Child Outcomes: What Families Need to Know & How to Take a More Active Role in the Process

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Child Outcomes – The Requirement

• Annual Performance Report Indicator
• Required of ALL states for ALL children ages 3 through 5 receiving special education services
• Measure of child progress specific to three child outcome areas
• Used to determine effectiveness of early childhood special education programs
Child Outcomes – Three Outcome Areas

• Positive social – emotional skills (including social relationships) = RELATIONSHIPS

• Acquisition and use of knowledge and skills (including early language/communication and early literacy) = LEARNING

• Use of appropriate behaviors to meet needs = INDEPENDENCE
Child Outcomes – The Rating Process

• Entry Rating – Child enters early childhood services
  Child’s functioning compared to age-expected functioning for each outcome area
  Child’s functioning rated using a 7-point rating scale for each outcome area

• Exit Rating – Child exits early childhood services
  Child’s functioning compared to age-expected functioning for each outcome area
  Child’s functioning rated using a 7-point rating scale for each outcome area
Why is the measurement of child outcomes important to my child’s school?

• Measures the effectiveness of early childhood programs

• Identifies program strengths and weaknesses for improving program services and delivery

• Leads to improved planning and implementation of curriculum, assessments, and IEP development
Why is the measurement of child outcomes important to my family?

• Determine needs for child to be more involved in family activities
• Gain confidence in ability to observe child and share observations
• Develop increased understanding of child’s functioning compared to age-expected functioning
• Track and celebrate progress child is making
• Contribute more to IEP Team discussion about child’s strengths, weaknesses and accomplishments leading to development of appropriate IEP goals
Let’s Dig a Little Deeper
Outcome 1: Positive Social-Emotional Skills
(including social relationships)

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/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...

Participating in Social Games & Communicating with Others
Respond to/initiate/sustain games and back-and-forth 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...
Outcome 2: Acquisition and Use of Knowledge and Skills

Showing Interest in Learning
Persist, show eagerness and awareness, imitate/repeat actions, explore environment...

Using Problem Solving
Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known 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...

Understanding Pre-Academic & 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)....
Outcome 3: Use of Appropriate Behaviors to Meet Needs

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 utensils, 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...

Diapering/Toileting & Washing with Increasing Independence
Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

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 stovetop), follow safety rules across settings and situations...
Note: This awareness is less evident in very young children...
A child has positive social relationships.

+ A child acquires and uses knowledge and skills.

+ A child takes appropriate action to meet his or her needs.

= WI Child Outcomes
Measuring Your Child’s Progress

- How will my child’s progress be measured?
- Will I be involved in the process?
- What do the ratings mean?
Let's hear a parent's story!

- How did you learn about the outcomes process?
- Why is the Outcomes information important to my child and our family?
- How did you prepare for this discussion?
Let's hear a parents story!

- Are there any tools to help organize this information?
- What is WSPEI?
Thoughts on "Why should I participate?"

- You are an integral part of the process
  - You are your child's 1st Teacher

- Parents Input is the most valuable

- Communication is essential
Resources to Explore

Child Outcome Infographic

Indicator 7: Child Outcomes DPI Webpage

Introduction to Child Outcomes

WI Statewide Parent Education Initiative (WSPEI)

Family Assessment Center for Education, Training and Support (FACETS)
QUESTIONS AND ANSWERS

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