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February 2006

To: District Superintendents
Superintendents of Schools
Authorized Municipality Representatives under Section 4410
County Fiscal Officers
Directors of Approved Preschool Programs
Directors of Approved Evaluation Programs
Commissioner's Advisory Panel for Special Education
SETRC Project Directors and Coordinators
Organizations, Parents and Individuals Concerned with Special Education
Early Childhood Direction Centers

From: James P. DeLorenzo 

Subject: State Performance Plan - Indicator #7 Related to Early Childhood Outcomes

This memorandum provides information on new requirements for documenting results of initial evaluations for three- and four-year old preschool children with disabilities and the roles and responsibilities of approved preschool evaluators, Committees on Preschool Special Education (CPSE), school districts, and the State Education Department (SED) in order to meet the State Performance Plan (SPP) requirements of the Individuals with Disabilities Education Act (IDEA). Please share this memorandum with Chairpersons of Committees on Preschool Special Education and Committees on Special Education (CSE), Directors of Special Education and other appropriate school personnel.

The SPP is designed to evaluate the State's efforts to implement the requirements of IDEA and describe how the State will improve results for children with disabilities. As one of the measures of performance (Indicator #7), the State must report the percent of preschool children with individualized education programs (IEPs) who demonstrate improvement based on entry and exit assessments (www.vesid.nysed.gov/specialed/spp/home.html).

This memorandum outlines the specific roles and responsibilities for the entry assessment requirements of Indicator #7. The process for entry data collection requires that approved evaluators, CPSEs, and school districts institute new procedures:



1. Approved evaluators must include specific assessment information on the Preschool Student Evaluation Summary Report and fill out the supporting evidence for questions 1a, 2a and 3a of the Child Outcomes Summary Form (Attachment B).
2. CPSEs must meet to determine a preschool child's eligibility for preschool special education programs and/or services and review the summary evaluation results and reports from the approved evaluator. For preschool children found to be eligible, identify on a scale of 1-7 the child's functioning across settings in each of the three outcome areas identified in questions 1a, 2a, and 3a of the Child Outcomes Summary Form.
3. School districts must collect and submit entry data to SED using the PD-10 form due to SED by September 15, 2006.

Information on exit assessment responsibilities and requirements will be issued in a separate memorandum by spring 2006.

Attachments

Roles and Responsibilities to Collect Entry Assessment Information

Approved Preschool Evaluators

Beginning March 1, 2006, and thereafter, SED approved preschool evaluators of three- and four-year old children suspected of having disabilities pursuant to section 4410 of Education Law must include evaluation information to assess and report to the CPSE entry levels of functioning for each child in the three outcome areas described below:

1. **Positive social-emotional skills (including social relationships):**
Provide specific information regarding the child's behavior and skills in:
 - relating with adults,
 - relating with other children, and
 - following rules related to groups or interacting with others (if older than 18 months).

2. **Acquisition and use of knowledge and skills (including early language/communication and early literacy):**
Provide specific information regarding the child's behavior and skills in:
 - thinking, reasoning, remembering and problem solving,
 - understanding symbols, and
 - understanding the physical and social worlds.

3. **Use of appropriate behaviors to meet their needs:**
Provide specific information regarding the child's behavior and skills in:
 - taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.),
 - contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, if older than 24 months), and
 - getting from place to place (mobility) and using tools (e.g., forks, pencils , strings attached to objects).

The approved preschool evaluator will select the assessment(s) to be used to measure levels of functioning in the three outcome areas for each child. At the request of SED, a survey was conducted by the Early Childhood Direction Centers of the assessment tools most frequently used in New York State, which may provide helpful information to assess student functioning in these three outcome areas. This list is provided in **Attachment A**. Other assessments not on this list may be used. SED approval is not required.

Approved preschool evaluators should continue to use the processes described in the *January 2003 - Guide for Determining Eligibility for Special Education Programs and/or Services for Preschool Students with Disabilities* (www.vesid.nysed.gov/specialed/preschool/home.html) to conduct and report to the CPSE the initial evaluation results using the Preschool Student Evaluation Summary

Report, including documentation of entry level assessment functioning in each of the three outcome areas stated above. Additionally, preschool evaluators are responsible for filling in the child's name and date of birth and completing the tables of supporting evidence in questions 1a, 2a and 3a of the Child Outcomes Summary Form (**Attachment B**) to identify the source of information (name of assessment and edition), date that the assessment was given and summarizing relevant results in each of the three outcome areas.

