

NEIU 19 Early Intervention

Parent Information Series

Early Childhood Outcome Data (ECO)

- Pennsylvania's infant toddler and preschool early intervention (EI) programs have been collecting and reporting child outcome data since FY 2006-7 in order to do the following:
 - Demonstrate the high quality of Pennsylvania's EI program;
 - Meet the federal Office of Special Education Programs (OSEP) child outcomes reporting requirements related to program accountability;
 - Ensure the effectiveness of local EI programs;
 - Provide families with information on their child's progress while in EI; and
 - Provide IFSP/IEP team members with information to enhance intervention strategies.

- Starting in FY 2015-16, Pennsylvania will also use child outcome data to meet additional federal requirements to develop a statewide goal for enhancing the progress that children make while they are enrolled in early intervention. Pennsylvania's goal (called a SiMR or Statewide Measurable Result) will be measured through the use of ECO child outcome data. Pennsylvania's SiMR is:
 - Infants, toddlers and preschoolers with IFSP/IEPs will demonstrate the social relationship and early language/literacy skills needed to succeed in home, community, early childhood, and school settings.

- The child outcome indicators, with the exception of the focus on early literacy skills in preschool, are the same in both the infant toddler and preschool early intervention programs.
 1. Positive, Social, Emotional Skills (including social relationships) This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:
 - Build and maintain relationships with adults and other children
 - Behave in a way that allows them to participate in a variety of settings and situations
 - Understand and follow social rules
 - Regulate their emotions
 2. Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for 3-5 year olds) This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:
 - Think, reason, remember, and solve problems
 - Understand and use symbols that will build to early literacy skills
 - Engage in daily learning opportunities through appropriately manipulating toys and objects
 - Use vocabulary, through spoken, signed or augmentative systems, to communicate in increasingly complex forms

3. Use of Appropriate Behaviors to Meet Needs This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:
- Take care of basic needs (e.g., expressing hunger, dressing, feeding, toileting, etc.)
 - Contribute to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, etc.)
 - Get from place to place (mobility) to participate in everyday activities and routines
 - Use objects as tools in appropriate ways (e.g., forks, pencils, strings attached to objects, switches, etc.)

- Data is collected by servicing early intervention professionals on preschoolers upon entry to and at exit from the preschool early intervention program using an authentic assessment and ECO Rating Summary Form. It is reported in our data management system where evaluation reports and IEPs are documented.
- For each of the three child outcome indicators, a 1 – 7 rating of the child’s current performance is required. The ratings are as follows:
 - 7 (Completely): Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life. Functioning is considered appropriate for his or her age. No one has any concerns about the child’s functioning in this outcome area.
 - 6 Child’s functioning generally is considered appropriate for his or her age but there are some significant concerns about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.
 - 5 (Somewhat): Child shows functioning expected for his or her age some of the time and/or in some settings or situations. Child’s functioning is a mix of age appropriate and not age appropriate behaviors and skills. Child’s functioning might be described as like that of a slightly younger child.
 - 4 Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
 - 3 (Nearly): Child does not yet show functioning expected of a child or his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate functional skills are skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child.
 - 2 Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
 - 1 (Not Yet): Child does not yet show functioning expected of a child his or her age in any situation. Child’s functioning does not yet include immediate foundational skills upon which to build age appropriate functioning. Child’s functioning reflects skills that developmentally come before immediate foundational skills. Child’s functioning might be described as like that of a much younger child.