



Preschool PLAAFP and ECO Decision Tree

How to document Early Childhood Outcomes in Present
Levels of Academic Achievement and Functional
Performance

Welcome to this ACHIEVE Preschool Module 3 (read title)



Why ACHIEVE?

Legacy system was cutting edge when launched in 2005

ACHIEVE was designed with intent to:

- Assist teams in **designing** services and supports for the INDIVIDUAL.
- Maximize system functions to support practices (and minimize time on paperwork).
- Increase opportunities for team collaboration and communication.
- Increase use of the system to collect procedural compliance through system functionality and less need for people to worry about documentation.
- Have one system birth to 21.

With the hope of increasing time for providing services and supports

SKIP if participants have already heard this

We're excited to have the opportunity to speak about our new online system called ACHIEVE. As you are aware, the ACHIEVE system will be replacing the Legacy system also known as webIFSP and webIEP.

So why the change? The Legacy system was cutting-edge technology when it was released in 2005. So as you can imagine, it was time to upgrade the system to allow for new and improved features and functionality.

This new system was designed with the intent to mirror the language in the SDI framework.

Additionally, it was designed to support practice and minimize time on paperwork, and to increase opportunities for team collaboration and communication. This communication and collaboration includes families who will now have access to the family portal through the ACHIEVE system. In this family portal, we will be able to communicate and share information and documents with parents in a timely manner.

ACHIEVE Was also designed in a way that will help to ensure procedural compliance through the documentation.

Lastly, this one system will be utilized for learners Birth to 21.

Ultimately, ACHIEVE was designed for ease of use and minimize time on paperwork so teams can increase time in providing service and supports to

learners



What's New in ACHIEVE to Support: Preschool PLAAFP and ECO

- Early Childhood Outcomes (ECO) are entered as part of the IEP Present Levels of Academic Achievement and Functional Performance (PLAAFP), no longer a separate form.
- ECO ratings are determined using the ECO Decision Tree.
- ECO summaries for an initial IEP can be auto-filled with information from the Educational Evaluation.

Read bullets



Learning Objectives

Participants will be able to...

- Document a preschool child's skills and abilities within each of the three Early Childhood Outcome (ECO) Areas on the PLAAFP page.
- Complete the ECO Decision Tree for each ECO area.

Go through each objective for this training



Connection to the Cross-Disciplinary EC Competencies

Family Centered Practice

- Provides information, guidance, and education to families about child development and their child's health and safety needs.

Evidence-Based Intervention

- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.
- Incorporates evidence-based practices across learning opportunities (activities and routines) within child's home, community, and classroom.



In 2019, Iowa adopted the Cross Disciplinary Early Childhood Competencies for professionals from multiple disciplines within early intervention and early childhood special education.

As part of the ECO section of ACHIEVE, IEP Teams will be using many of the competencies described across all four of the areas listed.

In graphic: Coordination and Collaboration; Family Centered Practice; Evidence Based Intervention; and Professionalism

Specifically, this training promotes the three Cross-Disciplinary Competency Indicators shown here on this slide

Click the link in the slides to view the Cross-Disciplinary Early Childhood Competencies:

https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/Cross-Disciplinary-Competency-Areas-and-Indicators_Table.pdf

SDI Framework

DIAGNOSE FOR INSTRUCTIONAL DESIGN	DESIGN FOR INSTRUCTIONAL DELIVERY	DELIVER FOR LEARNER ENGAGEMENT
<i>Use RIOT & SCIL in order to:</i>	<i>With a team who has relevant and specialized knowledge, develop a plan which:</i>	<i>Use evidence-based, high-leverage practices in order to:</i>
<ol style="list-style-type: none"> 1. Define areas of concern and verify potential reasons for the concern 2. Identify strengths, interests and preferences that sustain learner engagement 3. Determine critical supports needed for learner success 	<ol style="list-style-type: none"> 4. Incorporates evidence-based practices aligned to learner needs 5. Aligns to the Iowa Core and is age appropriate 6. Maximizes opportunities for access and engagement 	<ol style="list-style-type: none"> 7. Deliver the instruction as designed and monitor instructional fidelity 8. Monitor learner progress 9. Adjust instruction as necessary based on learner progress and instructional fidelity
SUPPORT ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS		

The SDI Framework helps us think through the critical components that are needed to support learners.

This training will include practices that support the first component area of the Iowa SDI Framework: Diagnose for Instructional Design



Early Childhood Outcomes (ECO)

Positive Social-Emotional Skills
Acquisition and Use of Knowledge and Skills
Use of Appropriate Behaviors to Meet Needs

Now we are going to do a quick review of the Early Childhood Outcome areas including background information about the areas as well as how and why this information is collected.



Early Childhood Outcomes

Why Establish Three Early Childhood Outcomes?

- For many young children with disabilities, receipt of high-quality services will allow them to move closer to age-expected functioning than they would have been able to without those services.
- Documenting children’s movement toward age-expected functioning measures the effectiveness of services at national, state, and local levels.

Reference: [Child Outcomes Summary Quick Reference Guide \(March 2021\)](#)

ACHIEVE | Iowa IDEA 9

Let’s begin with a background on the origin of child outcomes.

The Office of Special Education Programs, or OSEP, in the US Department of Education provides each state with funding for the provision of early intervention and preschool special education services. Congress requires that the US Department of Education provide information on whether these services are making a difference for young children with disabilities and their families.

To that end, OSEP supported a stakeholder process to identify what outcomes should be measured for early intervention and preschool special education and what should be reported about those outcomes. Between 2004 and 2005, stakeholders, such as early intervention and preschool special education staff and administrators, families of children with disabilities, researchers, advocates, and others, provided input on the outcomes. After considering many alternatives, the stakeholders recommended that data be collected on three child outcomes to measure the effectiveness of the services.

- For many young children with disabilities, receipt of high-quality services will allow them to move closer to age-expected functioning

- than they would have been able to without those services; and,
- Documenting children’s movement toward age-expected functioning measures the effectiveness of services at national, state, and local levels.

If the presenter wants more information to prepare, the information on this slide is based upon this reference and may be a good resource to view prior to presenting: [Child Outcomes Summary Quick Reference Guide \(March 2021\)](#) (See Section “Why Child Outcomes”)



ECO Data Collection

Each state is required to report how infants, toddlers, and young children receiving Early Intervention (Early ACCESS) and Early Childhood Special Education services are doing in each ECO area when they begin those services and again when they exit those services.

