

An Overview of The Ounce Scale Assessment for Infants and Toddlers

Pennsylvania Higher Education Institute
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Presenter: Cindy Griffith
Early Intervention Technical Assistance

Agenda

- Accountability and The Office of Child Development and Early Learning (OCDEL)
- What is The Ounce Scale?
- How is The Ounce Scale used?

Objectives

- Develop an understanding of the use of The Ounce Scale for reporting child outcomes in Pennsylvania
- Explore the functional components of The Ounce Scale

The Big Picture

Age of Accountability

- Ensuring quality supports and programs for all children and families
- Accountability for the effectiveness of ALL programs for children in Pennsylvania
- State accountability to federal requirements

Assessment Tools for Collecting Child Outcome Data

- OUNCE Scale- Infant and toddler
- Work Sampling System- 3-5 year olds

OCDEL Requirements

- Use the Developmental Profiles for outcomes reporting
- Began in 2008-09 for PA Pre-K Counts and Early Intervention programs
- Begins in 2009-10 for
 - *Head Start Supplemental Assistance Programs
 - *Keystone STARS 3 and 4
 - *Accountability Block Grant Prekindergarten Programs

OCDEL Requirements

When is data collected?

PKC, Head Start SAP, ABG Pre K, Star 3&4

- Collect 3 times a year
- Oct. 1, Feb. 1, May 15

EI entry and exit

- July 2009 at Annual IEP

Why The Ounce Scale ?

- The use of a single assessment tool for reporting will enable OCDEL to collect and analyze consistent information about children across programs

Assessment

A tool or process for answering specific questions about various aspects of children's growth and development

- knowledge
- skills
- behavior
- personality

Propose of Assessment

- To understand children's development and behavior
- To track progress
- To share information with families
- To detect difficulties early
- To guide curriculum planning

Types of Assessments

Different types of assessments answer different questions about children's knowledge, skills, achievements and personality.

Assessment

- High quality assessment uses
 - different types of information
 - different sources
 - different time periods
- Compares data to a standard

The Ounce Scale

The OUNCE is not

- A screening tool
- A diagnostic tool
- A mile-stone based tool

The Ounce Scale

The Ounce is a functional assessment

- Uses a process for gathering information to answer questions about children's behavior and development
- Uses different types of information, different sources, and different time periods
- Compares data to a standard

What is The Ounce Scale?

Three Elements

The Ounce Scale

Area of Development	Observation RECORDS	FAMILY ALBUMS	DEVELOPMENTAL PROFILES & STANDARDS
1. Personal Connections			
2. Feelings About Self			
3. Relationships With Other Children			
4. Understanding and Communicating			
5. Exploration and Problem Solving			
6. Movement and Coordination			

Babies I (0-4 months) Babies II (4-8 months) Babies III (8-12 months) Babies IV (12-18 months) Toddlers I (18-24 months) Toddlers II (24-30 months) Toddlers III (30-36 months) Preschoolers (36-60 months)

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Elements of the OUNCE

The OUNCE has three elements

1. **Observation Records**
2. Family Albums
3. Developmental Profiles and Standards

Observation

To watch or regard with attention or purpose to see or learn something

What You Bring To Observing

- Culture
- Individuality (temperament, interests, experience, feelings)
- Expertise

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Plan For Observation

- Identify question or focus
- Schedule time for observation
- Match documentation method with question and setting
- Enlist support from colleagues

The Observation Record

- Is a tool for the professional
- Focuses observation through questions
- Stores observation notes
- Strengthens the practitioner's relationship with the child and family

I. Personal Connections: It's About Trust

How babies show trust

1. How does the baby let you know he wants to be with familiar adults?

Babies use sounds and facial expressions to let the important adults in their life know they prefer to be with them. They are likely to show their wants and needs to these adults and try to get responses from the adults who care for them regularly.

The baby might do one or more of the following:

- **Reach out**—extend his arms and smile when someone approaches his crib or infant seat.
- **Enjoy eye contact**—smile when he catches his caregiver's eye.
- **Ask for play**—bounce up and down on his caregiver's lap to start a game of "horsie."
- **Respond to words**—babble and laugh as he looks intently into his caregiver's face as she talks with him.
- **Call out**—make loud sounds to attract the attention of someone in the other room.

How does *this* baby show he wants to be with you? (Include dates.)

