



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



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...



Outcome 1: Positive Social- Emotional Skills

(including social relationships)

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)...



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...



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...



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



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 parents 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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Early Childhood

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