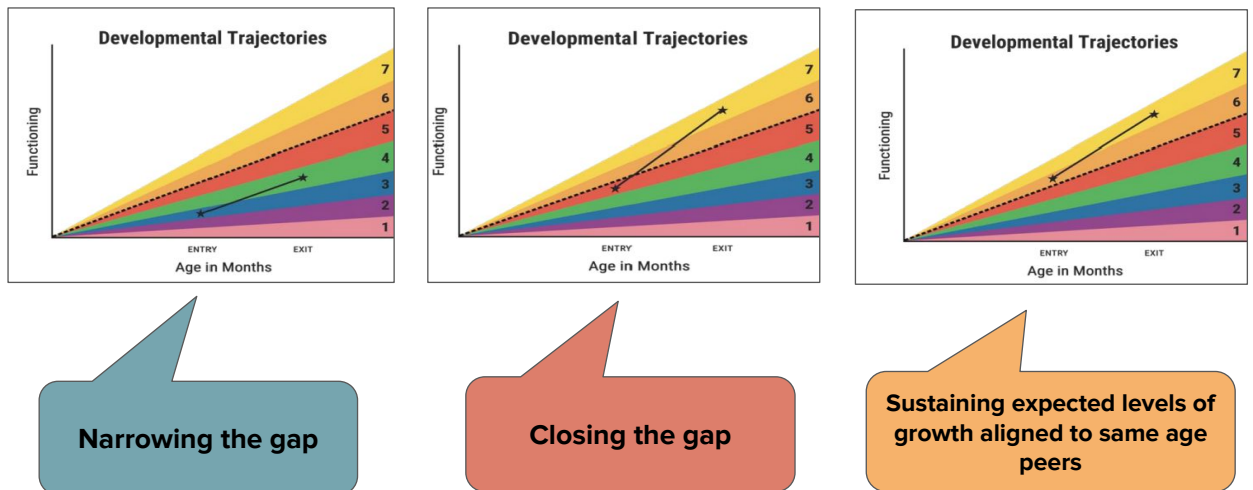
In Iowa, we use the ECO rating statements to determine how our young learners are doing when they enter services, annually at the IFSP or IEP meeting, and then again when they exit, or leave those services.

The ECO rating statements for preschool are collected in ACHIEVE, as part of the PLAAFP and using the ECO Rating Tree. Those data are then summarized and reported to the Office of Special Education Programs (OSEP) in the following ways...

So when and how is the ECO information collected?

Read slide

Early Childhood Outcomes: Measuring and Describing Progress



The ECO descriptions are used to look at and report progress during the child's time in early intervention and/or ECSE services.

The skills children master at different ages can be measured and described in the context of rates of growth. You will see in the graph the different ratings represented by a color, as well as the number, to the right of the graph.

The dotted line represents typically developing peers

This first graph shows us how we report children who have a rate of growth that is narrowing the gap between children participating in Early ACCESS and ECSE services and their peers not experiencing delays in development and learning. You can see how this child entered services at a rating of 3 and left services with a rating of 4. This is a child who narrowed the gap with typically developing children.

The second graph is an example of a child who closed the gap. You can see this child entered services at a rating of 5, below their peers, but exited at a 7, so they closed the gap.

The third graph shows a child who sustained expected levels of growth aligned to his or her age. This child started services functioning at the same level as typically developing peers and left services still functioning as age-expected.

These three graphs represent how the ECO descriptions are reported to show how many children narrowed the gap, closed the gap, or maintained expected levels of growth.



Early Childhood Outcomes

What ECO looks like in Current (Legacy) System:

- Not fully integrated into the evaluation or the IEP.
- Focuses on ECO Rating (1 through 7).
- Decisions based on isolated evaluation and assessment data.

What ECO looks like in ACHIEVE:

- Integrated into Evaluation and IEP PLAAFP.
- Documents functional skills while learner participates in routines and activities.
- Promotes meaningful discussion of learner's skills and current levels of performance.

What ECO looks like in our Current (Legacy) System. 1) May not be meaningful or integrated into the evaluation and assessment of children's abilities or areas of concern; 2) It focused on the rating and may have been seen as a "number" we need to collect - teams were not exactly sure why or what it is used for; 3) Decisions may be based on limited information, gathered in isolation, and/or a subjective estimation of abilities.

Right side of slide (appears with a click): In ACHIEVE, ECO areas are more clearly integrated into the educational evaluation and IEP process through the PLAAFP. For example, during the educational evaluation, teams will be able to document learners performance, progress, and educational needs by "Tagging" children's abilities, strengths, and needs demonstrated during routines and within the ECO areas; and 2) Summarizing children's functional skills by describing the abilities in comparison to age appropriate expectations for the child's age instead of focusing on a "rating or number".

Documentation of preschool learners' skills and abilities will continue to represent information gathered during educational evaluations, ongoing assessments, observations of behaviors, conversations with families, and outside reports.

PLAAFP within Early Childhood Outcome Areas

In ACHIEVE, IEP teams will summarize a learner's skills and abilities in each ECO area in the context of daily routines and activities on the PLAAFP

Early Childhood Outcomes (ECO) Areas Autofill with ECO Summaries

Complete the information required for each area or click the Autofill with ECO Summaries button to pull statements from previous decision.

Positive Social-Emotional Skills ^

Identify the learner's skills and abilities during routines and activities*

Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation
Not yet determined

ECO Ratings are required Launch ECO Decision Tree

Acquisition and Use of Knowledge and Skills v

Use of Appropriate Behaviors to Meet Needs v

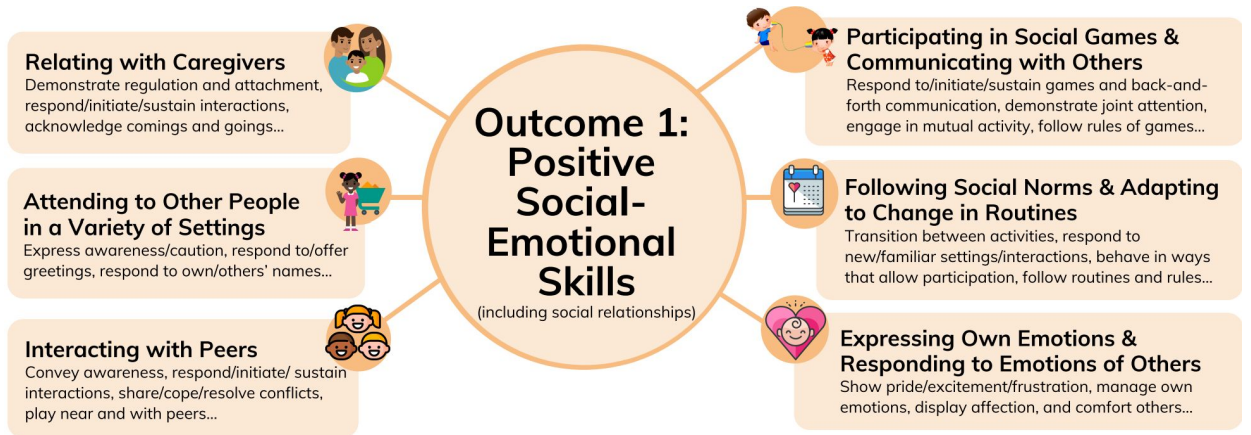
ACHIEVE | Iowa IDEA 12

This is a screenshot of how IEP teams will capture a child's present levels within each ECO area in ACHIEVE.

