



Embedding Child and Family Outcomes into Practice

***Kathy Hebbeler
ECO at SRI International***

Webinar for the Massachusetts ICC Retreat
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Overview



- Background on the outcomes
- The 3 child outcomes
- The 5 family outcomes
- Integrating outcomes
- How are we doing nationally





Why outcomes matter



What is an outcome?



What children or families know and can do as a result of their experiences



The Concept of Outcomes



Two parts:

- The expected result
- The action(s) that produces the result
 - May not be stated but always present

Outcomes are the “effect”
in cause and effect



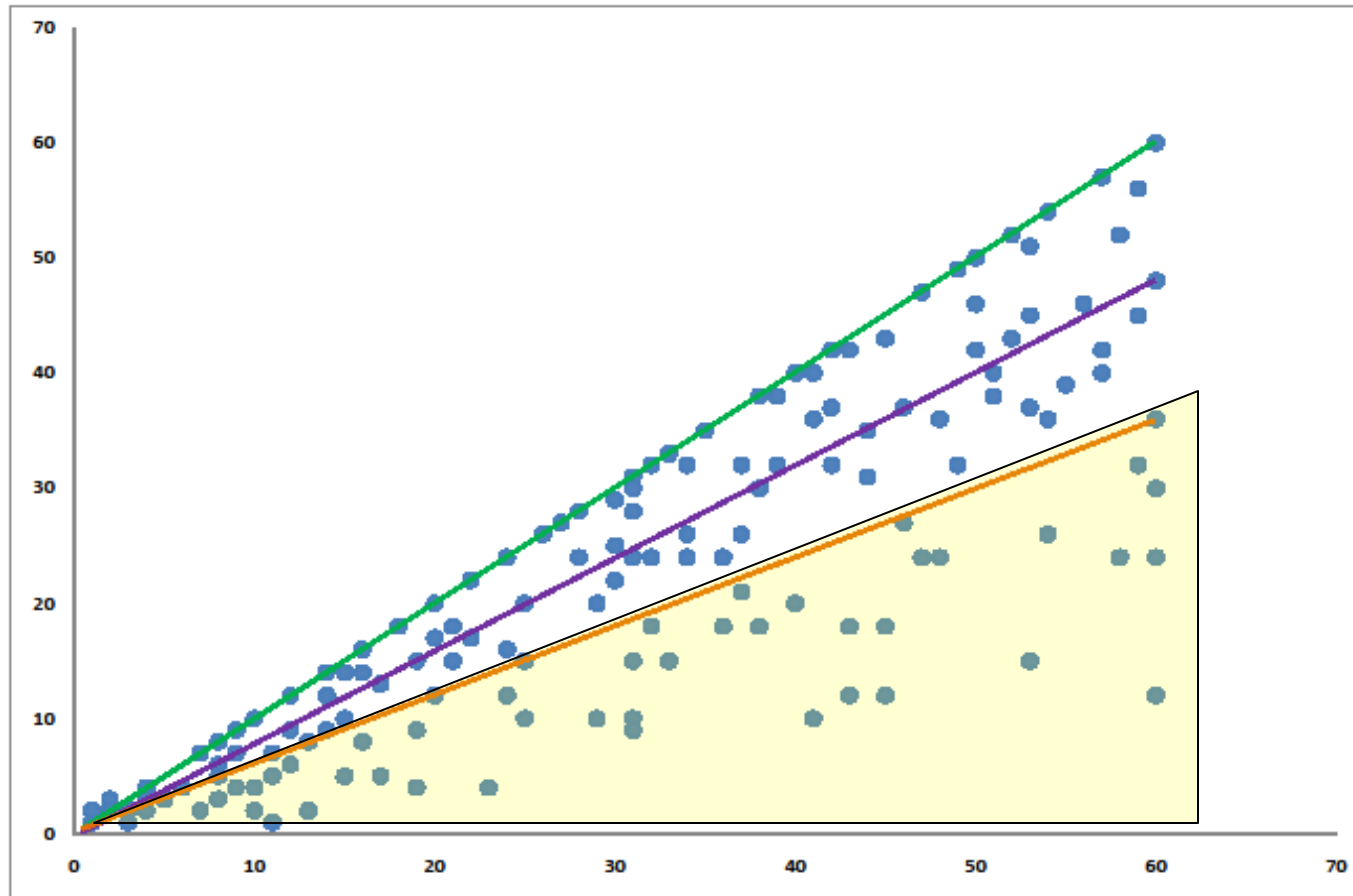
Why do we care about outcomes for young children?



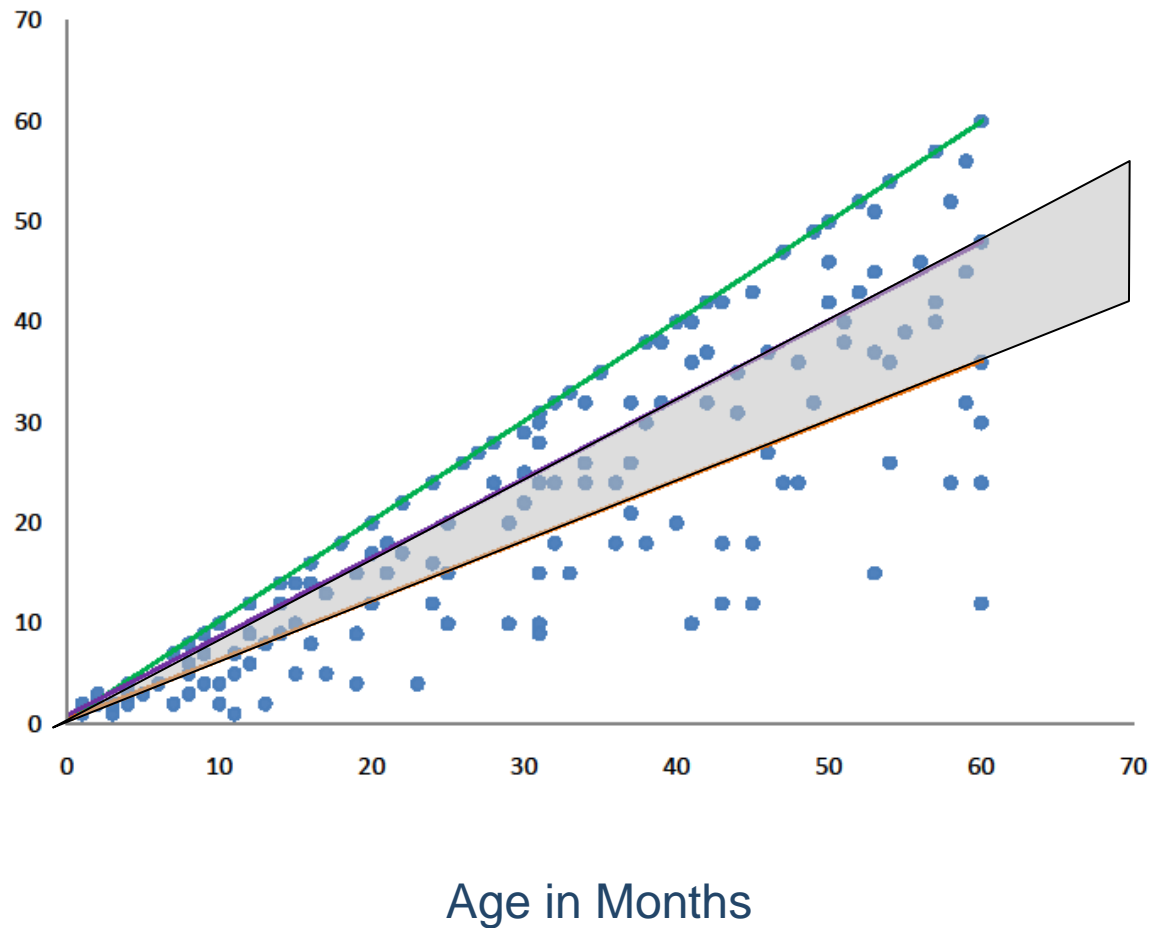
Variation can be problematic

- Children with disabilities need extra support
- Children who start out behind fall farther behind with time.

The Importance of Developmental Trajectories



The Importance of Developmental Trajectories



Vocabulary Growth (Hart & Risley, 1995)

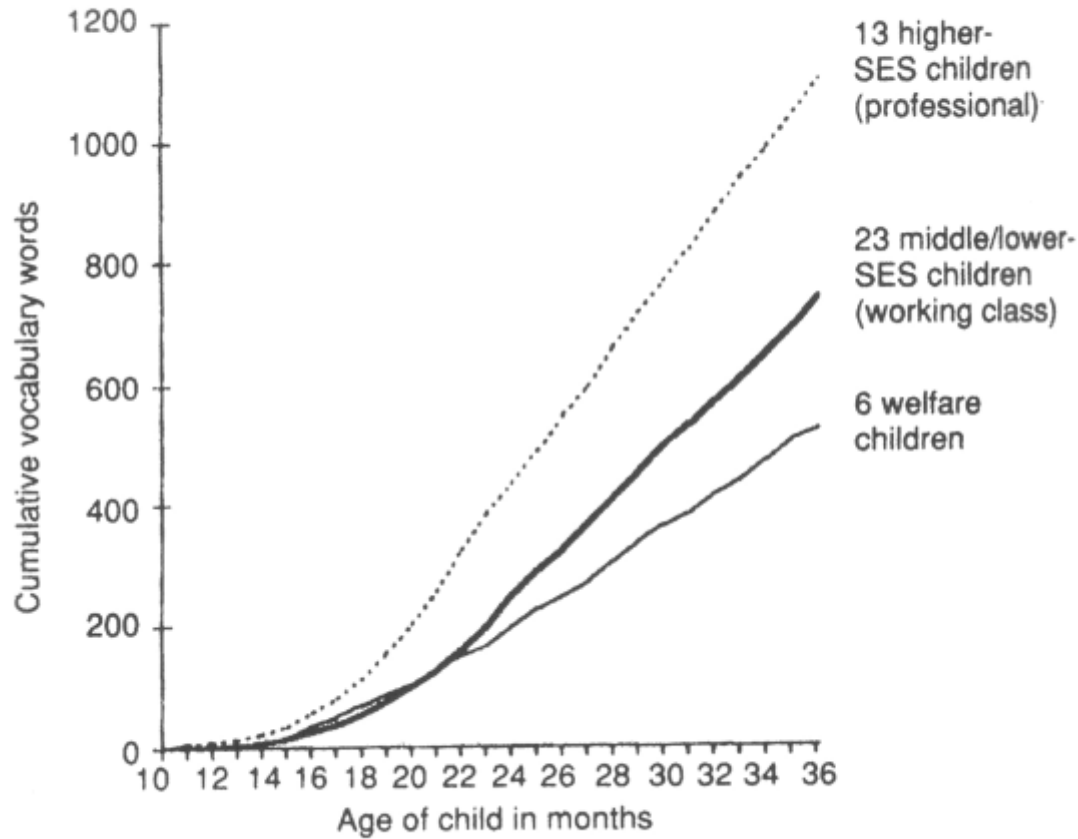
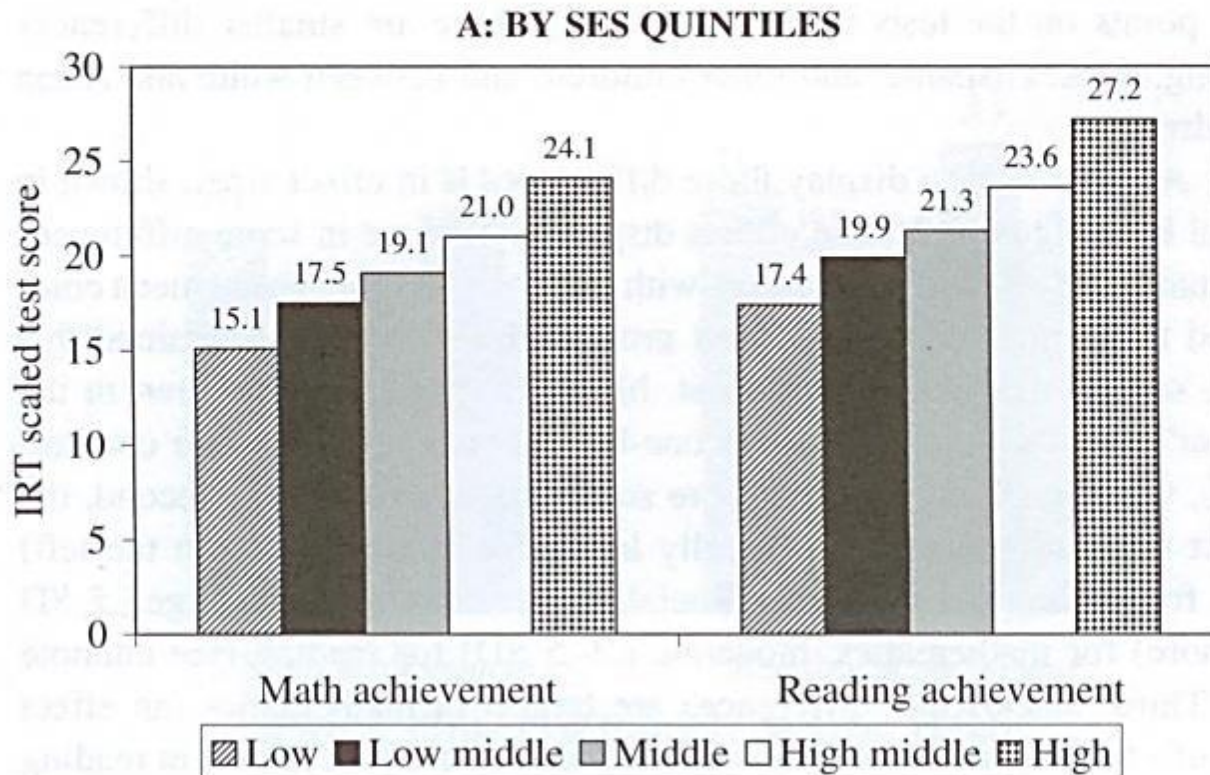


