Closing the Circle: From the Evaluation Report to Early Intervention Services
Session Two
2012-2013
Objectives

• Participants will be able to write measurable outcome statements.

• Participants will be able to write progress monitoring statements that reflect the measurable outcome statements they write for a child.

• Participants will be able to write reports families can recognize, talk about, and use to track their child’s progress over time.
What is the agenda for today?

- Reflection Activity: Using the “ABLE” TOOL
- Parent reviews of PLD statements
- Building Measureable Outcome Statements
- Development of a progress monitoring narrative that links to the measureable outcome statement you write today
- All activities will occur with the same child/family from Session 1.
Where are we today on Closing the Circle?

• During the Session 1 you rewrote your PLD and outcome statement to reflect one skill.

• Today we will move through writing a measurable outcome statement for the participatory outcome you wrote last week.

• We will then have you write a progress monitoring statement that reflects the measurable outcome statement.

• We will have moved across the EI cycle at the end of the session.
Closing the Circle: From ER to EI Services
Reflection Activity

• Take out Worksheet #1 Reflection Activity: Using the “ABLE” Tool.
• What part of the “ABLE” Tool did you use?
• Was it helpful, in what way?
Moving on to writing measurable outcomes statements

• You heard about measurable outcomes on the online course.
• We are going to review the criteria that goes into a measurable outcome statement.
• We will review examples of measurable outcome statements.
• In small groups you will look and evaluate measurable outcome statements.
• You will practice writing measurable outcomes statements for the Annual you used last week.
What are the characteristics of criteria?

Criteria must:

• Be Functional
• Be stated so that the behavior or skill can be observed
• Identify the conditions under which the behavior or skill occurs
• State when or with whom the behavior or skill will occur
• State when or how often the observable behavior occurs by frequency, duration, date, distance or measure
If you wrote a participatory outcome statement you are on your way to writing a measureable outcome statement

- They are already written in functional language!
- They address context - the routine, or activity in which the skill or adaptation occurs!
Small Group Activity: Name that exemplar outcome statement

• In your small group look at the list of measureable outcome statements.

• Identify what the elements of the statement are in terms of criteria: (What is the observable behavior, context, duration, frequency or distance?)

• Be prepared to report out on your group’s favorite measureable outcome statement & write it down on the flip chart paper.

• We will collect the favorites from different classes and when all classes go through come up with the three best as judged by course participants.
Building a measurable outcome statement: Tanisha’s Measurable Outcome Statement

- **Tanisha’s Outcome**: Tanisha will participate in dressing by putting on her clothes independently.
- You have context - will participate in dressing.
- You can add behavior that can be seen or heard - she puts on her shirt, pants, and socks and shoes, add conditions - (without any help) for five days (frequency) in one week over the course of three months (duration).
- **Full statement**: Tanisha will participate in dressing by putting on her shirt, pants, and socks and shoes without any help for five days in one week over the course of three months.
Tanisha’s progress monitoring narrative

• Tanisha’s mother (who) will keep a chart (how) that describes if Tanisha put on her shoes and shirt by herself (what) on a daily basis (when). Also, (who) her special instructor will write down her observations of Tanisha putting her shirt, pants and socks and shoes on by herself on a (when) weekly basis during her weekly session. Information will be analyzed by Tanisha’s special instructor and shared with the team at the quarterly meeting.
Luis’ measurable outcome statement

- **Outcome**: Luis will participate in toy play by playing with his favorite toys that require different behaviors.

- **Measureable behavior**: Luis plays with his five favorite toys using three different behaviors, including putting in and taking out, turning a handle, and pushing a button (observable behavior) for 10 minutes twice a day (frequency) for five consecutive days over three months (duration).

- **How could you personalize this statement and make it better?**
Luis
Progress Monitoring Narrative

• Luis' mother (who) will write down her observations (how) of how Luis plays with his favorite toys, Jack in the box, Sesame Street pop up toy, and shape sorter. She will note on the chart if Luis used three different actions, pushing button, turning a handle, and putting in and taking out (what). The chart will also have a section for noting how long he played with toys everyday (frequency). The special instructor (who) will also use the same chart (how) when she visits and analyze on a weekly basis with mom.
Sam’s measurable outcome statement

• **Outcome**: Sam will participate in meals by drinking from a cup.

• **Measureable outcome statement**: During mealtime (routine) Sam will drink 3 ounces (measurement) of milk from a cup with no lid (condition) without spilling (behavior is observable) for five consecutive days over three months (duration).

• Note for only one outcome!!!!
Jenavae’s Measureable Outcome Statement

• **Outcome**: Jenavae will participate in toy play by moving independently to get her favorite toy.