Since the early childhood outcomes are not domain-specific and include multiple domains or developmental areas in each outcome, teams will want to gather and summarize information about a child's functioning within the context of routines and activities. This may take many forms, including observing children doing things they typically do, interviewing families, and completing curriculum-based, criterion referenced assessments. By describing children's PLAAFP within the ECO areas, the IEP Teams will provide rich information about the child's social relationships, engagement, and independence in the context of all that happens in a typical day, and support the respective description of children's current functioning in comparison to age expectations.

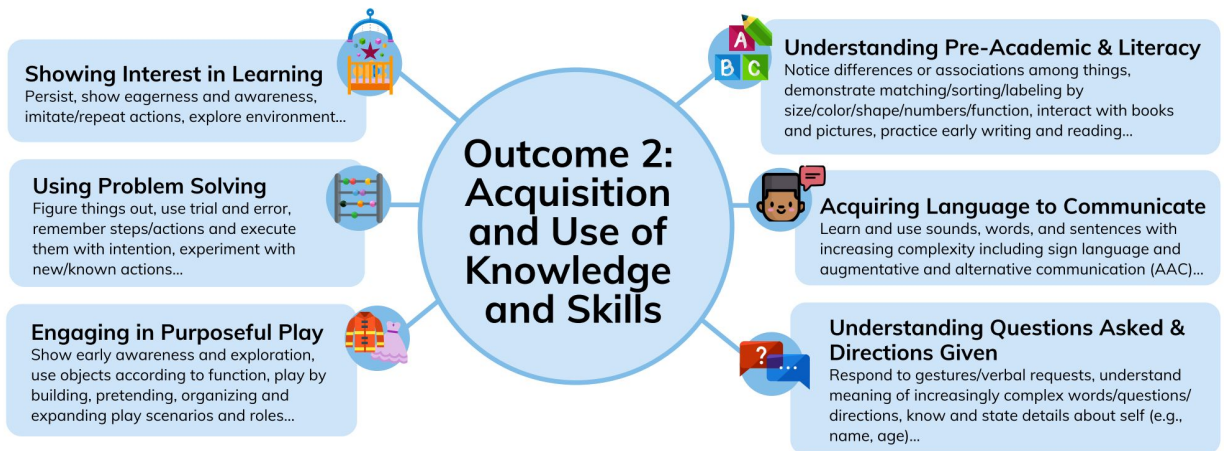
Now we will do a quick review of the three ECO areas

Positive Social-Emotional Skills



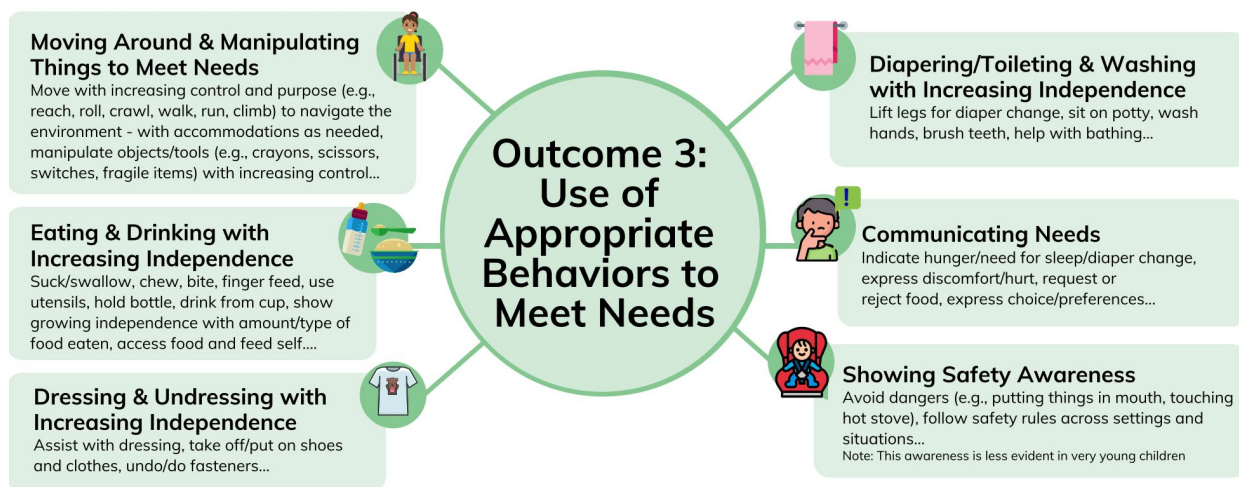
The first early childhood outcome area focuses on children having positive social relationships. This means having good relationships with adults and playing well with other children. It also includes skills and behaviors such as being able to separate from an adult when dropped off at child care, expressing emotions and feelings appropriately, following rules and expectations in different settings, and sharing and taking turns.

Acquisition and Use of Knowledge and Skills



The second outcome is that children acquire and use knowledge and skills. This outcome involves many skills that provide the foundation for later success in school such as thinking, reasoning, remembering, problem solving, understanding symbols, and learning new words. This outcome includes understanding the concepts of more and less and understanding the physical world, such as knowing that a ball will roll and ice will melt. The outcome also includes being able to repeat sounds, gestures, and words; expressive language and other communication skills; and, for older children, early literacy and numeracy.

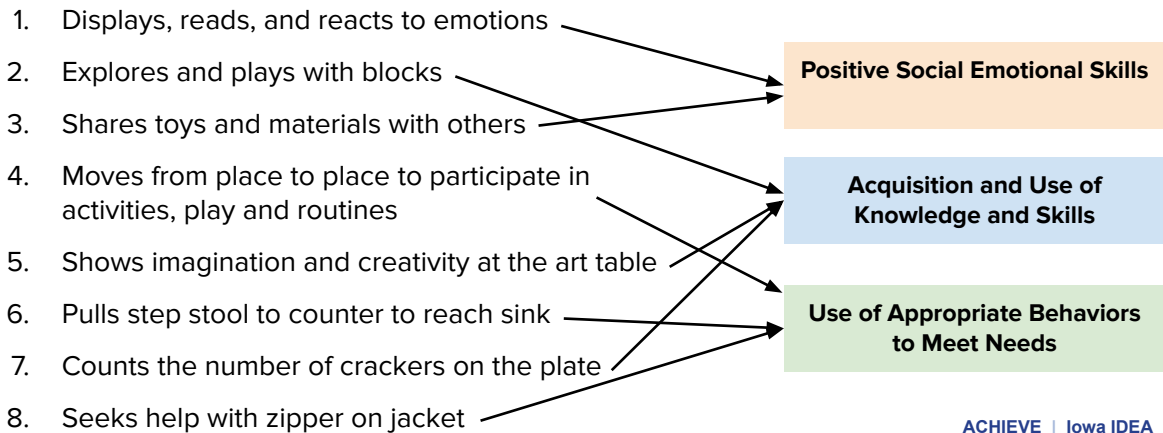
Use of Appropriate Behaviors to Meet Needs



The third outcome is that children take appropriate action to meet their needs. Over the early childhood years, children become increasingly independent. This outcome includes taking care of basic needs like hand washing and going to the bathroom, getting from place to place, using tools like a fork or a toothbrush, and knowing not to run into the street. It also includes using motor skills to get something the child wants such a pulling up a stool, using words or gestures to request more crackers, and other appropriate ways to get what the child needs or wants.

