

Early Intervention Services

A Resource for Families



A Family Guide

to Participating in the

Child Outcome

Measurement Process

INTRODUCTION

Hafa Adai! Welcome to the Early Intervention Program! As a parent of a young child who receives Early Intervention services, you want to be sure that these services are helping your child develop and learn. These services are designed to help you make the most of your child's potential, as well as strengthen your family's ability to help your child grow.

As parents and care givers, how can you know if Early Intervention services are meeting your child's needs?

One way to learn about your child's progress and development is through three child outcomes!

The three child outcomes are used to measure all infants and toddlers who receive Early Intervention services here in the CNMI, as well as in the United States.

These outcomes will help you know how well your child is doing in all developmental areas. In addition to helping you measure your child's individual progress, these outcomes are used to measure how well your Early Intervention program is serving all children who receive Early Intervention services.

By participating in the outcome process, you are not only helping your own child, but are also helping the CNMI know how it is performing overall.

As a parent and caregiver, you are a critical part of your child's overall growth and development. This booklet will help you understand and meaningfully participate in the outcome measurement process. We appreciate your participation and look forward to working with you as you begin your journey with the Early Intervention Program!

WHAT ARE THE THREE CHILD OUTCOMES?

The following outcomes developed by the United States Department of Education, are used by ALL Early Intervention programs to measure young children's progress. While Individualized Family Service Plan (IFSP) outcomes are developed specifically for your child, **these three child outcomes are the same for everyone.**

Three Child Outcomes to Measure Progress

1. Positive social emotional skills, including social relationships. This outcome measures how children interact and play with their family, other adults, and other children.

2. Acquisition and use of knowledge and skills, including early language/communication.

This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful for preschool.

3. Use of appropriate behaviors to meet their needs.

This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Why is this information important to my child and our family?

The three child outcomes focus on what your child can do in his or her everyday routines and activities. By looking at how well your child is doing in each of the three areas, you can determine what he or she needs in order to become more involved in your family's activities. The information gathered about your child will also help you develop individual outcomes and goals for your child's Individual Family Service Plan (IFSP) As a parent, you may notice that by learning more about the three child outcomes, you also:

- ❖ **G**ain confidence in your ability to observe your child and share those observations with others.
- ❖ **D**evelop an increased understanding of how your child is functioning compared to age expectations.
- ❖ **L**earn to track and celebrate the progress that your child is making.
- ❖ **C**ontribute more to IFSP team discussions about your child's strengths and accomplishments and the development of appropriate outcomes.

How can I be part of the outcome measurement process?

In the CNMI, child outcomes are gathered during the initial evaluation and IFSP process. This combined meeting process allows **YOU** to introduce your child and family to the Early Intervention team. Since you know the most about your child's development, **YOU** are a part of the Early Intervention team! Service providers will have the opportunity to observe your child, learn about your family routines and listen, as you describe your child's overall development. Your service providers may ask questions to learn more about your child and family so that IFSP outcomes can reflect **YOUR** priorities, concerns and resources.

We value your input. You are encouraged to ask your Early Intervention service providers how the three outcomes will be measured for your child and how they relate to your child's individual plan. If you feel unsure about the process, or want an update on how your child is progressing, these questions will help you start the conversations:

- ❖ **W**hat resources are available to help me understand what is expected for a child at different ages?
- ❖ **W**hat specific skills and behaviors do you look at for each outcome?
- ❖ **W**hat information will you need from me in order to complete the outcomes measurement?
- ❖ **H**ow can I share my observations about my child's skills, abilities, routines and activities?

When are the three outcomes measured?

