

Delaware Early Childhood Outcomes Manual

BIRTH TO KINDERGARTEN
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Section 1: Introduction



Delaware Early Childhood Outcomes

The State of Delaware is committed to supporting early education for all young children. The Office of Early Learning, (OEL), formerly known as Office of Early Development and Learning Resources, within the Delaware Department of Education (DDOE), was established in 2002, to support the development of a quality early care and education system. Considerable effort has taken place to bring together the many distinct elements that make a good system.

The Delaware Health and Social Services (DHSS), specifically, The Division of Management Services serves as the lead agency for Delaware's Birth to Three Early Intervention System (Birth to Three), under the IDEA Part C, serving infants, toddlers and their families and provides overall management and ensures compliance with federal IDEA regulations. Child Development Watch (CDW) within the DHSS, specifically the Division of Public Health provides child find activities and early intervention supports and services.

The Early Childhood Special Education program, IDEA, Part B, Section 619, for children ages three through five is administered through the OEL within the DOE. Local Education Agencies (LEAs) provide childfind activities, along with provision of special education and related services to eligible preschoolers. Both Birth to Three and the Early Childhood Special Education program must collect and report child outcomes data annually to the federal Office of Special Education programs (OSEP).

Delaware has established an early childhood outcomes (accountability) system, which is explained in this Delaware Early Childhood Outcomes Manual. This process is intended to respond to the federal requirements for reporting child outcomes to (OSEP) and to enable the state to monitor children's development to support effective intervention and inform decisions about program improvement for eligible children ages birth through five.

The federal government established a set of outcomes for programs providing early intervention services to children with Individualized Family Service Plans (IFSP) or Individualized Education Programs (IEP). States are **required** to collect assessment data and annually report progress on three functional child outcomes to OSEP. The outcomes are measured according to the extent to which children are making or not making progress as a result of receiving Early Intervention or Early Childhood Special Education. The outcomes include:

- Children have positive social-emotional skills (including social relationships)
- Children acquire knowledge and skills (including early language/communication and early literacy)
- Children take appropriate action to meet their needs

Curriculum and instruction are important aspects to a quality education system. The Delaware Early Learning Foundations for Preschool, and for Infants/Toddlers, were developed as a foundational framework for programs (see Appendix). The Early Learning Foundations are meant to provide a structure and guide for planning instructional experiences that are essential to facilitate children's development. Assessment and ongoing monitoring are other important aspects to a quality education system. Assessment serves the purposes of monitoring the effectiveness of instruction, making sure developmental growth is being made, and ensuring that the outcomes targeted for instruction are being met. Assessment can and should be a positive component to any educational process.

Linking assessment and instruction is a critical component to an effective system. Identifying

specific outcomes and using assessment and instruction as a basis for determining effectiveness are essential to current educational practice. Bringing together these elements will further support effective early intervention practices.

Audience

The Delaware Early Childhood Outcomes Manual is intended for professionals who are responsible for collecting and reporting child outcomes for children ages birth through five with IFSPs/IEPs served by DHSS, Delaware Health and Social Services, Child Development Watch and the Local Education Agencies (LEAs). As the outcomes measurement process continues to evolve, the procedures and forms within this manual will be updated.

Purpose

The purpose of the Delaware Early Childhood Outcomes Manual is to assist professionals in developing an understanding of:

- Federal and state requirements for collection of information on three specific child outcomes
- Components of birth to three's and the preschool program's outcomes measurement processes
- Three child outcomes and the purpose for measuring child outcomes
- Importance of looking at a child's ability to function in the three outcome areas and how the outcome ratings will benefit the child and family
- How to summarize a child's functioning on the three outcomes using the Child Outcomes Summary (COS) process
- How to report the child outcome data in DHSS Cares
- How to report the child outcomes data in eSchool Plus for children served by LEAs

Delaware Early Childhood Outcomes Manual Development Committee

The Delaware Department of Education wishes to thank the committee members who contributed to the development of this manual. Each member of the committee dedicated time and effort in assuring the Delaware outcomes measurement process was a high quality and comprehensive process which enables young children to be active and successful participants during their early childhood years and in the future in a variety of settings.