Let's Practice

For each specific skill that children might demonstrate, write down or think about which outcome area would be a match:



Let's practice identifying how different skills and behaviors might contribute to the different outcome areas.

You see a list here of specific skills that children might demonstrate; pause the recording and write down or think about which outcome area would be a match. And remember, many of these skills will contribute to more than one outcome area, so while we will focus just on matching to one area for this activity, there may be more than one correct answer. Once you are ready, restart the recording and we will go through the answers.

(Arrows will show as you click and talk through each skill)



Writing the PLAAFP ECO Summary

Multiple Methods and Sources of Information

Involves **multiple sources** of information

- Information from a child's family and other significant individuals in the child's life.

Includes **multiple measures**

- Observations,
- Interviews,
- Direct assessments

Use measures appropriate for the child's age and level of development with consideration to sensory, physical, communication, cultural, linguistic, social, and emotional characteristics

In ACHIEVE, as teams are writing the PLAAFP ECO summaries, they will use information from multiple sources to describe how a child is functioning.

Recommended assessment practices include:

- multiple sources of information, such as the child's family and others who know the child; and
- multiple measures, including observation, interviews, and direct assessments that are appropriate for the child's level of development and individual characteristics.

Examples of Crosswalks: Developmental Areas by ECO Areas

Crosswalk between OSEP Child Outcomes and the AEPS[®] Three to Six (Level II)

Outcome 1: Positive social-emotional skills

- Cognitive**
- Evaluates solutions to problems
 - Makes statements and appropriately answers questions that require reasoning about objects, situations, or people
 - Engages in games with rules

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Uses conversational rules
- Establishes and varies social-communicative roles

Social

- Interacts with others as play partners
- Initiates cooperative activity
- Resolves conflicts by selecting effective strategy
- Initiates and completes age-appropriate activities
- Watches, listens, and participates during small-group activities
- Watches, listens, and participates during large-group activities
- Follows context-specific rules outside home and classroom
- Understands how own behaviors, thoughts, and feelings relate to consequences for others

Outcome 2: Acquisition and use of knowledge and skills

Fine Motor

- Prints pseudo-letters
- Prints first name

Science

- Demonstrates understanding of color, shape, and size concepts
- Demonstrates understanding of qualitative and quantitative concepts
- Demonstrates understanding of spatial and temporal relations concepts
- Groups objects, people, or events on the basis of specified criteria
- Follows directions of three or more related steps that are not routinely given
- Places objects in series according to length or size
- Recalls events in sequence
- Recalls events that occurred on same day, without contextual cues
- Evaluates solutions to problems
- Makes statements and appropriately answers questions that require reasoning about objects, situations, or people
- Engages in cooperative, imaginary play
- Counts at least 20 objects
- Demonstrates understanding of printed numerals
- Demonstrates phonological awareness skills
- Uses letter-sound associations to sound out and write words
- Reads words by sight

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Establishes and varies social-communicative roles
- Uses verbs
- Uses noun inflections
- Asks questions
- Uses pronouns
- Uses descriptive words

Outcome 3: Appropriate behaviors to meet needs

Fine Motor

- Uses two hands to manipulate objects, each hand performing different movements

Adaptives

- Eats and drinks a variety of foods using appropriate utensils with little or no spilling
- Prepares and serves food
- Carries out all holding functions
- Washes and grooms self
- Undresses fasteners on garments
- Selects appropriate clothing and dresses self at designated times
- Fastens fasteners on garments

Social-Communication

- Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
- Asks questions

Social

- Meets physical needs in socially appropriate ways
- Follows context-specific rules outside home and classroom
- Communicates personal likes and dislikes

Teaching Strategies GOLD[®] Assessment System

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Social-Emotional 1. Regulates own emotions and behaviors a. Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.) b. follows limits and expectations (responds to changes in an adult's tone of voice, accepts redirection from adults, management classroom rules, routines, etc.) 2. Establishes and sustains positive relationships a. Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.) b. Responds to emotional cues (reacts to others' emotional expressions, demonstrates concerns about feelings of others, etc.) c. Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.) d. Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains friendships, etc.) 3. Participates cooperatively and constructively	Physical 7. Demonstrates fine-motor strength and coordination a. Uses writing and drawing tools (grasps, grips, holds tools) Language 8. Listens to and understands increasingly complex language b. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements) a. Follows directions (responds to simple verbal requests, follows detailed instructions, etc.) 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary (vocalizes and gestures, names familiar people, animals, objects, describes and tells use of items, incorporates new words) b. Speaks clearly (babbles, uses words, is understood, pronounces words correctly, etc.) c. Uses conventional grammar (uses 1-2 word sentences/phrases, 3-4 word sentences/phrases, etc.) d. Tells about another time or place (makes statements, tells stories, etc.)	Social-Emotional 1. Regulates own emotions and behaviors c. Takes appropriate actions to meet needs (indicates needs and wants, seeks to do things for self, demonstrates confidence, takes responsibility, etc.) 1. "Feeding" 2. "Toileting and Personal Hygiene" 3. "Dressing" 4. "Safety" Physical 4. Demonstrates traveling skills 7. Demonstrates fine motor strength and coordination. a. Uses fingers and hands.



To learn more, contact an AEPS[®] Sales Representative at 866-386-2666, or visit www.aepsinteractive.com.