FIGURE 1.3 Math and reading achievement at the beginning of kindergarten



ECLS-K data from *Inequality at the Starting Gate*

Message



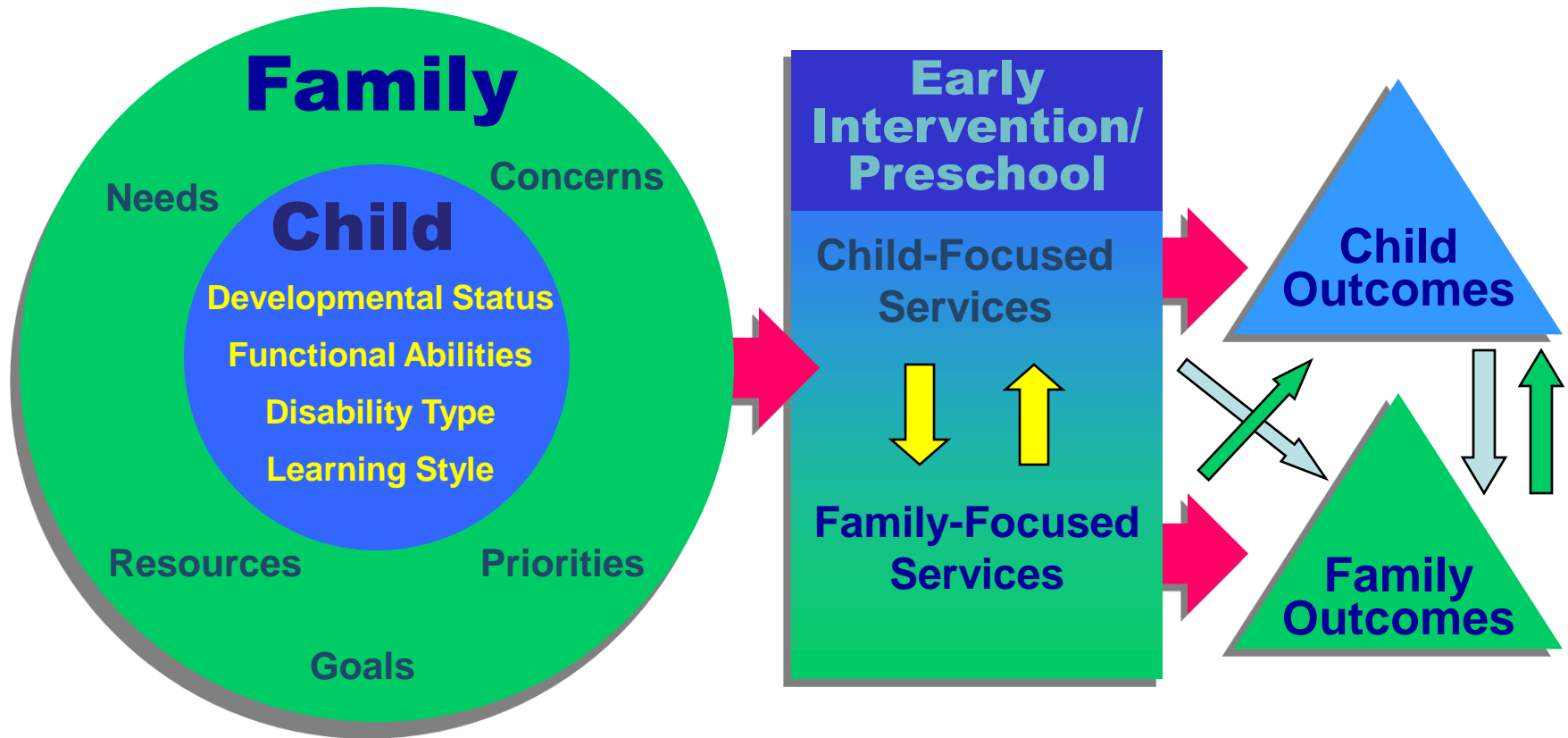
We cannot afford to be complacent about any child's development.

- Especially for children with delays and disabilities
- Especially for children who are experiencing environmental risks

Why do we care about outcomes for families?



- Pt. C of IDEA is based on expected benefit to families
- Achieving child outcomes requires healthy families
- Families can be affected by having a child with a disability- early intervention/preschool can reduce negative impacts and promote positive adaptation
- Family outcomes may be especially important for families whose children, despite intensive early intervention/preschool, make relatively little progress and suffer serious health or developmental challenges



Message



- If we care about outcomes, we need to track them
 - For all children, but especially for children at risk for poor development
 - For families, to ensure programs are providing the kinds of support families want and need

Outcomes matter at multiple levels



- Child and family level
 - Early intervention/early childhood special education has long history of focusing on individualized outcomes
 - Regular early childhood (Head Start, State Pre-K, child care)
 - Conflicted about child outcomes
 - Support for early learning guidelines
 - Tied to how assessment is viewed

Outcomes matter at multiple levels



- Group or Program Level
 - To look across children and families to find good news or bad news
 - Children are strong in behavior; not as strong in communication skills?
 - Families reporting similar challenges
 - Note: have to have expectations (standards) to even be able to identify strengths and weaknesses
 - ...and to act on what was learned.

Outcomes matter at multiple levels



State

- Program Improvement
 - Are there strengths or weaknesses that cut across our programs/regions?
 - Are some programs achieving better outcomes than others?
- Accountability
 - Is there evidence to support the ongoing investment of public dollars in this program?

Outcomes matter at multiple levels



National

- Program improvement
 - Are there strengths or weaknesses that cut across the program nationally?
 - Are some states doing a better job than others?
- Accountability
 - Is there evidence to support the ongoing investment of public dollars in this program?

Data on Outcomes Are Useful at Many Levels

Federal administrators and policy-makers

State policy-maker and administrators

Local administrators and policy-makers

Program Directors

Teachers, Providers, Early Interventionists, etc.

Families



Distance from
child

What are these?



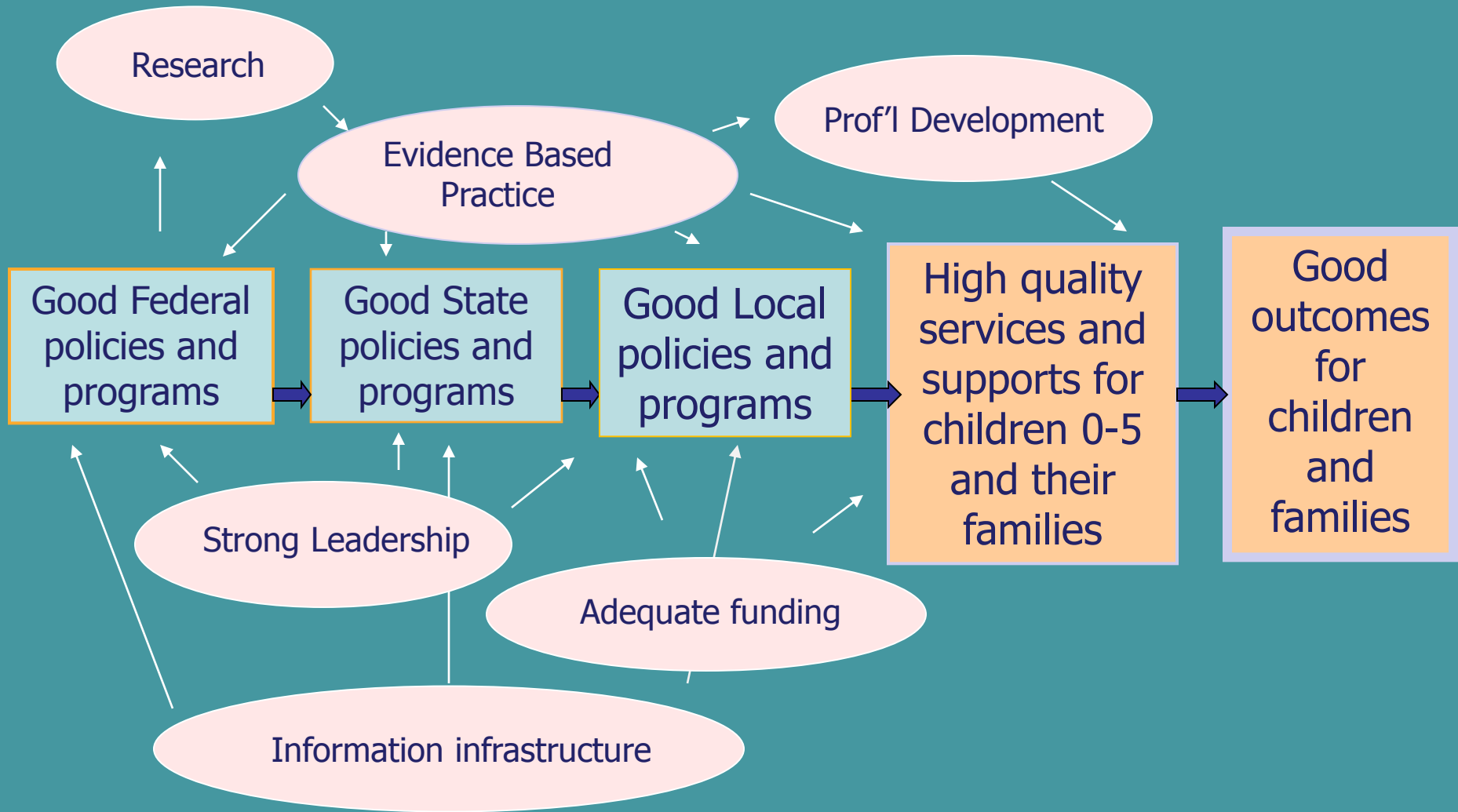
15,162	7,508,214
16,662	9,701,776

What are these?



