ECO Data Reporting

Child Information

First Name _____ Last Name _____
Birthday _____ MCI #_____

ECO Rating

ECO Type: ☐ Entry ☐ Exit   **Date Finalized:** _____
                                       (Date the rating was determined)

1. Positive Social Emotional Skills (including social relationships) – circle one number below

1	2	3	4	5	6	7

☐ **Yes** ☐ **No**   Has the child made progress since entry data was collected?
(check one when collecting exit data only)

2. Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for 3-5 year olds) – circle one number below

1	2	3	4	5	6	7

☐ **Yes** ☐ **No**   Has the child made progress since entry data was collected?
(check one when collecting exit data only)

3. Use of Appropriate Behaviors to Meet Needs – circle one number below

1	2	3	4	5	6	7

☐ **Yes** ☐ **No**   Has the child made progress since entry data was collected?
(check one when collecting exit data only)

ECO Data Collected by: _____

Determining the ECO Rating (1-7) for Entry and Exit Data

<u>Directions:</u>

1. Early Intervention Programs must use some type of progress monitoring information to assist in measuring child outcomes. Starting November 1, 2011, Early Intervention Programs will have options in addition to Work Sampling System and the Ounce Scale to assist with measuring child progress. The progress monitoring data can include combinations of information from authentic assessment tools, ongoing progress notes, data from IFSP/IEP goal accomplishment, eligibility assessment information, and parent and clinical observations in a variety of natural environments.

2. Using this progress monitoring information, the Definitions for Early Childhood Outcome Ratings, and the Decision Tree for Early Childhood Outcome Ratings, choose a rating from 1 – 7 for each of the three Early Childhood Indicators.

3. Some additional considerations when determining the rating are:
    a. Ratings should take into account the child's functioning across a full range of situations and settings. Consider information from parents and family members, caregivers or child care providers, and other IFSP/IEP team members
    b. Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. Ratings should convey the child's functioning across multiple settings and in everyday situations, *not* his/her capacity to function under unusual or ideal circumstances.
    c. If the child is from a culture that has expectations that differ from published developmental milestones, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.
    d. If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age.

4. When making a rating for exit data when there is already a 1- 7 rating for entry data, you must indicate whether or not the child has made progress since the entry data was collected. The determination of progress is a yes/no question. Select 'yes' to indicate that progress has been made when there is any increase in the child's performance. Progress can be reflected in:
    a. An improved score on a child measurement tool;
    b. A change in the developmental age score on a child measurement tool;
    c. A single new skill that was reached; or
    d. The child needing less assistance to perform a skill.

Definitions for Early Childhood Outcome Ratings

Overall Age Appropriate	**Completely** *means*:	**7**	• 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
Overall Not Age Appropriate	**Somewhat** *means:*	**5**	• Child shows functioning expected for his or her age **some of the time and/or in some settings and 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.
	Nearly *means:*	**3**	• Child does **not yet** show functioning expected of a child of his or her age in any situation. • Child uses **immediate foundational skills,** most or all of the time, across settings and situations. Immediate foundational skills are the 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.
	Not yet *means*:	**1**	• 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 functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a **much younger child**.

Immediate Foundational Skills are earlier skills and behaviors that that serve as a foundation and are conceptually linked to the later skills. Later skills build on these immediate foundational skills in predictable ways. Teachers and therapists typically use the earlier skills to help children move to the next higher level of development. For example, children play along-side one another before they interact in play.

Decision Tree for Early Childhood Outcome Ratings (1-7)

Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

No
(Consider rating 1-3)

Yes
(Consider rating 4-7)

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

Is the child's functioning age-appropriate across all or almost all settings and situations?

No

Yes

No

Yes

To what extent is the child using immediate foundational skills across settings and situations?

To what extent is the child's functioning age-appropriate across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

Uses skills that are not yet immediate foundational

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time across settings and situations

Occasional use of age-appropriate skills; more behavior that is not age-appropriate

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Yes

No

1

2

3

4

5

6

7