Committees on Preschool Special Education

Beginning March 1, 2006, and thereafter, all school districts in the State will be required to collect entry assessment data in the three outcome areas on all preschool children who receive an initial evaluation. As currently required by section 200.5 of the Regulations of the Commissioner of Education, a parent must be fully informed about the proposed initial evaluation and must provide consent for an initial evaluation. This would include a description of the proposed evaluation, including the entry assessments and the uses to be made of the information obtained through the evaluation. CPSE's will receive entry-level assessment results in the three outcome areas from approved preschool evaluators conducting initial evaluations on all preschool children suspected of having disabilities. The CPSE will then meet to determine the child's eligibility for preschool special education programs and/or services and complete the Child Outcomes Summary Form (Attachment B) to determine the child's entry level of functioning in the three outcome areas for all preschool children evaluated and found to be eligible. (Please note: the rest of the Child Outcomes Summary Form does not need to be completed by the CPSE for preschool children not found to be eligible for special education programs and/or services.) The form must be kept in the student's record until the exit assessment information is due. This process serves as a way to summarize complex assessment information in a format so that the data can be aggregated and reported to SED. The form is not intended to provide information to guide interventions, since it does not capture the rich diversity of a child's strengths and needs.

School District Data Collection and Reporting

During the 2005-06 school year, school districts that are assigned to submit data for preschool outcomes (Indicator #7) will submit **only entry** assessment data on children who are newly evaluated and determined to be eligible for preschool special education between March 1, 2006 and August 31, 2006. For each outcome area, school districts must report on the PD-10 the number of children at entry who are functioning at each outcome rating (1-7) as identified on the child outcomes summary form (Attachment B).

Entry data for the 2005-06 school year and progress data in subsequent school years will be submitted on a new PD-10 form. School districts will be notified when the PD-10 form is available for their use. The due date for the first PD-10 form is **September 15, 2006**.

Beginning with the 2006-07 school year, and annually thereafter, one-sixth of the school districts in the State will be required to submit exit data on the **progress** that preschool children made between entry into and exit from preschool special education programs and services in the three outcome areas after having received preschool special education services for at least six months. For each outcome area, schools will be reporting data that will enable the State to determine:

- the number of children at exit who **reach or maintain functioning** at a level comparable to same-aged nondisabled peers;
- the number of children at exit who **improve functioning**; and
- the number of children who **do not improve functioning**.

Guidance on the collection and reporting of results based on the exit assessment process will be provided to school districts by spring 2006. See <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for a schedule of the year in which school districts will submit data on Indicator #7.

Your questions may be directed to Sandra Rybaltowski or Mary Knight, Special Education Policy and Partnership Unit, (518) 473-2878; or Inni Barone, Special Education Data and Collection Analysis and Reporting Unit, (518) 486-4678.

Attachment A

**Assessments Most Frequently Used in New York State
with Preschool Children with Disabilities**

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Adaptive Behavior Assessment System (Ages 0-5)			X
Arizona Articulation Proficiency Scale – 3 rd Revision, Western Psychological Service, 2000		X	
Battelle Developmental Inventory (BDI 2) – 2 nd Edition, 2005	X	X	X
Bayley Scales of Infant Development (BSID 2), 1993	X	X	
Behavior Assessment System for Children (BASC) - 2 nd Edition, 2004	X		X
Brigance Inventory of Early Development- II, (IED-II)	X	X	X
Carolina Curriculum for Preschoolers with Special Needs, 2 nd Edition, Copyright 2004	X	X	X
Child Behavior Checklist (CBCL) – 2 nd Edition, 2000	X		
Clinical Evaluation of Language Fundamentals-Preschool II (CELF), 1992 & 2004		X	
Connors' Parent & Teacher Rating Scale (CRS-R), 1997	X		
Developmental Assessment of Young Children (DAYC), 1998	X	X	X
Differential Ability Scales – Psychological Corporation, 1990		X	
Goldman-Fristoe Test of Articulation 2, American Guidance Service, Inc., 2000 Edition		X	

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Hawaii Early Learning Profile (HELP), 2004	X	X	X
Learning Accomplishment Profile–D (LAP-D)	X	X	
Mullen Scales of Early Learning, 1995		X	
Peabody Developmental Motor Scales-2, 2002 (1983)			X
Peabody Picture Vocab. Test (PPVT) – IIIA		X	
Preschool – Kindergarten Behavior Scales – 2 nd Edition, 2002	X		
Preschool Evaluation Scale	X	X	X
Preschool Language Scale – (PLS-4), 2002		X	
Rossetti Infant-Toddler Language Scales, 1990	X	X	
Sensory Profile Checklist (Dunn) Psychological Corporation, 1999			X
Stanford-Binet Intelligence Scale, 2003		X	
Stuttering Severity Instrument for Children & Adults, Third Edition, 1994		X	
Vineland Social Emotional Early Childhood Scales (SEEC)	X	X	X
Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI), 2002		X	
Westby Play Scale, 2000		X	

Attachment B

Directions for Completing the Child Outcomes Summary Form

The following information is to assist approved preschool evaluators and CPSEs in filling out the Child Outcomes Summary Form. Please note that two versions of the Child Outcomes Summary Form have been attached. One version shows who is responsible for filling out different sections of the form (Attachment B-1); the other version is a clean copy for duplicating purposes (Attachment B-2).