Part C child count	Part C federal allocation
Pt. B preschool child count	Part B preschool federal allocation

System for Producing Good Child and Family Outcomes



Two Critical Outcome Questions



- What is the intended result?
- What is the action/set of action that will produce the intended result?



Why is it important to articulate intended outcomes?



- Because unless you understand what you are trying to achieve, you are not likely to achieve it
- If you don't know where you are going, you are not likely to get there



What outcomes should we be measuring for children with delays and disabilities?

What outcomes are important for their families?

Push for the Outcomes



- Office of Special Education (OSEP) is required by federal legislation (1993) to report on outcomes achieved by its programs
- Early intervention and Early Childhood Special Education are line items programs in IDEA funding
- In 2003, OSEP had no data on these programs.

What should the child outcomes be?



- Individualized outcomes?
 - How much is enough?
 - How to aggregate and look across children?
 - Weak data for making case with policy-makers that program is effective
- Domains-based outcomes?
 - Undermine the emphasis on functional outcomes

Themes from the Stakeholders: Child Outcomes



- Consistent with IDEA and legislative intent
- Reflect what EI and ECSE are trying to do
- Reflect what is known about development and learning
- Incorporate universal design
 - applicable to all children

Themes from the Stakeholders



- Apply to the entire birth through 5 age span
- Be compatible with best practice (esp. transdisciplinary service models, functional behaviors)
- Have potential to influence practice in a positive way
- Be succinct
- Be readily understood

Assumption



- Possible (and desirable) to develop a set of outcomes that apply to:
 - All children with delays or disabilities
 - Their families

Themes from the Stakeholders



- Functional outcomes
 - Best practice – kind of outcomes recommended for IFSPs and IEPs
 - Reflects transdisciplinary service delivery
 - Not reflected well in a pure domains framework
 - Not captured well in current assessment tools

Functional Outcomes



- Functional refers to things that are meaningful to the child in the context of everyday living
- Refers to an *integrated* series of behaviors or skills that allow the child to achieve the outcomes
- They are ***not***
 - a single behavior, nor are they
 - the sum of a series of discrete behaviors



Functional Outcomes



- What does a child typically do?
- Actual performance across settings and situations
- How child uses his/her skills to accomplish tasks
- **Not** the child's capacity to function under unusual/ideal circumstances

Themes from the Stakeholders



- Decision: Functional outcomes
- Decision: Global, not specific
- Decision: Status wording, not progress wording
 - Progress wording: “Children will make progress toward...”

Features of the child outcomes



- One set of outcomes for birth to 5 years
- One set of outcomes for all disabilities and conditions
- Functional
- Drive the field forward, not backwards

Ultimate Goal for EI and ECSE



“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 the community.”

Based on the ECO stakeholder process when identifying 3 functional outcomes

The Child Outcomes



- Positive social relationships)
- Acquisition and use of knowledge and skills
- Taking action to meet needs

Considerations in Developing Family Outcomes for Part C and 619



- How can a national system to assess family outcomes accommodate the wide range of individualized outcomes?
- What measurement strategies should be used that are objective yet sensitive to the fact that many outcomes are perceptions?
- Should a similar set of family outcomes be expected of early intervention and preschool programs?

Input Process and Recommendations



- Technical Workgroup on Family Outcomes
 - Developed priority outcome statements based on commonalities across the literature
- ECO Constituent Workgroups
 - Reacted to and tweaked the resulting list of outcome statements
 - Recommended that the same set of family outcomes be used birth through five
 - Recommended family report of perceptions as the measurement strategy

The Family Outcomes



- Families understand their child's strengths, abilities, and special needs
- Families know their rights and advocate effectively for their child
- Families help their child develop and learn
- Families have support systems
- Families are able to gain access to desired services and activities in their community

What is reported in the APR for families are not outcomes



Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

Outcomes vs. other things



- Outcome is a benefit, an end result
- Other things programs could be interested in:
 - Helpfulness of services
 - Satisfaction
 - Involvement with the program
 - Quality of the services
 - Etc.

What is reported in the APR for families are not outcomes



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Effect of Program and Family Outcomes



- Some families will achieve the outcomes without support from early intervention
 - Note: This is **not** the assumption we make for the child outcomes
- We want all families to achieve the outcomes regardless of the program's role.

Effect of Program and Family Outcomes

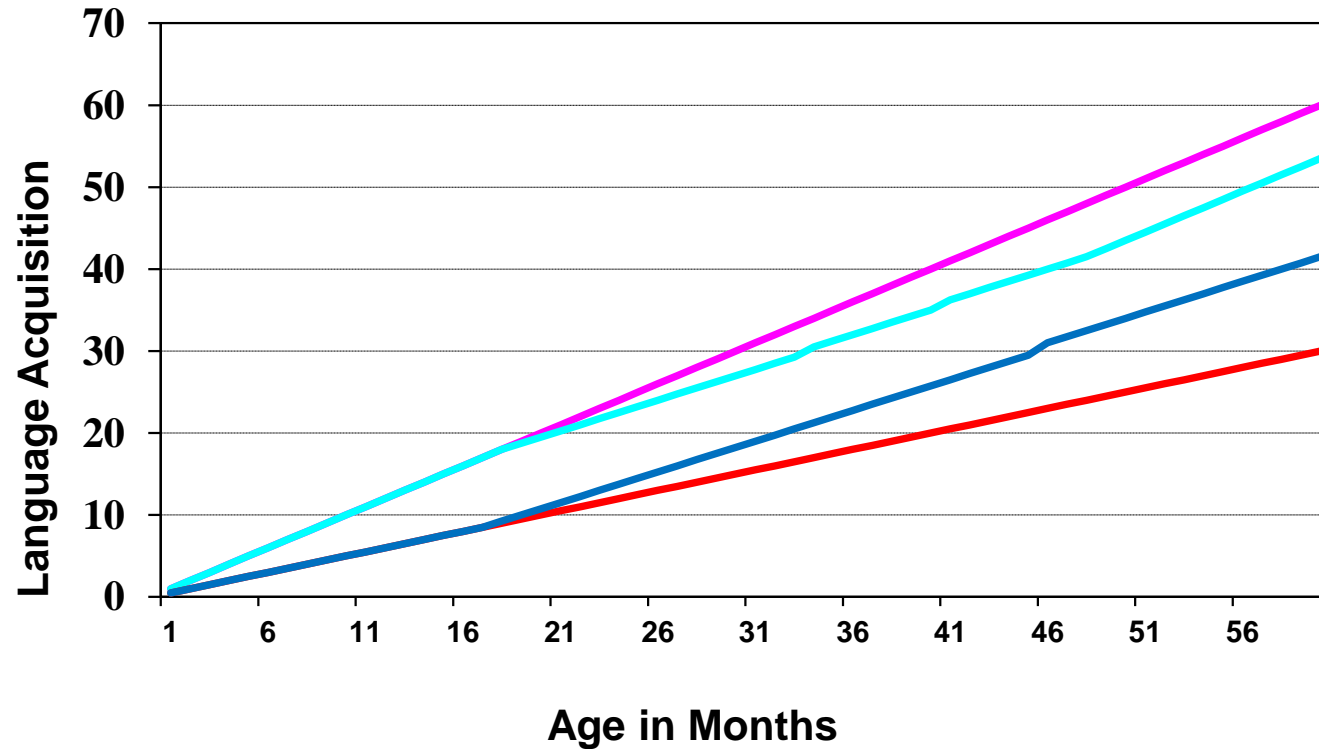


- Some families will not achieve the outcomes with support of the program
 - Because the program was not helpful or effective
 - Because the family's needs surpassed the capacity of the program to address those needs



Integrating Outcomes: Using the Outcomes as an Organizing Framework

Hypothetical Language Acquisition Rates for Four Groups of Children: Change in Developmental Trajectory (Progress toward Closing the Gap)



— Typically developing children

— Typically developing children (lower)

— Children with delays without intervention

— Children with delays after intervention

Why do we intervene?



- Development in young children follows a predictable course
- Children who acquire new skills at a slower rate get further and further behind
- We know how to change trajectories for many children
 - But we need to use interventions that are effective.

Why it is important to track outcomes?



- So we can see if we are making a difference in the child's trajectory
- So we can see if the program is supporting families
- So we can adjust the intervention/strategies/curriculum/etc. if we are not

Disconnect?



- States accountable for...
- Programs working toward....
 - Providers focus on....
 - Assessment reports describe...
 - Children achieve....
 - Families will..

Disconnect?



- States accountable for...
- Programs working toward.....

GLOBAL

- Providers focus on....
- Assessment reports describe...
- Children achieve....
- Families achieve....

INDIVIDUALIZED

Alignment Across Levels



- States accountable for....
- Programs working toward....
- Providers focus on....
- Assessment reports address...
- Children achieve....
- Families achieve...

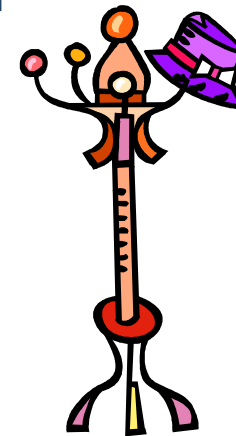
....the 3 child outcomes

....the 5 family outcomes

Child Outcomes: What is the Framework Guiding Our Thinking?



- Practitioners (teachers, therapists, early interventionists) always bring some kind of framework for where they want to see children go next
- Are these guiding ideas explicit or unspoken? Using a unified framework or multiple frameworks?

