

Determining ECO Ratings Using the Decision Tree

1. Introduce the child's family to the ECO data collection process

- Explain the rationale for gathering ECO data to the family or caregiver.
- Explain the three child outcomes to the family and provide functional examples of each indicator.
- Share the tools that you may use to gather information (e.g., authentic assessment tool, observations, conversation starters, Decision Tree, etc.).

2. Complete the required authentic assessment tool.

- Determine which authentic tool is being used in your program (check with your supervisor if you are unsure) and choose the appropriate tool and age range for the child.
- Over time, using the authentic assessment tool, collect observations of the child during typical activities and routines.
- Gather input from the family, caregivers and other IFSP/IEP team members. The Conversation Starters handout can assist with gathering information about the child's functional skills in each of the child outcome indicators.
- Organize this information so that you can begin to create a picture of the child's functional skills in different activities and environments. Use this developmental information to score items on the authentic assessment tool.
- Use the crosswalk for the authentic assessment tool in order to match the items from the authentic assessment tools with the three child outcome indicators.

3. Use the Decision Tree to determine an ECO rating for each child outcome indicator.

- For each child outcome indicator, refer to the developmental information you have on the child and answer the questions on the Decision Tree. Start at the top of the page, working down until you determine the appropriate rating at the bottom of the page.
- Review the definition of an immediate foundational skill.
 - Immediate Foundational Skill: Earlier skills and behaviors that serve as a foundation and are conceptually linked to later skills. Later skills build on 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.

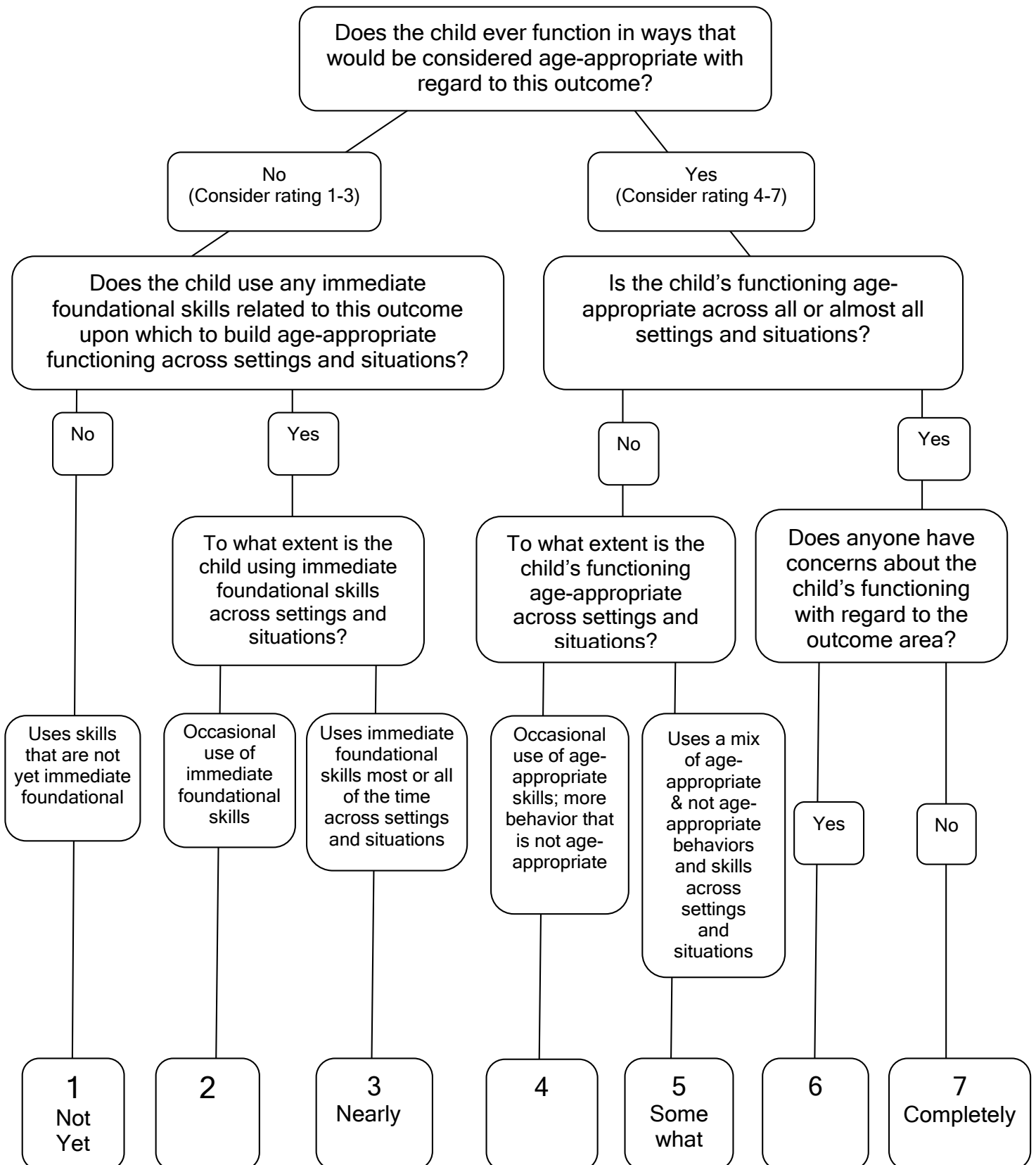
4. If gathering exit ECO data, determine if the child has made progress since entry ECO data was collected.

- Follow steps 1 to 3 above to determine a rating for each indicator. In addition, you will also determine whether the child has made progress since entry into the program.
- Review information about the child's functional skills at his/her entry to the early intervention program.
- Review the list below to determine if the child has made progress. 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 assessment/evaluation tool;
 - b. A change in the developmental age score on a child evaluation tool;
 - c. A single new skill that was reached; or
 - d. A child needing less assistance to perform the skill.

5. Record the rating on the ECO Data Reporting Form and ensure that information is entered into Pelican.

- Determine local program procedures for information that should be completed and maintained in a child's record for ECO data collection and follow the protocol for your program.
- Complete the ECO Data Reporting Form (version A or B) that is required in your early intervention program.
- Ensure that the ratings (and if exit, progress determination) are entered into Pelican for each outcome

Decision Tree for Early Childhood Outcomes Ratings



Definitions for ECO Ratings

Overall Age Appropriate	Completely <i>means:</i>	7	<ul style="list-style-type: none"> Child demonstrates functioning as 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	<ul style="list-style-type: none"> 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 <i>means:</i>	5	<ul style="list-style-type: none"> Child is functioning as 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	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
	Nearly <i>means:</i>	3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <i>means:</i>	1	<ul style="list-style-type: none"> 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 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.