What is UPOD?

Presented by Connie Nink

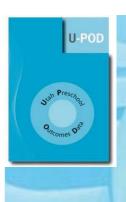619 Preschool Special Education Coordinator

March 26, 2009

What We Will Cover

➤ Why collect outcome data?

➤ Reviewing the three child outcomes

➤ Assessment of the three child outcomes

➤ How is the data reported

➤ Practice with the UPOD Student Summary Form

Why Collect Outcome Data?
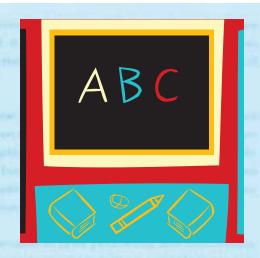
Why Collect Outcome Data?

Data on outcomes are important for state and local purposes.

➢ To document program effectiveness
➢ Increase in funding?
➢ To improve programs
➢ Identify strengths and weaknesses
➢ Allocate support resources, such as technical assistance

And, ultimately to better serve children and families.

Review of the Three Child Outcomes

What is an early childhood outcome?

An "outcome" is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens <u>as a result of services provided to children</u>.

Three Child Outcomes

1) Children have positive social-emotional skills (including social relationships)

2) Children acquire and use knowledge and skills (including early language/communication [and early literacy])

3) Children use appropriate behaviors to meet their needs

Early childhood outcomes/ general education curriculum

➢ Outcomes align with general education curriculum for young children

➢ Represents what children should be able to know or do across environments

Assessing the Accomplishment of the Three Child Outcomes

DEC Recommended Practices for Assessment

➤ Involve multiple sources

➤ Examples: family members, professional team members, service providers, caregivers

➤ Involve multiple measures

➤ Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples

Currently Available Assessment Tools

Each assessment tool sees children through its own lens

Each lens is slightly different

There is no right or wrong lens

Key question:

➢ How much and what information will a given tool provide about the attainment of the three child outcomes?

What do we do differently?

- ➢ Use the **NEW UPOD STUDENT SUMMARY FORM** as the students enter and exit the preschool program

- ➢ Assess the child's *present level of performance as compared to their same age peers*

- ➢ Indicate the child's level for each of the *three performance areas*

Ongoing Assessment

- Helps decide what to teach
- Helps decide how to teach
- Helps to know when to make changes in teaching
- Is "assessment in the service of instruction"

(McAfee & Leong, 2002)

Assessment System

- Useful
- Collaborative
- Universal
- Authentic
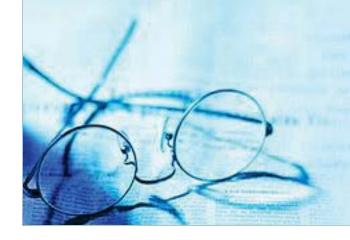
Useful Assessment

- Informs programs planning and progress monitoring and accountability
- Informs general early childhood planning/monitoring and IEP planning/monitoring

Authentic assessment

Observation of child behavior over time in typical routines and activities

Standardized _____ Authentic

Assessment _____ Observation base

"The best way to understand the development of children is to observe their behavior in natural setting while they are interacting with familiar adults over prolonged periods of time."

Bronfenbrenner, 1977

Strategies for Authentic Assessment

- ## Observation and documentation
  - ### Anecdotal notes
  - ### Event sampling
  - ### Activity protocols
  - ### Portfolio assessment

Embed assessment into ongoing routines and activities

(Raver, S., 2003; Sandall & Schwartz, 2008)

OSEP Reporting Categories

Percentage of children who:

a. Did not improve functioning

b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers

c. Improved functioning to a level nearer to same-aged peers but did not reach it

d. Improved functioning to reach a level comparable to same-aged peers

e. Maintained functioning at a level comparable to same-aged peers

OSEP Category A

Children who did not improve functioning.

OSEP Category B

b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.

OSEP Category C

c. Children who improved functioning to a level nearer to same aged peers but did not reach it.