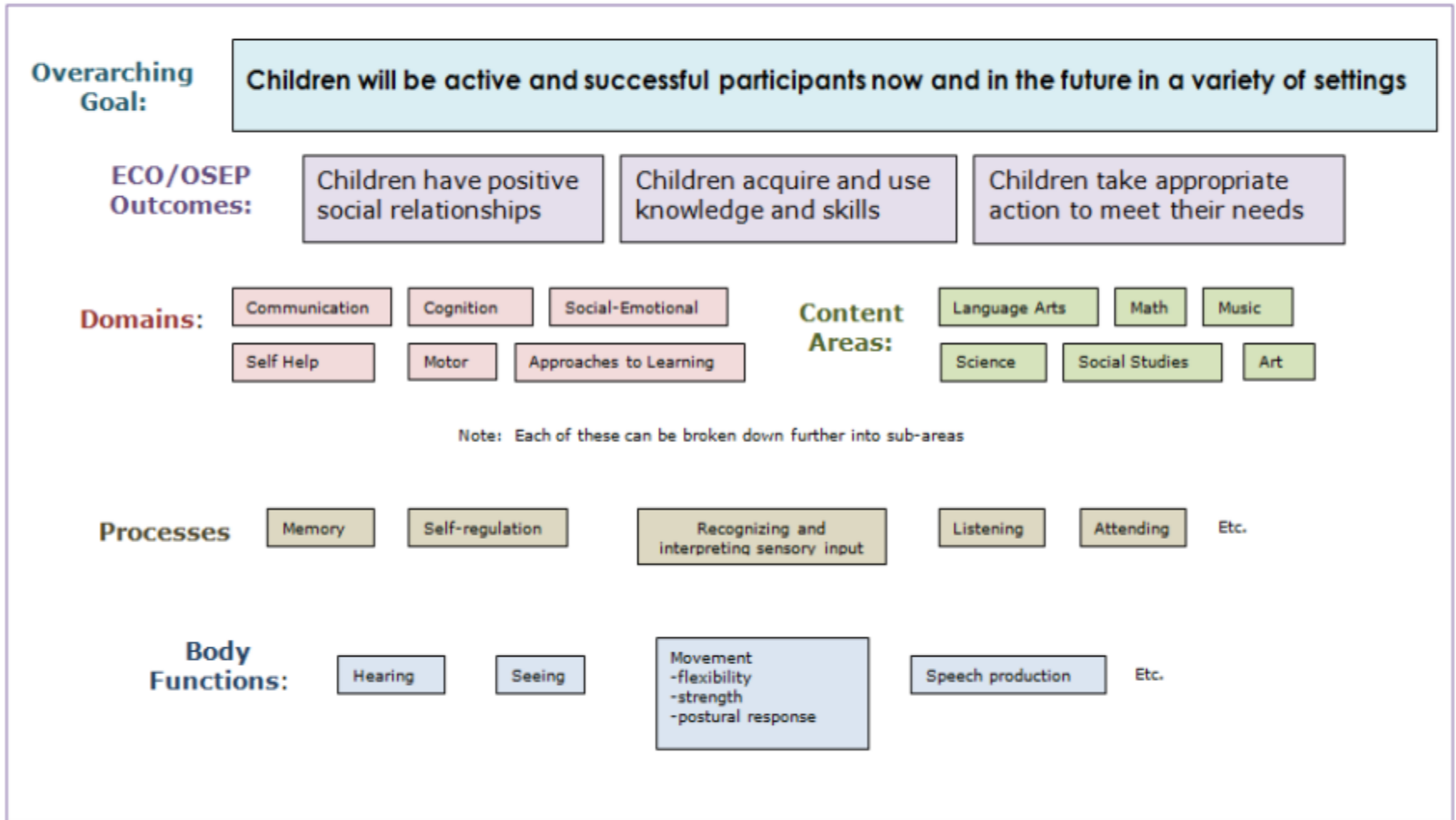


Examples of Guiding Frameworks



- The items on a specific assessment tool
- A milestone checklist or series of skills to learn based on a provider's specialty area
- A specific curriculum, with assessment identifying starting point
- Whatever the family wants

Alternative Ways of Thinking about Child Outcomes



Outcomes as a Framework



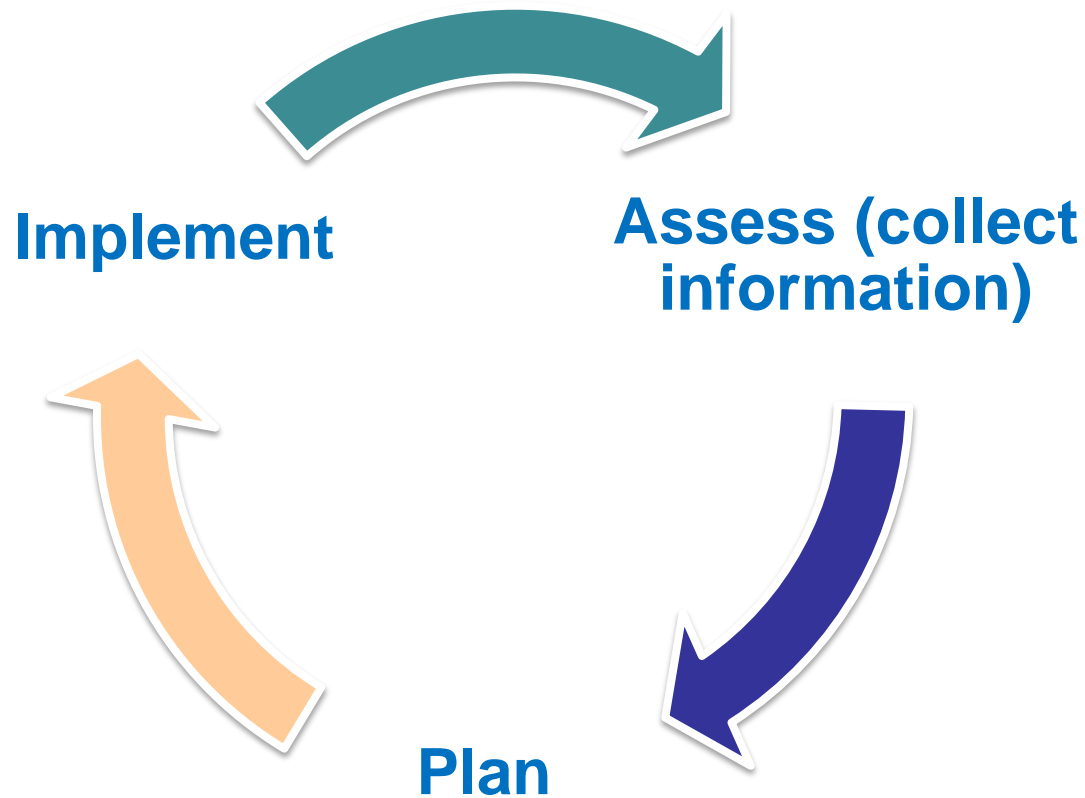
The 3 functional outcomes can be a framework, a lens, for viewing child functioning and planning intervention



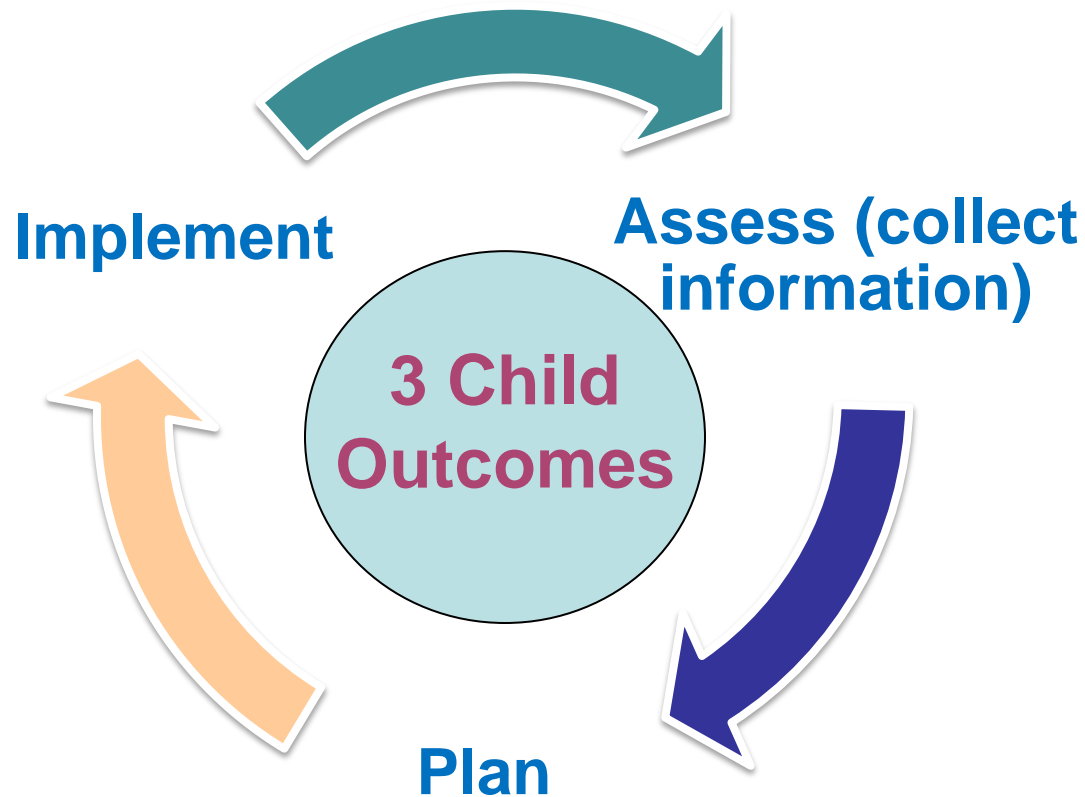
Early Childhood Outcomes Center



The instruction/intervention cycle



The instruction/intervention cycle



Why Use the Outcomes??



- **Socially validated** as what we're trying to achieve, a focus that matters
- They're **functional** – reinforce getting functional information in our assessment and writing functional IFSP/IEP goals/objectives for what to work on
- They're **holistic** – Emphasize the whole child - a key to overall goal of effective participation
- **Flexible** – not wedded to one particular assessment, curriculum, or level of child functioning

Re-thinking Assessment in Early Childhood



- Major changes in last 15 years in how assessment of young children is viewed
- Old position: Do not test little kids
- New position: Ongoing assessment is part of a high quality early childhood program

What changed



- New and different tools became available
 - Curriculum-based assessments were developed
 - General EC: Tools for 3-5 came first; 0-3 tools are coming now
- Interesting sidebar: Curriculum-based assessments for programs serving children 0-5 with disabilities have been around for years

What changed



- The purpose of assessment was redefined
- Not about: sorting, labeling, using to deny access
- Now about: Getting a rich picture of what children can do and can't do and using that information to help them acquire new skills
 - “progress monitoring”

What changed



- Assessment had always been seen as a process with multiple purposes
- Distinctions were made between good and bad uses of assessment with young children
- Good uses are now promoted
- For more information: NAEYC web site (Position statement on Curriculum, Assessment and Evaluation)

Interesting Irony



- Even though the disability community had developed many curriculum-based assessment tools, currently many programs do not practice ongoing assessment
 - We do assess for eligibility
- The push for ongoing assessment to monitor how a child is doing and plan for instruction/intervention is coming from the general education community

What Might Integration Look Like? Assessment



Assessment – What does our assessment tell us about child functioning in each outcome area across settings and situations?

- Organizer for writing or sharing results
- Organizer for planning breadth and type of assessment approaches needed and who should be involved in it
- Produces information for outcomes and planning

What might integration look like?

Assessment



Positive Social Relationships

- How does the child communicate her/his feelings?
- How does the child interact with parents, siblings, known adults, strangers?

Consider progression of social development

- Smiles - holds out arms to be picked up - Likes to look at faces - laughs aloud - distinction of strangers - parallel play - interest in other kids - associative play

Consider relationship with primary caregivers

- Soothed by caregiver - varying cries - reliance on primary caregiver

Assessment Summary-Outcome 2



Acquisition and use of knowledge and skills:

Danny is learning most of his new knowledge and skills by exploring things with his hands and mouth at this time. Danny is picking up small toys such as rings or a block and most of what he is able to get into his hands goes into his mouth for exploration. Danny will also look for a toy that he has dropped showing that he is gaining some understanding that toys do not disappear when they are out of sight.



What Might Integration Look Like? IFSP/IEPs



- Planning IFSP/IEP goals objectives –
 - Has the team considered how to write objectives that continue help the child progress in each of the outcome areas?
 - Will the objectives written support effective participation (overarching goal)?
 - With outcomes as an organizer for where we want the child to go, use of discrete, domain-specific goals/objectives won't make sense.