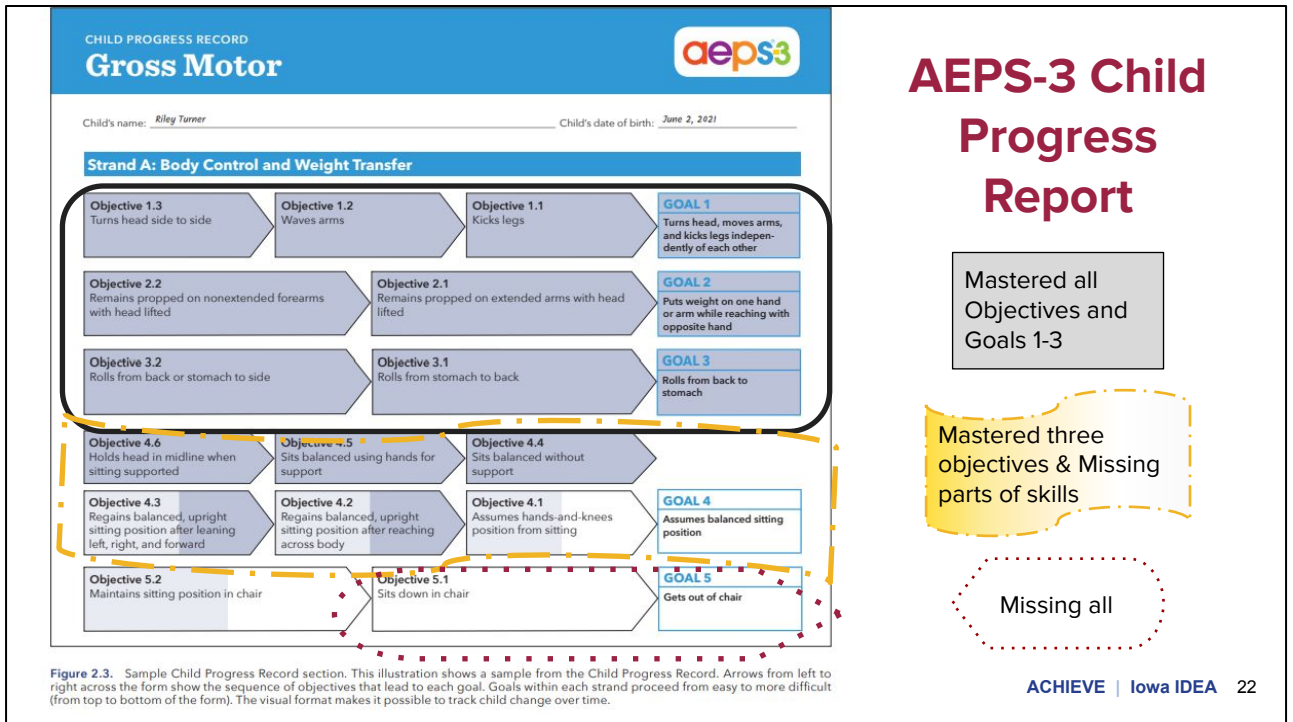
To help support writing the ECO summary statements, the IEP Team may want to utilize assessments such as Teaching Strategies GOLD to help identify children's skills across the developmental areas integrated into the three ECO areas. Both the GOLD and AEPS have developed a crosswalk of the GOLD Objectives and AEPS goals and objectives that align with each of the ECO areas to help teams consider the integrated relationship between the development and ECO areas. Both of these resources are linked on the final resource slide in this presentation.



GOLD Report Card

Knowledge, skills, and abilities						
Social-Emotional		CP1	CP2	CP3	CP4	Assessment Comments
1c	Takes care of own needs appropriately	P				Currently, Cael: Seeks to do things for self Next, Cael will: Begin to demonstrate confidence in meeting own needs
Physical		CP1	CP2	CP3	CP4	Assessment Comments
4	Demonstrates traveling skills	P				Currently, Cael: Experiments with different ways of moving Next, Cael will: Begin to move purposefully from place to place with control
5	Demonstrates balancing skills	P				Currently, Cael: Experiments with different ways of balancing Next, Cael will: Begin to sustain balance during simple movement experiences
6	Demonstrates gross motor manipulative skills	M				Currently, Cael: Is beginning to manipulate balls or similar objects with flexible body movements Next, Cael will: Manipulate balls or similar objects with flexible body movements
7a	Uses fingers and hands	M				Currently, Cael: Is beginning to use refined wrist and finger movements Next, Cael will: Use refined wrist and finger movements

Here is an example of how teams can use the existing assessment information from the GOLD assessment to support the ECO summaries. The teacher can generate a GOLD report card for the individual child and choose the objectives that correspond with the ECO areas as identified in the ECO/GOLD crosswalk. This report summarizes some of the skills the child is currently performing as well as what the child will be working on next. These skills and behaviors can be summarized in the ECO descriptions by thinking about how the child uses those skills within daily activities and routines.



Here is an example of a child progress record from the AEPS, or Assessment, Evaluation and Programming System (AEPS). This information could also be helpful in documenting the functional or foundational skills children demonstrate in order to summarize the ECO areas, write functional goals, and design specially designed instruction.

The AEPS-3 Child Progress Record helps teachers, families, and early childhood providers understand the developmental sequences, visualize paths children may follow to reach targeted goals and objectives, and recognize the next steps or skills associated with a developmental sequence. The format helps efficiently pinpoint key skills. As a child meets the standard criteria for a goal or objective, the shading indicates a child's progress.

Here is an example of what it looks like filled out: the different shades are different points in time. If it's fully shaded they have the skill mastered, if it's half-shaded, then they don't have the full skill yet (could be missing foundational or later parts, but for developmental goals, need all parts), if it's not shaded at all, they are missing all of it.

You will see in this example that for each area and strand, arrows indicate the sequence of objectives (items) that lead to each goal on the test, from left to right across the page. In addition, the sequence of difficulty for goals within each strand, from easy to more difficult, is shown clearly from top to bottom of the page.

Sample Data Collection Tool from Preschool SDI

[Child Activity/Routine Assessment Tool](#) (CARAT)

Child Activity/Routine Assessment Tool			
Date _____		Teacher's name: _____	
		Child's name: _____	
Classroom activities/routines	Activity/Routine expectations	Child's level of performance	Notes
<i>Example: Outdoor Learning</i>	<i>Run and play Explore equipment Play with other children Share toys</i>	<i>Strength: ____ Average: <u>x</u> Area of concern: ____</i>	<i>Loves to run, is not interacting with other children, runs from them when they approach, no interest in sharing toys or playing with others</i>
		Strength: ____ Average: ____ Area of concern: ____	
		Strength: ____	

Here is another example of a data collection tool that can be used to gather information about a child's functioning within the context of daily activities and routines. This a tool that is used as part of the Preschool SDI Professional Learning and coaching but could also be used by any teacher or practitioner. The Child Activity Routine Assessment Tool, or CARAT, is used by first filling out the first two columns in relation to the setting or environment the observation will take place and then the second two columns will be filled out specific to the child being observed. So for example, a preschool teacher would fill in their daily schedule and routines and the expectations for all children during that activity or routine. In this example, the teacher states that during outdoor play, she expects to see children running and playing, exploring equipment, playing with other children, sharing toys, etc. Once those first two columns are filled out, the observer would then watch the child during that routine and mark if the child's level of performance in regards to those expectations is a strength, average, or if it's an area of concern. The notes would add additional information specific to that child's functioning. In the example, the notes state....

