

Section 4: Early Childhood Outcomes (ECO)

Introduction

Early ACCESS routinely collects information about children's age-appropriate functioning at entry, annual reviews and exit in order to measure the effectiveness of Early ACCESS services. This information is commonly called Early Childhood Outcomes (ECO).

Ratings and progress for three ECO areas are collected, based upon the IFSP Team's decisions. Documentation of the team's supporting evidence used to make those decisions is also required.

The following blocks provide needed information for completion of the IFSP ECO form. Specific implementation procedures are provided in other sections when the ratings are required (e.g. Initial IFSP meeting; Annual IFSP Review Meeting; and Exit from Early ACCESS).

ECO area ratings

The three ECO areas in the following table represent the critical functional skills and behaviors in which young children need to be successful in everyday activities and routines.

ECO Area	Examples
Positive Social – Emotional Skills (including social relationships)	Relating to adults and children; and following rules related to groups or interacting with others
Acquisition and Use of Knowledge and Skills (including early language and communication)	Reasoning, remembering, thinking and problem solving; understanding symbols; and understanding the physical and social worlds
Use of Appropriate Behaviors to Meet their Needs	Taking care of basic needs; getting from place to place; using tools; and contributing to child's own health and safety

Note. These areas are not separated into discrete developmental domains; therefore, they represent the complex and integrated nature of how young children develop.

ECO decision requirement

When determining a child's outcome rating and progress on the ECO Summary, the IFSP team must consider information gathered from multiple methods and sources. These data provide the evidence for determining the child's level of functioning and progress.

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ECO ratings

IFSP Teams use a 7-point rating scale to decide to what extent a child functions in ways considered age-appropriate with regard to the ECO areas. An outcome rating is determined based on a child's:

- Current level of functioning demonstrated across settings and situations;
- Functioning using assistive technology or special accommodations, if applicable; and
- Performance of skills and behaviors compared to age appropriate expectations.

The following table provides the seven ratings from which a team would choose one for each of the three ECO areas.

Outcome Rating	Outcome Rating Definitions and Descriptions:	
Age Appropriate		
7	Completely	<ul style="list-style-type: none"> • Functioning expected for his or her age in all or almost all of everyday situations that are part of the child's life • Functioning is considered appropriate for his or her age • No concerns about functioning
6	Between Completely and Somewhat	<ul style="list-style-type: none"> • Functioning generally is considered appropriate for his or her age • Some concerns about functioning
Below Age Appropriate		
5	Somewhat	<ul style="list-style-type: none"> • Functioning expected for his or her age some of the time and/or in some situations • Functioning is a mix of age appropriate and not age appropriate • Functioning might be described as like that of a slightly younger child
4	Between Somewhat and Emerging	<ul style="list-style-type: none"> • Functioning rarely shows the use of age appropriate skills and behaviors.

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ECO ratings
(continued)

Outcome Rating	Outcome Rating Definitions and Descriptions:	
3	Emerging	<ul style="list-style-type: none"> • Does not yet show functioning expected of a child of his or her age in any situation • Skills and behaviors include immediate foundational skills upon which to build age appropriate functioning • Functioning might be described as like that of a younger child
2	Between Emerging and Not Yet	<ul style="list-style-type: none"> • Uses some immediate foundational skills across settings and situations
1	Not Yet	<ul style="list-style-type: none"> • Does not yet show functioning expected of a child his or her age in any situation • Skills and behaviors do not yet include any immediate foundational skills upon which to build age appropriate functioning • Functioning might be described as like that of a much younger child

Note. See *DECISION TREE FOR ECO SUMMARY RATINGS* and *GUIDANCE FOR UNDERSTANDING ECO* documents for guidance.

Progress
decisions

At Annual IFSP Review Meetings and when the child exits from Early ACCESS, IFSP Teams determine if the child has gained any new skills or behaviors while receiving Early ACCESS early intervention services. At any Initial IFSP Meeting, IFSP Teams will check “*Not Applicable because this is the child’s Initial IEP Meeting*” on the ECO Summary.

A child’s progress is determined based on any of the following:

- Acquisition of a new skill or behavior;
- More independently demonstrates mastery of a skill or behavior;
- Progresses toward achieving annual goals; or
- Improves the quality when performing a skill or behavior.

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Required ECO rating schedule

Ratings and data collection for Early Childhood Outcomes is required for the following times. More specific procedures are provided in other sections of the Procedures Manual.

Required Data Collection Times	Example	Procedures Located in Section...
Entry to Early ACCESS services	When child is determined eligible for and begins receiving Early ACCESS services	Initial IFSP Meeting
Annually	As child continues to receive Early ACCESS services, annually after Initial IFSP meeting.	Annual IFSP Review Meeting
Exit from Early ACCESS	When child is transitioning to Part B or other services; moving out of state; or discontinuing services due to inability to contact or locate the family.	Exit from Early ACCESS

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Procedures for completing IFSP ECO form

Specific implementation procedures are provided in other sections when the completion of the IFSP ECO forms is required (e.g. Initial IFSP meeting; Annual IFSP Review Meeting; and Exit from Early ACCESS).

Federal indicator of ECO

√ C3
ECO

Data about early childhood outcomes are collected and reported annually in a federal indicator in order to show Regional and State performance of this requirement. All states collect and report ECO data. Each AEA/Early ACCESS Region collects and reports data to meet the state performance target, which is reported in the Part C Annual Performance Report available at www.iowa.gov. Iowa collects Indicator C3 data on the IFSP ECO pages.