3 (Global) Child Outcomes and Individualized Outcomes



Active and Successful Participation

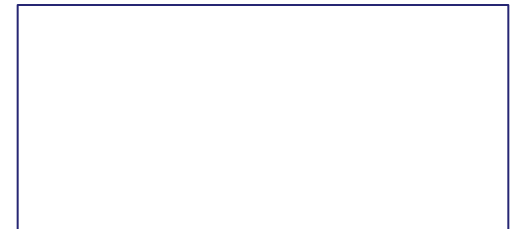
Positive Social Relationships

-
-
-

Knowledge and Skills

-
-

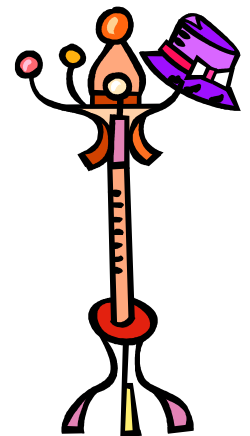
Action to Meet Needs



Family Outcomes: What is the Framework Guiding Our Thinking?



- How do professionals decide on what to work on with families?
- How do families think about what they need or want?
 - What are the options?
- Are these guiding ideas explicit or unspoken? Using a unified framework or multiple frameworks?



Ultimate Goal for EI and ECSE: Families



“to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities. .”

Based on the ECO stakeholder process when identifying outcomes

5 (Global) Family Outcomes and Individualized Outcomes



Care for child and participate in community

Understand child's strengths...

-
-

Know rights and advocate..

-
-

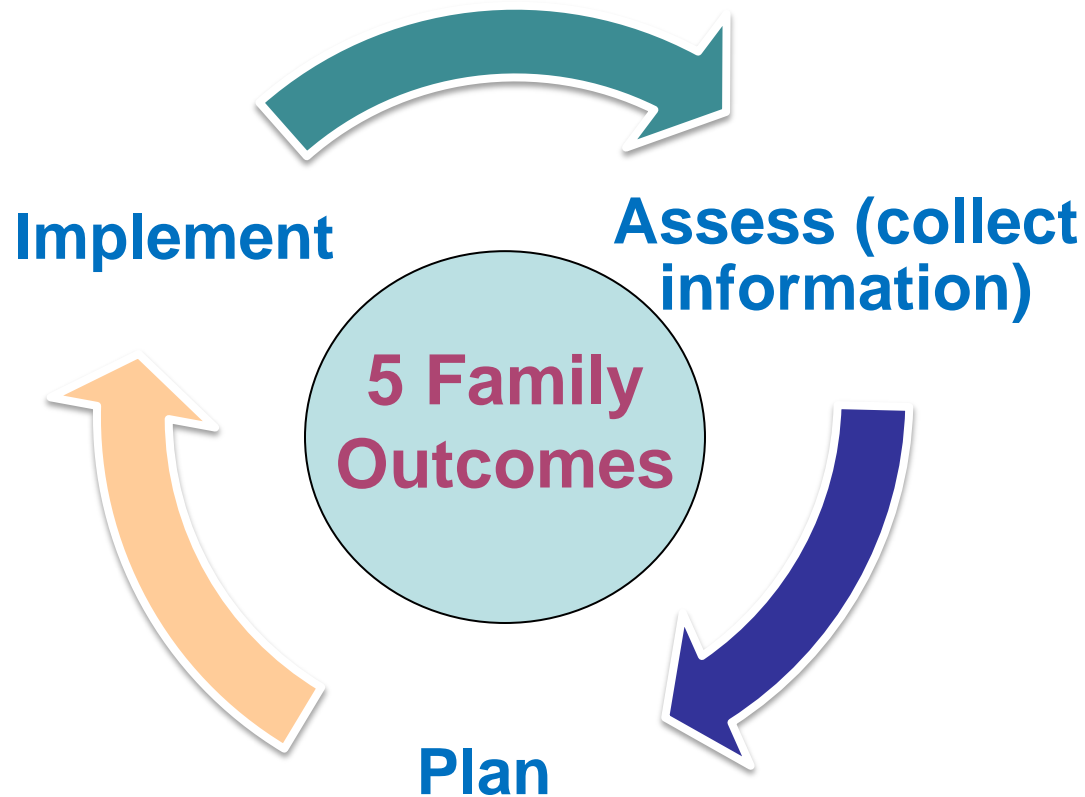
Help develop and learn..

Have support systems

Access desired services, programs...

-

The instruction/intervention cycle



Opportunities for Thinking about Child and Family Outcomes



- Explaining EI to families
- Play-Based Assessment
- Gathering parent input
- IFSP/IEP development
- Ongoing intervention/service provision
- Collaborative annual review
- Transition/exit



Benefits



- More understandable, measureable individualized IFSP/IEP outcomes
- Families can tell when their children are achieving desired outcomes
- Reinforces the assessment and planning cycle
- Improves practice
- Supports progress in the overarching areas that are central to EI and ECSE



**The outcomes provide a framework
for how we look at and work with
children and families**

---They are not a formula---

Interested in Learning More?




www.the-eco-center.org


projects.fpg.unc.edu/~eco/

SRI VPN Insider Deltek Time & Expense... SRI International WebE... PSRs Travel & Expense System ECO TA Documentation ECO Collaborative TA

Share Browser WebEx




The Early Childhood Outcomes Center



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- Find It Fast

Welcome

The Early Childhood Outcomes (ECO) Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs.



... provides information and resources for technical assistance providers, teachers, other and families.

... collaborative effort of SRI International, the University of Porter Graham Child Development Institute, RTI University of Connecticut. The ECO Center was originally [Special Education Programs \(OSEP\)](#) in October 2003, and is September 2013.

... at the reporting requirements for child and family orientation for new staff [here](#) (1hr 16min).

... over outlining [ECO Center activities](#).

... teachers, parents, and policymakers also need to know if young children are healthy, that they are developing essential social and emotional skills such as self-regulation and cooperative play, and that their emerging academic skills are developing appropriately. At the end of the day, early learning and development programs must begin to shift to evaluating the basic outcomes we seek and prize for our children."

Secretary of Education Arne Duncan's Remarks at the National

- Child Outcomes Summary Process
- Family Outcomes Survey
- IFSP/IEP-Outcomes Integration
- Instrument Crosswalks
- Summary Statements Calculator
- Professional Development Resources
- Quality Assurance
- Self-Directed Learning
- ECO Papers
- ECO Presentations
- ECO Q & A

Google Custom Search Search

What's New

- CEDS Version 3 Public Review Draft: Comments Due Sept 28
- Register for the 2012 Outcomes Conference
- PACER Article on Child Progress
- New Learning Community for TS Gold Users
- APR Indicator Analysis Reports
- Two-page summary of FFY 2010 Child Outcomes Data now available



The Early Childhood Outcomes Center



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ECO Resources: IFSP/IEP-Outcomes Integration

- Overview
- Resources and Tools

IFSP-IEP Integration Flow Charts & Activities

The following flow charts show where opportunities to collect functional information for child outcomes measurement may be integrated throughout the IFSP or IEP process.

- IFSP Outcomes Flow Chart [\[PDF\]](#)- revised March, 2012
- IEP Outcomes Flow Chart [\[PDF\]](#)- August 23, 2010

NECTAC and ECO staff created program-specific variations on these generic flow charts based on interviews with key state and local Part C and Section 619 staff.

- West Virginia Part C Flow Chart [\[PDF\]](#)
- Department of Defense Part C Flow Chart [\[PDF\]](#)
- Valley View, IL- Early Childhood Center, 619 [\[PDF\]](#)
- Maryland 3 EC Outcomes into IFSP Process Flow Chart [\[60KB DOC\]](#)
- Washington IFSP and Outcomes Measurement Process [\[51KB DOC\]](#)

The following worksheets provide a series of questions for programs to use in discussing the overlap of outcomes work and IFSP/ IEP development. The worksheets are designed to be used with the corresponding generic flow charts, above.

- IFSP-Outcomes Integration Worksheet [\[PDF\]](#)
- IEP-Outcomes Integration Worksheet [\[PDF\]](#)

The following documents describe in further detail when and how to collect information for child outcomes as part of IFSP and IEP processes. The documents also invite the reader to reflect upon the extent to which one's own program is integrating child outcomes measurement in each step of the IFSP or IEP (e.g. 'not implemented,' 'needs improvement,' or 'implemented').

- [Integrating Child Outcomes Measurement into an Effective IFSP Process](#) -revised March, 2012. This document was based upon the NECTAC document [Agreed Upon Practices for Providing Early Intervention Services in Natural](#)



The National Data on Child Outcomes for EI and ECSE for 2010-11

OSEP Reporting Categories

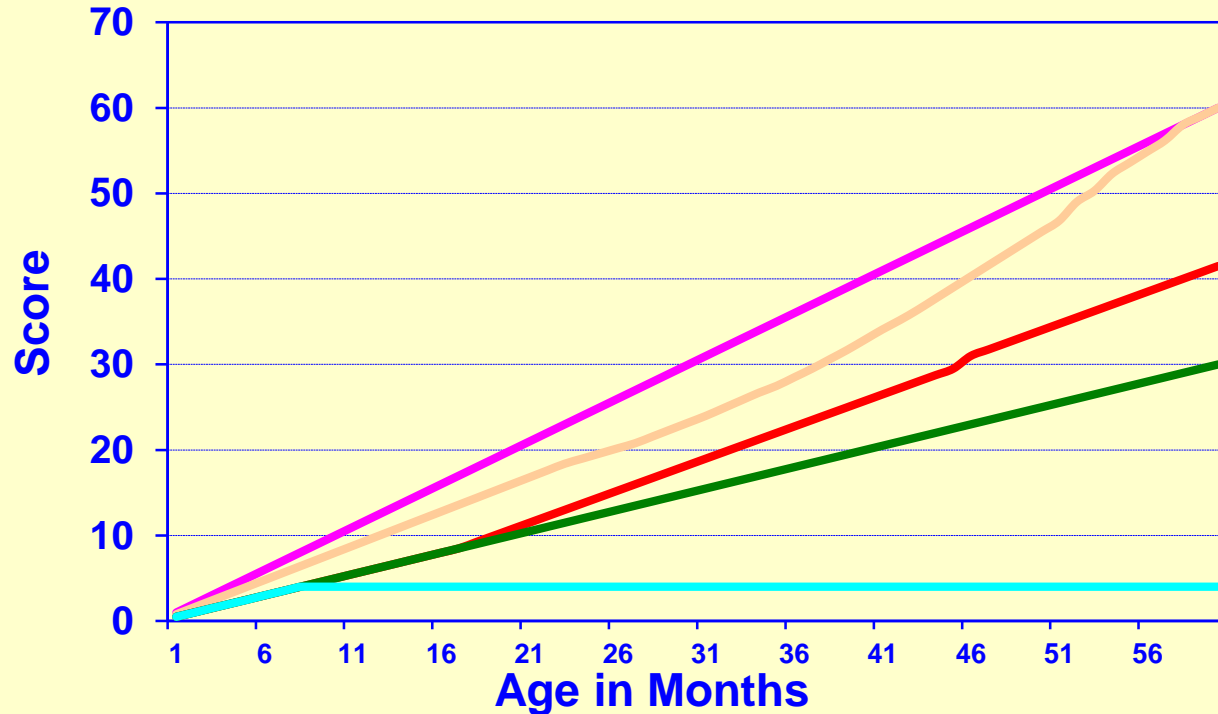


Percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

3 outcomes x 5 "measures" = 15 numbers

Illustration of 5 Possible Paths



- Maintained functioning comparable to age peers**
- Achieved functioning comparable to age peers**
- Moved nearer functioning comparable to age peers**
- Made progress; no change in trajectory**
- Did not make progress**



The Summary Statements



1. Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 3 [6] years of age or exited the program.
2. The percent of children who were functioning within age expectations in each outcome by the time they turned 3 [6] years of age or exited the program.

