



HOW IS OUTCOME DATA USED?

- To provide evidence on the effectiveness of early childhood programs in South Dakota
- To determine what improvements need to be made to better meet the needs of young children with disabilities and their families

HOW ARE THE THREE OUTCOMES MEASURED?

- A trained professional assesses your child using a tool called the Battelle Developmental Inventory-2 in the areas of Adaptive, Personal-Social, Motor, Communication and Cognition. These domains make up the three outcome areas that contribute to the understanding of a child's functioning.
- Individual child information is protected by federal and state confidentiality laws and will not be publicly reported.



www.doe.sd.gov

South Dakota Early Childhood Outcomes

WHAT PARENTS AND PROVIDERS SHOULD KNOW



share
learn
explore
care
hope
understand
believe



www.doe.sd.gov



Division of Education Services and Support
800 Governors Drive • Pierre, SD 57501
605.773.3678

5,000 copies printed at the cost of \$.12 each



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.



In South Dakota, young children with disabilities receive services through programs under the Individuals with Disabilities Education Act. The U.S. Department of Education, Office of Special Education Programs, identified three early childhood outcomes to examine the effectiveness of programs serving children ages 3 to 5 with disabilities.

WHAT IS AN OUTCOME?

An outcome is a benefit experienced by your child or family as a result of services. Outcomes refer to actions that children need to be able to carry out or know in order to function successfully across a variety of settings.

WHICH OUTCOMES MUST BE REPORTED?

- Positive social-emotional and relationship skills
- Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
- Use of appropriate behaviors to meet needs

WHEN IS OUTCOME DATA COLLECTED?

Outcome data is collected when the child first enters an early childhood program between the ages of 3 and 5. It is collected again upon exiting the program prior to age 6.

HOW DO I KNOW MY CHILD IS MAKING PROGRESS?

1. Positive social-emotional skills (including social relationships)

Children who demonstrate progress:

- Build and maintain relationships with other children and adults
- Get along and interact with other children
- Manage and express their emotions and needs appropriately
- Understand and follow rules

2. The acquisition and use of knowledge and skills

Children who demonstrate progress:

- Demonstrate eagerness to learn and problem solve
- Explore their environment
- Understand early concepts (symbols, pictures, numbers)

3. Use appropriate behavior to meet their needs

Children who demonstrate progress:

- Move from place to place
- Use tools (toothbrush, fork, crayon)
- Take care of themselves (dressing, feeding, toileting)

HOW CAN I BE INVOLVED?

South Dakota's Special Education Programs recognize that parents and providers are the primary teachers of young children. To help your child reach his or her potential, you are encouraged to provide him or her opportunities to do the following:

- Interact with other children and adults
- Participate in family routines, inside and outside the home
- Meet his or her care needs

FOR MORE INFORMATION

South Dakota Department of Education
Special Education Programs
doe.sd.gov/oess/sped.aspx
(605) 773-3678

