The *Age Anchoring* Webinar will begin in a few minutes.

If you are viewing this Webinar with a group please enter the name of your agency and how many individuals are viewing the webinar with you into the chat box.
Age Anchoring:
What is it, how does it support your work, and how to identify a child’s progress

Michelle Staley
Cathie Koss
What is age-anchoring?

Age anchoring is generally what we refer to as determining a child's skills and abilities based on their age. Although, it is more than just understanding developmental milestones. It supports us to think beyond eligibility and more toward accountability.
Why is age-anchoring important?

Age-Anchoring Assessment measures are needed to assist in examining “expected age functioning” over time as well as comparing foundational skills across domains to determine whether they are foundational skills or the immediate foundational skill.
Other reasons to age anchor include...

*The Childhood Outcomes Summary Form (COSF)*

There are two Child Outcome Summary (COS) questions:

a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

b. Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?
Age Anchoring and the IFSP

- Age Anchoring will support you and your team, including the family to develop high quality functional outcomes and strategies during the IFSP process.

- Evidence based research demonstrates high quality IFSP functional outcomes and strategies result in children being able to fully participate in routines and activities in their home, school and community.

  **And that is the goal of early intervention!!**
What do I need to succeed?

Age-Anchoring requires:

- Full understanding of child development
- Ability to work with a team
- Desire to invest time in ongoing learning

You will be provided resources, tools and we will be providing follow up support. Support from your consultant is available as needed!!
Developmental Foundational Skills

Foundational skills are also referred to as prerequisite skills or precursor skills.

Foundational skills are the building blocks that children learn to utilize to develop subsequent, higher-level skills. These are often considered milestones.
Foundational skills across domains develop simultaneously

The precursor skills within the same domain (Hierarchization)

Precursor skills within other domains (Structuring)
DEC Recommended Practices for Assessment

• Involve multiple sources
  • Examples: family members, professional team members, service providers, caregivers

• Involve multiple measures
  • Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples
What Is Assessment?

A generic term that refers to the process of gathering information for decision-making.

“Early childhood assessment is a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus.”

**Assessment Tools**

**Child Development Information and assessment tools are organized by:**

- Domain specific developmental sequences, or
- Major physical or behavioral achievements children reach by certain ages

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### B. Means-Ends

(see inside HELP – page 46)

<table>
<thead>
<tr>
<th>Obj.</th>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25</td>
<td>5-6.5</td>
<td>Reaches for second object purposefully—when holding one, reaches for 2nd with either hand; may not attain</td>
</tr>
<tr>
<td>1.26</td>
<td>5-9</td>
<td>Works for desired, out of reach object—e.g., may pivot, roll, stretch, wiggle, crawl; does not have to obtain</td>
</tr>
<tr>
<td>1.40</td>
<td>6.5-7.5</td>
<td>Retains two of three objects offered—immediately drops one without thought; may not obtain 3rd</td>
</tr>
<tr>
<td>1.45</td>
<td>8-10</td>
<td>Retains two and reaches for 3rd object—intentional thought; e.g., may reach with mouth, lay one block down</td>
</tr>
<tr>
<td>1.47</td>
<td>8-10</td>
<td>Retrieves object using other material—pulls cloth to get out-of-reach object laying at end</td>
</tr>
<tr>
<td>1.46</td>
<td>8-11</td>
<td>Overcomes obstacle to obtain object—moves around obstacle, pushes out of way, or reaches over it</td>
</tr>
<tr>
<td>1.53</td>
<td>9-12</td>
<td>Uses locomotion to regain object; resumes play—e.g., crawls to get block to put in box</td>
</tr>
<tr>
<td>1.74</td>
<td>9-12</td>
<td>Pulls string horizontally to obtain toy—not just to play with string</td>
</tr>
<tr>
<td>1.79</td>
<td>13-15</td>
<td>Pulls string vertically to get toy—pulls string up to get dangling toy</td>
</tr>
<tr>
<td>4.64</td>
<td>12.5-18</td>
<td>Inverts small container to obtain tiny object after demonstration—may first poke finger in or shake bottle</td>
</tr>
<tr>
<td>4.66</td>
<td>13.5-19</td>
<td>Inverts small container spontaneously to obtain tiny object—same as #4.64—no demo; also in 1-5</td>
</tr>
<tr>
<td>4.95</td>
<td>17-24</td>
<td>Solves simple problems using tools—e.g., use stick to get bell under safe; stool to reach toy on a counter</td>
</tr>
<tr>
<td>6.55</td>
<td>21-23</td>
<td>Opens doors by turning knob—purposely turns to open, not just playing; also in 0-7</td>
</tr>
</tbody>
</table>
The Key Question Is...