State Approaches to Outcomes Data, 2009-10



Approach	Part C <i>(56 states/jurisdictions)</i>	Preschool <i>(59 states/jurisdictions)</i>
COS* 7 pt. scale	41/56 (73%)	37/59 (63%)
One tool statewide	7/56 (13%)	9/59 (15%)
Publishers' online analysis	3/56 (5%)	6/59 (10%)
Other	5/56 (9%)	7/59 (12%)

* Child Outcomes Summary Rating

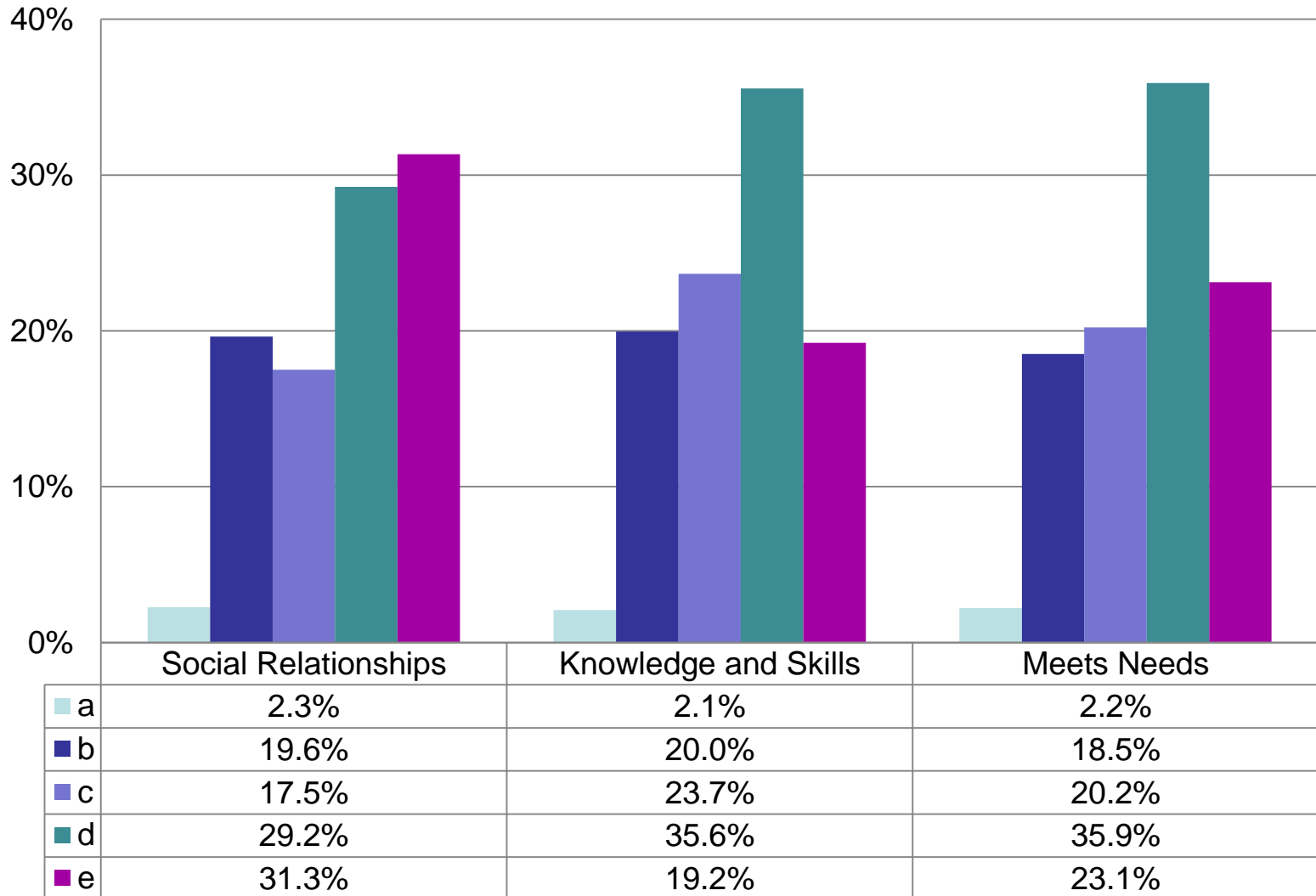
Child Outcomes: What we know



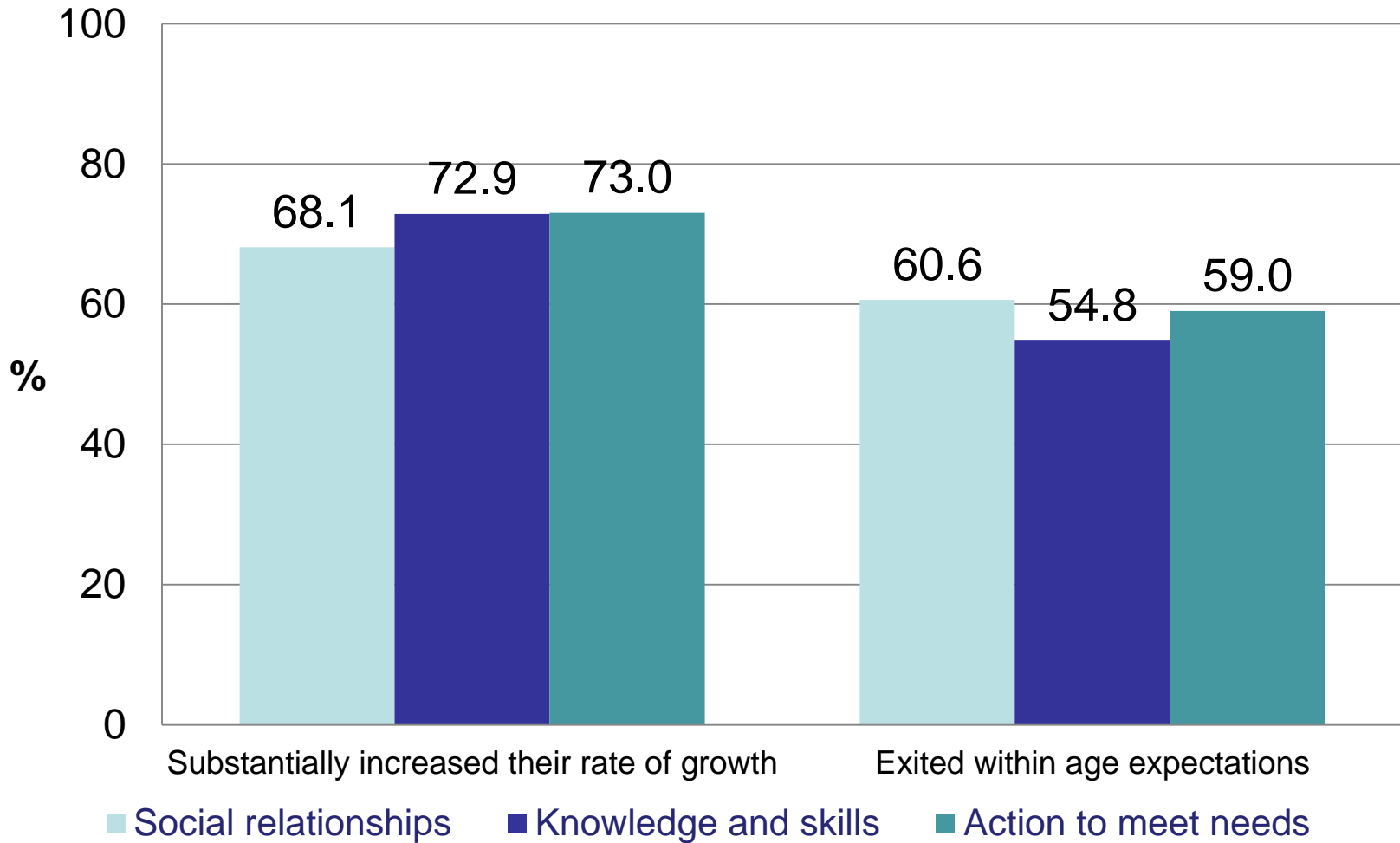
- States are in various stages with regard to building their child outcomes measurement systems
- Some phrased in
- Some changed approaches