OSEP Category D

d. Children who improved functioning to reach a level comparable to same aged peers.

OSEP Category E

e. Children who maintained functioning at a level comparable to same aged peers.

U-POD

Utah Preschool Outcomes Data

UPOD CALCULATOR

UTAH STATE OFFICE OF EDUCATION
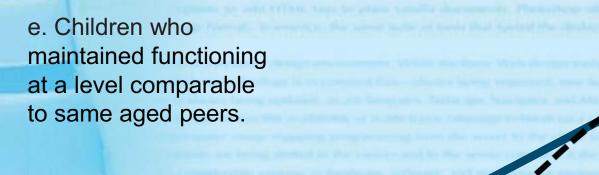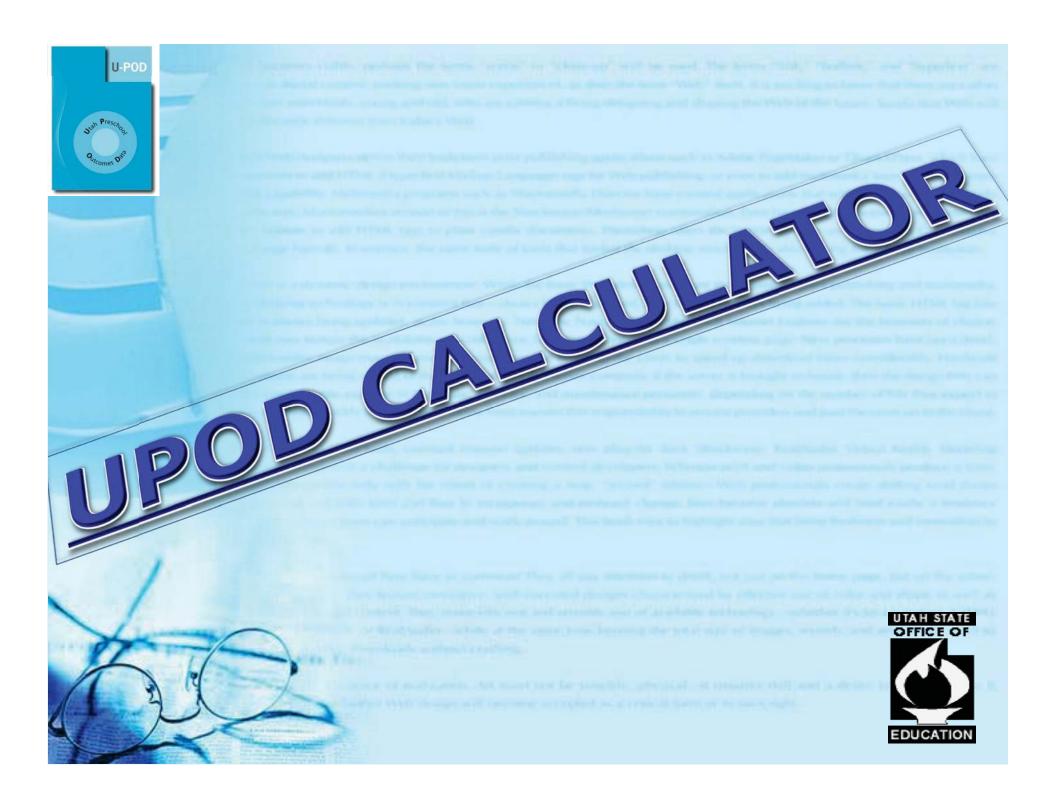
Basic Questions When Entering

➢Does this child show behaviors, knowledge, and skills related to this outcome that are appropriate for his or her age **across various settings and situations?**

➢What data supports this conclusion?

What information can be used?

Consider "relevant functional, developmental, and academic information" drawn from multiple sources?

