Preschool Child Outcomes: Data Submission and Use

ESS Professionals Check-in September 21, 2023



BREADTH OF THE

THREE CHILD OUTCOMES



THINEL CHILD COTTONIES

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in every-lay routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.

Relating with Caregivers

Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...

Attending to Other People in a Variety of Settings

Express awareness/caution, respond to/offer greetings, respond to own/others' names...

Interacting with Peers

Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts, play near and with peers...

Positive Social-Emotional Skills

Outcome 1:

Cluding social relationships)

Participating in Social Games & Communicating with Others

Respond to/initiate/sustain games and back-andforth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

Expressing Own Emotions & Responding to Emotions of Others

Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

Showing Interest in Learning

Persist, show eagerness and awareness, imitate/repeat actions, explore environment... environment...

Using Problem Solving

Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new finance actions.

Engaging in Purposeful Play

Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...

Outcome 2: Acquisition and Use of Knowledge and Skills

Understanding Pre-Academics & Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC).

Understanding Questions Asked & Directions Given

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g., name, age)...

Moving Around & Manipulating Things to Meet Needs

Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control.

Eating & Drinking with Increasing Independence

Suck/swallow, chew, bite, finger feed, use utensits, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self....

Dressing & Undressing with Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...



Outcome 3: Use of Appropriate Behaviors to Meet Needs

Diapering/Toileting & Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

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Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



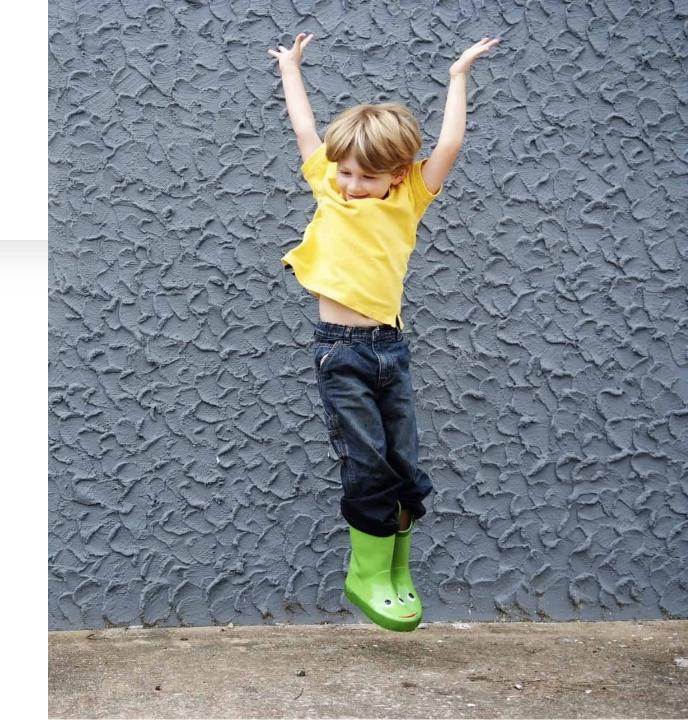
Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...

Note: This awareness is less evident in very young children

Preschool Child Outcomes Data

- Assessing children's progress
 - History
 - Current Tools and Processes
- Data submission through AzEDS
 - SIS vendors (Infinite Campus, PowerSchool, etc.)
 - Data fields
 - Outcomes data input use cases
- Training for Next Steps



Assessing Preschool Outcomes

- Multiple Options
- Published tools listed on website
 - A sample of the tools that have been utilized by states to support the selection of a COS score are offered. These tools have <u>crosswalks created by</u> <u>ECTA</u> between the published tool and the outcomes areas to align domain specific items to outcome areas
- Process of Team Assessment and Documentation

Crosswalks

Provided below are all instrument crosswalks requested by states. This list is organized by the date the crosswalk was completed, starting with the most recent. **The ECTA Center does not endorse the use of any specific assessment instrument.**

2021–Present

- Assessment, Evaluation, and Programming System for Infants and Children—Third Edition (AEPS-3)
- Lance The Battelle Developmental Inventory—Third Edition (BDI-3)
- Developmental Profile—Fourth Edition (DP-4)

2011-2020

- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
 - <u>▶ Teacher/Daycare Provider Form (Ages 2–5)</u>
 - ◆ Parent/Primary Caregiver Form (Ages 0–5)
- Brigance Diagnostic Inventory of Early Development III (IED-III)
 - <u>Karata Criterion-Referenced Tool</u>
 - <u>Kandardized Tool</u>
- Z Desired Results Developmental Profile (2015)
- <u>Developmental Assessment of Young Children (DAYC-2)</u>
- <u>Larly Learning Scale</u>
- <u>High/Scope COR Advantage</u>
- <u>May May 19 Ma</u>
- <u>Preschool Language Scale-5</u>
- <u>Laching Strategies GOLD (TS GOLD)</u>
- <u>Mork Sampling System</u>

Technical Assistance Data Reporting

- <u>Technical Assistance Manual for Submitting Data</u>
 - Data requirements
 - AzEDS data transactions
 - Get assistance:
 - ESS Data Management inbox
 - AzEDS Website for Vendors and Developers
 - AzEDS Reference Website for Integrity Rules



