

Early Childhood Outcomes: Fact Sheet for Families

What are Early Childhood Outcomes (ECOs)?

Early Childhood Outcomes (ECOs) are one way school districts and Individualized Education Program (IEP) teams measure each child's progress in three areas of overall development. The information gathered from ECOs is designed to improve programs and support three-through five-year-old children's progress.

ECOs apply to all Oklahoma children receiving early childhood special education services in any setting or environment. **All preschool children receiving six months of special education services anywhere in Oklahoma will receive entry and exit ECO ratings.**

What are the three ECO areas?

Outcome 1: Have positive social-emotional skills.

- **Relating with Caregivers:** Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings.
- **Attending to Other People in a Variety of Settings:** Express awareness/caution, respond to/offer greetings, respond to own/others' names.
- **Interacting with Peers:** Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers.
- **Participating in Social Games and Communication with Others:** Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games.
- **Following Social Norms and Adapting to Change in Routines:** Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules.
- **Expressing Own Emotions and Responding to Emotions of Others:** Show pride/excitement/frustration, manage own emotions, display affection, and comfort others.

Outcome 2: Acquisition and use of knowledge and skills.

- **Showing Interest in Learning:** Persist, show eagerness and awareness, imitate/repeat actions, explore environment.
- **Using Problem Solving:** Figure things out, use trial and error, remember steps/actions and execute them with intention, use purposeful actions, experiment with new/known actions.
- **Engaging in Purposeful Play:** Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles.
- **Understanding Pre-Academic and Literacy Concepts:** Notice differences or associations among things, demonstrate matching/sorting/labeling by



size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading.

- **Acquiring Language to Communicate:** Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC).
- **Understanding Questions Asked and Directions Given:** Responds to gestures /verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age).

Outcome 3: Use of appropriate behaviors to meet needs.

- **Moving Around and Manipulating Things to Meet Needs:** Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed. Manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control.
- **Eating and Drinking with Increasing Independence:** Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self.
- **Dressing and Undressing with Increasing Independence:** Assist with dressing, take off/put on shoes and clothes, undo/do fasteners.
- **Diapering/Toileting and Washing with Increasing Independence:** Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing.
- **Communicating Needs:** Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences.
- **Showing Safety Awareness:** Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations. Note: this awareness is less evident in very young children.

How can I be a part of the ECO process?

Share your observations and knowledge of your child, including:

- how your child responds and plays with family and friends,
- how your child learns and does new things during play, and
- how your child is able to get what s/he needs at home or in other settings with the IEP team.

It may be helpful to make notes of your child's strengths and needs in each outcome area. You know your child best, so you are an important source of information and an important part of the team!

When is this information collected?

The IEP team collects and discusses entry ECO data during the initial IEP process and exit data when a child exits preschool special education services with at least six months of services. Exit ECOs are completed when the first of three things happen: 1) student exits preschool, 2) child is no longer eligible for special education during preschool, or 3) child's 6th birthday occurs while s/he is in preschool.



What happens to the information collected?

This data shows us how our early childhood programs make a difference for the children and families we serve, both at the local and state level. The Office of Special Education Services (SES) at the Oklahoma State Department of Education (OSDE) collects ECO data state-wide and submits this data to the federal Office of Special Education Programs (OSEP). This information is collected with that from other children and reported as a group. Your child's name and outcomes are not attached to the reported information.

Who do I contact if I have additional questions about ECOs?

You may contact your child's school, your school district's special education department, or OSDE-SES at 405-521-3351.