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Section 2: Federal Requirements – Why Do We Measure Child Outcomes?



IDEA Overview

The Individuals with Disabilities Education Act (IDEA) is a Federal law ensuring services to eligible children with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to approximately 7 million eligible infants, toddlers, children, and youth with disabilities. States receive more than \$12 billion in Federal IDEA funds each year to support these services.

Parts of the IDEA

Infants and toddlers with disabilities (birth to three) and their families receive early intervention services under Part C of the IDEA. Children and youth (ages 3–21) receive special education and related services under Part B of the IDEA. To learn more about the history and specific parts of the IDEA, go to: <http://idea.ed.gov>

Oversite of the IDEA

OSEP monitors how Parts C and B of the IDEA are implemented by states. Each state must supervise the implementation of both Parts C and B through monitoring of local early intervention services programs and LEAs. OSEP oversees these general supervision activities for each state via the state's progress in a State Performance Plan/Annual Performance Report (SPP/APR) which shows its overall efforts in implementing the IDEA.

State Performance Plan (SPP)

When the IDEA was reauthorized in 2004, the law was amended to require that each State develop a SPP. The SPP helps the State evaluate its efforts in implementing the requirements and purposes of the IDEA, and describes how it will improve its implementation over a period of six years. For Part C and B, the SPP includes baseline data, measurable and rigorous targets, and improvement activities for indicators such as early childhood transitions, dropout rate, participation and performance on assessments, meeting evaluation and service delivery timelines, and ensuring that complaints and hearings are resolved within required timelines.

Annual Performance Report (APR)

The IDEA requires each State to report annually to the U.S. Secretary of Education on the progress it has made that year in meeting the measurable and rigorous targets. This is known as the APR. After reviewing each State's APR and assessing its progress, the Secretary is required to issue an annual determination letter—essentially, a report card—which documents the State's overall progress in meeting the requirements of the IDEA. This determination letter is an important tool for States in their ongoing efforts to improve education for children with disabilities.

Child Outcomes Indicator

Indicator 3 (Part C) and Indicator 7 (Part B) of the SPP/APR focuses on measuring the outcomes of children birth through 5 with an IFSP/IEP.

Indicator 3 and Indicator 7: Percent of infants/toddlers/ preschool children with an IFSP/IEP who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (*including early language/ communication and early literacy*)
- C. Use of appropriate action to meet their needs

Both, DHSS, Birth to Three and DDOE, OEL serving infants, toddlers and preschool children with disabilities, are required to report data on Indicator 3 and 7, respectively each year as part of the SPP/APR. OSEP uses each state's data to determine how well the state's programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families. Both Parts C and B are required to publicly report on the state's performance annually.

Complete copies of the Part C and Part B SPP/APR are available online at:

Part C

www.dhss.delaware.gov/dms/epqc/birth3/directry.html

Part B

<https://www.doe.k12.de.us/Page/3380>

<https://osep.grads360.org/#report/apr/publicView>

Section 3: Delaware Early Childhood Outcomes Process



Introduction

Birth to Three and DOE/OEL utilize the Child Outcomes Summary (COS) process to collect and report child outcomes data to the federal government. The COS process is part of a child's participation in the Part C early intervention program, Child Development Watch (CDW), and LEA's Part B preschool special education programs and can be integrated into the overall IFSP/IEP process from intake through transition and/or exit. Local programs may find child outcomes measurement more efficient and more effective by integrating the COS data collection and IFSP/IEP development and implementation. For additional information about how these processes can be integrated, see the IFSP and IEP flow charts in the Appendix and visit the ECO resources available online at:

<http://ectacenter.org/eco/>

The following is a brief description of the Delaware child outcomes process. Additional information relating to this process is provided throughout this manual.

