



# kits

# kansas <sup>in</sup>service training system

Volume 28 Issue 1 Winter 2019

N E W S L E T T E R

## In this issue:

- *Early Childhood Outcomes 101*
- *Family Separation Policy and Toxic Stress in Children*
- *Just for Families*
- *New Service Coordination Community of Practice*
- *New To the ECRC*
- *ECRC Spotlight*
- *What Is Early Childhood Development? A Guide to the Science*
- *KITS Collaborative Calendar*

*KITS Newsletter is published quarterly and supported through a grant from the Kansas Department of Health and Environment – Infant Toddler Services. The opinions expressed herein do not necessarily reflect the position or policy of that agency or the University of Kansas, and no official endorsement should be inferred. Previous issues of the Newsletter can be downloaded from:*  
<http://kskits.org/kits-newsletters>

*Newsletter Editor:  
Kim Page, M.S.*

*Project Director:  
David P. Lindeman, Ph.D.*



**Training for Early Childhood  
Professionals and Families**

**620-421-6550 ext. 1618**

**Toll free in Kansas at**

**800-362-0390 ext. 1618**

**Email: [kskits@ku.edu](mailto:kskits@ku.edu)**

**Website: <http://www.kskits.org>**

## Early Childhood Outcomes 101

In 2014 the Office of Special Education Programs (OSEP) brought together a group of stakeholders to identify a way to ensure programs are effective in the implementation of services for early intervention and early childhood special education. The goal identified by OSEP for all children and families related to services was for service programs “To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings - in their homes with their families, in child care, in preschool or school programs, and in the community” (retrieved from <http://ectacenter.org/outcomes.asp>).

To assess the effectiveness of services, this stakeholder group identified three child outcomes (ECO):

- Children have positive social-emotional skills (including social relationships),
- Children acquire and use knowledge and skills (including early language/communication and early literacy), and
- Children use appropriate behaviors to meet their needs.

Children having positive social-emotion skills involves relating to adults, with other children, and for older children following rules related to groups and interacting with other children. This includes attachment/separation/autonomy (for example dropping off at child care), expressing emotions and feelings, learning rules and expectations, and social interaction and play.

Children acquire and using knowledge involves developing a foundation for what children will use in school. This involves thinking and reasoning, remembering, problem solving, using symbols and language, understanding the

physical world. This could look like imitation and includes early concepts such as symbols, pictures, numbers, classification, spatial relationships, as well as expressive language and other communication. For older children would be literacy and numeracy.

Children taking appropriate action to meet their needs would include taking care of basic needs, getting from place to place, using tools like a toothbrush, crayon, fork, and in older children contributing to own health and safety. For young children it would look like seeking a care giver when they feel unsafe and for older children would look like not running into the street. This area would also include the child using appropriate ways to get what they need or want (e.g., using words to ask for a cracker).

To be relevant, child outcomes should not be considered based on skills performed in isolation or outside the context of the child and family routines and activities. Outcomes must be considered in a functional way, that is meaningful to the child's every day routines and activities. This results in decisions, outcome ratings, and determinations based on the functional use of skills in a meaningful manner while reflecting the development of the child and referenced to the child and family daily routines and activities.

ECO ratings should consider the integration and demonstration of skills across settings, situations, or people. The outcomes should not be considered based as isolated skills or split based simply on developmental domains. For example, if a child would like a drink of juice, we might observe the child pointing, using the point to communicate and to make her needs known. We could also look for this skill across settings -- such as does the child do this at child care, grandmas, and home. We can also look at multiple developmental domains within each of the outcomes. Skills in a developmental domain often cross the ECO areas. For example, in the pointing example in order for the child to be able to request a drink they would need to use skill in both the communication and motor domains.

As teams make decisions and rankings related to the ECOs, the team's judgements are referenced

and based on what we would expect of typically developing peers. This is the reason that in order to identify ECO ratings one must have a solid understanding of typical development and the skills children generally possess at a given age. Age anchoring tools are a good resource in supporting providers in knowing what typically developing looks like at each age.

