

Will my child be required to have any additional testing?

No additional testing is required. Evaluation information used to determine eligibility and ongoing assessment for your child's progress provides sufficient information for understanding your child's outcomes.

How is my child's privacy protected, where does the information go, and do I have access to the information?

Only summary information is reported annually to the Federal Office of Special Education Programs (OSEP) in the U.S. Department of Education. Your name and your child's name will not be attached to the information that is reported. You may talk with your child's service providers about your child's outcome information.



FOR MORE INFORMATION ABOUT CHILD OUTCOMES CONTACT:

Ages 3-5 - Ruth Chvojicek

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Birth to 3 - Dana Romary

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Wisconsin's Children Moving Forward

An Introduction to Child Outcomes



WISCONSIN DEPARTMENT
OF HEALTH SERVICES



What are the Early Childhood Outcomes?

The Birth to Six Child Outcomes statewide system documents how early intervention and early childhood programs are making positive differences in the lives of children and families in Wisconsin. Progress for all children in Wisconsin's early intervention (Birth to 3) and early childhood programs (Ages 3-5) will be measured on three child outcomes.

The child outcomes focus on skills and abilities that children use to be successful in everyday activities and routines and skills children need to be successful in future school settings. The three child outcomes are:

1. Children have positive social relationships. For example:

- *Build and maintain relationships with children and adults*
- *Regulate their emotions*
- *Understand and follow rules*
- *Communicate wants and needs effectively*

2. Children acquire and use knowledge and skills. For example:

- *Thinking, reasoning, remembering & problem-solving*
- *Display an eagerness for learning*
- *Explore their environment & engage in daily learning opportunities*
- *Show imagination and creativity in play*
- *Understand and communicate thoughts and ideas*

3. Children take appropriate action to meet their needs. For example:

- *Move from place to place to participate in everyday activities and routines*
- *Meet their self-care needs (feeding, dressing, toileting, etc.)*
- *Seek help when necessary to move from place to place*
- *Use objects such as spoons, crayons, and switches as tools*



Why is this information important?

- It tells how early intervention and early childhood programs make a difference for the children and families they support and serve.
- It gives information that can be used to improve early intervention and early childhood special education programs.
- It provides data used in the Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). The APR is available to the general public and can be found on the WI Department of Human Services and WI Dept. of Public Instruction websites.

How is information about my child's development gathered?

Information about your child is gathered by your child's service provider, from you, and from other caregivers and professionals who work with your child regularly. Additional information is gathered from formal child assessment.

How can parents and families be involved?

You know your child best! You are a partner in helping to measure your child's progress. Share your observations of your child's skills in each of the child outcome areas. Describe how your child interacts with friends and family. Let your child's service providers know examples of how your child participates in typical family routines and in community activities. Tell your child's service providers how your child meets their self-care needs at home.