The Key Steps in Measuring Child Outcomes

- 1) **Introduction to Parents:** When a child enters into early intervention/early childhood special education, discuss the Delaware child outcome process and how this information is used with parents and professionals. The Delaware Early Childhood Outcomes Project Brochure, located in the Appendix, provides general information that will assist in this discussion. Entry into Part C early intervention services or Part B early childhood special education services could be when a child:
 - a. is newly identified as eligible for early intervention or early childhood special education
 - b. transitions from Part C to Part B
 - c. transfers from another program
 - d. withdraws, then reenters a program
- 2) **Administer Approved Tools:** As part of the process to gather information needed to determine the child's outcome ratings, the team determines and administers the most appropriate Approved Assessment Tool (See section on Approved Assessment Tools). The approved assessment tool will be one of the team's multiple data sources used to determine the child's outcomes ratings.
- 3) **Discuss Three Areas:** As part of the IFSP/IEP process, the team should discuss the three child outcomes areas and identify the COS rating that most accurately represents the child's current skills and behaviors using information from multiple data sources including the family, professional observations, the Infant/Toddler or Early Learning Foundations, assessment scores and other valuable information from IFSP/IEP team members.
- 4) **Complete Entry COS Form:** Data used for the entry COS form will be based on information collected at the initial eligibility determination. The entry COS form will be submitted for data entry within 15 business days of the eligibility determination. Completing the COS process at this time will provide baseline data and a more accurate representation of entry level skills prior to Part C/B intervention.
- 5) **Complete Monitoring COS Form:** Part C completes entry and exit COS only, and is not required to complete this step. The Part B COS process must be completed at the end of each school year for children served in Part B provided that the child has

received services for at least 6 consecutive months.

- 6) **Complete the Exit COS Form:** If 6 consecutive months of services have been provided, an exit COS Form must be completed when the child:
 - a. exits Part C (completion of goals) or Part B services
 - b. moves out of district, (Part B), or moves out of state
 - c. is deceased
 - d. reaches maximum age for Part C or Part B (5th birthday by August 31st)
- 7) **Enter into the Data System:** The COS data should be entered into DHSS Cares, eSchool Plus.
- 8) **Data Quality:** Birth to Three and DOE/OEL will conduct regular reviews of the data to identify data quality issues. Local programs may be contacted if there are concerns about data submitted. CDW and LEAs should implement strategies for checking their own data quality (see strategies presented in the QA section of this report) to ensure the highest quality data are submitted to the state.
- 9) **Data Use:** The state will report the statewide child outcomes data to the federal government through the Annual Performance Report (APR). The state will also report Part C/LEA data to the public on an annual basis. The state and local programs are to use the child outcomes data, along with other program data, for program improvement.

Children Included in the Child Outcomes System

Part C

The children participating in the Child Outcome Process will:

- a. be Part C Eligible
- b. have an IFSP (even if service coordination is the only service)
- c. have been in the program for at least six months

Children who temporarily withdraw from services are included in the system if they return and continue services within 90 days of the date they withdrew.

Birth Mandate

Children under the age of three receiving special education services under Part B, with a birth mandate classification of Autism Spectrum Disorder, Deaf/Hard of Hearing, Deaf-Blind, or Visual Impairment including Blindness are included in the COS process. Children who are birth mandate eligible and whose families chose to exit Part C and accept Part B 619 services through an IEP will have an exit COS completed by Part C when they leave Part C. Part B 619 will complete an entry COS upon their entry to Part B 619 programming.

Part B

The children participating in the Child Outcome Process will:

- a. Be three to five years of age and have an active IEP.
- b. Those children under the age of 3, served through Part B through an IEP will have their COS completed by Part B.
- c. Have received six consecutive months of service. There needs to be at least six months between the first assessment and the conclusion of the second assessment during the

first year. Children who temporarily withdraw from services are included in the COS process if they return and continue services within 30 days of the date they withdrew.

The federal government has made a policy decision that children with more than a 30-day break in service need to be considered dropped from the program. Therefore, when this occurs and the child re-enrolls, the eligibility process must be initiated again.

Summer break for Part B children does not constitute a break in service.

Policy on Children Who Transfer

Within State – Part C

Children transferring within the state will have their data transferred to their newly assigned early intervention program.

Within State – Part B

The sending district will complete an exit COS Form, **(provided the child has had 6 months of service in that district)**, enter the data into eSchool, and ensure the COS form is included in the child's special education record (Audit File) going to the receiving district within 15 days of withdrawal date. This data should transfer electronically in eSchool to the receiving district. The receiving district will use this exit COS data as their entry COS, **by creating a new Test Summary entry for this child in this new district.**

From Out of State – Part C and Part B

When a child transfers from out of state, entry COS procedures should be followed. Completing the COS process within 15 business days of enrollment in a Delaware Part B 619 program.