Part C National Data, 2010-11*

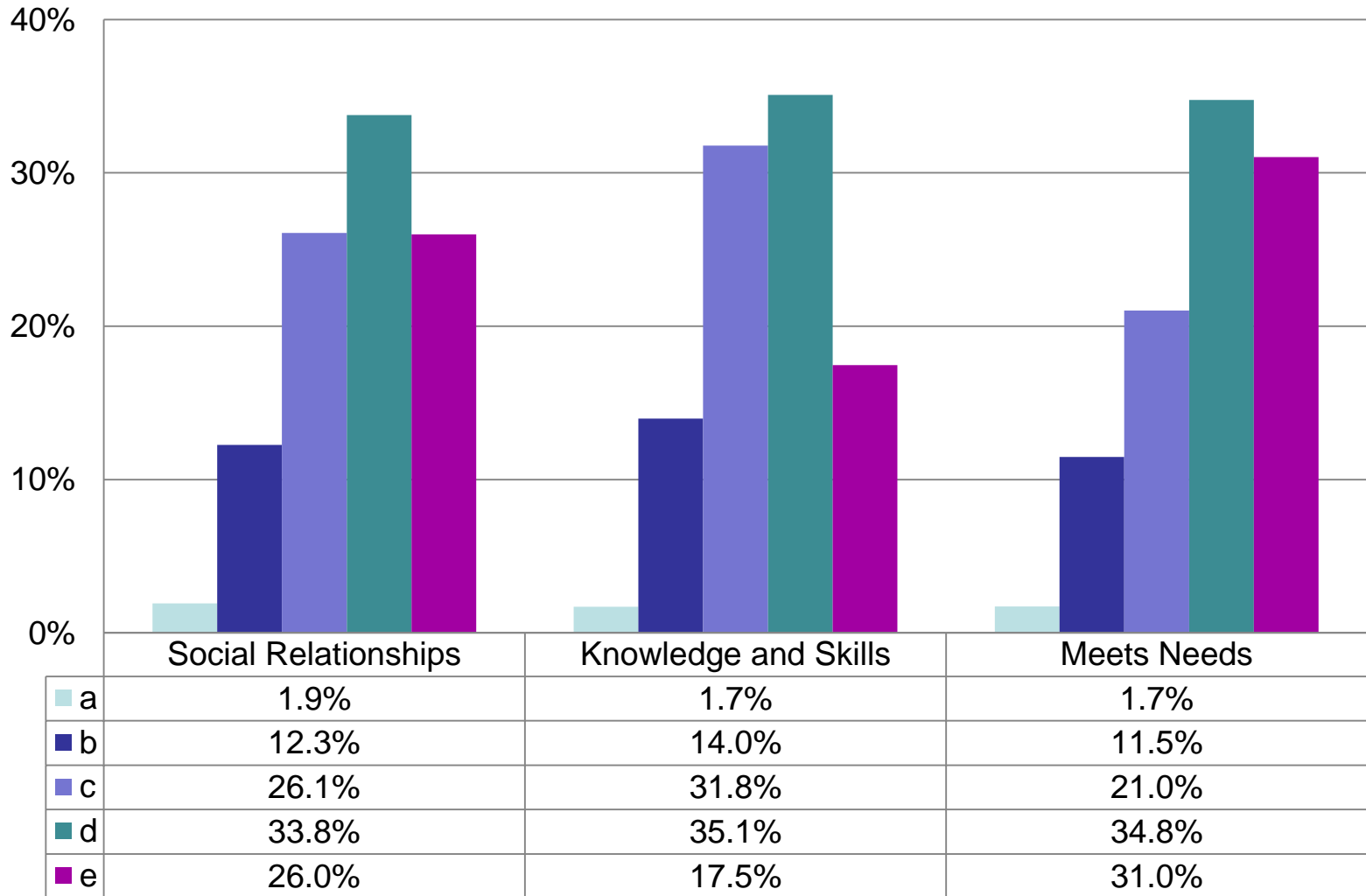


Part C National Data, 2010-11*



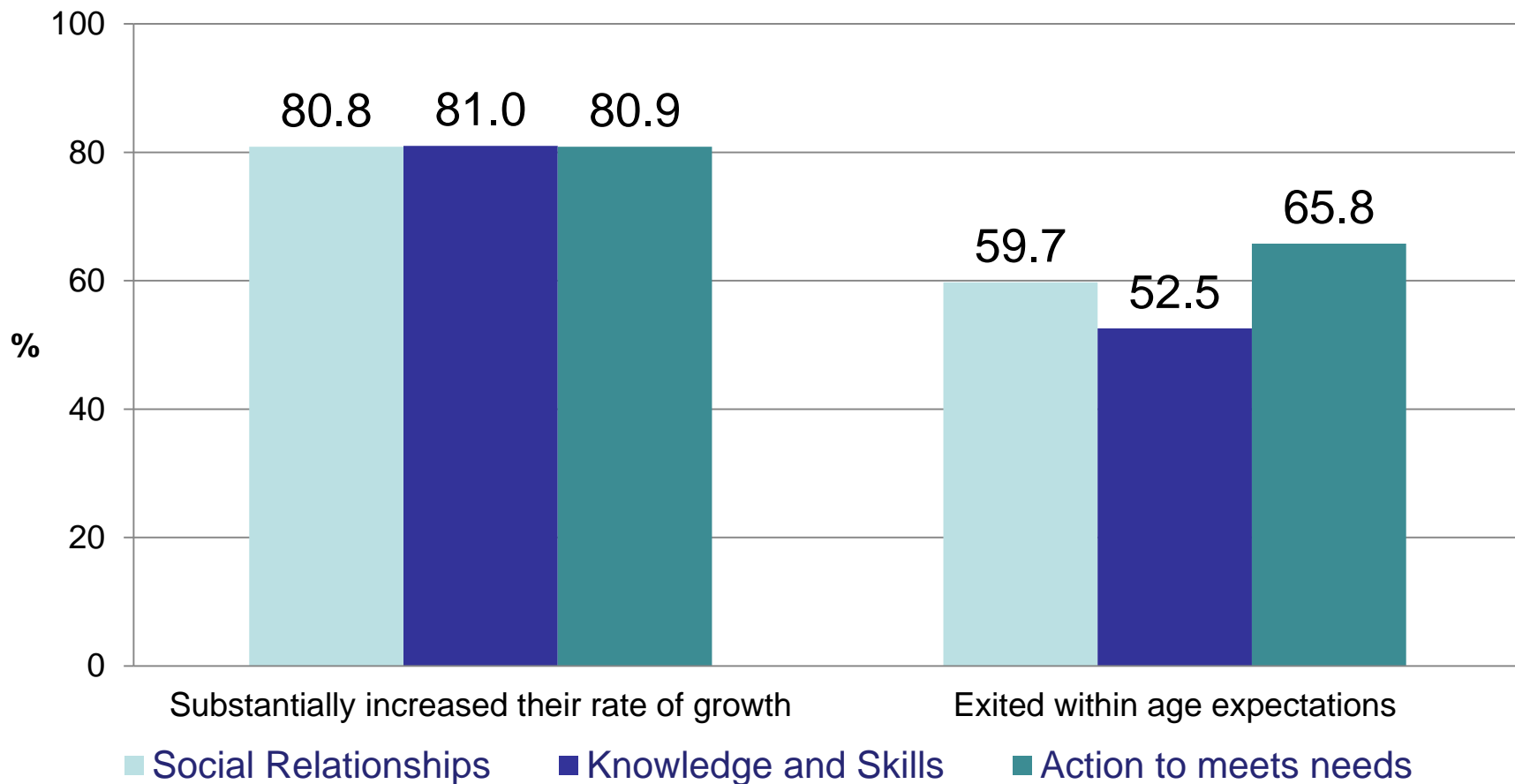
*Based on 39 states with highest quality data

Part B Preschool National Data, 2010-11*



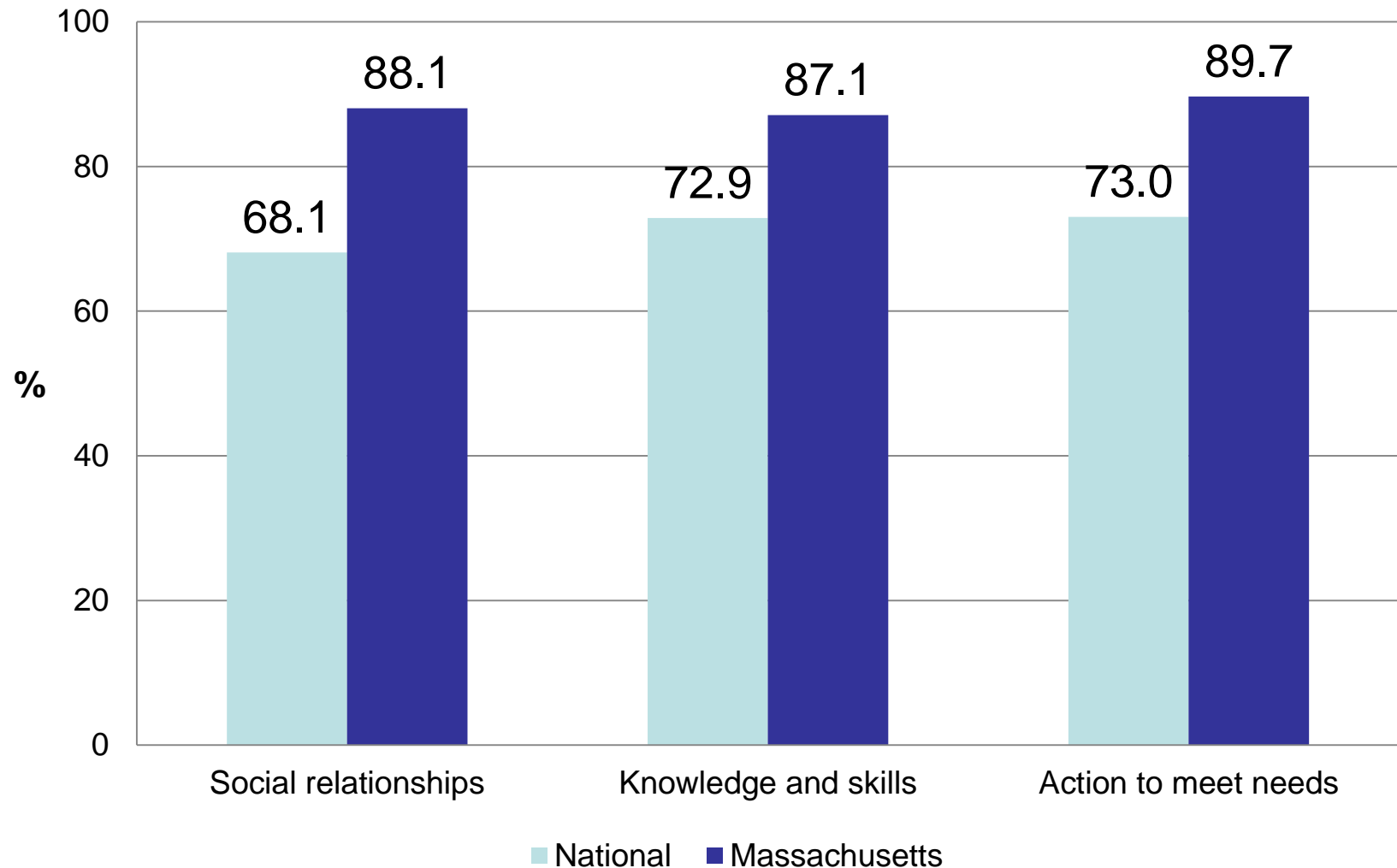
*Based on 36 States with the highest quality data.

Pt. B Preschool National Data, 2010-11*

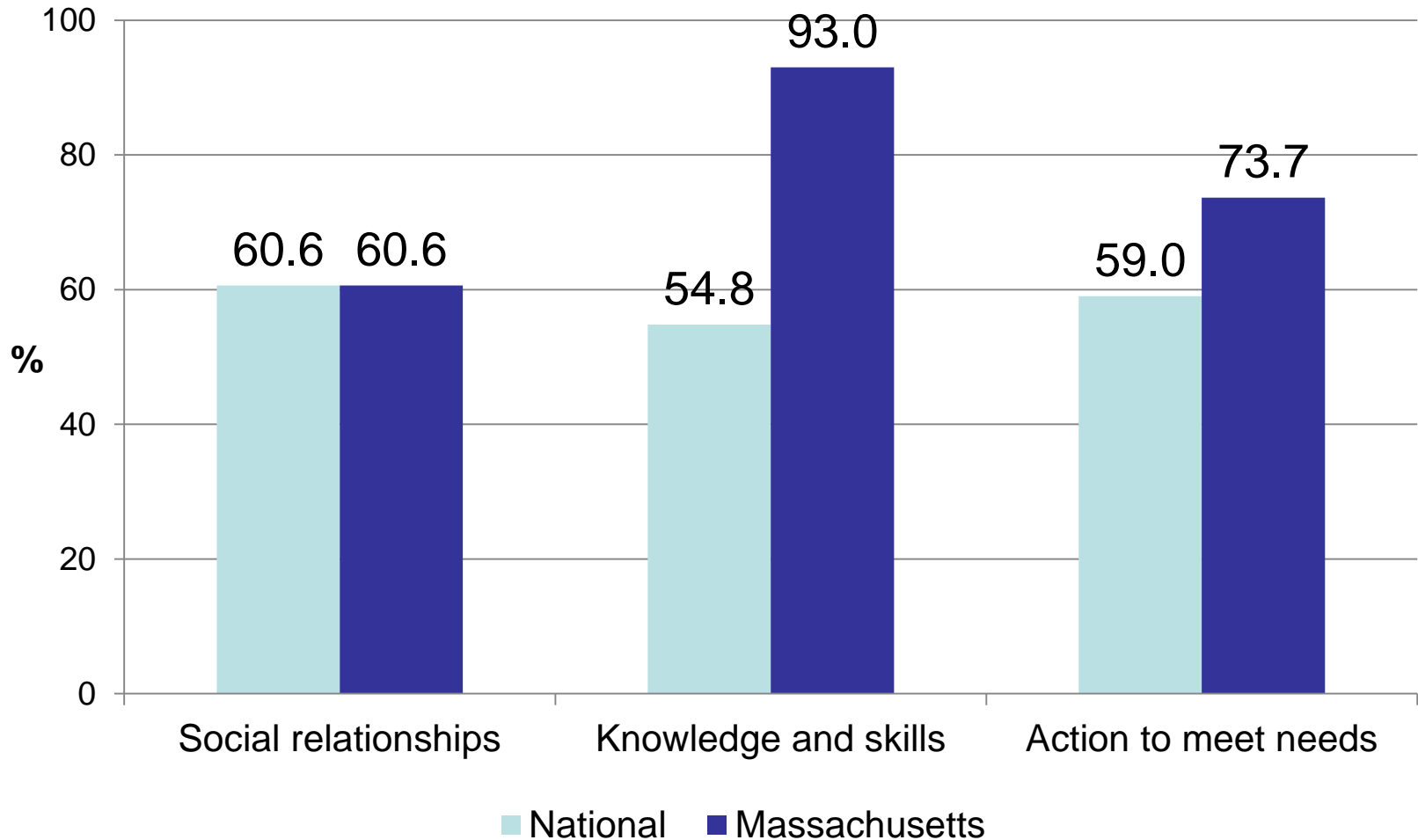


*Based on 36 States with the highest quality data.

