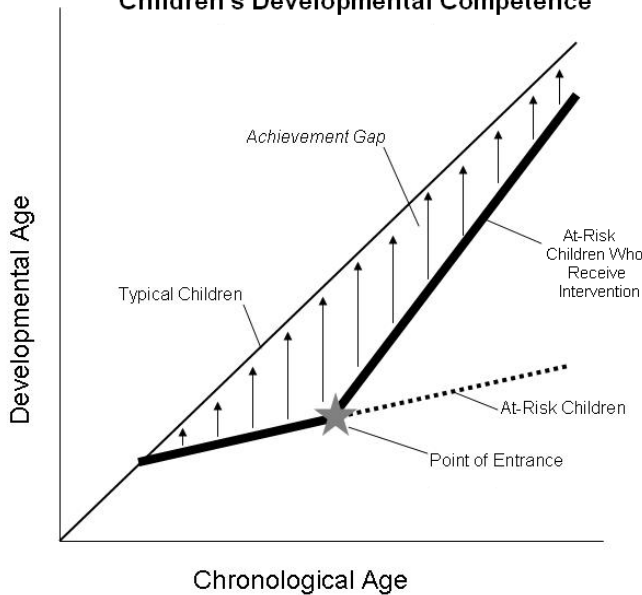


Child Outcomes 2008/09



The Impact of Early Intervention on Children's Developmental Competence



All Council Network Programs use formal and informal assessments. Analysis of annual outcomes is used for program planning and training. The information is used immediately in instruction modification, class planning, individual teaching, and working with parents.

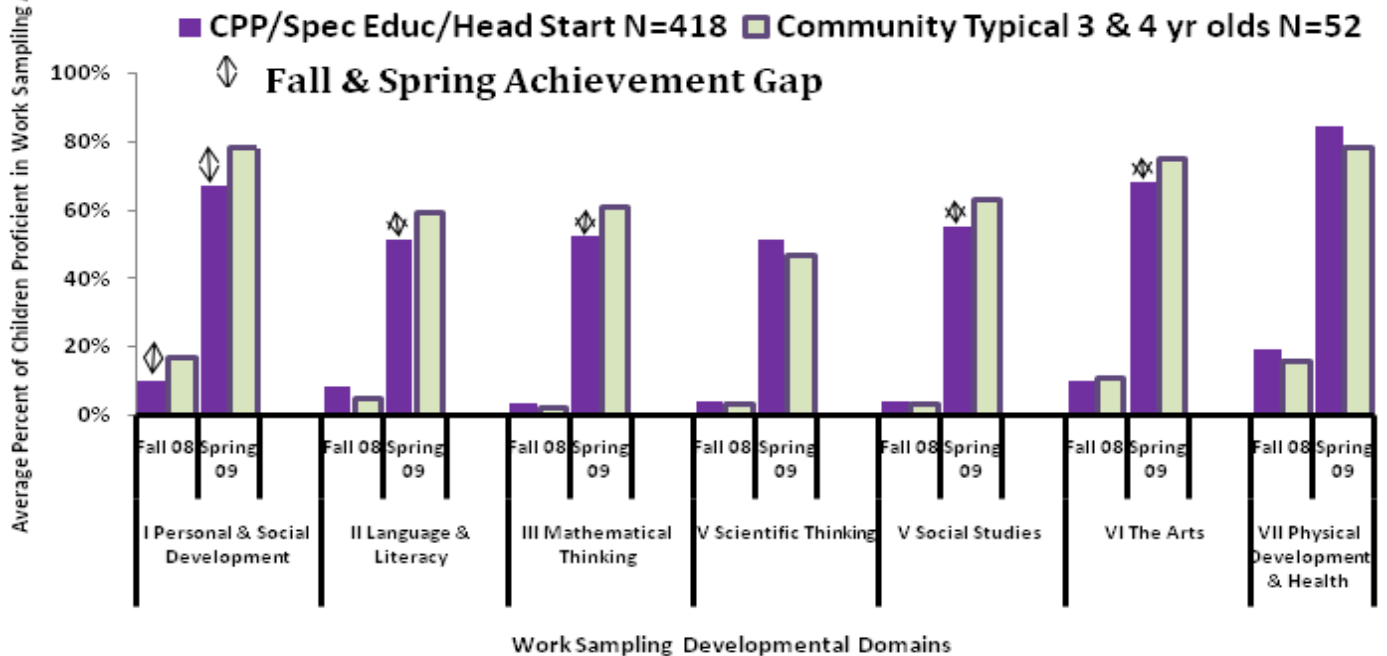
It is estimated that children who do not receive positive learning experiences in the first five years of life are likely to start kindergarten approximately two or more years behind their peers of the same age who are in typical environments unless they receive intervention of some kind.¹

