

Name of Activity: Written Child Example – Kim at 17 and 35 months

Preparation Time: 30 minutes

Activity Time: 40-60 minutes

Preparation:

1. Print the Kim case study that is relevant to the participants attending and copy for each participant:
 - Use the *“Early Intervention (Part C) Child Example Case Study – ‘Kim’ at 17 Months of Age”* for participants representing Part C early intervention.
 - Use the *“Preschool (Section 619) Child Example Case Study – ‘Kim’ at 35 Months of Age”* for participants representing Section 619 early childhood special education.
 - Use both case studies if representatives from both audiences are in attendance.
2. Print the Kim assessment summary that is relevant to the participants attending and copy for each participant.
 - Use the *“Kim – Assessment Summary of Skills 17 Months”* for early intervention audiences.
 - Use the *“Kim – Assessment Summary of Skills 35 Months”* for early childhood special education audiences.
 - Use both assessment summaries if representatives from both audiences are in attendance.
3. Print the *“Kim at 17 Months – Outcomes by Age Expectation”* and/or *“Kim at 35 Months – Outcomes by Age Expectation”* for the trainers and have available during the activity.
4. Review the instructions below and determine which of the two will be used to support the content of the training.
5. Bring green, yellow and pink highlighters for the activity (one set per table at a minimum, more if available).

General Activity Instructions:

1. Divide the large group in to small groups of 5 or 6.
 - If participants represent both early intervention and early childhood special education, create groups of each type (EI and ECSE).
2. Distribute copies of the case study to each member in the group. Provide participants with a brief overview of the sequence of activities using one of the two sets of the specific activity instructions in the next section.
3. Instruct them to read the relevant portion of the case study. Inform the participants of the time they will have to complete each section of the activity (the trainer(s) should decide based on the agenda for the day, leaving some of the total time available for the large group debriefing at the end).



4. During the activity, the trainer(s) should circulate among the groups to answer questions and to support the group process.
5. Provide 10 minute and 5 minute warnings to participants so that they can finish the entire activity.
6. As a large group, debrief each segment of the activity, asking for reflections, learning and observations based on the process and the core knowledge and skills used in each section. Highlight reflections on reaching consensus in the ratings, the teaming process itself and their perceptions of their knowledge of child development as key parts of the process. At the end of the activity, ask participants to reflect on each core knowledge and skill area and the need to use each one effectively in order to promote accurate child outcomes measurement.
7. Use the “*Outcomes by Age Expectation*” handouts to answer questions throughout the activity.

Specific Activity Instructions:

There are two sequences in which the Kim Case Study may be used. Both sequences may be used with Kim at 17 months or with Kim at 35 months. Others may be created as needed by the trainer based upon the needs of the participants.

Activity Sequence #1: This activity sequence uses the full Kim case study initially, followed by the Kim assessment summary document. For this sequence, trainers should prepare by visiting the [ECO Website](#) and selecting age anchoring tools appropriate for the participants in attendance. State resources may also be used if available.

1. Identify assessment information - Outcome 1, 2 & 3:
 - a. After copies of the full case study are distributed, assign assessment data sources to small groups –
 - i. Medical and Developmental Background/Child Developmental Background,
 - ii. Family Routines and Priorities,
 - iii. Formal assessment – E-LAP.
 - b. Small groups read their assigned data source, and color code information that pertains to Outcome 1 (green), Outcome 2 (yellow), Outcomes 3 (pink).
 - c. The trainer prompts for responses, ‘The group who read the Medical and Development Background, what information did you find for Outcome 1?’ Groups report by outcome and data source.
 - d. Presenters chart on flip chart paper – one example per outcome, per group.
 - e. Distribute assessment summaries and debrief key areas of development not covered in the group’s responses.
2. First practice with rating scale – Outcome 2:
 - a. Instruct small groups to turn to Assessment Summary – Outcome 2.



- b. Distribute age anchoring tools – MEISR, North Dakota DPI Age Expectation Developmental Milestones, Center for Disease Control’s Developmental Milestones (all can be found on the [ECO website](#)).
 - c. Small groups work together to age anchor Kim’s skills in Outcome 2, highlighting age expected skills green, immediate foundational skills yellow and foundational skills pink.
 - d. Large group comes back together, and the trainer asks:
 - i. Did anyone find age level skills for Kim in Outcome 2?
 - ii. Did anyone find immediate foundational skills?
 - iii. Did anyone find skills that will lead to immediate foundational skills?
 - iv. Presenters chart on flip chart paper – age level, immediate foundational skills, skills that will lead to immediate foundational.
 - e. Using definitions, moving from 7 to 1, large group determines which ratings can be ruled out and settles upon a rating that may be appropriate for Kim for Outcome 2.
3. Second practice with rating scale – Outcome 1 – introduce decision tree:
- a. Instruct small groups to turn to Assessment Summary – Outcome 1.
 - b. Small groups work together to age anchor Kim’s skills in Outcome 1, highlighting age expected skills green, immediate foundational skills yellow and foundational skills pink.
 - c. Large group comes back together, presenter introduces decision tree, walks through decision tree, using the highlighted information.
 - d. Large group settles upon a rating that may be appropriate for Kim for Outcome 1.
4. Third practice with Kim child example – Outcome 3 – documentation:
- a. Instruct small groups to turn to Assessment Summary – Outcome 3.
 - b. Small groups work together to age anchor Kim’s skills in Outcome 3, highlighting age expected skills green, immediate foundational skills yellow and foundational skills pink.
 - c. Small groups decide upon a rating that may be appropriate for Kim for Outcome 3.
 - d. Small groups document the rating, using the highlighted information.
 - e. As a large group, discuss what should be documented. Trainers chart on flip chart paper information that should be written in the 3 supporting evidence boxes.
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Activity Sequence #2: This activity sequence begins with the assessment summaries and moves to the full case study. For this sequence, trainers should prepare using the general preparation instructions, as well as printing the “Kim Outcome 3 Documentation Activity” and copying for each participant.