ECO outcomes are different than IFSP outcomes since IFSP outcomes are individualized to each child and family. ECO's scores are intended to be globalized measures reflecting development while IFSP outcomes, on the other hand, are individualized to the child and used to support developmental progress reflected in the early childhood outcomes. As a child makes progress on IFSP outcomes, then they too make progress on ECO outcomes. Therefore, each IFSP outcome should be correlated with at least one ECO outcome.

According to DEC Recommended practice, in the area of assessment, using multiple sources and methods for collecting information is an indicator for Evidence Based Practice. Therefore, when conducting assessments for ECO ratings the expectation is also to use multiple sources of information as well. Utilization of different assessments instruments and data need to be summarized across the team so that each team member can contribute to the ECO score decision. The ECO score must be a team decision and that team must include the family. For the ECO ratings, the 7-point child outcomes summary process and scale is used to describe the child's functioning across settings and situations as compared to other children his/her age. Therefore, the team needs information from the adults who know the child best. Multiple methods may include a CBA or other direct assessments, observation, parent report, and family assessment.

Team members can discuss the scores either in person, phone, or other written documentation. However, when determining the rating the team must understand the content of the three child outcomes, understand age-expected child development, know about the child's functioning across setting and situations, understand age

expectations for the child, functioning within the family's culture, and understand how to use the 7-point rating scale and rating process (see <http://ectacenter.org/eco/pages/cos.asp> for additional information). Each team member does not need expertise in each area, however as a collective team the team must have an understanding of all areas identified above in order to effectively determine a rating.

Effective team communication is critical to making an ECO determination. ECO scores determined by a strong team employing evidence-based teaming have a high probability of resulting in reliable and accurate ECO scores. A well-prepared team asking in-depth questions about the child across settings and situations is essential. For example when looking at positive social-emotional skills and asking questions like how does the child interact with familiar and unfamiliar adults, how does the child interact with peers, how does the child express themselves when experiencing emotions, how does the child respond to rules and routines at child care, how does the child handle transitions between activities, is there anything the child is doing that we would not expect for a child this age, and is there anything that we feel the child should be doing are all in depth questions that help develop reliable ECO scores.

Team fidelity with ECO scores is achievable and ECO scores are not subjective when determined by a well-trained team. Documentation should support the ECO rating the team has given. Within the "my child's story" (MCS) on the IFSP, ECO documentation should identify functional skills that the child uses in everyday settings and situations and the consistency with which they are observed, presence and absence of age-anchored skills while focusing on the child's current level of functioning, and identifying the assessment tool(s) that contributed to the information. The MCS should reflect the ECO score given, even when an independent reader is looking at the scores and who was not on the team determining the ECO score.

The exit ECO process is very similar to the entry ECO process, except for an additional question. In the exit ECO process marking whether the

child has made progress is an important additional component to an exit ECO determination. The exit ECO progress notes the growth since the ECO entry. The exit ECO rating itself still compares the child to typically developing peers, however, the progress question is individualized to the child. Both the entry and exit ECO ratings are to be independent ratings. When determining either the entry or exit ECO score the child is compared to typically developing peers. Therefore, the ECO rating score can stay the same, be lower or be higher. For a rating to stay the same, when examining the entry and exit scores, the child must have acquired additional new skills in order to maintain the same score. If the score is determined to be lower the child could have still be made progress, but did not acquire sufficient additional skills to maintain same ECO score. In either instance the child would have made process. Rarely do children not make progress. If the child shows even one new skill or behavior since the entry score then the child has made progress. Therefore, the answer to the progress questions should most often be "yes". When a child cannot be located at the time an exit rating is to be made an exit rating still must be made. The teams should review the last information collected on the child and use that information to make a rating. Exit ECO's are recommended to be made on children who cannot be located within 90 days after last home visit. All other exit ECO scores should be completed as close to child exiting services as possible and must be entered into the database within 15 business days.

