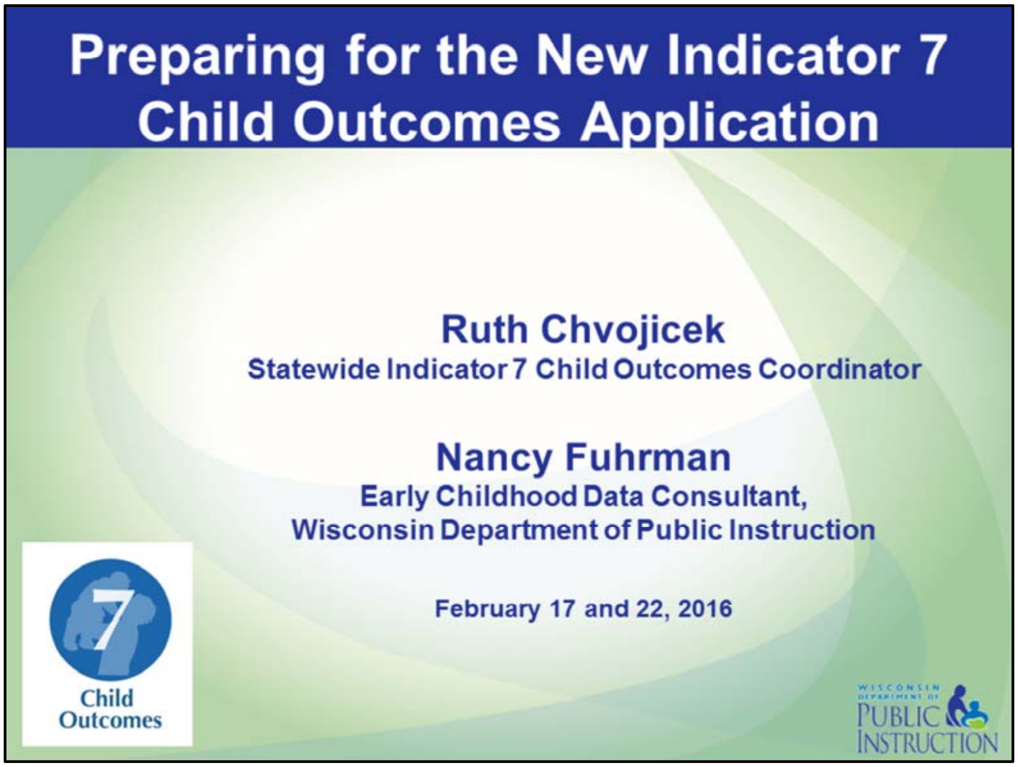


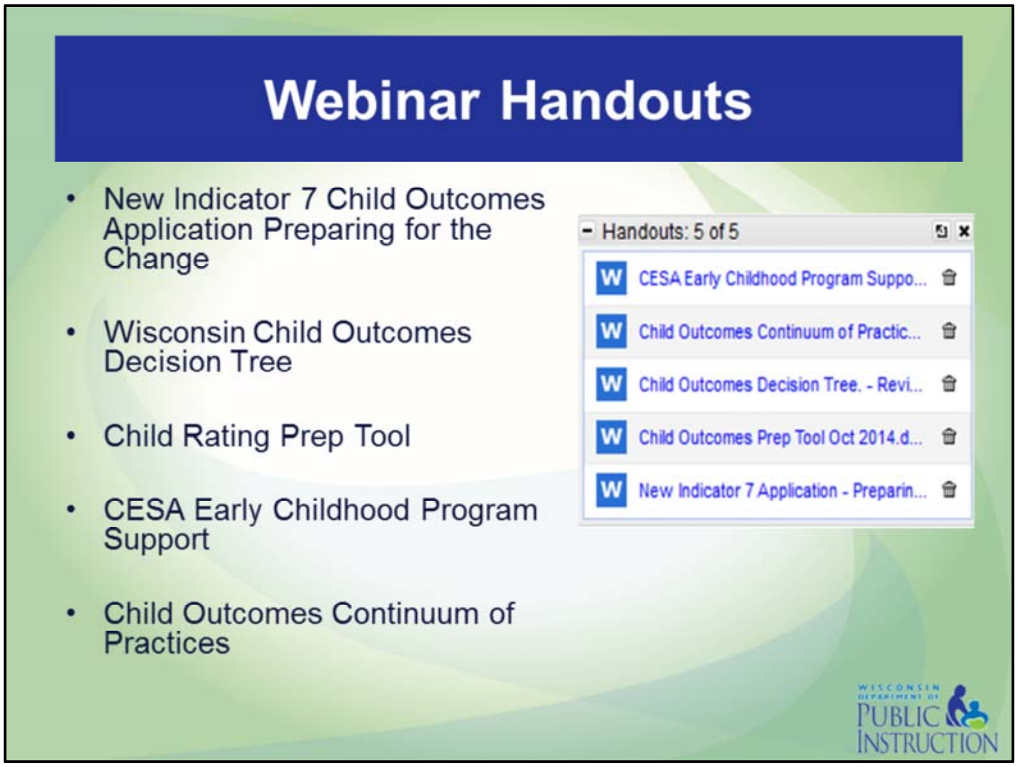
Welcome to the Preparing for the New Indicator 7 Child Outcomes Application webinar.

There are three objectives for today's webinar.

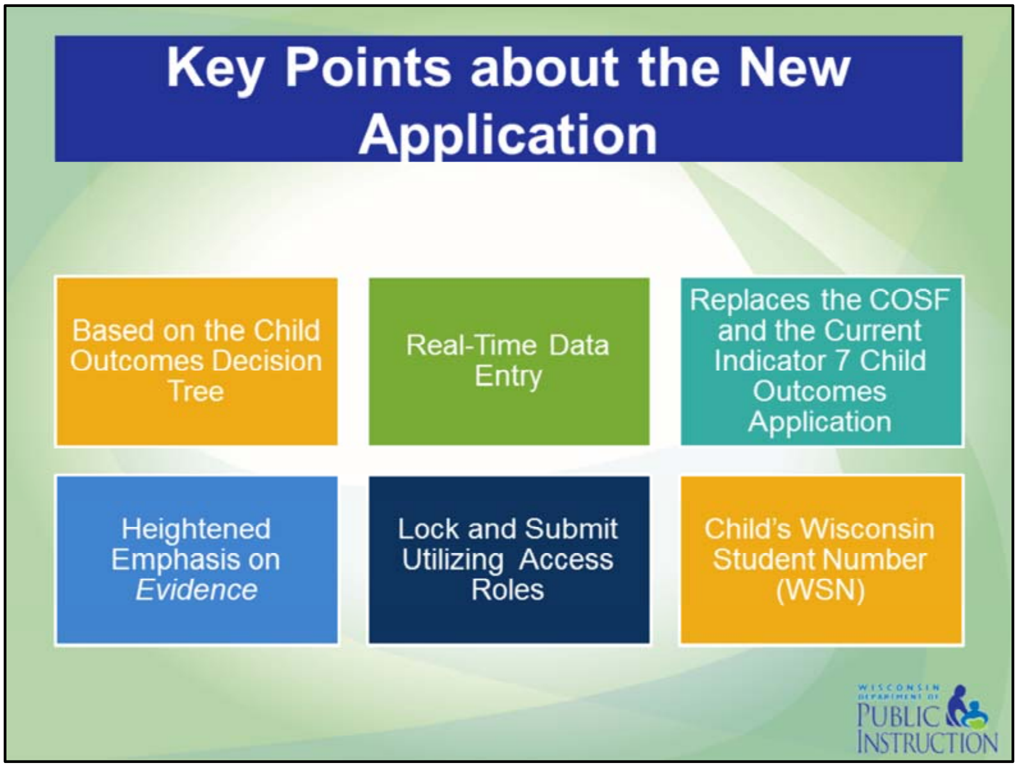
First , we will highlight key changes in the new Indicator 7 Child Outcomes application.