Graph Adapted from Ramey 2003

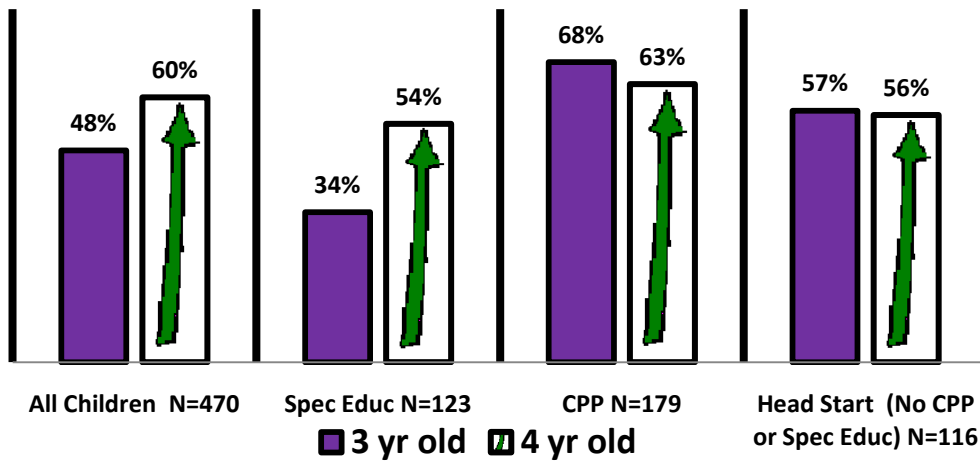
¹Ramey, C. (2003) "Preparing America's Children for Success in School." Paper prepared for invited Address, White House Early Childhood Summit on Ready to Read, Ready to Learn Denver, CO.

Work Sampling Child Outcomes 2008/09

The Effect of Early Intervention in 8 Months on Closing the Achievement Gap ECHO & Family Center EC Council of Fremont County 2008/09 N=470 children