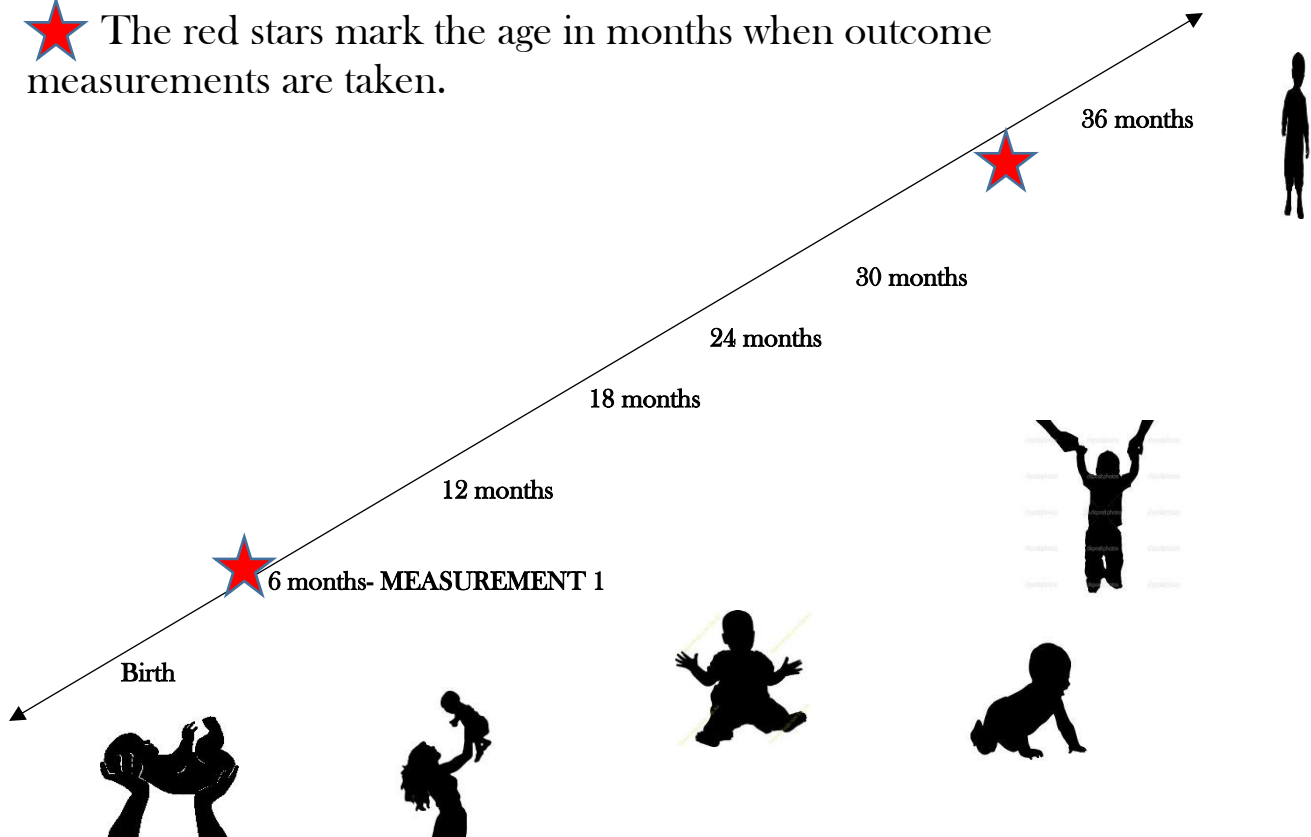
It is important to know that the three outcomes are measured twice while your child receives Early Intervention services.

In the CNMI, **measurement 1 is taken upon entry for all children 6 months of age or older.** If your child is not 6 months old at the time of entry, measurement 1 will be taken when your child turns 6 months old.

Measurement 2 is taken upon exit of the Early Intervention program, right before your child's 3rd birthday AND must have received Early Intervention services for at least 1 year.

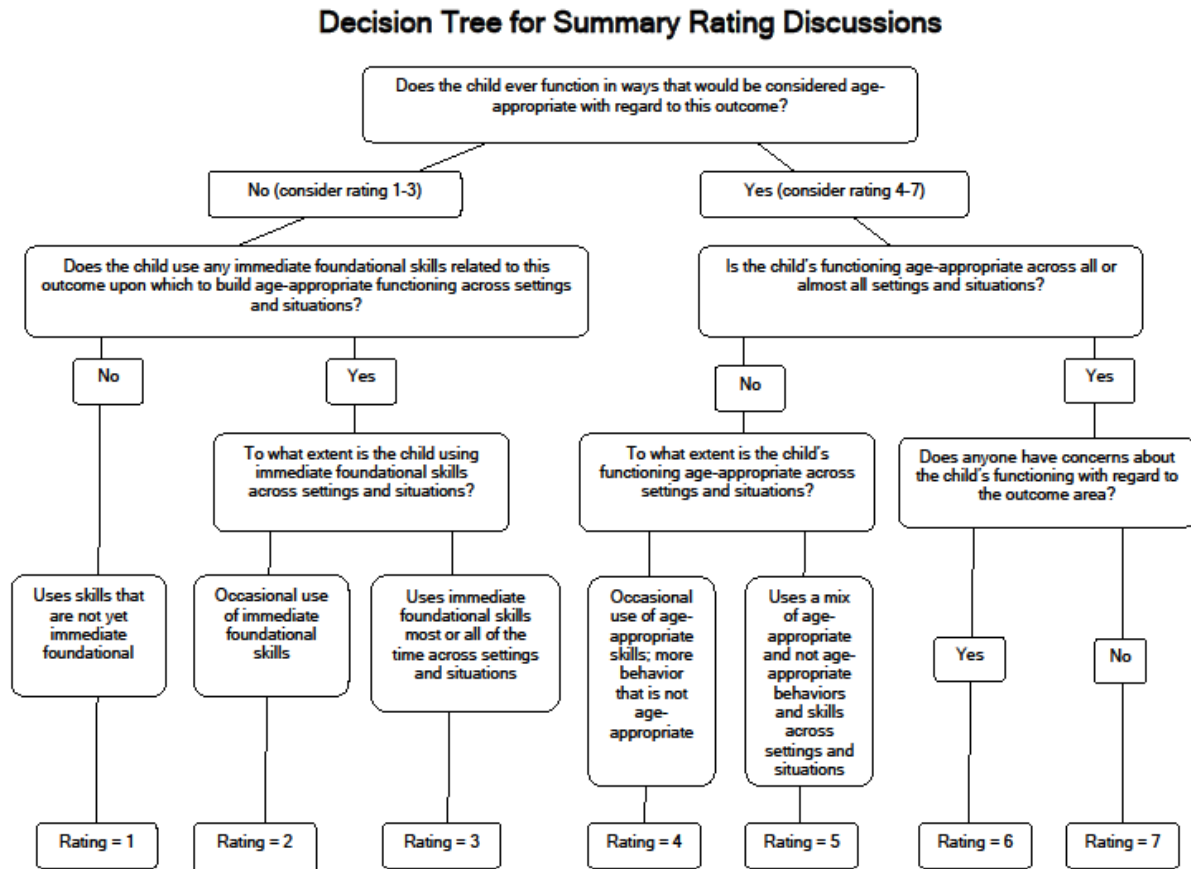
By taking two measurements, you will be able to see all the progress that your child has made while receiving Early Intervention services.