Second, we will share suggestions of things you can do now to prepare for the new application.

Third, we will share information on technical assistance support available to you in preparation for the new application. Lastly, we will share information on the trainings scheduled in the fall of 2016 specific to using the new application.



The handouts listed here can be downloaded while you are viewing this webinar by clicking here. The handouts are also available on the collaboratingpartners.com website. We will be referencing these documents throughout the webinar.



Let's get started by looking at some highlights of the new application. These points are also listed on the handout, "New Child Outcomes Application – Preparing for the Change."

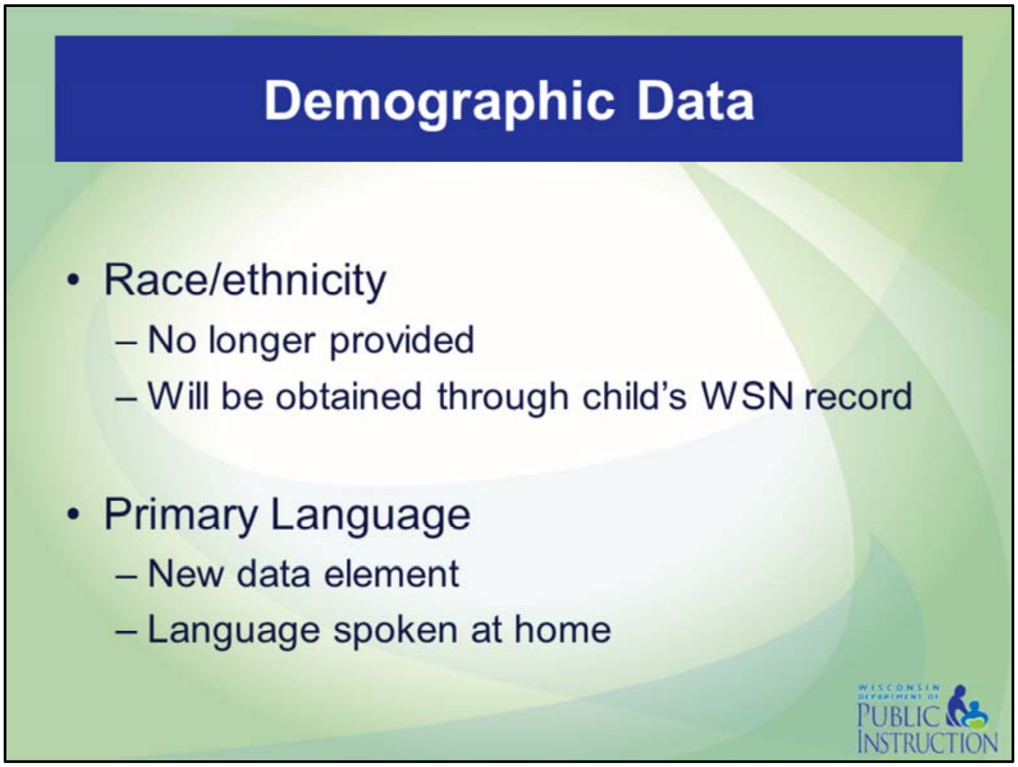
The new application is based on the Child Outcomes Decision Tree . When rating a child, the team will be led through the process by responding in real-time to the questions on the Decision Tree. A child's rating for the outcome area will be determined based on the responses provided. It will be important for staff to understand the 7-point rating system to ensure the rating accurately reflects the current level of functioning for the child.

The new application will eliminate the two-step process of documenting the child's rating information on the Child Outcomes Summary Form, otherwise known as the COSF, and then reporting a child's rating information using the current Indicator 7 Child Outcomes application.

There will be heightened emphasis in providing evidence to support the responses selected to the Decision Tree questions. We will look more at the documenting of evidence in a few minutes.

The application will use a lock and submit process utilizing access roles. One role will be limited to creating and locking a child's outcome record when it is complete. A second role will additionally be able to submit a child's record to DPI. This will allow districts the opportunity for the data to be reviewed for accuracy prior to submission.

And finally, the child's Wisconsin Student Number, or WSN, will be part of the child's record.

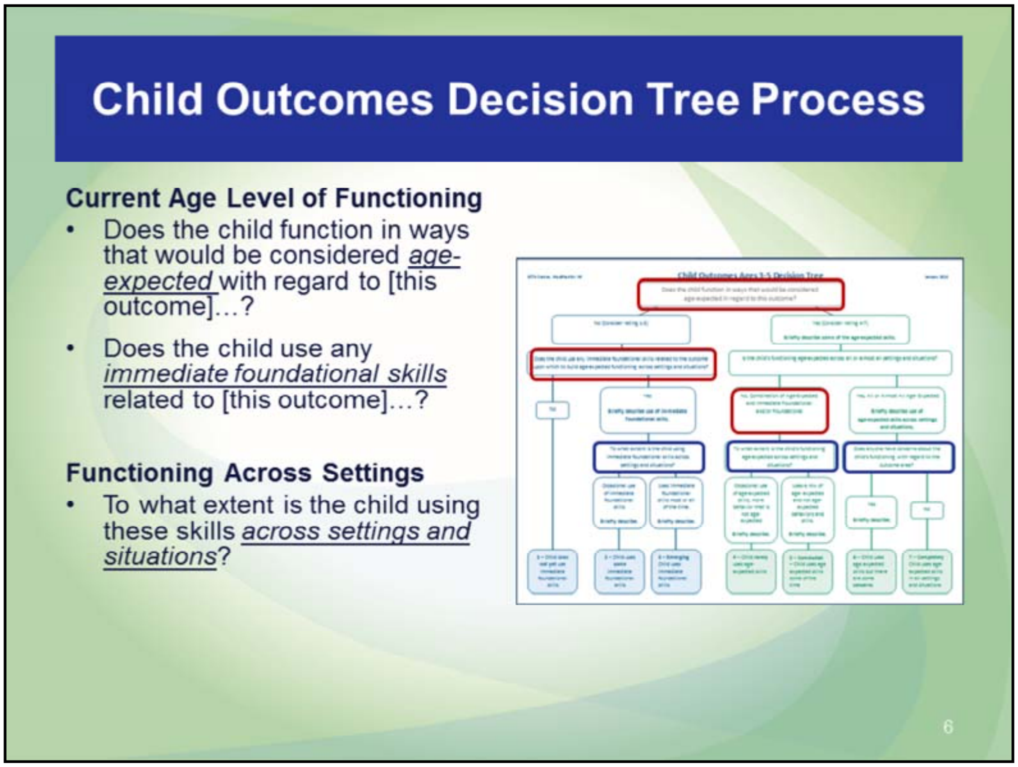


There are a couple of changes specific to the demographic data collected.

Users will no longer be required to provide the race/ethnicity for a child. This information will be obtained through the child's Wisconsin Student Number (WSN).