Why, other than for OSEP, would programs value ECO scores? ECO scores can provide insight into general progress for a child, provide a measure of program impact, and give the state insight into overall program effectiveness and potential areas where training may necessary. For a program looking at ECO outcome scores will give insight into strength and weaknesses of the program, inform stakeholders on efficiency of the program, and support better program decisions. Basically, programs can use the ECO data to improve services to children and families.

In conclusion, ECO rating can be reliable and valid and can be used to support program decisions. The stronger the teams understanding of the ECO rating process the more reliable the ECO scores become. Families and other care givers in the child's life must be considered a part of the team. Using multiple sources and methods of information is considered evidence-based practices and are in line with the DEC Recommended Practices for Assessment. Overall, reliable rating scores are dependent on the team's knowledge and expertise of the ECO rating process. ECO ratings are the federal, state, and local programs way to better support effective decision making and better services for children and families.

#### Resources:

Early Childhood Technical Assistance Center and Center for IDEA Early Childhood Data Systems. (2018). *Age anchoring guidance for determining child outcomes summary (COS) ratings: Guidance for EI/ECSE practitioners and trainers*. Retrieved from [http://ectacenter.org/~pdfs/eco/COS\\_Age\\_Anchoring\\_Guidance.pdf](http://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf)

Early Childhood TA Center and Center on IDEA Early Childhood Data Systems (2018). *Year-to-year changes in state child outcomes data: What do they mean?* Retrieved from <http://ectacenter.org/~pdfs/eco/DataQualityTalkingPoints.pdf>

Early Childhood Technical Assistance Center & Center for IDEA Early Childhood Data Systems. (2018). *IDEA Child Outcomes Highlights for FFY2016*. Retrieved from <http://ectacenter.org/eco/pages/childoutcomeshighlights.asp>

Early Childhood Technical Assistance Center & Center for IDEA Early Childhood Data Systems (2018). *COS Process Online Module: Collecting & Using Data to Improve Programs*. Retrieved from <http://ectacenter.org/eco/pages/cos.asp#COSProcessModule>

Submitted by Tammy Wallin (785-864-1980) or email [wallint@ku.edu](mailto:wallint@ku.edu) for more information.

### Family Separation Policy and Toxic Stress in Children

On February 7, 2019, the Director of the Center on the Developing Child at Harvard University, Dr. Jack P. Shonkoff presented testimony at a hearing of the House Committee on Energy and Commerce, Subcommittee on Oversight and Investigations. The purpose of the hearing was to investigate the response of the U.S. Department of Health and Human Services to the family separation policy that was implemented at the U.S.-Mexico border in 2018.

Dr. Shonkoff testified about both the trauma that such a forcible separation can cause, as well as the long-term effects of toxic stress that continue to compound until separated children and their parents or caregivers are reunited.

The testimony provides a scientific basis for critically analyzing the effects of, and response to, the family separation policy. As Dr. Shonkoff writes, "From a scientific perspective, the forcible separation of children from their parents is like setting a house on fire. Prolonging that separation is like preventing the first responders from doing their job." To see the full testimony: [https://developingchild.harvard.edu/about/press/migrant-family-separation-congressional-testimony-dr-jack-p-shonkoff/?utm\\_source=bulletin&utm\\_medium=email&utm\\_campaign=congressional\\_testimony](https://developingchild.harvard.edu/about/press/migrant-family-separation-congressional-testimony-dr-jack-p-shonkoff/?utm_source=bulletin&utm_medium=email&utm_campaign=congressional_testimony)

Information from: The Division for Early Childhood

Did you know???

The most commonly used letter in the alphabet is E and a cat has 32 muscles in each ear?