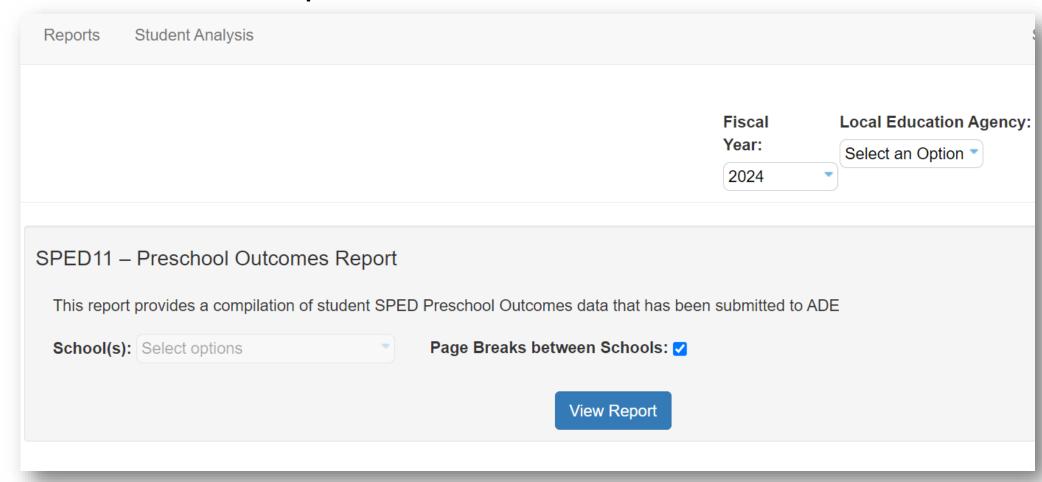
Preschool Outcomes

Data Submissions into AzEDS

Technical Assistance Manual ESS Data Management

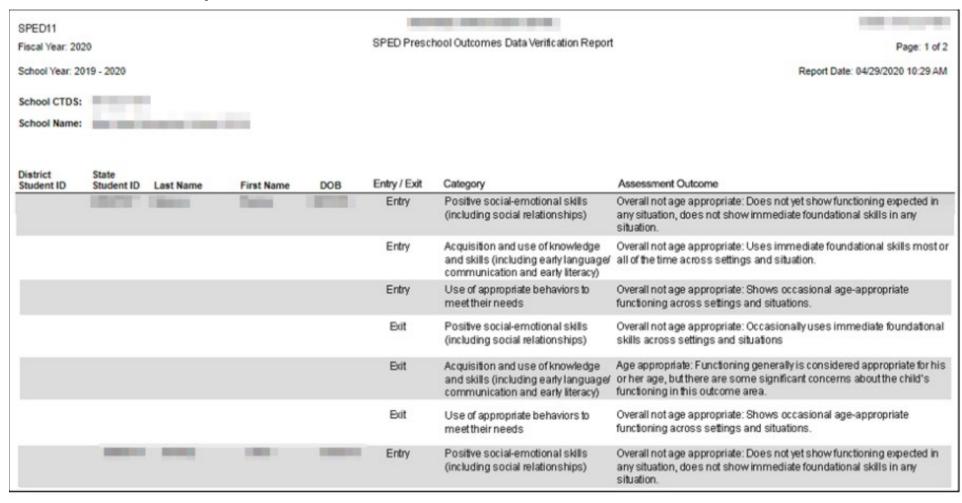
Revised June 2023

AZEDS Report



The SPED
11 Report
displays
child-level
scores
reported
by the PEA.

Data Report



This image shows a redacted example of the child level SPED 11 report showing an entry and an exit score for the child.

A Few Use Cases



- Child evaluated and then had IEP written on August 18, started school on first day, school completed and assessed the child for the three outcome areas and submitted data through AzEDS.
- Child attended prior school year, returned to preschool, school obtained the entry scores and submitted them through AzEDS for all three outcome areas.
- Child IEP written May 2023, school expected child to attend starting in August, but did not show. No entry score reporting requirement.
- Child began attending August 18, it is now September 18, and school notified the child moved. School would submit entry and exit scores. They can be the same score if there was no change (no observable growth/ development).

Cohort Meetings

- Fall 2023 Cohort Meeting
- Child Outcomes After the Entry Score: Supporting Children's Progress Toward Meeting Age Expectations
- Wednesday, October 18, 2023
 1–3 p.m.
 Register October 18
- Friday, October 20, 2023
 1–3 p.m.
 Register October 20



Fall 2023 Regional Cohort Meetings

[9:34 AM] Philips, Tami

Child Outcomes After the Entry Score: Supporting Children's Progress Towards Meeting Age Expectations

Wednesday, October 18, 2023 1-3pm Register Here

Friday, October 20, 2023 1-3pm Register Here



General Purpose of Cohort Meetings

To create a place where Early Childhood Special Education Specialists can hear the successes and challenges happening in the field, a place to collaborate with other agencies and districts to celebrate those successes, and problem solve through those challenges, and a place to work together to improve outcomes for preschool children with disabilities.

ARIZONA DEPARTMENT OF EDUCATION

https://www.azed.gov/specialeducation/early-childhood-special-education