Approved preschool evaluators

1. Must fill in the child's name and date of birth on the Child Outcomes Summary Form for every preschool child evaluated.
2. Complete the tables of supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
 - a. the source of information (name of assessment and edition),
 - b. date the assessment was given, and
 - c. summarizing relevant results in each of the three outcome areas.
3. Evaluators must assure that the Preschool Student Evaluation Summary Report has sufficient detailed information for the CPSEs to identify on a scale of 1-7 the child's typical functioning in the three outcome areas.

CPSEs

1. Review the information provided by the approved preschool evaluator in the Preschool Student Evaluation Summary Report, Child Outcomes Summary Form and assessment results. Determine the child's eligibility for preschool special education programs and/or services.
2. For preschool children found to be eligible for preschool special education programs and/or services, complete the remainder of cover page information, including date of CPSE meeting, child's ID number, persons attending meeting and family information on the child's functioning on the Child Outcomes Summary Form.
3. Identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1a, 2a, and 3a, which relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. Children rated as 6 or 7 are considered as having functioning typical for their same-aged nondisabled peers.
4. Do not complete question 1b. This is for the exit assessment process in 2006-07.

Approved Preschool Evaluators and CPSEs when making their decisions should consider evidence of the following behaviors¹:

1. Positive social-emotional skills (including social relationships): Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having social relationships. For example, they:
 - demonstrate attachment with the significant caregivers in their lives;
 - initiate and maintain social interactions;
 - behave in a way that allows them to participate in a variety of settings and situations, for example, on a playground, at dinner, at the grocery store, in childcare, etc.;
 - communicate wants and needs effectively;
 - build and maintain relationships with children and adults;
 - regulate their emotions;
 - understand and follow rules; and
 - solve social problems.

2. Acquisition and Use of Knowledge and Skills: Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of behaviors related to having knowledge and skills. For example, they:
 - *display an eagerness for learning;*
 - *explore their environment;*
 - *attend to people and objects;*
 - engage in daily learning opportunities;
 - *use knowledge and skills (e.g., vocabulary, complexity of language, problem-solving skills, general knowledge, etc.) in a variety of everyday routines and activities;*
 - *acquire and use the precursor skills that will allow them to learn reading and mathematics in kindergarten; and*
 - *show imagination and creativity in play.*

3. Use of Appropriate Behaviors to meet his/her needs: Children who achieve this outcome at a level that is comparable to same-aged nondisabled children show a variety of appropriate behaviors to meet their needs. For example, they:
 - meet their self-care needs (feeding, dressing, toileting, etc.);
 - use objects (spoons, pencils, crayons, clay, scissors, other devices, etc.) as tools;
 - move from place to place to participate in everyday activities and routines;
 - seek help when necessary to move from place to place;
 - seek help when necessary to assist with basic care or other needs; and
 - follow rules related to health and safety.

¹ Greenwood, Charles Ph.D and Carta, Judith Ph.D Issues Related to Implementation of Accountability Systems for Children 0-5 with Disabilities, DEC Roundtable Presentation, December 6, 2004, Chicago, Illinois

Definitions for Outcome Ratings for Questions 1a, 2a and 3a

Completely <i>Means:</i>	7	<p>Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life.</p> <ul style="list-style-type: none"> • Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat <i>Means:</i>	5	<p>Child shows behavior and skills expected for his or her age some of the time across situations.</p> <ul style="list-style-type: none"> • Behavior and skills are a mix of age appropriate and not appropriate. • Behavior and skills might be described as more like those of a slightly younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging <i>Means:</i>	3	<p>Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age expected skills.</p> <ul style="list-style-type: none"> • Behaviors and skills might be described as more like those of a younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not yet <i>Means:</i>	1	<p>Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills.</p> <ul style="list-style-type: none"> • Child's ways of forming and maintaining social relationships might be described as more like those of a much younger child. • Some behavior or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

CHILD OUTCOMES SUMMARY FORM

***Who Fills in
Information?***

CPSE

Date: ____ / ____ / ____
Day Mo Yr

***Approved
Preschool
Evaluator***

Child Information

Name: _____

Date of birth: ____ / ____ / ____
Day Mo Yr.

ID: _____

CPSE

Persons involved in deciding the summary ratings:

Name	Role

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

CPSE

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator**

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

Leave Blank

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

CPSE

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Approved Preschool Evaluator

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results

Leave Blank

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	

3. USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

CPSE

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

**Approved
Preschool
Evaluator**

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results

Leave Blank

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	

CHILD OUTCOMES SUMMARY FORM

Date: ____/____/____
 Day Mo Yr

Child Information

Name: _____

Date of birth: ____/____/____
 Day Mo Yr.

ID: _____

Persons involved in deciding the summary ratings:

Name	Role

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? **(Circle one number)**

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results

2b. (If Question 2a has been answered previously): **Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)**

Yes	No	Describe progress:
1	2	

3. USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	Describe progress:
1	2	