Average Gain in Work Sampling Overall Scores in 8 Months 2008-09 N=470 Children

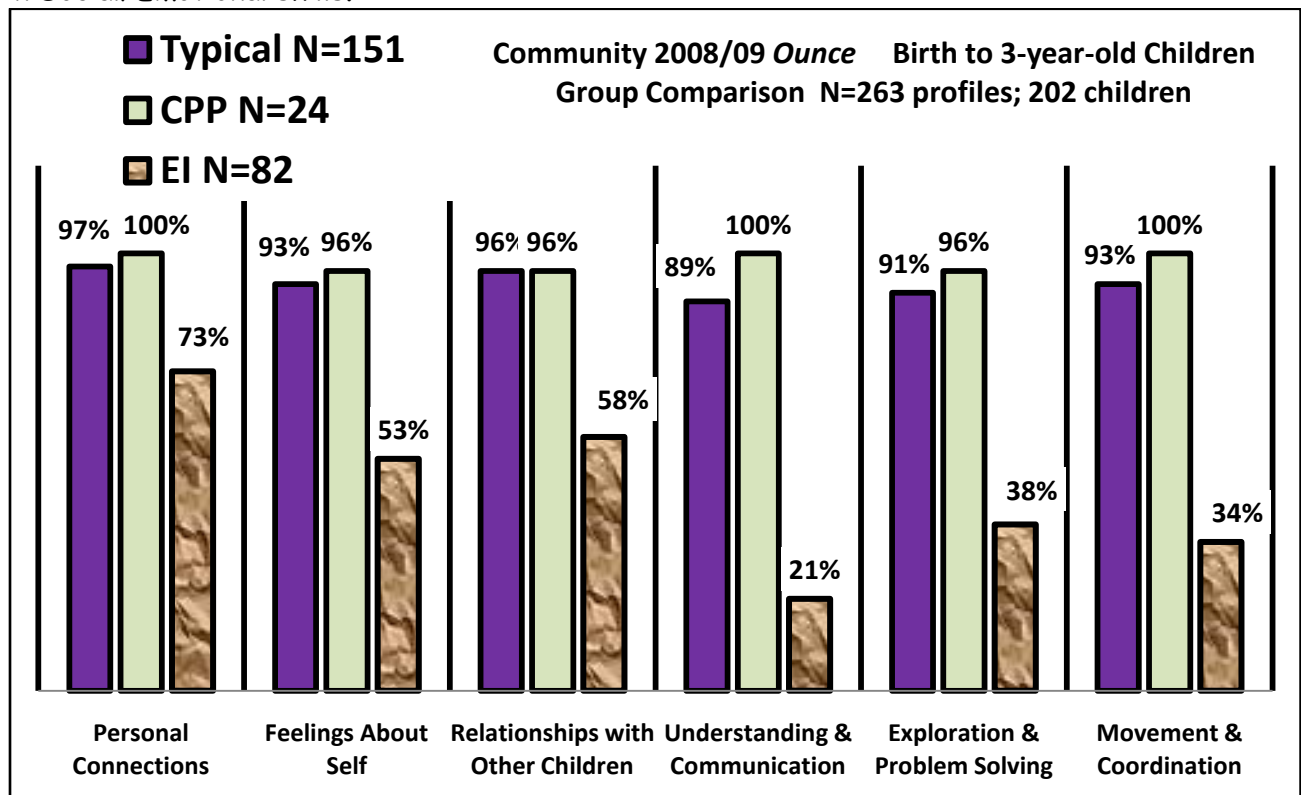


470 of the 536 children had both a fall 2008 and a spring 2009 Work Sampling assessment
 Ethnicity: 418 White; 44 Hispanic/Latino; 3 African American; 3 Asian; 1 Other
 Language: 463 English; 3 Spanish; 4 Other
 Gender: 220 Female; 250 Male

OUNCE Child Outcomes 2008/09

Colorado Preschool Program (CPP) Children did the best overall in *Ounce*, ranging from 96% to 100% in each of the 6 *Ounce* Areas, compared to children considered Typical with a range of 89% to 97%.

- Children in Early Intervention (EI) struggle most with *Understanding & Communication*, having the most challenge in keeping up with their age groups in Expressive Language (communication), although Receptive Language (understanding) is also a challenge.
- By 30 months of age, 85% to 92% of the children in First Steps Early Head Start are proficient in Social/Emotional skills.



Children Birth to 36 Months

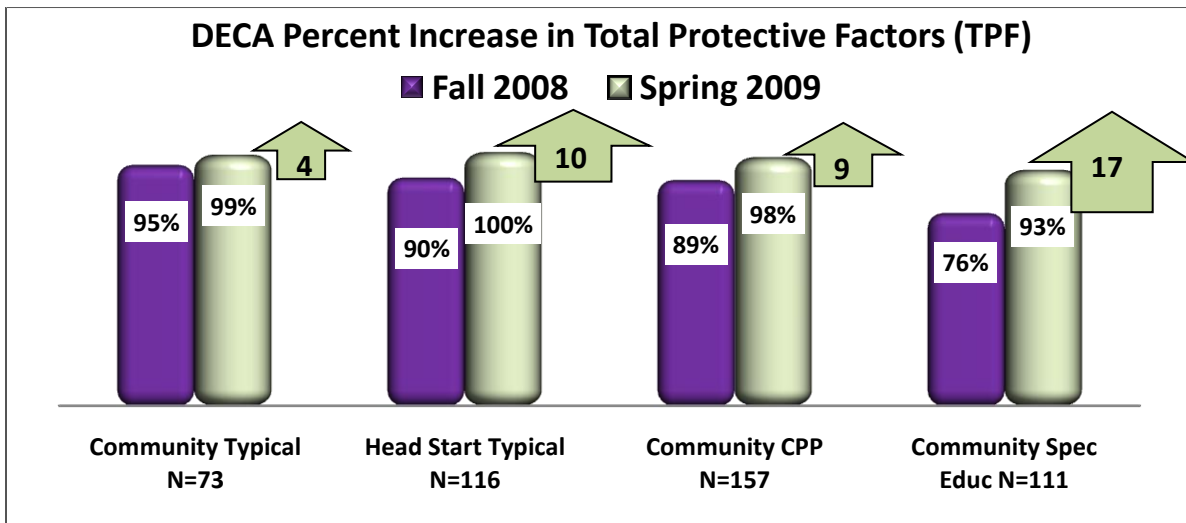
DECA Child Outcomes 2008/09

Early Childhood Mental Health Children Prenatal to 5 Years of Age and Their Family