Part C Early Intervention to Part B Preschool Special Education Program

School districts/programs will collaborate with CDW staff during the transition process when a child transitions from early intervention to the early childhood special education program. The CDW staff may know the child well and will be able to provide information about the child's skills and behaviors across settings and situations. If the Part C program has completed an exit COS form, that data is a good source of information to inform the entry COS for the early childhood special education program (*a new Part B COS must be completed unless it is a birth mandate child*).

Timelines for State & Regional Outcomes Measurement Activities Part C

Dates	Activity	Activity Description
July 1 – June 30	COS Data Entry	The Part C programs are responsible for data entry of the COS data. This is a continuous process
August 15 – August 31	Process Data (Round 1)	Birth to Three will create a list of exiting infants/toddlers who have entry and exit score Part C will provide each CDW COS Liaison with a list
September 1	Provide Data to CDW COS Liaisons for Review (Round 1)	Birth to Three will provide each CDW COS Liaison a list of exiting infants/toddlers who have entry and exit score for the first review
September 2 – September 16	COS Liaisons Review and Revisions (Round 1)	COS Liaisons will review their list provided by Birth to Three and make needed revisions
September 17 – September 30	Process data & send to COS Liaisons for review (Round 2)	Birth to Three will re-create the list of exiting infants/toddlers who have entry and exit score. Birth to Three will provide each COS Liaison a list
October 1 – October 7	Review (Round 2) & Sign off	COS Liaisons will review their list provided by Birth to Three and make additional revisions and ensure their data is accurate
November 1 – December 30	Part C Send Final Report to COS Liaisons	Birth to Three will send the final COS reports to each COS Liaison prior to submitting for federal reporting
February 1	Federal Reporting	Birth to Three will submit COS data to the U.S. Department of Education’s Office of Special Education Programs (OSEP)

Timelines for State & Regional Outcomes Measurement Activities Part B

Dates	Activity	Activity Description
July 1 – June 30	COS Data Entry	Part B 619 programs are responsible for data entry of the COS data This is a continuous process
By August 1	Provide Data to Part B 619 Programs for Review	DDOE will create a list of exiting students who have entry & exit score DDOE will provide each Part B 619 program a list
By August 1	Provide Data to Part B 619 Programs for Review	DDOE will provide each Part B 619 Program a list of exiting students who have entry and exit score for the first review.
Between August 1 & August 31	District Review and Revisions	Districts will review their list provided by DDOE & make needed revisions in eSchool Plus & on the data tracking spreadsheet
By August 31	District Return End of Year Data spreadsheet	Districts will review their list provided by DDOE and sign off indicating their data is accurate on the data tracking spreadsheet.
February 1	Federal Reporting	DDOE will submit COS data to the U.S. Department of Education’s Office of Special Education Programs (OSEP)
By end of May	DDOE Send Final Report to Districts	DDOE will send each Section 619, Part B program the final COS reports after annual district determination letters go out

Early Childhood Outcomes

The Early Childhood Outcomes (ECO) Center, now the Early Childhood Technical Assistance Center (ECTA Center), was originally funded by OSEP to develop an approach for collecting data on child and family outcomes for the Part C early intervention and the Part B Section 619, early childhood special education programs of IDEA. The child outcomes that Part C and Part B/section 619 programs are required to measure were developed through a year-long consensus-building process that involved input from and review by numerous stakeholders including federal, state, and local policy-makers and administrators, local providers, family members of children with disabilities, and researchers.

The ultimate goal of early intervention and early childhood special education is to enable young children to be active and successful participants during their early childhood years and in the future in a variety of settings. The three early childhood outcomes that all programs are required to measure are:

- 1) Children have positive social-emotional skills
- 2) Children acquire and use knowledge and skills
- 3) Children take appropriate action to meet their needs

The three early childhood outcomes above were intentionally designed as functional outcomes.

Functional outcomes refer to things that are meaningful to the child in the context of everyday living. Functional outcomes place an emphasis on “how” the child is able to carry out meaningful behaviors in a meaningful context.

Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns. Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.

Functional outcomes refer to behaviors, often multiple behaviors that integrate skills across domains. Functional outcomes can also involve multiple domains. Skills are domain-based, separating a child’s development into discrete areas. An example of this would be gross motor skills, involving large muscle movement and fine motor skills, involving small muscle movement. Other discrete skills are found in the domains of expressive communication, receptive communication, social skills, cognitive skills, and interaction skills.

For example, a functional outcome for a 3-year-old child might be to “play interactively with other children for a period of 30 minutes.” Many discrete, domain-specific skills are required in order to accomplish this outcome.

More information about functional outcomes and thinking functionally is available in the Appendix.

The following excerpt from the ECO Center Paper *Family and Child Outcomes for Early Intervention and Early Childhood Special Education* provides a brief explanation of each child outcome area along with examples of the behavior or skills that are part of achieving the outcome.

A module, “*So What is this All About*” can be found online at:
<http://dasyonline.org/olms2/435691>

Note: The bulleted items in each section below are intended to provide examples and not to be used as a checklist.

1. Children have positive social skills (including social relationships)

As noted in the discussion of the first family outcome, a caring, warm relationship between a parent and the child is the foundation for all subsequent development. From this foundation, the young child begins to develop a positive sense of self and can begin to build more relationships with other family members and those outside of the family such as peers. Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to behave accordingly. All children need support from adults in learning how to be successful participants in their social world but some children who face challenges in this area need additional or specialized support.

Children who achieve this outcome show a variety of behaviors related to making and maintaining positive social relationships in age-appropriate ways. For example, they:

- Demonstrate attachment with the significant caregivers in their lives
- Initiate and maintain social interactions with a variety of adults and peers
- Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in child care, etc.
- Demonstrate trust in others. Build and maintain relationships with children and adults
- Regulate their emotions
- Understand and follow rules
- Solve social problems

2. Children acquire & use knowledge & skills (including early language/communication and early literacy)

Over the early childhood period, children display tremendous changes in what they know and what they can do. Everyday life can present children with a wide variety of natural learning opportunities that serve to help children acquire progressively more advanced skills. Parents and other adults support children's acquisition of knowledge and skills by providing children with safe, nurturing and stimulating environments in which learning can flourish. Children with special needs can face a variety of challenges related to acquiring knowledge and skills and may need additional supports to realize their potential. The knowledge and skills acquired in the early childhood years, especially those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years.

Children who achieve this outcome show a variety of behaviors related to acquiring and using knowledge and skills across a variety of everyday routines and activities. For example, they:

- Display curiosity & an eagerness for learning
- Explore their environment.
- Explore and play with people and objects including toys, books and other materials
- Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner
- Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form
- Demonstrate trust in others. Build and maintain relationships with children and adults
- Regulate their emotions
- Understand and follow rules
- Solve social problems

3. Children take appropriate action to meet their needs

As children develop, they become increasingly more capable of acting on their world. Babies cry to communicate hunger whereas an older child can ask for something to eat. Children have a variety of needs – to eat, sleep, play, move, explore, and communicate to name but a few.

With the help of supportive adults, young children become able to address their needs in more sophisticated ways and with increasing independence over the course of the early childhood years. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve a goal that is of value to them, such as showing their artwork to an adult and describing what it is or pointing to a toy and asking for it. Children with disabilities may use specialized technology or may need assistance from adults to allow them to meet their needs.

Children who take appropriate action to meet their needs show a variety of behaviors related to this outcome. For example, they:

- Use gestures, sounds, words, signs or other means to communicate wants and needs
- Meet their self-care needs (feeding, dressing, toileting, etc.). Their ability to meet self-care needs allows them to participate in everyday routines and activities

- Use objects (for example, forks, sticks, pencils, crayons, clay, scissors, switches, other devices, etc.) as tools in appropriate ways

Child Outcomes Summary (COS) Process

Understanding the 7-Point Rating Scale

The Child Outcomes Summary (COS) process includes a 7-point rating scale for describing children's functioning compared to age expectations in each of the three outcome areas required by OSEP. The COS process provides a way for teams to summarize the child's level of functioning using information from many sources including assessment measures and parent and provider reports.