Primary language has been added as a new data element. The primary language would be the language spoken in the child's home.

We will now look more closely at the Decision Tree process that will be followed when using the new Indicator 7 Child Outcomes application.



For those of you who rate children already following the Decision Tree, the process used with the new application will be the same as it has always been.

There are two basic aspects about the child's functioning that are discussed in the Decision Tree process when determining an outcome rating.

The first thing you need to know is at what age level the child is functioning. Specifically,

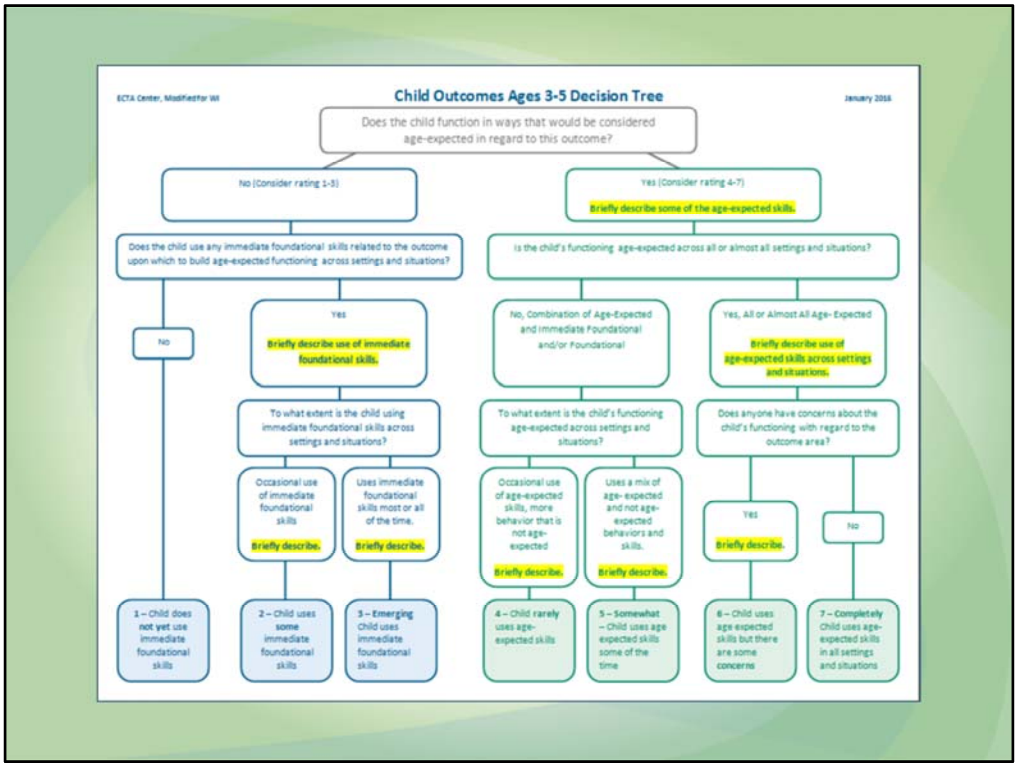
- Does the child ever function in ways that would be considered age-expected with regard to [this outcome]?, or
- Does the child use any immediate foundational skills related to [this outcome]?

The red boxes show where these questions are asked in the Decision Tree process.

The second piece of information that is needed is how the child is displaying functioning across settings. Specifically,

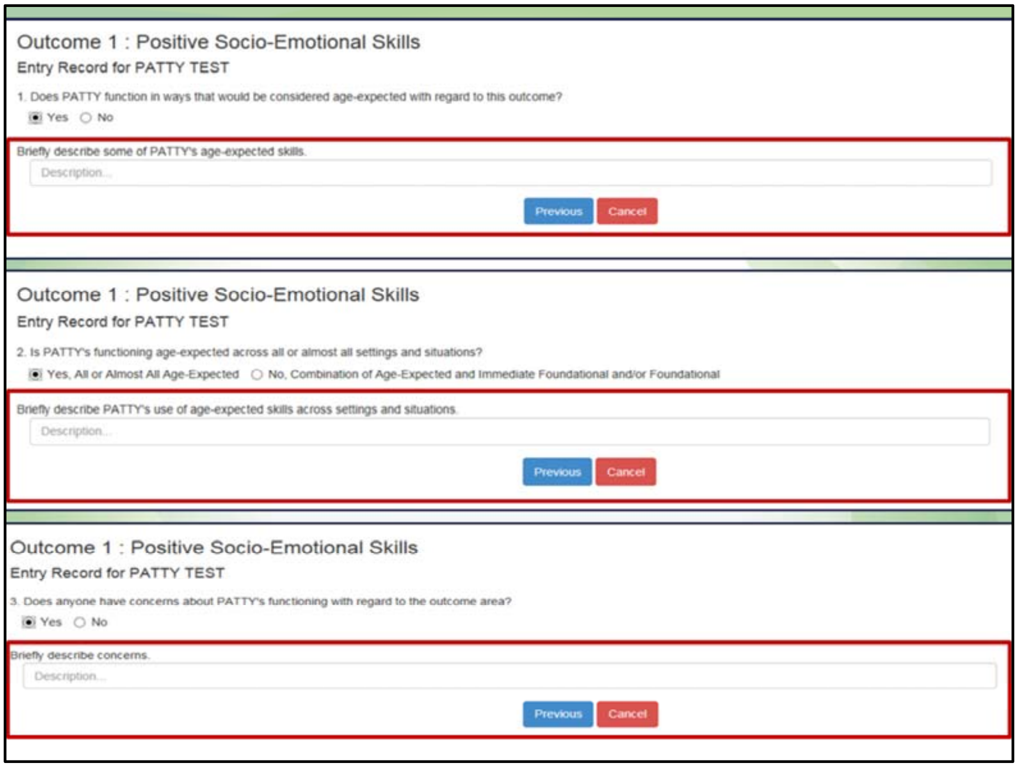
- To what extent is the child using these skills across settings and situations?

The blue boxes show where these questions are asked in the Decision Tree process.



The Decision Tree that you see on this screen – which is the same one available on this webinar – is a slightly modified version of the one we have been using.

As stated earlier, in the new Indicator 7 application process there will be heightened emphasis on documenting evidence of how the child is functioning. On this slide, the highlighted text shows where the documenting of evidence will be needed The next slides will show what that will look like in the new application.