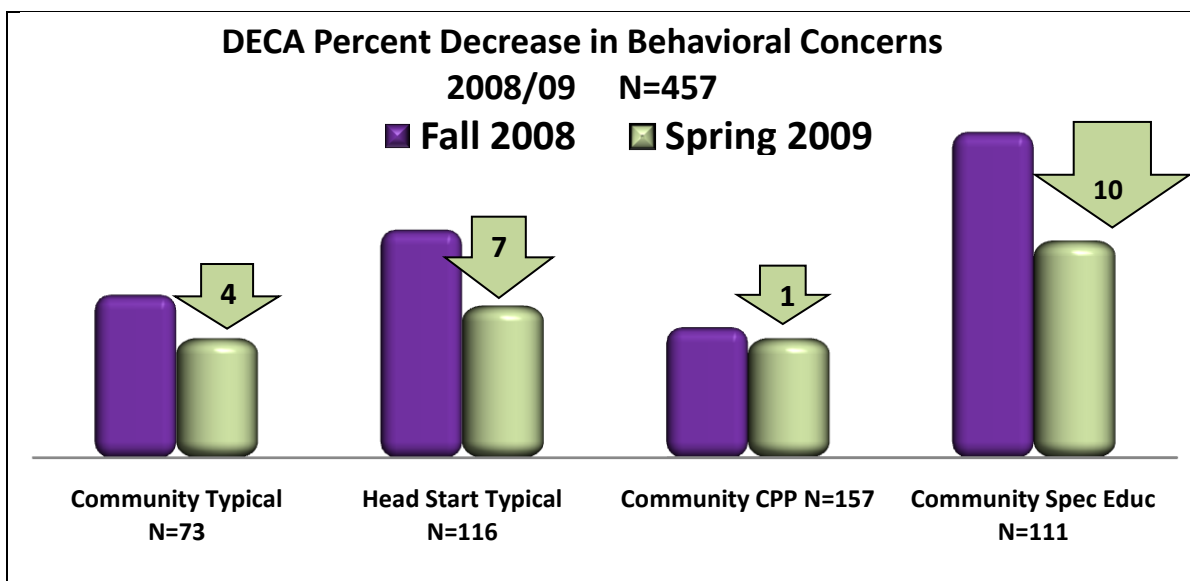
Instrument: *Devereux Early Childhood Assessment (DECA)*

645 children age 3-5 years were assessed by teachers between September 2008 and April 2009 (8 months); 457 of these have both a fall 2008 pre and a spring 2009 post that are used in this report.

- 189 community "typical" children
- 157 children in the Colorado Preschool Program (CPP)
- 111 children with an IEP



38% of the children made statistically significant positive changes in Total Protective Factors on the DECA assessment of social and emotional development. The children in Special Education made the biggest positive movement with 44% positive change. Both figures are statistically significant changes for the positive in social and emotional development over 8 months time!



CRIB TO KINDERGARTEN PROGRAM

2008/09

- Total # of children served by Crib to Kindergarten: 123 children and their families
- 4 families participated in the 8-week "Heart to Heart" group meetings
- 20 families participated in "Circle of Security" 8-week curriculum
- Age of child at time of referral:
 - Average age: 37 months
 - Median age (half above & half below): 35.5 months
 - Mode (most frequent): 25 months
 - Range: 4 months to 63 months
- Number and percent of children diagnosed with a Severe Emotional Disability (SED): 71 out of 92 children = 77% (2007/08 this was 76%)

Instrument: *Global Assessment of Function (GAF):*

Does a child's daily functioning improve as a result of ECMH services?

23 of 37 children, or 62%, with both a pre and a post GAF assessment moved to a score indicating less severe problematic symptoms by the time they exited Crib to Kindergarten or had received services for at least a year.

Instrument: *Child Behavior Check List (CBCL):*

Does a child's daily functioning improve as a result of ECMH services?

8 of 14, or 57%, of the pre Total T Home CBCL ratings were in the "Clinical Range." This compares to about 16% of the normal population of children expected to have scores in the Borderline or Clinical Range of the CBCL. Total scores are computed for Behavior Problems, Internalizing Problems, and Externalizing Problems.

2 of 13 children (1 child had 2 ratings completed) moved out of the Clinical Range by their post rating. Eight children who were rated in the Clinical Range at the post assessment had been in the Crib to Kindergarten program the shortest length of time, i.e., 4-9 months.

Instrument: *Parent-Infant Relationship Global Assessment Scale (PIRGAS):*

Does a child's relationship with his/her parent improve as a result of direct ECMH services?

37 out of 55 children, or 67%, moved to a higher level on the scale, indicating an improvement in the child's relationship with his/her parent/caregiver.

Instrument: *Parent Stress Index (PSI):*

Do parents report reduced stress as a result of ECMH services?

10 parents/parent surrogates completed a PSI. Parents of 7 children had a lower post PSI ranging from -4 to -25 points, indicating less stress in their parent-child relationship. Two assessments show no change and two assessment show increased stress.