How much and what information will a given tool provide about the attainment of the three child outcomes?

Early Childhood Outcomes Center
So, how do we develop a picture of child functioning?

Thinking about an infant and toddler from a functional lens requires a shift from the more traditional viewpoint of child development.
“When you only assess skills and behaviors it encourages a narrow and isolated picture of the child’s development.”
~Sally Parks
Using Assessment Tool Information

- Information from formal or published assessment tools can be very useful when age anchoring.

- Teams may have additional information that paints a picture of the child that differs from one provided by an evaluation or assessment. Teams may “override” the results from an assessment tool.

- The ECO Center has “cross walked” assessment tools to the outcomes.
Remember This...

- Flexibility is required in applying assessment tool results to the outcomes

- You must consider multiple data sources including family input and observations

- Teams need to decide what information from an assessment tool is relevant to support age anchoring
Critical Assumptions Related to the Three Child Outcomes

• Measuring achievement of the outcomes is based on comparison with age expectations

• Children of different ages will demonstrate achievement in different ways, so expectations change with age

• There are many pathways to functioning for children with atypical development (e.g., using sign language, wheelchair).

Early Childhood Outcomes Center
Assessing Functional Outcomes

• What does the child usually do?
• Actual performance across settings and situations
• How the child uses his/her skills to accomplish tasks

• Not the child’s capacity to function under unusual or ideal circumstances

• Not necessarily the child’s performance in a structured testing situation (“noncompliant”)

Early Childhood Outcomes Center
How foundational skills lead to age-expected functioning
Important points to consider....

• How well do we know both typical and atypical development?
• It is a lot of information
• Some of you are discipline specific
• We spend a lot of time with children with disabilities
So you understand...

**Foundational skills are...**

The skills and behaviors that occur earlier in development and serve as the foundation for later skill development. These are skills we use to help children move to the next level developmentally.

Early Childhood Outcomes Center
But what are immediate foundational skills?

Immediate foundational skills are... skills that are conceptually linked to later skills and immediately precede the later skills developmentally.
The set of skills and behavior that occur developmentally just prior to age-expected functioning are the basis or foundation on which to build age-expected functioning.
Activity – Getting a snap shot of Henry
Activity – Meet Henry

- A 25-30 month old should hold a spoon, scoop food and bring it to their mouth with little or no spilling.
- Begins to use a fork (28-30 months)
- Children 18-24 months handle a cup well and feeds self well with spoon
- At 24-30 months I can eat all my food by myself, but I may still make a mess with foods like spaghetti.
- I can chew and swallow many of the same foods my parents eat (12-18 months)
- I can eat and drink without help, but I might make a big mess (12-18 months)
What we expect...

Age expected skills for Henry would include that he is beginning to use a fork well and when using a spoon having little or no spills.
A child 12-18 months..

Can chew and swallow many of the same foods my parents eat.
Can eat and drink without help, but might make a big mess.
Let’s make our final decision....

Foundational skills

Immediate foundational skills

Age expected functioning

Early Childhood Outcomes Center
This is not easy.....

In fact, initially you may find this difficult because child development does not progress in a neat and tidy sequence.
Because this is not easy we will continue to support you....

Your ECN Consultant is always available to support you!

Consider working together with your agency team members

In addition we will also be providing on-going support through our Age Anchoring Happy Hour May 13th at Noon!
You can contact ECN Consultants at.....

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Evaluation and Certificates

First complete the evaluation by going to this link:
https://www.surveymonkey.com/s/5NH7FW3

Once you have completed the survey you will be redirected to a page to print a training certificate.

To print your certificate

• Enter the password AQDN7ZA (the password is case sensitive)
• Type your name in the name box
• Click print button at lower left
• Certificate will be available until 5:00 PM Wednesday, April 8, 2015