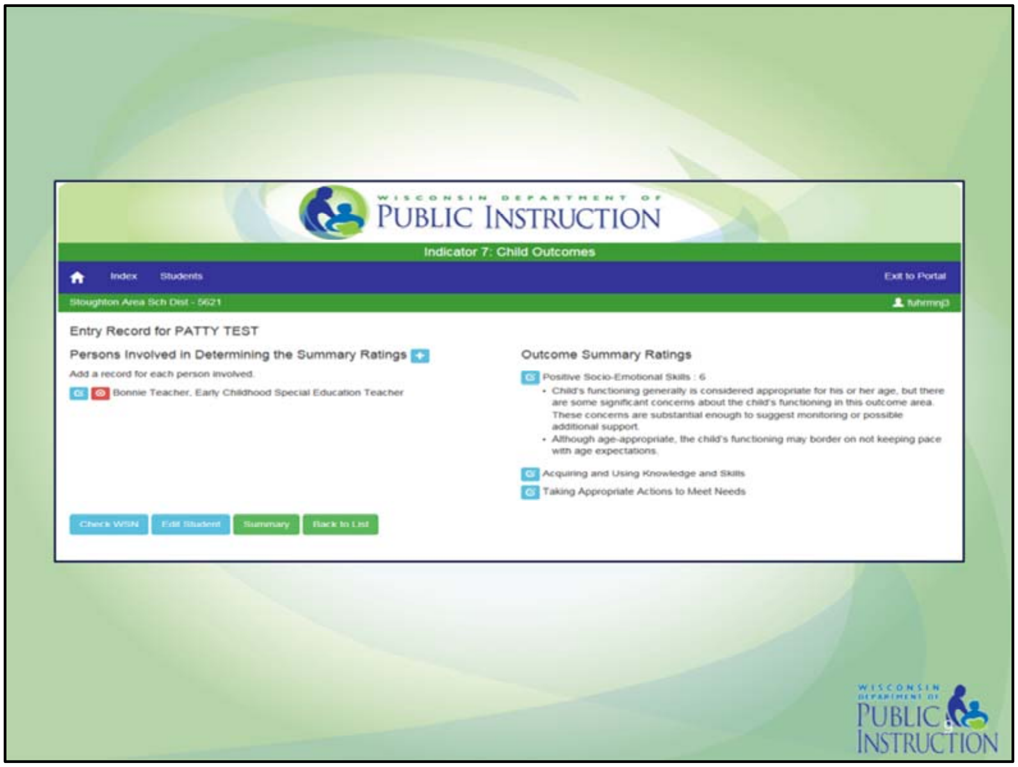
Here's an example of how a team will use the new application to document this evidence.

For this example, the child's name is Patty Test, and the team is determining her rating for Outcome 1 – Positive Socio-Emotional Skills. This same process would be used when determining the child's rating for Outcome 2 – Acquiring and Using Knowledge and Skills as well as Outcome 3 – Taking Appropriate Actions to Meet Needs.

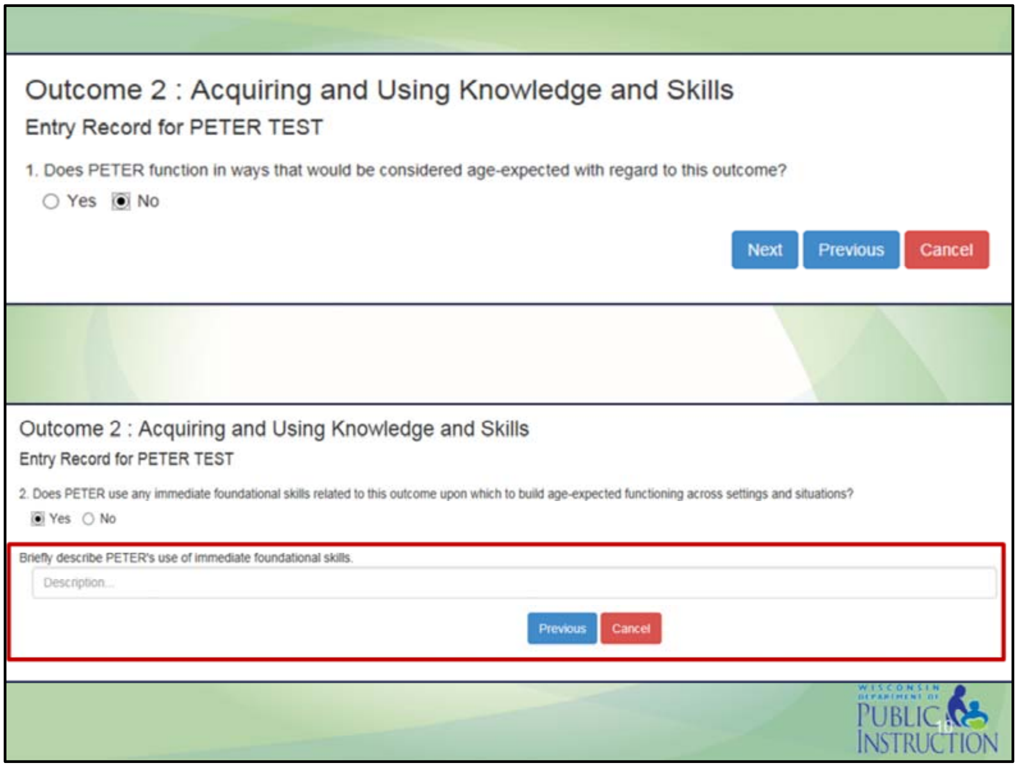
Using the Decision Tree, the first question the team was asked was "Does Patty function in ways that would be considered age-expected with regard to this outcome?" to which the team responded "Yes." The team was then asked to briefly describe some of Patty's age-expected skills, the evidence, in the text box provided.

Continuing using the Decision Tree, the second question asked of the team was "Is Patty's functioning age-expected across all or almost all settings and situations?" The team responded 'Yes, All or Almost All Age-Expected." The team was then asked to provide evidence documenting Patty's functioning across settings and situations.

Again continuing using the Decision Tree, the third question this team was asked was "Does anyone have concerns about Patty's functioning with regards to this outcome area?" The team responded "Yes." (click) The team was then asked to briefly describe the concerns.



Based on the Decision Tree responses provided by the team for this child, Patty's rating for Outcome 1, Positive Socio-Emotional Skills, would be a 6. In the new Indicator 7 Child Outcomes application, the rating would be displayed similar to the screen shown.

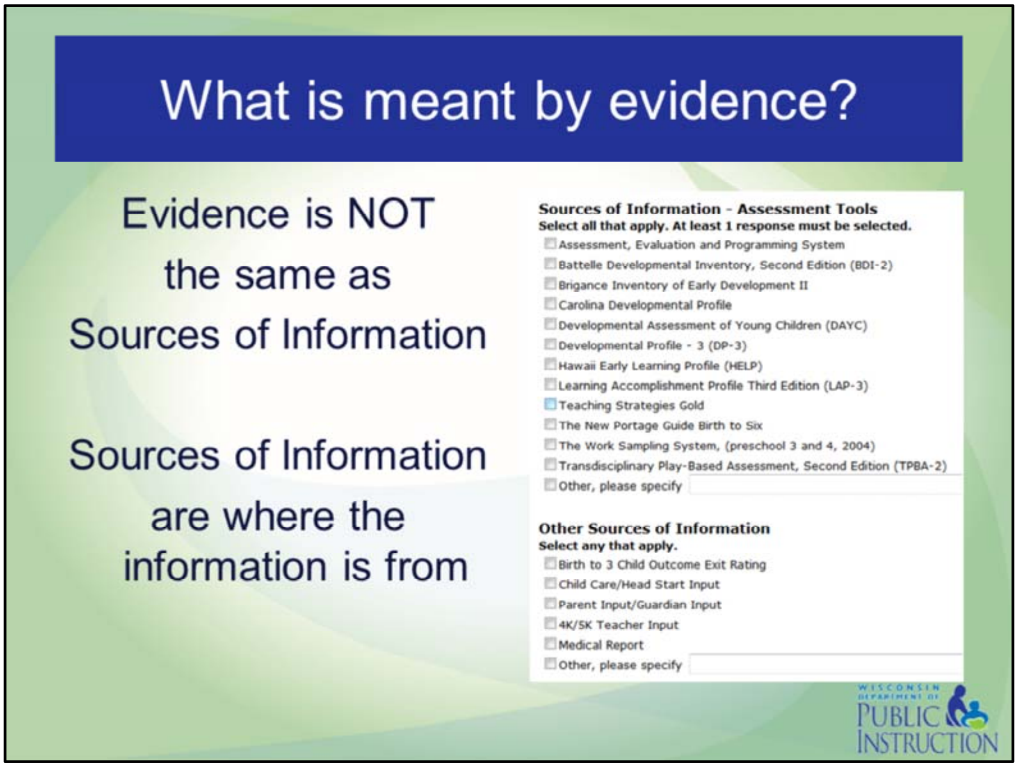


Here is another example of when a team would be required to provide evidence to support the response selected.