## Just for Families

Potty training a child with special needs can be a very challenging task. The Healthy Children website offers tips and guidance help parents determine whether their child is ready to begin and then succeed in the training process. According to the article, signs of readiness is the same for all children, but at very different ages. The disabilities addressed include physical challenges, vision and hearing disabilities, continence problems, cerebral palsy, spina bifida and spinal cord injury, behavior disabilities and intellectual/developmental disabilities. To share this information with families, go to: <https://www.healthychildren.org/english/ages-stages/toddler/toilet-training/pages/toilet-training-children-with-special-needs.aspx>

Submitted by Kim Page (620-421-6550) or email [kpage@ku.edu](mailto:kpage@ku.edu) for more information.



## New Service Coordination Community of Practice

The Service Coordination Community of Practice (SC CoP) was created to recognize the value of service coordinators and give these important early intervention team members a professional home. The SC CoP offers service coordinators the opportunities to network with others across the nation, share SC-related resources and tips, and learn about topics relevant to providing high quality service coordination. For more information: <https://www.dec-sped.org/servicecoordinationcop>

Information from: The Division for Early Childhood

---

## New to the ECRC

Albrecht, K. (2002). *The right fit: recruiting, selecting, and orienting staff*. Lake Forest, IL. New Horizons.  
Bloom, P. (2002). *Circle of influence: implementing shared decision making and*

*participative management*. Lake Forest, IL. New Horizons.

Bloom, P. (2002). *Making the most of meetings: a practical guide*. Lake Forest, IL. New Horizons.

Bloom, P. (2007). *From the Inside out: The power of reflection and self-awareness*. Lake Forest, IL. New Horizons.

Bloom, P. (2014). *Leadership in action: how effective directors get things done*. Lake Forest, IL. New Horizons.

Bloom, P. (2016). *A great place to work: creating a healthy organizational climate*. Lake Forest, IL. New Horizons.

Copeland, T. (2019). *2018 tax companion*. St. Paul, MN Redleaf Press.

Copeland, T. (2019). *2018 tax workbook and organizer*. St. Paul, MN Redleaf Press.

Twombly, E. & Fink, G. (2013). *ASQ-3: Learning Activities*. Baltimore, MD. Brookes Publishing.

Resources are available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at [resourcecenter@ku.edu](mailto:resourcecenter@ku.edu) or (620 421-6550).



**ECRC Spotlight on:  
Transdisciplinary Play-  
Based System Play-based  
Assessment &  
Intervention**

TPBA Play-Based TPBI  
TPBC™

The Transdisciplinary Play-Based System is one of the most natural, easy-to-use assessment and intervention approaches for children birth to age 6. Trusted for more than 25 years, this popular, highly effective system helps you get accurate assessment results, develop customized play-based intervention plans, identify children's service needs, and evaluate child progress.

At the heart of the system is a fun and naturalistic play session where children are relaxed and engaged. Focusing on what children can do instead of what they can't, TPBA2 elicits more meaningful

and accurate results than many traditional assessment strategies. Assessment data is easily linked to individualized, play-based intervention activities with TPBI2.

## Benefits

The TPBA2 and TPBI2 system:

- is play-based and child-directed, so children are relaxed, engaged, and motivated
- directly links assessment and intervention
- aligns with DEC and NAEYC guidelines
- keeps parents involved
- focuses on what children can do instead of what they can't
- helps you determine a child's eligibility for services

All information retrieved from:

<https://brookespublishing.com/product/tpba2-tpbi2/>. Resources like the TPBA are available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at [resourcecenter@ku.edu](mailto:resourcecenter@ku.edu) or (620 421-6550).

### Contact the KITS

#### Early Childhood Resource Center

(620) 421-6550 ext. 1651

Toll free in Kansas: (800) 362-0390 ext. 1651

Email: [resourcecenter@ku.edu](mailto:resourcecenter@ku.edu).