★ The red stars mark the age in months when outcome measurements are taken.



How are the three outcomes measured?

The **Decision Tree** allows for summary discussions to rate your child's functioning in each outcome area, compared to other children the same age. Each outcome will be measured. Remember, there are three outcome areas!



The Early Childhood Outcomes Center

5/19/09

After a rating for each outcome measurement has been determined, the **Child Outcome Summary Rating Scale** is then used. This 7 point rating scale allows you and your service providers to determine **Summary Statements** that best describe your child's development, at that point in time.



EDIS - COSF Rating Scale Descriptor Statements

(for use as culminating statements of IFSP present levels of development [P.LOD] descriptions in respective outcome areas)

COSF Rating		Culminating Statements
Age Expected Skills	7 	<ul style="list-style-type: none"> Relative to other children Calvin's age, there are no concerns; he has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]). Calvin has age expected skills, with no concerns, in the area of (outcome).
	6 	<ul style="list-style-type: none"> Relative to same age peers, Calvin has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area of concern/quality/lacking skill). It will be good to watch this closely, because without continued progress he could fall behind. Aside from the concern regarding Calvin's _____ he is demonstrating skills expected of a child his age in the area of (outcome).
Decreasing Degree of Age Expected Skills	5 	<ul style="list-style-type: none"> For an # month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (outcome). Relative to same age peers, Calvin shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome). Calvin is somewhat where we would expect him to be at this age. This means that Calvin has many skills we would expect at this age in regard to (outcome), but he does not yet have all of the age expected skills (it is possible to highlight a few of non-age expected functional skills).
	4 	<ul style="list-style-type: none"> At # months, Calvin shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome). At # months, Calvin shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of (outcome). Calvin has a few of the skills we would expect in regard to (outcome), but he shows more skills that are not age appropriate.
No Age Expected Skills and a Decreasing Degree of Foundational Skills	3 	<ul style="list-style-type: none"> Relative to same age peers, Calvin is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome). In the area of (outcome), Calvin has nearly age expected skills. This means that he does not yet have the skills we would expect of a child his age, but he has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills (it is possible to include a few functional skills as examples).
	2 	<ul style="list-style-type: none"> At # months, Calvin shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of (outcome). Relative to same age peers, Calvin is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of (outcome). For a # month old little boy, Calvin occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of (outcome). Overall in this outcome area, Calvin is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.
Immediate Foundational Skills	1 	<ul style="list-style-type: none"> Relative to same age peers, Calvin has the very early skills in the area of (outcome). This means that Calvin has the skills we would expect of a much younger child in this outcome area. For a # month old little boy, Calvin's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skill in the (outcome) area.

What does the Early Intervention program do with my child's outcome measurements?

Every year, the CNMI is required to report program data to the United States Office of Special Education Program. Data is collected, analyzed and reported in the Annual Performance Report (APR).

Your child's outcome measurements are put into an electronic calculator to determine how much progress your child has made. Your child's name and personal information IS NOT identified or used. It also determines the overall progress of the CNMI' Early Intervention program.

The three outcome measurement data, as well as other data that is reported in the Early Intervention Annual Performance Report can be retrieved online at:

www.cnmipss.org

THANK YOU!

On behalf of all your Early Intervention providers, we thank you for being an active member of our team! We honor your partnership and encourage you to continue to be an advocate for your child. We hope that the services we provide will benefit your family, help promote growth and development and prepare your child for the next steps in life.

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RESIOURCES

www.cnmipss.org

www.ectacenter.org

www.pacer.org

www2.ed.gov