For this child, the team responded ‘No’ to the first question, the child does not function in ways that would be considered age-expected.

Continuing using the Decision Tree, the second question asked of this team was “Does Peter use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?” The team responded “Yes” and was then asked to briefly describe those immediate foundational skills.

Based on the responses provided for this child, the rating is leading to either a 2 or a 3.



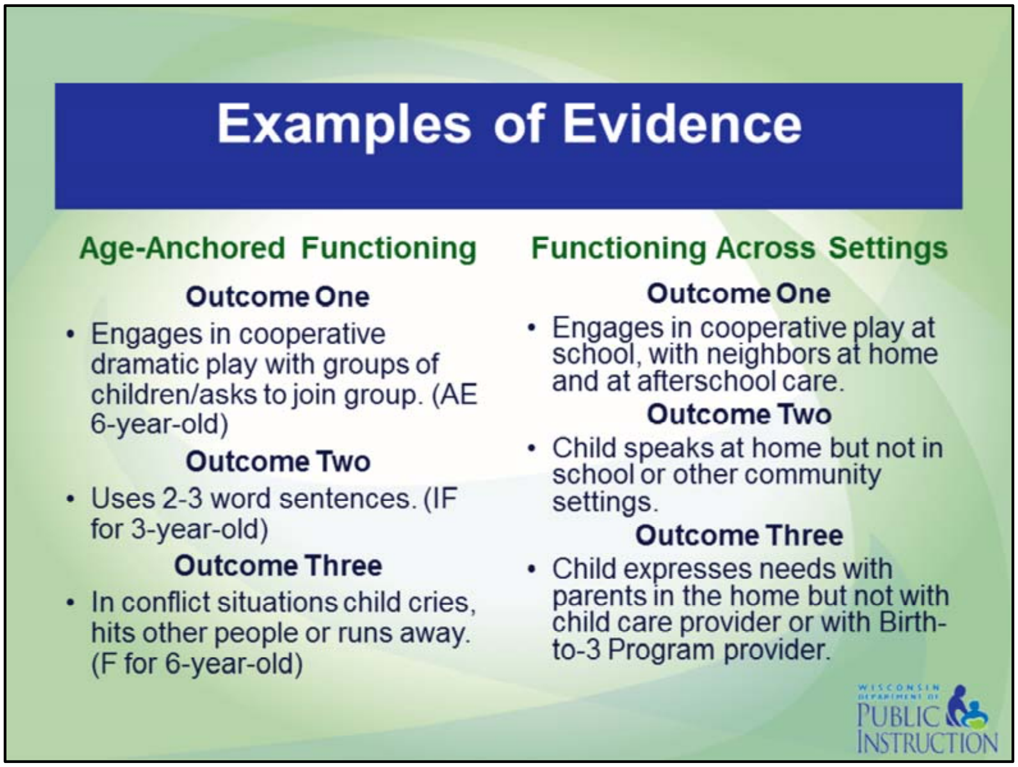
So what is meant by evidence?

Evidence is NOT the same as the Sources of Information.

The Sources of Information choices include where or whom the information is from.

The Sources of Information are currently reported in the Indicator 7 Child Outcomes application and will continue to be reported in the new application. Rating teams are required to use an assessment tool when gathering data for determining entry and exit ratings. The tools listed on the top portion of this list are the recommended age-anchoring tools in Wisconsin. The “Other Sources of Information” include other primary people who may have valuable information on the child. For example, if a child is also in a Head Start program, program staff will have assessment information on the child from one of the tools on the list as using a tool in the assessment process is a mandated requirement for Head Start.

Evidence is specific to the data gathered. It is the data used to support the team’s response to the Decision Tree questions.



When rating a child, you must age-anchor the child's functioning. This is the process of determining whether a child is functioning at an age-expected (AE), immediate foundational (IF), or foundational (F) levels. We'll talk about how that is done on the next slide.

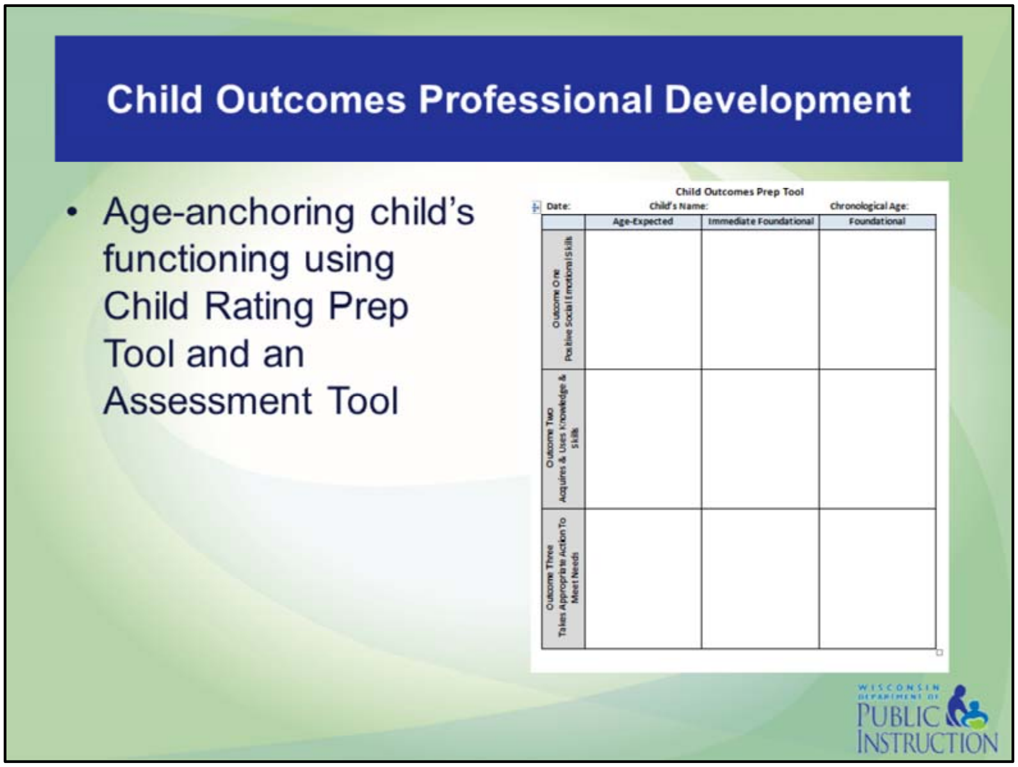
Here are some examples of statements which describe a child's level of functioning. The age-level of these behaviors was determined by referencing an assessment tool.

See age-anchored functioning examples on slide.

Here are some examples of evidence for the questions that ask about functioning across settings.

See functioning across settings examples on slide.

