



# 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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