The information gathered from this tool could be very helpful in summarizing a child's functioning across routines in the ECO areas. For example, the information included here would be helpful to include in the ECO area of positive social emotional skills, especially if the child is demonstrating similar behavior regarding peer interactions in other routines as well, such as free choice time.



Writing the PLAAFP ECO Summaries

In the text box in ACHIEVE, teams will summarize the learner's skills and strengths within that area in the **context of daily activities and routines**. Refer back to slides 18-20 for descriptions of the types of skills and behaviors that might be discussed.

Positive Social Emotional Skills **Non-Example**

Wren is functioning within typical ranges in this area. On her GOLD assessment, she is within her age color band in the Social Emotional domain. Parents report no concerns.

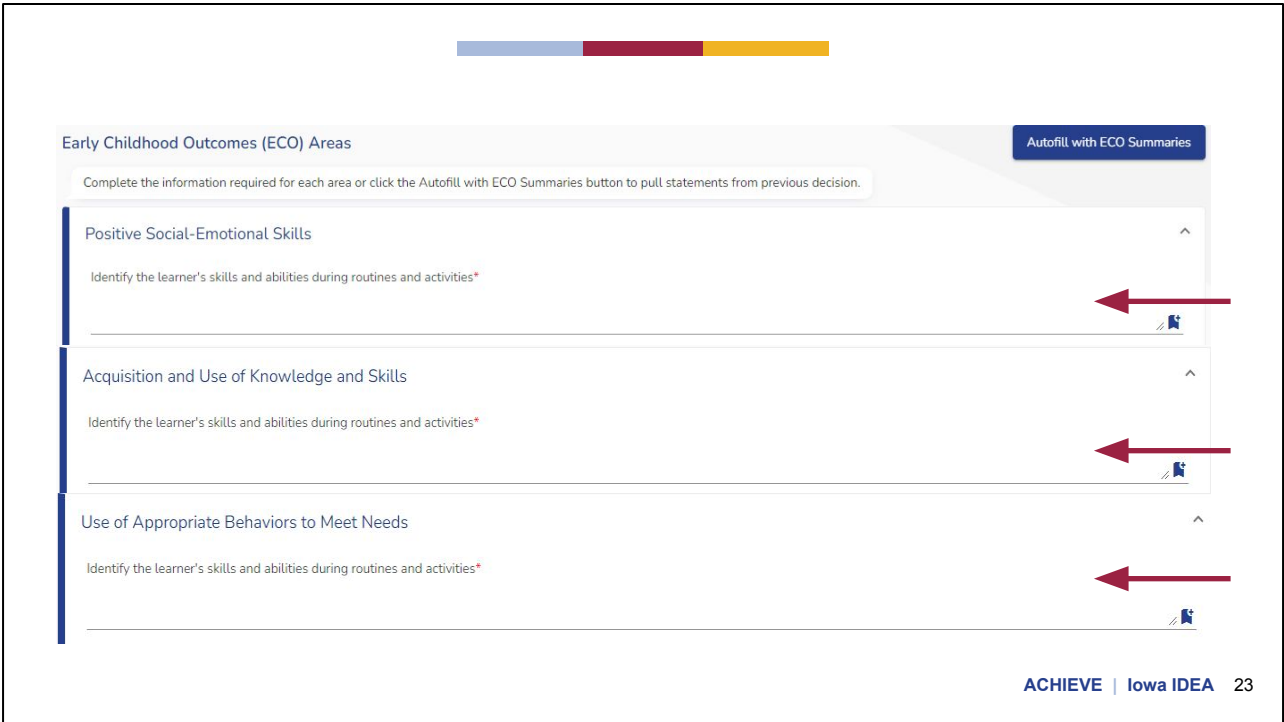
3 year old: Positive Social Emotional Skills **Better Example**

When transitioning between activities, Wren is confident and comfortable, she does not need a familiar adult's hand to make the transition. Wren will greet familiar adults with a wave and verbal greeting; with non-familiar adults, she is a little more hesitant but is able to stick with the interaction. Wren is able to play with 2-3 peers by taking turns with toys and suggesting play ideas. Wren can label her feelings in appropriate ways although when she is angry, she tends to run away and hide.

In ACHIEVE, teams will summarize the learner's skills and strengths within each ECO area in the context of daily activities and routines. Let's take a look at a couple of examples.

(Read Non-example) This non-example provides good information but it is not in the context of daily activities and routines and does not tell me what the child is able to do. While assessment information can be included, it should also provide information about how that translates into the child's skills and strengths in their naturally-occurring settings.

(Read better example) This example provides more information about the child's functioning within the context of routines and daily activities. Teams could add in the assessment information as well, as long as that is "translated" into what that looks like in day to day functioning.



This screenshot from ACHIEVE shows how teams will fill in those descriptions on the PLAAFP page for each area.

Next Step: Deciding the ECO Descriptions (ratings) using the ECO Decision Tree

- ECO Descriptions will be decided for each ECO area.
- ECO Descriptions are statements that describe the learner's functioning within that area as compared to same-age peers.
- In the legacy system, the focus was on the rating number (1-7), in ACHIEVE; teams will focus more on the statement of comparison.
- The ECO Decision Tree walks teams through a series of Yes/No questions and then suggests a rating statement based on those responses. Team can use the suggested rating statement or choose a different one.

The screenshot displays the 'Acquisition and Use of Knowledge and Skills' section. It includes a narrative about a student named Patrick. Below the narrative, there is a button labeled 'Launch ECO Decision Tree' and a status indicator 'Comparison to Age Expectation' with the value 'Not yet determined'. A red arrow points to the 'Launch ECO Decision Tree' button, and another red arrow points to the 'Comparison to Age Expectation' status. The text 'ECO Ratings are required' is visible next to the button. The footer of the screenshot shows 'ACHIEVE | Iowa IDEA 24'.