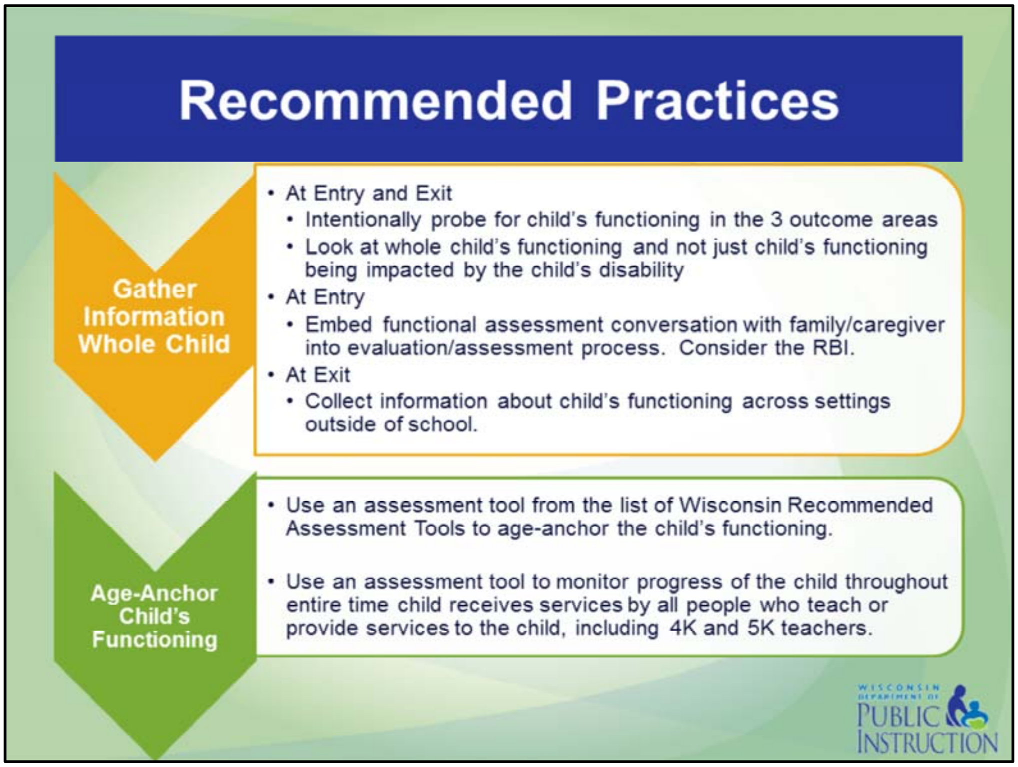
We don't expect that there will paragraphs of evidence written, but we would expect that a few of the key points that stand out for the specific child be listed. Let's now talk about how the evidence is determined.



During the Child Outcomes Professional Development opportunities, we teach how to age-anchor a child in preparation for rating a child using this handout, The Child Rating Prep Tool, which you will find in the download area.

In the activity, we begin by engaging participants in a functional assessment conversation of a real child to gather information about a child's day-to-day functioning within the child's natural settings. Then, using an assessment tool of their choice, the team determines whether the child is functioning at age-expected (AE), immediate foundational (IF), or foundational (F) levels. This activity has been found to be extremely useful for participants.

This conversation is similar to a present level conversation during a child's IEP meeting – but it adds the lens of the three outcomes into the conversation. Within the discussion, the child's strengths are identified. These likely fall in the age-expected range. And, areas in which the child needs more support will likely fall in the immediate foundational and/or foundational range. These are behaviors that may become functional goals.

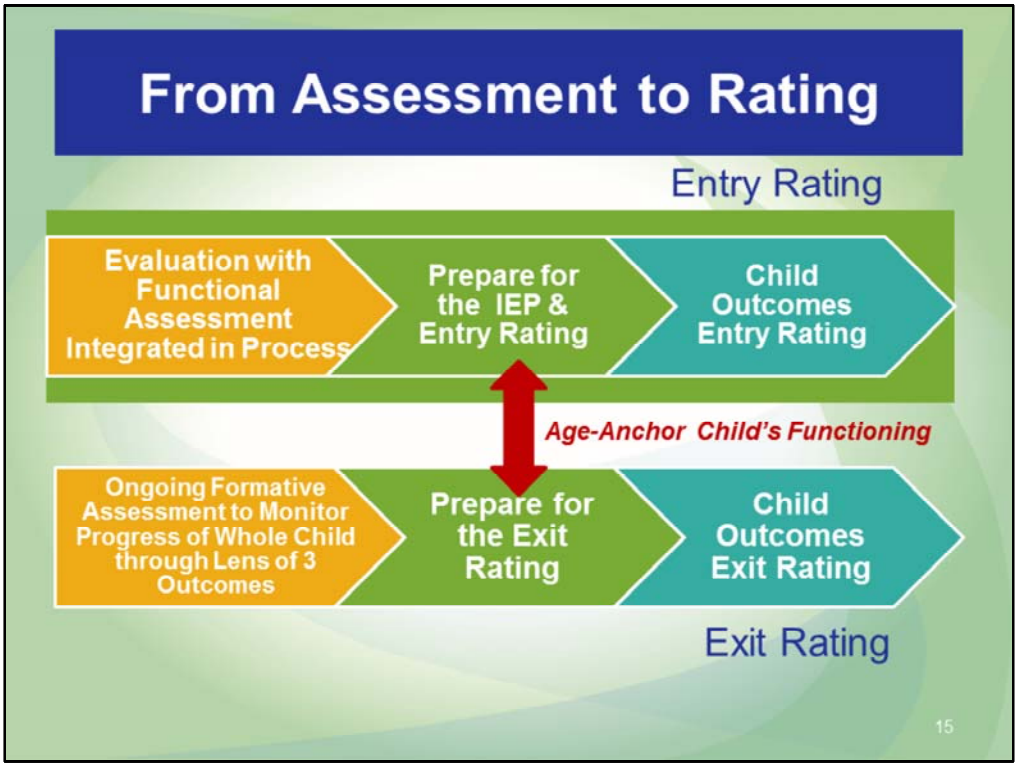


The practices listed here are some of the recommended practices that lead to accurate rating of a child for Indicator 7. These assessment practices fall into two categories.

The first category is the process of gathering information about the functioning of the whole child across all settings in the child's life. This means that information is intentionally gathered on the everyday functioning of the child in all three outcome areas - not just in the area of the child's suspected disability. This is done by collecting information from parents and other primary caregivers who know the child best. You might consider engaging in the Routines Based Interview as part of your evaluation process prior to the initial IEP. This is as an excellent way to integrate functional assessment into your IEP practices. Your CESA PST can share more information with you on the Routines Based Interview or RBI as it is commonly known.

It is also critical to gather information from parents about the child's functioning for the exit rating. This gives you needed information for the child's functioning across settings.

The second category of recommended practices is to age-anchor the child's level of functioning as we discussed earlier. Use of an assessment tool as part of your ongoing assessment process is good evidence-based practice.



When looking at the process of rating a child at both entry and exit and thinking about it within the timeframe of the IEP, it looks like this:

Looking at the top of the diagram, the IEP process begins with evaluation to determine eligibility for services. At entry, the process of engaging in functional assessment integrates nicely within that process. Age-anchoring the child's functioning with an assessment tool is done in preparation for rating the child.

The timeline on the bottom represents the time while the child is receiving services. Carrying out ongoing or formative assessment throughout the entire time the child receives services is used to progress monitor, plan intervention strategies, and also to rate the child at exit.