How to Use the Observation Record

- Select the appropriate age level
- Select an observation question
- Aim for 2-3 observations per question by the end of each age level
- Date each observation

Elements of the OUNCE

The OUNCE has three elements

1. Observation Records
2. **Family Albums**
3. Developmental Profiles and Standards

The Family Album

- A small book families use to collect their observations, photos, and mementos
- The family's observation tool
- Belongs to the family
- Family-friendly language and drawings
- Strengthens parent-child relationship

Organization of The Family Album

- Eight Family Albums
- Six Areas of Development
 - Gallery pages
 - “Try this and see what happens”
- Rationales
- Examples

How to Use the Family Album

- Select the appropriate age level
- Introduce the Family Album
- Select an Area of Development
- Discuss the observation question with the family
- Invite families to select an activity to try, explain or model the activity, follow up on the activity
- Encourage families to add to “The Gallery”

Elements of the OUNCE

The OUNCE has three elements

1. Observation Records
2. Family Albums
3. **Developmental Profiles and Standards**

The Developmental Profile

- A rating scale
- An individualized summary of the child's development at the end of each age level
- Observation questions changed into statements or indicators

Organization of the Developmental Profiles

- Eight Developmental Profiles
- Evaluate six Areas of Development
- Include space for identifying information, written comments, parent signature, and date

Organization of the Developmental Profiles

- Ratings
 - *Developing as Expected*
 - *Needs Development*
- Page numbers refer to the Standards for the Developmental Profiles

The Standards

- Describe end-of-age-level expectations for each indicator
- Are organized around four domains and six Areas of Development
- Include examples for *Developing as Expected* and *Needs Development*

How to Use the Developmental Profiles and Standards

- Review the Observation Record
- Select an Area of Development and review the data related to those indicators
- Review the Standards for those indicators
- Rate each indicator
- Repeat for each Area of Development
- Add comments



Definition of Summary Report

A report that shows current performance and progress.



SUMMARY REPORT Pulling It All Together	
1. Describe this toddler:	
<hr/> <hr/> <hr/>	
2. List what this toddler is especially good at:	
<hr/> <hr/> <hr/>	
3. Note anything that seems difficult for this toddler:	
<hr/> <hr/> <hr/>	
4. What more do you want to know about this toddler?	
<hr/> <hr/> <hr/>	
Completed by:	
Parent Signature:	Date:
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Setting Goals

- Used to set goals or list next steps for a child and to develop plans to support those goals
- Helps determine how to support the next stage of development

The Ounce Project

•Conducted in Minnesota at the Center for Early Education and Development in 2007-08.

•Amy Susman-Stillman, Jennifer Cleveland, Michelle Englund, Jessica Pluess, Anna Shkolnick

•122 families in study (65 Ounce and 57 control)

•98 providers (45 Ounce and 53 control)

Provider Findings

- Ounce helped most providers recognize and understand normal, typical child behaviors and the natural progression of skill development and how to set goals for development.
- Ounce helped most providers to recognize the individual nature of individual children.

Provider Findings

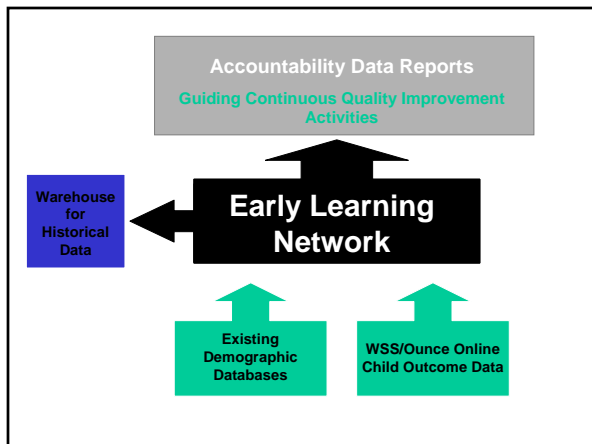
- Beliefs about talking and reading, and perceived competence, increased for all providers.
- Traditional beliefs about children decreased for all providers.
- Ounce somewhat enhanced the providers communication with parents.

Parent Findings

- The Ounce helped parents recognize either somewhat or quite a bit about:
 - Normal, typical child behaviors in their child
 - The natural development of skill development in their child
 - The individual nature of child development

Parent Findings

- Most parents, about 80%, agreed that the Ounce Scale suggests ways for parents to support their children’s development.
- Parents indicated the Ounce materials to be very useful (34.8%) or useful (43.5%) as a starting point for discussion to guide the conference.
- Almost every parent was satisfied with the developmental goals that they and their provider selected and the process for choosing them.



Early Learning Network

- Essential element of PA's accountability system
- Bringing together existing information about children and programs by linking databases
- Gathering new data about children through ELN-specific screens
- Provides a comprehensive record of children's experience within the early childhood system in Pennsylvania.

What does Success Look Like?

- A web-based real-time connection between the Keystone STARS, Pre-K Counts, Early Intervention, Head Start and OCDEL.
- Accurate demographic and outcome data on more than 227,488 children annually.
- Credible data on the success of PA's early childhood programs
- Reliable Data to guide program improvement at all levels



Early Intervention Technical Assistance
Pennsylvania Training and Technical Assistance Network
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Gerald L. Zahorchak, D.Ed. Estelle Richman
Education Secretary Public Welfare Secretary
Harriet Dichter, Deputy Secretary
Office of Child Development and Early Learning
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Serving Children with Developmental Delays