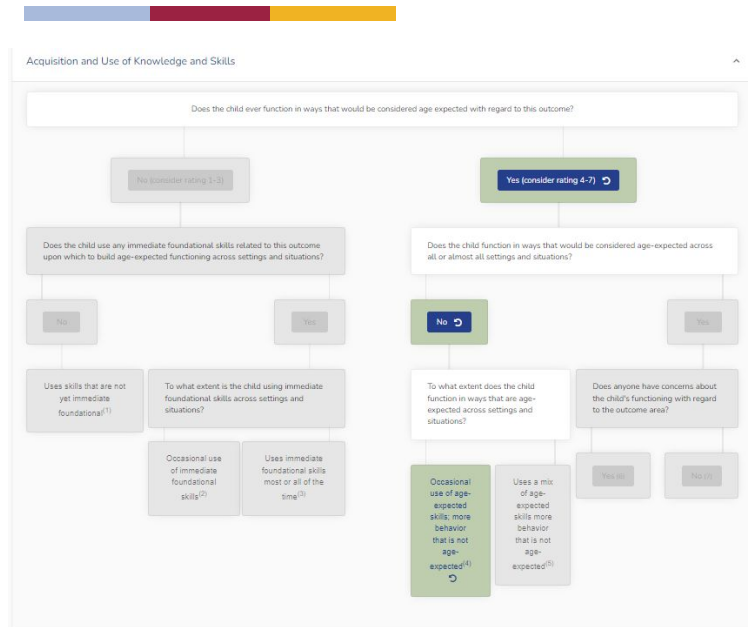
Once teams have entered in the ECO area summaries, teams will then need to make a decision about the ECO rating, or what we are now calling the ECO Description statement, using the ECO Decision Tree. In the legacy system, the focus was on the rating number (1-7). In ACHIEVE, the focus is on skills and abilities that children use to be successful in everyday activities and routines and skills children need to be successful to participate, engage, and progress in appropriate activities.

Read slide

You will notice in the ACHIEVE screenshot that within each ECO area, below the text box for the summary narrative, there is a button to launch the ECO Decision Tree. You can see that this is required and in this example, it has not been completed yet because under the Comparison to Age Expectation, it states not yet determined. This is where the description statement, or rating, will go once teams have made their decision.

Let's take a look at the ECO Decision Tree

The **ECO Decision Tree** is a series of Yes/No questions and, based on responses, an ECO statement will be suggested describing the learner's functioning compared to age expectations.



Read slide

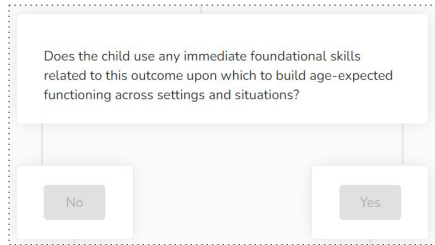
The ECO Decision tree may look familiar if teams used it when completing the ECO Summary form in the Legacy system. In ACHIEVE, the ECO decision tree is designed as an interactive tool to guide the IEP team's discussions and decision making process.

Once you launch ECO Decision Tree, as a team, review the ECO decision tree in relationship to the child's functional skills in comparison to age expectations. Based on the multiple methods and sources of information, answer the questions in the Matrix with a yes or no. The decision tree process helps teams determine ECO description statement (previously referred to as the ECO rating). (walk through the decision tree responses here)

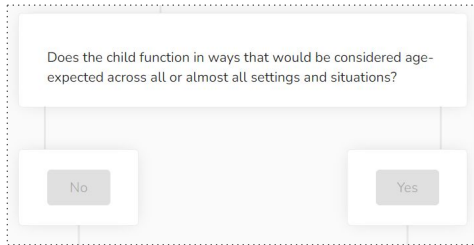
Immediate Foundational vs. Age-Expected

Immediate Foundational Skills:

Skills and behaviors that occur developmentally just prior to age-expected ones.



Age-Expected Skills: Skills and behaviors that are typical for children of a particular chronological age.



In ACHIEVE, as you work through the decision tree, you will see references to age expected and immediate foundational skills

Immediate foundational skills and behaviors are those that come just before age-expected skills in development. To understand immediate foundational skills, let's consider the example of walking. When we think about the skills that come just before children become proficient in walking, we see that they are cruising from one piece of furniture to another and taking a few unsteady steps on their own. These are examples of immediate foundational skills for walking. If a child is not showing age-expected skills but is showing the skills that come immediately before the skills expected for the age, we would describe the child as showing "immediate foundational skills." However, if in that example, the child is not showing those immediate foundational skills, so maybe they are crawling or scooting, and the child is at an age where typically developing peers are walking, then teams may answer "no" to the question "Does the child use any immediate foundational skills related to the outcome..."

Age-expected skills are exactly what the phrase says: They are the skills and behaviors that are seen in children of a particular chronological age. For example, if a child is 24 months old, age-expected skills are what a 24-month-old would be expected to do. We would describe a 24-month-old with 24-month-old skills as showing age-expected skills.



Understand Age Expectations Within the Family's Culture

For some skills, age-appropriateness is influenced by cultural expectations.

If the child's functioning appears to be below age expectations, is this a reflection of the family's culture?

Providers need to have an understanding of age-expectations within different cultures.

The next area of knowledge and expertise needed by members of the team is understanding how a family's culture affects what is considered age-expected. Certainly, within early intervention and within early childhood special education, we often work with families who come from cultures other than our own. Team members need to understand how cultural practices influence the age at which children develop certain skills. For example, some cultures don't expect the same level of independence in feeding, and parents may continue to assist their children with feeding into the preschool years

For identifying appropriate descriptions for the ECO Decision tree, the team needs to understand age expectations within the context of the family's culture. When teams see skills and behaviors that are below mainstream U.S. age expectations but are the result of cultural practices, like the example of independence, then they need to adjust age expectations for those skills for that child.

The team needs to understand what is considered age-appropriate in that child's culture and base their sense of what should be considered age-expected functioning for that child on that understanding.

Acquisition and Use of Knowledge and Skills

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

The outcome rating is 3

Yes (consider rating 4-7)

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

No

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

No

Uses skills that are not yet immediate functional?

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

Occasional use of immediate functional skills

Uses immediate functional skills most or all of the time

To what extent does the child function in ways that are age-expected across settings and situations?

Occasional use of age-expected skills more behavior that is not age-expected

Uses a mix of age-expected skills more behavior that is not age-expected

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

No

Yes

Team Decision ECO Description

- Patrick has very early skills in this area, meaning that Patrick has the skills we would expect of a much younger child. ⁽³⁾
- Patrick has skills like that of a much younger child in this area, but is beginning to show some of the early skills that are necessary for development of more advanced skills. ⁽²⁾
- Patrick uses many early skills in this area that are necessary for development of more advanced skills, but is not yet using skills expected for this age. ⁽³⁾
- Patrick shows occasional use of some age-expected skills in this area, but has more skills of a younger child. ⁽⁴⁾
- Patrick shows many age-expected skills in this area, but continues to show some skills of a younger child. ⁽⁵⁾
- Patrick has the skills that we would expect for this age in this area, but there are some concerns that should be monitored. ⁽⁶⁾
- Patrick has all of the skills that we would expect for this age in this area and there are no concerns. ⁽⁷⁾

Cancel Save

ACHIEVE | Iowa IDEA 28

Once the team has reached the bottom of the matrix, the team will click the arrow to open the Team Decision ECO Description and finalize the Team Decision that describes the child’s functioning in comparison to age expectations for each ECO Area by choosing the statement that best describes the level of functioning. You can see that in the list of options, one of the ECO description statements is highlighted green in the system. This is because, based on the responses to the decision tree above, the system is letting teams know that the highlighted statement aligns to their responses. Let’s take a look at this part of the ECO Decision Tree a little closer.