Many districts have reported that the exit rating process is more challenging than the entry rating process.

There tends to be a lot of information gathered on outcome 2 in kindergarten classrooms but less information on a child's functioning in outcomes 1 and 3. This means that district teams must create an intentional process for gathering information on the child's functioning in all three outcome areas. The Wisconsin Model Early Learning Standards (WMELS) are an excellent resource for looking at the child's functioning across all areas of development. And, the standards have been cross-walked with the three child outcomes.

It is recommended that you develop a **system** of regular, ongoing two-way communication with parents. This will enable you to gather information about how the child is functioning in everyday routines at home, such as mealtimes or bedtime

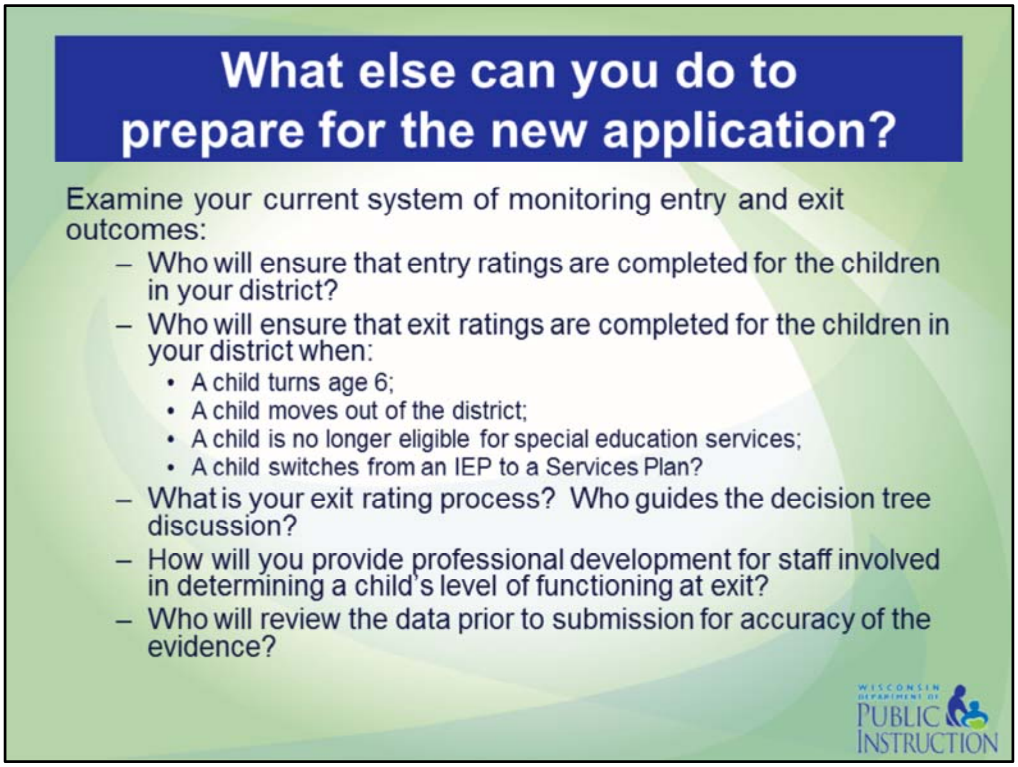
A frequently asked question is how to rate a child if he or she leaves the district unexpectedly. When information on the child's progress is gathered through ongoing assessment, then the information needed to rate the child at exit will be there. Also, you are encouraged to develop an internal system of monitoring children who transfer into and out of your district. Exit ratings are needed for all children who receive 6 months or more of service, including children who leave the district, children who switch from an IEP to a services plan when enrolling in a private school, and children who are found to no longer be eligible for special education services.

Where can you get professional development? Your CESA Early Childhood Program Support Teacher is available to provide professional development related to Indicator 7 Child Outcomes. These positions are funded through an IDEA discretionary grant and are available to you at no cost.

Please refer to the CESA Early Childhood Program Support handout for contact information.

Professional development topics include:

- From Functional Assessment to Rating: Practice in the Rating Process
- The Assessment Process
- Using Assessment Tools
- Setting up a system to track children

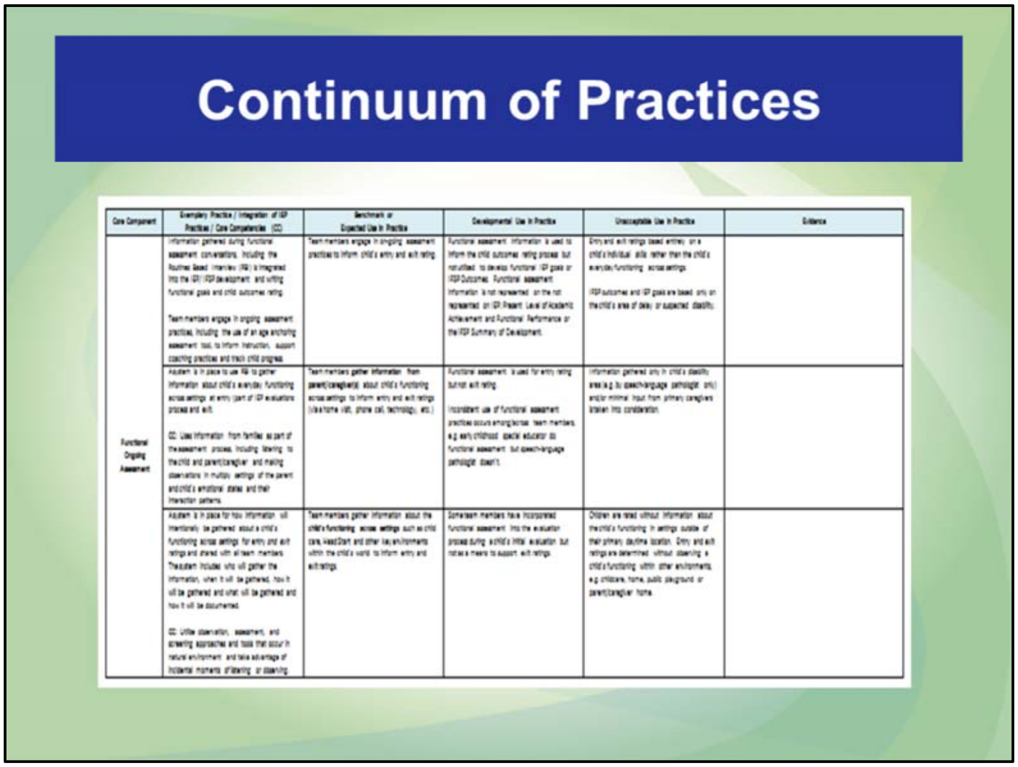


In preparation for the new application, now is a good opportunity to review your assessment practices as well as your child outcomes rating practices and your district's internal system of monitoring and reporting indicator data. Keep in mind that the new application is intended to be used in real-time as the child is being discussed. The new application will replace the Child Outcome Summary Form, the current recording tool, and the current Indicator 7 Child Outcomes application, the rating reporting tool.