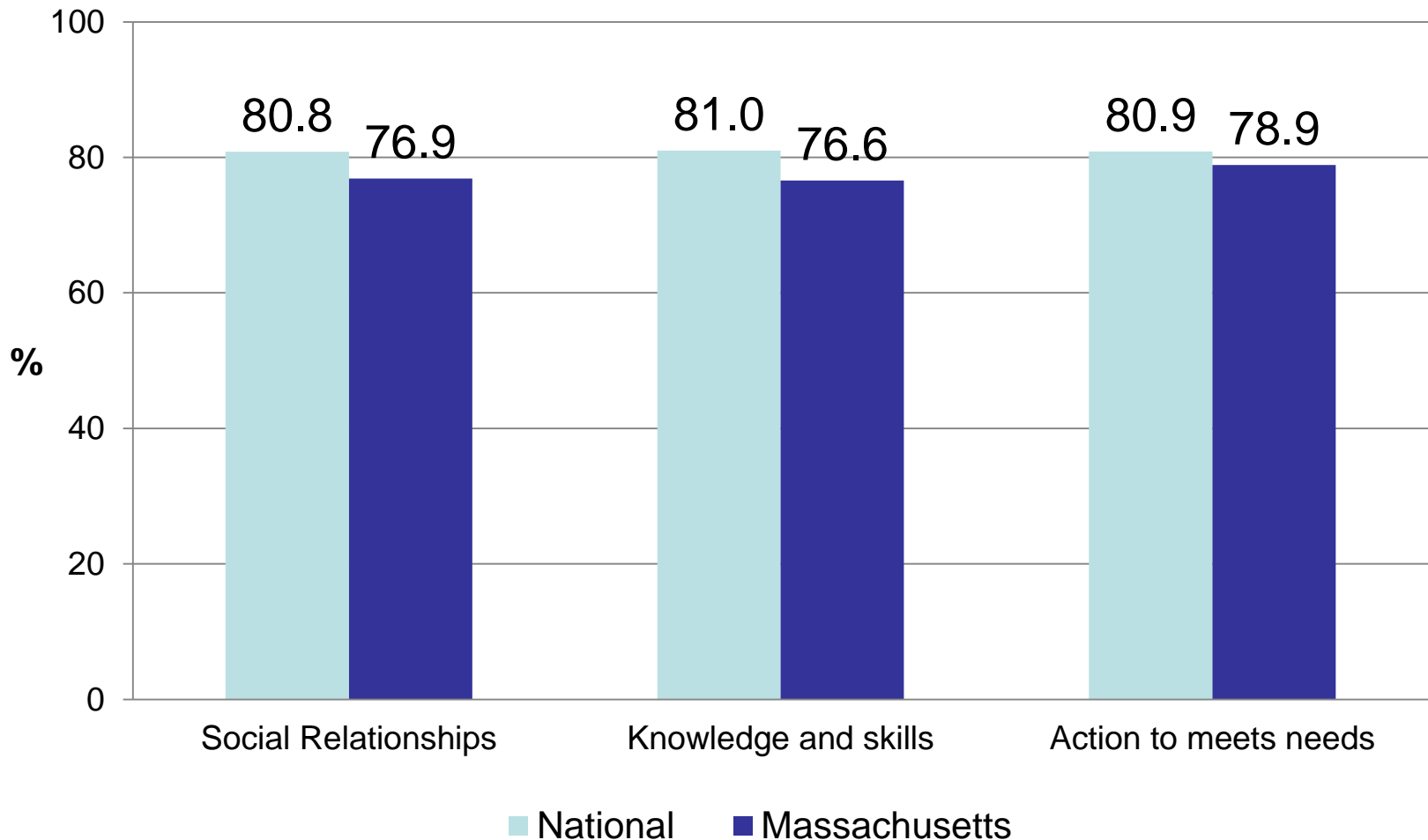
Pt. C, Substantially Increased Rate of Growth: National* and Massachusetts, 2010-11



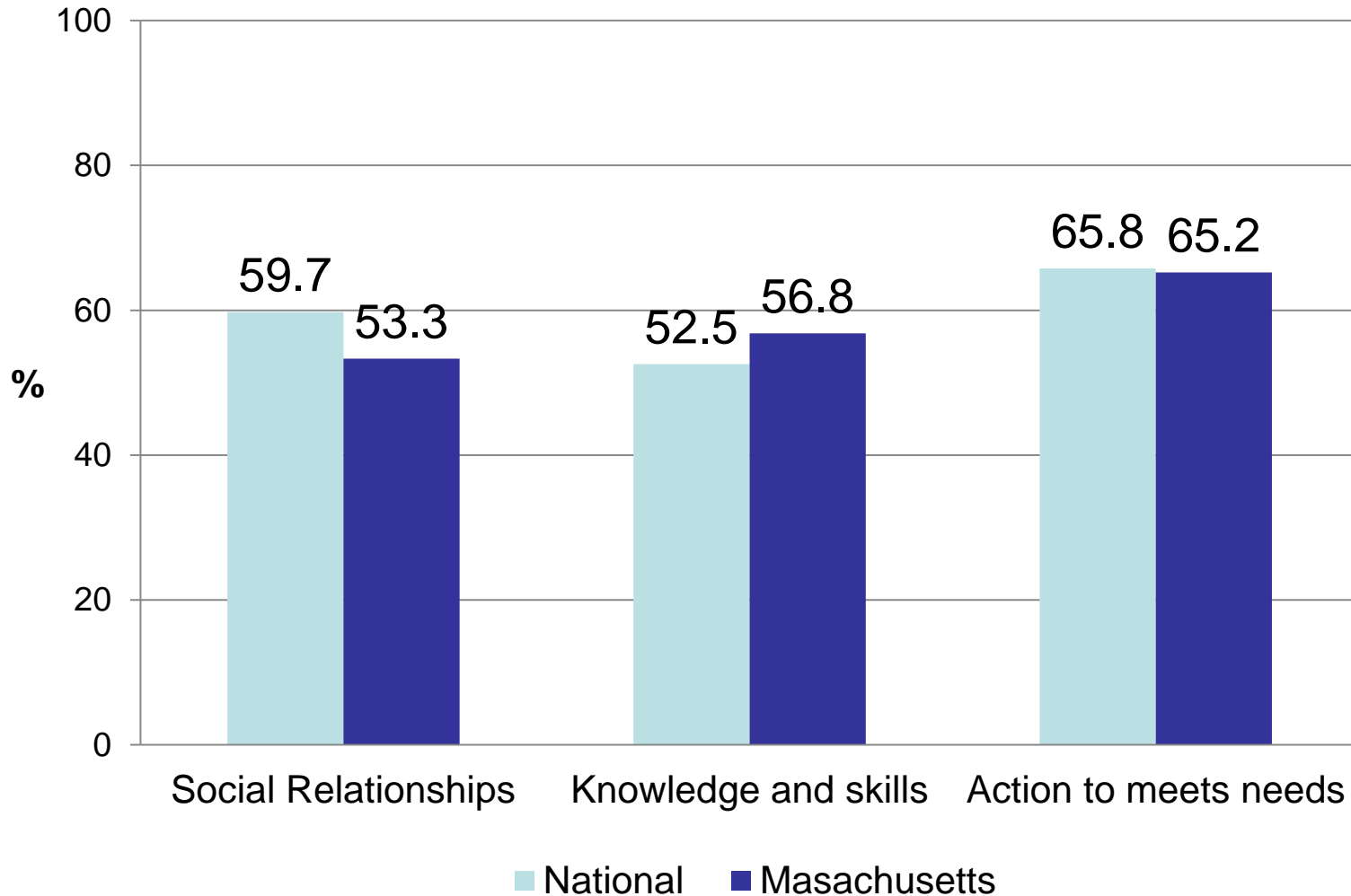
Pt. C, Exited within Age Expectations: National* and Massachusetts, 2010-11



Pt. B Preschool: Substantially Increased Rate of Growth, National* and Massachusetts, 2010-2011



Pt. B Preschool, Exited within Age Expectations: National* and Massachusetts, 2010-2011





**Does anyone care about these
numbers?**

.....on behalf of the President and the White House...

We know that state collection of data is very complicated and can be very difficult related to infants and toddlers with disabilities. But the rewards far outweigh any complications because that data, that information that we gain, demonstrates that early intervention works and that Part C program can be a model for state coordination of statewide services.

And so what we know from these data, what we know from the data that everybody is collecting under the Part C program, which is vital, is that **74% of infants and toddlers with disabilities who receive Part C services show increases in their rate of development. And we also know that 60% of infants and toddlers with disabilities who receive the Part C services exit the program at the age of three or earlier with the skills expected, or that are expected, for their age.** These are good numbers but we all know that we need to and we must do better and these percentages must go up.

These Part C regulations that we are releasing today support the development of high-quality state and local data so that we can collect the valid and reliable information that we need related to Part C Early Intervention, including data on early childhood outcomes.

Kareem Dale,

**Special Assistant to the President for Disability Policy
Part C Final Regulations Conference Call, September 6, 2011**

The Take Home Message



The outcomes are meaningful at many levels.

- Policy makers -- want the data to see that children and families are achieving them.

Everyone in between plays a role in helping that happen.

- Families – want to support their children to achieve good outcomes.

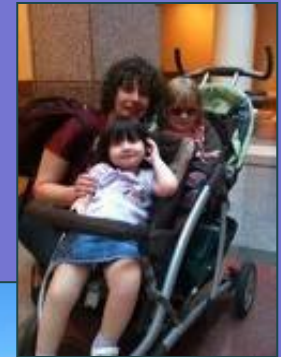
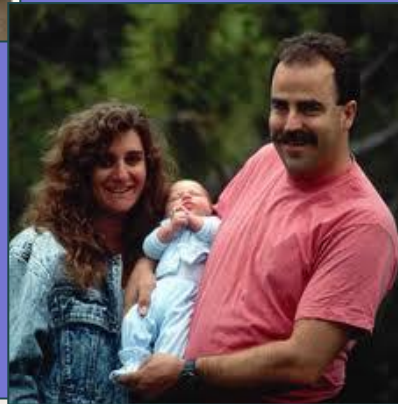


The outcomes can be a lens for how you see all families and children

- In assessment
- In planning
- In working with children
- In talking with parents

All in the service of a very important goal.....

Families who can care for their children and participate in their community



Children who are active and successful participants