Team Decision ECO Description

- Patrick has very early skills in this area, meaning that Patrick has the skills we would expect of a much younger child. ⁽¹⁾
- Patrick has skills like that of a much younger child in this area, but is beginning to show some of the early skills that are necessary for development of more advanced skills. ⁽²⁾
- Patrick uses many early skills in this area that are necessary for development of more advanced skills, but is not yet using skills expected for this age. ⁽³⁾
- Patrick shows occasional use of some age-expected skills in this area, but has more skills of a younger child. ⁽⁴⁾
- Patrick shows many age-expected skills in this area, but continues to show some skills of a younger child. ⁽⁵⁾
- Patrick has skills that we would expect for this age in this area, but there are some concerns that should be monitored. ⁽⁶⁾
- Patrick has skills that we would expect for this age in this area and there are no concerns. ⁽⁷⁾

If the highlighted ECO Description does not accurately reflect the learner's functioning, it is suggested for the IEP team to review the PLAAFP and responses to the ECO Decision Tree questions before selecting a statement that represents the learner's functioning in comparison to age expectations.

Cancel Save

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The highlighted statement is the statement that aligns to the above decision tree selections. In this example, the teams chose to select the statement in green as their final description or rating. However, (read box). Teams do not have to re-do the decision tree if they want to choose a different statement, they will just click on the circle to choose the accurate statement.

Documentation of a child's functioning within routines and activities in each of the three outcome areas should provide sufficient descriptive information about the child's functional skills and abilities to support the respective ECO description.

You will also notice that the statements have the ECO rating at the end, for those who are familiar with the ECO rating numbers as we described earlier in this webinar. Once the team has decided on the appropriate statement, click SAVE

Acquisition and Use of Knowledge and Skills

Identify the learner's skills and abilities during routines and activities

Patrick loves the different interest areas and will play within all them, playing with toys and materials as they are designed. For example, in dramatic play, he loves to direct his peers in creating and role-playing the grocery store. Patrick can find his name in the environment, such as finding his name on the bulletin board or on his cubby and he has started finding the letter "P" in the environment by saying "that says Patrick!" Patrick follows one step directions independently if they are familiar (sit on the carpet, choose a book) but he needs extra prompts and visuals to follow directions that are unfamiliar or multi-step. Patrick will label objects and pictures in his environment and he can sort objects by color but not shape.

Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation

Patrick shows occasional use of some age-expected skills in this area, but has more skills of a younger child.

Launch ECO Decision Tree



Once the statement is chosen, it will fill in on the PLAAFP under Comparison to Age Expectation. The statement cannot be edited on this page but if teams want to choose a different statement, they can re-launch the decision tree to choose a different one at the bottom of the ECO Decision Tree.

Early Childhood Outcomes (ECO) Areas Autofill with ECO Summaries

Complete the information required for each area or click the Autofill with ECO Summaries button to pull statements from previous decision.

Positive Social-Emotional Skills
Identify the learner's skills and abilities during routines and activities.
"Information from the Evaluation ECO Summaries"

Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation
Patrick uses many early skills in this area that are necessary for development of more advanced skills, but is not yet using skills expected for this age.

Launch ECO Decision Tree

Acquisition and Use of Knowledge and Skills
Identify the learner's skills and abilities during routines and activities.
"Information from the Evaluation ECO Summaries"

Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation
Patrick shows occasional use of some age-expected skills in this area, but has more skills of a younger child.

Launch ECO Decision Tree

Use of Appropriate Behaviors to Meet Needs
Identify the learner's skills and abilities during routines and activities.
"Information from the Evaluation ECO Summaries"

Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation
Patrick has very early skills in this area, meaning that Patrick has the skills we would expect of a much younger child.

Launch ECO Decision Tree

ACHIEVE | Iowa IDEA 31

A new feature in ACHIEVE is a button in the top right corner that teams can use to autofill the text boxes on an initial IEP with the ECO Summaries from the initial educational evaluation, and then edit, revise, and add to those summaries. The ECO descriptions, or ratings, will also be auto-filled based on the ECO Matrix completed in the evaluation but teams may review those by launching the ECO Decision Tree and confirming the chosen description statement from the evaluation. If the ECO Descriptions do not accurately reflect the learner's functioning, it is suggested for the team to review the ECO Matrix and responses to the ECO Decision Tree questions before selecting a different statement that represents the learner's functioning in comparison to age expectations. Documentation in each of the three outcome areas should provide sufficient descriptive information about the child's functional skills and abilities to support the respective outcome rating.

1. **What does the acronym ECO stand for?**
 - a. Early Childhood Outcomes
2. **How many ECO areas are there?**
 - a. Three
3. **True or False, ECO is an assessment tool?**
 - a. False, ECO is used to summarize a child's functioning within the three areas as compared to age expectations
4. **What tool in ACHIEVE do teams use to determine the ECO summary description (previously known as the rating)?**
 - a. ECO Decision Tree
5. **What part of the IEP are the ECO descriptions now integrated?**
 - a. Present Levels of Academic Achievement and Functional Performance (PLAAFP)
6. **True or False, the teacher is responsible for completing the ECO descriptions and summary statements?**
 - a. False, they should be completed by the IEP team
7. **True or False, the ECO descriptions and summary statements should only be completed in the area(s) of concern.**
 - a. False, all ECO areas must be completed for all 3-5 year olds on IEPs

Knowledge Check!

Now that we have learned more about the ECO process within ACHIEVE, let's do a quick knowledge check.

As I click through the questions, think about or jot down your responses and see how you did!

For number 7: Since all ECO areas must be completed for all preschoolers with IEPs, including support service only IEPs, teams will need to make sure they have gathered comprehensive information to be able to describe and choose a description statement for each area, even if that area is not an area of concern in the IEP.



Resources

- [Early Childhood Technical Assistance Center \(ECTA\): Child Outcomes](#) (resources, [online learning modules](#))
- [Child Outcomes Quick Reference Guide](#)
- [Alignment: ECO and Iowa Early Learning Standards \(IELS\)](#)
- [Crosswalk between GOLD and ECO areas](#) (ECTA)
- [Crosswalk between AEPS and ECO areas](#) (AEPS, 2nd Edition)*
**alignment for AEPS 3rd edition has not yet been released as of March 1, 2022*

For more information about ECO, these resources are available.



Thank you!

Thank you for your time today, please reach out to your AEA staff for any questions or feedback!