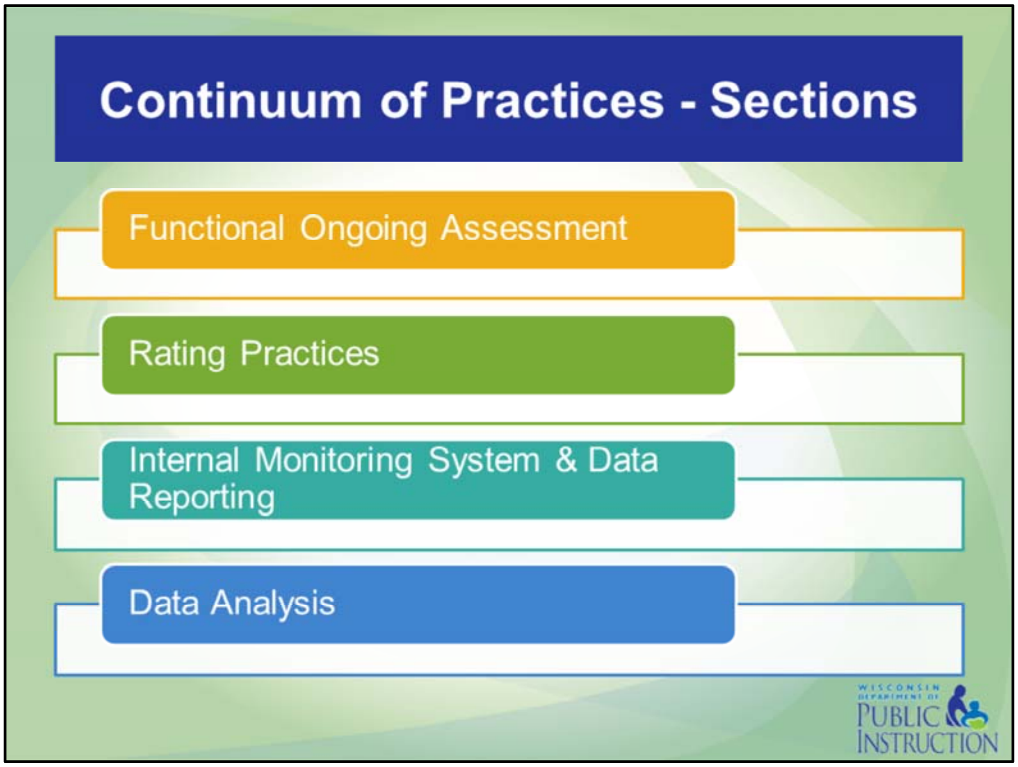
Questions to ask include:

- Who will ensure that entry ratings are completed for the children in your district?
- Who will ensure that exit ratings are completed for the children in your district?
- What is your exit rating process?
- Who guides the decision tree discussion?
- How will you provide professional development for staff involved in determining a child's level of functioning at exit?
- Who will review the data prior to submission for accuracy of the evidence?

Also to ensure a smooth transition to the new Indicator 7 Child Outcomes Application, you will want to timely complete all 2015-16 child entry and exit outcomes using the current application. All records from the current application will be moved to the new application once it is released this Fall.

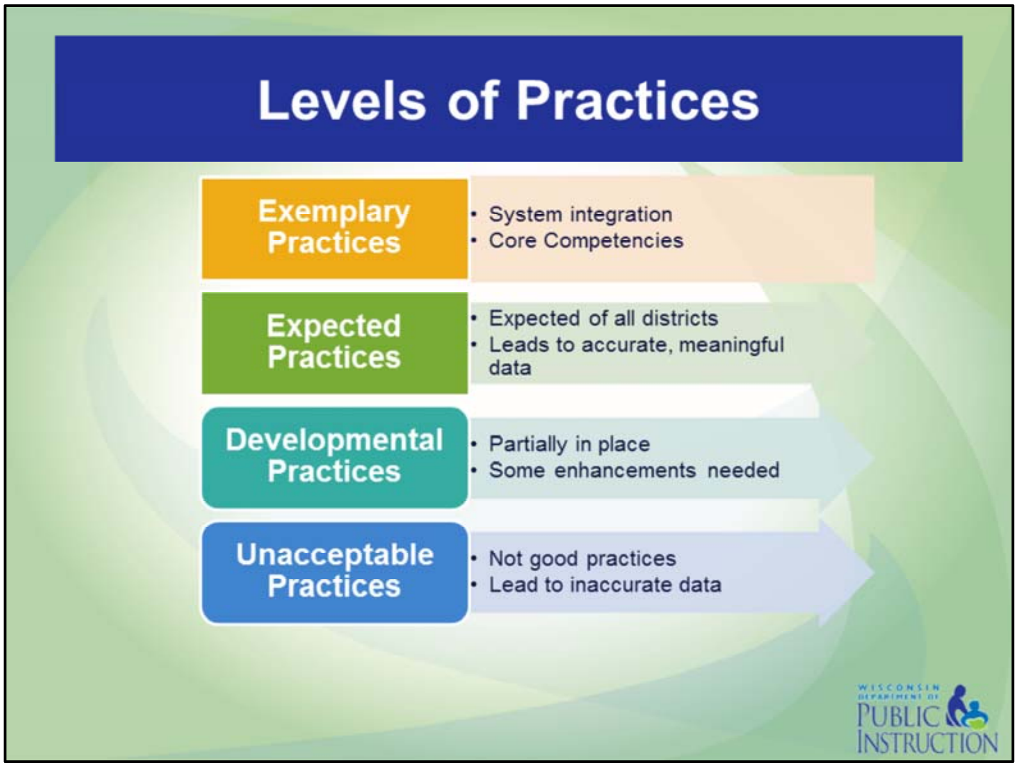


The Continuum of Practices handout on this slide is a new tool which districts can use to assess their current practices related to Indicator 7 Child Outcomes. The Continuum of Practices was developed as a Birth to Six tool for use by Birth to 3 Program staff as well district staff.



The tool is divided into four sections, or areas, related to the child outcomes work. They include:

1. Functional Ongoing Assessment
2. Rating Practices
3. Internal Monitoring System & Data Reporting
4. Data Analysis



There are four levels of practices. On the far left are the **Exemplary Practices**. These are practices which have been integrated system wide. For example, all staff working with children in the age 3-6 range is using a common assessment tool. In this column you will also see items marked with a CC. These are items listed in the Wisconsin Core Competencies for Early Childhood Professionals.

The next level lists **Expected Practices**. These are the practices which we expect all districts to be using. Use of these practices helps to ensure quality, meaningful data.

The next level is **Developmental Practices**. These are practices which are partially in place. For example, there might be some staff using an assessment tool but not everyone.

The final level is **Unacceptable Practices**. These are practices that are not good and lead to inaccurate data.

If you find that your district is using practices in the Developmental or Unacceptable levels, it is recommended that your early childhood team discusses and develop action steps to improve your practices. This handout can also be found on the Collaborating Partners website (collaboratingpartners.com), along with a document of more detailed instructions.

Coming this Fall…..

Plans are underway for providing training on the use of the new application as well as additional training on the documenting of evidence. Tentative plans are to hold up to six regional trainings in September and October. The specific dates and locations will be available in May. The training schedule will be included in the weekly email sent by the Special Education Team to directors of special education. The information regarding the training schedule will also be forwarded to you by your CESA Early Childhood Program Support Teacher.

We will begin releasing the application in October/November with all districts using the new application by January 2017.

Thank you for your participation today. If you have further questions, please feel free to contact either your CESA Program Support Teacher or Nancy Fuhrman at the Department of Public Instruction. Our email addresses are on the early childhood program support handout referenced earlier in the webinar.