1. First practice with rating scale – Outcome 2:
 - a. Instruct small groups to turn to Assessment Summary – Outcome 2.
 - b. Small groups work together to determine which of Kim’s skills in Outcome 2 are expected (highlight green), like a slightly younger child (highlight yellow), or a much younger child (highlight pink).
 - c. Large group comes back together, and the trainer asks:
 - i. Did anyone find age level skills for Kim in Outcome 2?



- ii. Did anyone find immediate foundational skills?
 - iii. Did anyone find skills that will lead to immediate foundational skills?
 - iv. Presenters chart on flip chart paper – age level, immediate foundational skills, skills that will lead to immediate foundational
 - d. Using definitions, moving from 7 to 1, large group determines which ratings can be ruled out and settles upon a rating that may be appropriate for Kim for Outcome 2.
 2. Second practice with rating scale – Outcome 1 – introduce decision tree:
 - a. Instruct small groups to turn to Assessment Summary – Outcome 1.
 - b. Small groups work together to age anchor Kim’s skills in Outcome 1, highlighting age expected skills green, immediate foundational skills yellow and foundational skills pink.
 - c. Large group comes back together, presenter introduces decision tree, walks through decision tree based on the highlighted information.
 - d. Large group settles upon a rating that may be appropriate for Kim for Outcome 1.
 3. Kim – full case study:
 - a. Have group break into service teams; others may join based on size and/or age group served. Assign each group ONE OUTCOME to rate.
 - b. Have the groups read through the entire Kim case study relevant for their group. Using the highlighters, have group members highlight skills in assigned outcome area by AE (green), IF (yellow) and F (pink).
 - c. Age anchor Kim’s skills using age anchoring tool.
 - d. Use decision tree to determine rating based on highlighted information.
 - e. Document rating.
 - f. Debrief as a large group – compare ratings of those that rated the same outcome.
 4. Third practice with Kim child example – Outcome 3 – documentation:
 - a. Instruct small groups to turn to Assessment Summary – Outcome 3.
 - b. Small groups work together to age anchor Kim’s skills in Outcome 3, highlighting age expected skills green, immediate foundational skills yellow and foundational skills pink.
 - c. Small groups decide upon a rating that may be appropriate for Kim for Outcome 3 based on highlighted information.
 - d. Small groups document the rating using the “*Kim Outcome 3 Documentation Activity*”.
 - f. As a large group, discuss what should be documented. Trainers chart on flip chart paper information that should be written in the 3 supporting evidence boxes.
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Activity Variations:

- If participants need additional practice identifying developmental skills by outcome area, consider printing the “*Kim 17 Month Assessment Report for Color Coding*” and copying for each participant. Have each group read the assessment report and highlight skills that pertain to Outcome 1 in green, Outcome 2 in yellow and Outcome 3 in pink. Debrief as a large group. Please note that even though this activity is only available in the 17 month version, the activity is pertinent to all audiences and provides the needed information and skills to understand which child developmental skills relate to each outcome area.



- If participants need additional practice documenting evidence for the rating, consider printing the “*Kim Preschool Documentation Activity*” and copying for each participant. Instructions for completing this activity are included on the top of the form. The activity provides the opportunity to read through a portion of the case study and practice documenting the evidence on one page of the Child Outcomes Summary (COS) Form.
- If there is sufficient time, consider reading the case study in its entirety and then having the small groups work through one outcome at a time. Have a full group debrief before moving onto the other outcomes. The debriefing time between each outcome will support participants understanding and mastery of the care knowledge and skills and team rating used in the COS process. Suggest that observations and “aha’s” from the work rating Outcome 1 be deliberately practiced when reviewing information for Outcomes 2 and 3.
- Consider ending the discussion with specific reflections on the process of reviewing the information, the team discussion and the rating process, and implications of the exercise for practice after the training. Ask participants for specific, concrete examples of ways they might change their COS process in their program based on the exercise.
- Kim may also be used to connect measuring outcomes to developing functional IFSP outcomes and IEP goals. There are specific instructions included in the [“Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package”](#) located on the NECTAC website.