Information sources include:

- ➢ *The* **Referral** *form*
- ➢ *The* **Evaluation Plan**
- ➢ Classroom-based assessments
- ➢ Observations
- ➢ Input from **Parents,** *including*
- ➢ **Other sources,** *as appropriate,*

Basic Questions for Exiting

Has the child shown <u>any</u> new skills or behaviors related to:

1. Positive social-emotional skills, including social relationships since entering the preschool program

2. Acquisition and use of knowledge and skills, including early language/communication and early literacy
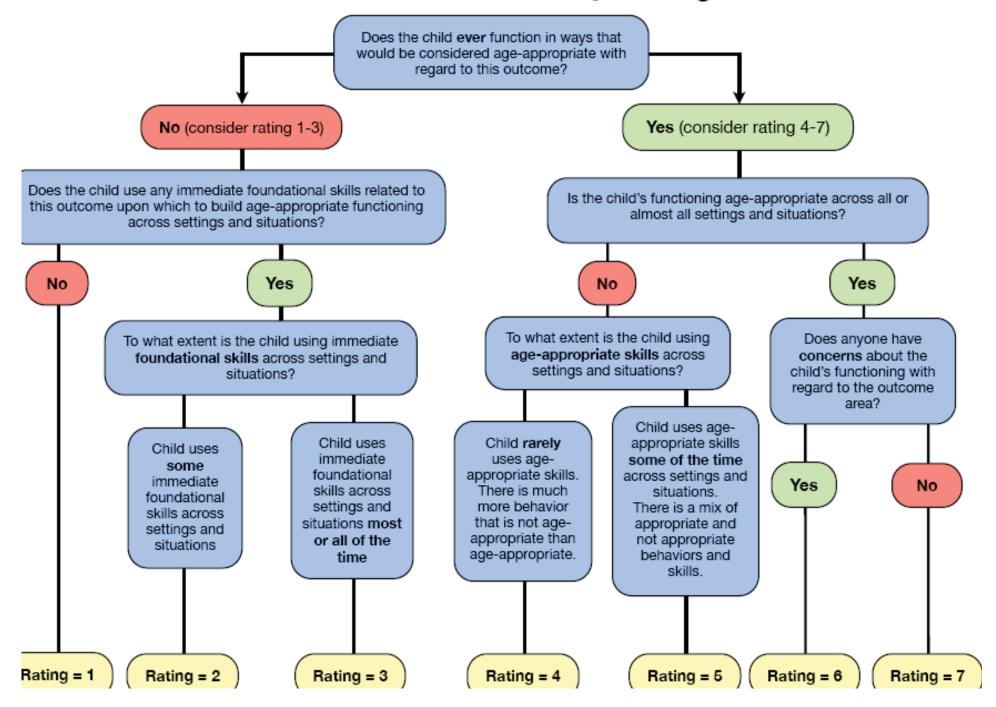
3. Use of appropriate behaviors to meet needs?

UPOD Decision Tree for Summary Rating Decisions

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)**

No (consider rating 1-3)

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

- **No**
- **Yes**

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

- Child uses **some** immediate foundational skills across settings and situations
- Child uses immediate foundational skills across settings and situations **most or all of the time**

Yes (consider rating 4-7)

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

- **No**
- **Yes**

To what extent is the child using age-appropriate skills across settings and situations?

- Child **rarely** uses age-appropriate skills. There is much more behavior that is not age-appropriate than age-appropriate.
- Child uses age-appropriate skills **some of the time** across settings and situations. There is a mix of appropriate and not appropriate behaviors and skills.

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

- **Yes**
- **No**

| Rating = 1 | Rating = 2 | Rating = 3 | Rating = 4 | Rating = 5 | Rating = 6 | Rating = 7 |

How will your district....

➢ Collect Entry Data?

➢ What instruments will be used?

➢ How will parents be involved?

➢ How will documentation be collected?

➢ Who will collect school level data and then report to the state level?

Information is posted

Look on the USOE web site, special education page, under the section for Preschool
schools.utah.gov/sars/servicesinfo/preschool.htm

or

Contact Connie Nink, 619 Preschool Coordinator, (801) 538-7948 or

e-mail **connie.nink@schools.utah.gov**