• **Measureable statement**: During toy play (context) Jenavae moves forward on her tummy (Observable behavior) 24 inches (distance) to obtain her favorite toy twice a day (frequency) for three consecutive days over the course of three months (duration).

• **How could you improve this statement?**
Jenavae
Progress monitoring

• Jenave’s (who) special instructor will observe, measure, and graph (how) how far Jenavae moves forward on her belly 24 inches what to get her favorite toy (what) during weekly sessions (when). Her special instructor will analyze the graph and parent observations on a weekly basis.

• Note only for one measureable outcome statement!!!!!
Small group activity
Writing your measurable outcome statement

• Use the rubric Handout # 2 to help write your measurable outcome statement.
• Remember if you have a participatory outcome statement you are already half way there!
• How was the rubric helpful?
• Write your statement under the Measureable Outcome Statement on the Aligning Measurable Outcomes and Progress Monitoring Worksheet
• Each group should pick an exemplar statement to report out to the larger group. (Please use the flip chart paper).
Progress Monitoring Components

• The Four Components of Progress Monitoring:
  – **What** is going to be measured
  – **How** it is going to be measured
  – **When** it will be measured
  – **Who** will be involved in measurement activities
What's is often left off in the progress monitoring section?

- Identification of who is responsible for analyzing data is often left off.
- Data doesn't mean anything if it is not analyzed and shared with the family.
What are the benefits of sharing analyzed information with families?

• Analyzing and sharing data analysis can potentially be used to attribute to families how the strategies they are using are positively impacting on their child’s development.

• Sharing data analysis provides an opportunity to give parents feedback on their skill, knowledge, and effort.
Questions to ask to build families’ capacity to monitor their child’s progress

• What has happened since the last time we met?
• Have you been able to use strategies we talked about?
• What worked or what didn’t work?
• What information have you gathered that lets us know how your child is progressing?
• Are there new issues or challenges?
• Do you have any ideas on how we can monitor progress?
What's wrong with these progress monitoring statement?

- The team will measure Shane’s progress during weekly visits, monthly monitoring, and quarterly reviews.
- The team will measure Caroline’s progress through progress monitoring during weekly contact, monthly, monitoring, and quarterly reviews.
Reflection Activity
Worksheet # 3: Decision Points and Progress Monitoring Pre-Revisions

• For the progress monitoring section of the annual you are using for this class did you:
  – Decide what will be measured? (What is the behavior that can be seen or heard in your measurable outcome statement)
  – Decide **How** data will be collected?
  – Decide **Who** will collect the data?
  – Decide **(When)** it will be collected?
  – Decide who and how the data will be analyzed and shared with others?
  – Plan to make changes in strategies or objectives as needed
What progress monitoring tool did you bring to share?

• Structured interview
• Observation
• Anecdotal Records
• Photographs, video tape, or audio tape
• Rating Scale or Assessment Checklist
• Permanent product
• (See slides) for examples of different kinds of tools
Small Group Activity
Selecting and Utilizing a data collection tool

• How did you select the tool?
• How did you use it?
• How did you analyze the data?
• How were you able to show the data?
Small Group Activity: Building your progress monitoring statement

• This activity will involve the measurable outcome statement you wrote.
  – Identify who will be involved in gathering data.
  – Identify the behavior that can be seen and heard.
  – Identify what data gathering tools will be used.
  – Identify when the data will be collected.
  – Identify who will analyze the data and report to the team on the child’s progress.

• Write a short narrative on how progress monitoring will occur on the Aligning Measureable Outcome Statements and Progress Monitoring Narrative Worksheet.

• Share your narrative with your group.
Reflection Activity
Worksheet # 4: Decision Points and Progress Monitoring

• Use Worksheet #4 to reassess your revision of your progress monitoring narrative.
Progress Monitoring Tools

• The next slides give examples of progress monitoring tools.
• Progress monitoring tools can be made by the team to customize them for the child they are working with.
• What kinds of tools have you developed?
Structured interviews or surveys

• Natasha’s Sensory Profile showed over responsiveness to sensory stimuli. Mom reported that this impacted on activities such as bathtime and the types of food that Nakisha would eat willingly.
Observation

• Dustin was observed both at home and at the child care center eating breakfast. At home he ate with verbal prompts, while at the child care he ate with hand over hand assistance.
Permanent Product

- Saving and comparing observable, concrete results, or products
- Example: The number of scribbles made with a crayon on paper
- Example: Still photographs of children doing various things with adaptations
Take a look back at your work in this course

- Are your PLD statements more elaborate and descriptive of the child?
- Do your outcome statements represent just one skill?
- Is your measurable outcome statement a way to measure if the outcome has been met?
- Does the progress monitoring statement contain all the four components and link directly to the skill/adaptation identified in the participatory outcome statement?