SO AS LONG AS YOU COLLABORATE TOGETHER AND GET THE SAME INFORMATION, IT IS OKAY FOR ECSE TO HAVE THE ENTRY DATE FOR A SUMMER BIRTHDAY CHILD ON THE FIRST DAY OF SCHOOL WHEN THEY COME BACK AND ACTUALLY BEGIN GETTING IEP SERVICES. BECAUSE WE WILL BE WAITING THAT SUMMER TO EXIT THE CHILD AND RATE THEM. SO IT REALLY IS EXIT AND ENTRY INTO THE CHILD'S PROGRAM. SO THAT'S OKAY FOR THOSE SUMMER BIRTHDAY CHILDREN TO GO AHEAD AND WAIT UNTIL THE END OF THE SUMMER. THAT WILL BE ACCEPTABLE. SO TO WRAP UP THE WEBINAR. I DO WANT TO MAKE ONE LAST ENCOURAGEMENT. PLEASE COLLABORATE BETWEEN ECSE AND FIRST STEPS ON THAT FIRST STEPS EXIT AND THE ECSE RATING. IT MAKES MORE SENSE TO FAMILIES TO HEAR THAT CONVERSATION AT ONE TIME RATHER THAN TO HAVE MULTIPLE THINGS GOING ON. THE OTHER THING IS KEY TO THAT COLLABORATION IS MAKING SURE THAT WE HAVE ALL THREE SOURCES OF INFORMATION. FIRST STEPS CAN'T DO THAT WITHOUT HAVING ECSE ASSESSMENT. AS YOU ARE DOING THOSE ACTIVITIES FOR ELIGIBILITY DETERMINATION, SO PLEASE WORK TOGETHER AND FIGURE OUT FOR EACH INDIVIDUAL CHILD WHAT THAT WOULD LOOK LIKE WHILE YOU ARE IN YOUR TRANSITION PROCESS. THE OTHER ITEM THAT WE WANT TO GIVE A LAST ENCOURAGEMENT TO IS PLEASE USE THE DECISION TREE TO ASK THOSE KEY QUESTIONS ABOUT THE CHILD'S FUNCTIONING LEVEL AND WHETHER OR NOT THE CHILD HAS SKILLS PRESENT. I THINK THAT IS THE KEY TO HELPING US DETERMINE WHETHER IT IS A ONE OR A TWO, WHETHER IT IS A THREE OR A FOUR. WE'RE REALLY LOOKING AT THE FUNCTIONAL SKILLS AND THE CONSISTENCY OF THOSE SKILLS. I THINK THOSE KEY QUESTIONS PUT OUT BY THE NATIONAL TECHNICAL ASSISTANCE CENTER IS REALLY GOOD QUESTIONS TO ASK AND HELP US TO COME TO SOME AGREEMENT. SO I APPRECIATE YOU TAKING TIME IN TODAY'S WEBINAR. I DO WANT TO MENTION IF YOU HAVE ANY QUESTIONS AFTER YOU LEAVE THE WEBINAR, PLEASE ASK US AT OUR WEB REPLACE AGAIN FOR FIRST STEPS THAT IS SEFIRSTSTEPS@DESE.MO.GOV. FOR ECSE SEEP@DESE.MO.GOV. WE WILL COLLABORATE AT THE STATE LEVEL TO BE SURE THAT WE GET PROPER ANSWERS BACK TO YOU. THIS CONCLUDES OUR WEBINAR ON EARLY CHILDHOOD OUTCOMES AND FIRST STEPS AND ECSE AND I THANK YOU FOR TAKING TIME TO PARTICIPATE TODAY.