Our entire catalog is searchable online at [KITS ECRC](http://kskits.org/ecrc/) or <http://kskits.org/ecrc/>

---

## What Is Early Childhood Development? A Guide to the Science

Healthy development in the early years (particularly birth to three) provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation. What can we do during this incredibly important period to ensure that children have a strong foundation for future development? The Center on the Developing Child created this Guide to Early Childhood Development (ECD) to help parents, caregivers, practitioners, and policymakers understand the importance of early childhood development and learn how to support children and families during this critical stage.

### Step 1: Why is Early Childhood Important

#### [Brain Hero](#)

[InBrief: The Science of Early Childhood Development](#)

[InBrief: The Science of Early Childhood Development](#)

[Five Numbers to Remember about Early Childhood Development](#)

### Step 2: How Does Early Child Development Happen?

[Three Core Concepts in Early Development](#)

[8 Things to Remember about Child Development](#)

[InBrief: The Science of Resilience](#)

### Step 3: What Can We Do to Support Child Development?

[From Best Practices to Breakthrough Impacts](#)

[Three Principles to Improve Outcomes for Children and Families](#)

[Tipping the Scales: The Resilience Game](#)

Information from: Center on the Developing Child at Harvard University

## Collaborative Calendar of Events

Check the KITS Collaborative Training Calendar for information  
on a variety of training event for Kansas early childhood professionals!

DATE	EVENT / LOCATION	SPONSOR / CONTACT / REGISTRATION
3-21-2019	<a href="#">Expanding Your Early Childhood Toolkit</a>	KCCTO-KITS Infant Toddler Specialist Network <a href="http://kccto.inc@gmail.com">http://kccto.inc@gmail.com</a>
3-28-2019	<a href="#">Part C Hearing Screening Training</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
4-09-2019	<a href="#">Expanding Your Early Childhood Toolkit</a>	KCCTO-KITS Infant Toddler Specialist Network <a href="http://kccto.inc@gmail.com">http://kccto.inc@gmail.com</a>
4-10-2019	<a href="#">New Coordinator Training</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
4-10-2019	<a href="#">What Do We Know: Autism Screening, Diagnosis, &amp; Supporting Young Children &amp; Families</a>	ILLINOIS MILITARY FAMILIES LEARNING - <a href="http://militaryfamilieslearningnetwork.org">militaryfamilieslearningnetwork.org</a>
4-12-2019	<a href="#">Part C Hearing Screening Training</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
4-17-2019	<a href="#">Master Coach Call</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
4-24-2019	<a href="#">Cohort 4, Local Leadership Team Meetings: Kansas Part C State Systemic Improvement Plan (SSIP) Implementation</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
4-25-2019	<a href="#">Cohort 4, Local Leadership Team Meetings: Kansas Part C State Systemic Improvement Plan (SSIP) Implementation</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
5-09-2019	<a href="#">2019 annual KAIMH Conference</a>	KAIMH - <a href="http://www.kaimh.org/conference">http://www.kaimh.org/conference</a>
5-13-2019	<a href="#">Master Coach Call</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
5-13-2019	<a href="#">Master Coach Call</a>	KITS - <a href="https://kskits.org">https://kskits.org</a>
6-04-2019	<a href="#">Fanning the Fatherhood Fire: A National Fatherhood Summit</a>	National Responsible Fatherhood Clearinghouse - <a href="http://www.fatherhood.gov">www.fatherhood.gov</a>
6-11-2019	<a href="#">Expanding Your Early Childhood Toolkit</a>	KCCTO-KITS Infant Toddler Specialist Network <a href="http://kccto.inc@gmail.com">http://kccto.inc@gmail.com</a>
6-12-2019	<a href="#">Yuck! I Don't Eat That! Nutrition &amp; Selective Eating in Young Children with Autism</a>	ILLINOIS MILITARY FAMILIES LEARNING - <a href="http://militaryfamilieslearningnetwork.org">militaryfamilieslearningnetwork.org</a>