The COS process provides DE with the data to address the OSEP reporting requirement as well as look at the child outcomes data in other ways. Using the COS process does not require that programs collect more data about children's progress; it is a mechanism to summarize assessment information for federal reporting as well as for accountability, program planning, and program improvement.

The COS process employs a 7-point scale to characterize a child's current level of functioning in each of the three child outcome areas compared to the skills and behaviors expected at the child's chronological age. Each point on the scale is defined by the extent to which the child demonstrates age appropriate or immediate foundational skills. The summary ratings are determined by the child's team, including the family, and provide an overall picture of how the child functions in everyday life for each outcome area across a variety of settings and situations.

Two modules provide additional information and instructions on how to complete the Child Outcome Summary form along with information relating to the 7-point rating scale. Included in these documents are *Definitions of Outcomes Ratings* chart, which are also found in this manual.

Overview of the COS Process is online at:

- <http://dasyonline.org//olms2/435692>

Completing the COS Process is online at:

- <http://dasyonline.org//olms2/435693>

Information about how the 7-point rating translate to the OSEP Progress Categories and summary statements for the APR can be found in Section 6 of this document and online at:

The 7-Point Rating Scale

- http://dasyonline.org//olms2/COS_Session4

Outcome Ratings Definitions: For Use with the COS Form

Overall Age-Appropriate	Completely means:	7	<p>Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age.</p> <p>No one has any concerns about the child's functioning in this outcome area.</p>
		6	<p>Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</p> <p>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</p>
Overall Not Age-Appropriate	Somewhat means:	5	<p>Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.</p> <p>Child's functioning might be described as like that of a slightly younger child*.</p>
		4	<p>Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.</p>
	Nearly means:	3	<p>Child does not yet show functioning expected of a child of his or her age in any situation.</p> <p>Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.</p> <p>Functioning might be described as like that of a younger child*.</p>
		2	<p>Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.</p>
	Not yet means:	1	<p>Child does not yet show functioning expected of a child his or her age in any situation.</p> <p>Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.</p> <p>Child functioning reflects skills that developmentally come before immediate foundational skills.</p> <p>Child's functioning might be described as like that of a much younger child*.</p>

**The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays. Table provided by ECO 11/8/12*

Age Expected, Immediate Foundation & Foundation Skills

During the COS process, the team selects one of 7 rating points that best represents a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age- expected way in each outcome area. Between them, team members must:

1. Know about the child's functioning across settings and situations
2. Understand age-expected child development
3. Understand the content of the three child outcomes
4. Know how to use the rating scale
5. Understand age expectations for child functioning within the child's culture

The team needs to understand the developmental continuum that leads to age-expected functioning, asking:

1. Are the child's skills and behaviors what one would expect for a child this age? Does he or she use those skills and behaviors functionally in the way expected for that age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as **foundational skills**. For example, children play alongside one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functioning are foundational skills, however, the set of skills and behavior that occur developmentally *just prior* to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age- expected functioning.

A child who's functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn- taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues

throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, although 3-year-olds continue to use eye contact effectively, being able to make eye contact is not an immediate foundational skill for a three-year-old because that skill emerges in most children at a much younger age. Additional examples and information can be found in the Appendix and online at:

- http://ectacenter.org/eco/assets/pdfs/Immediate_foundational_skills.pdf

Child Outcomes Summary (COS) Process – Instructions

Who Completes the Child Outcomes Summary (COS) Process?

The COS process is a collaborative team approach. Those who see the child in various settings and situations and understand his/her everyday skills and behaviors should be included. The multidisciplinary team includes the family and a variety of other professionals such as classroom staff, related service staff, childcare providers, assessors, family service coordinators, early interventionists and other individuals who work closely with the child. The multidisciplinary team is responsible for providing input and completing the COS form.

What Types of Sources of Information Should the Team Consider?

Many types of information could be considered in selecting a rating. In addition to using one of the state approved assessment tools listed, information from other data sources may include but are not limited to: parent and clinical observations, curriculum-based assessments, norm-referenced assessments, service provider notes about performance in different situations, classroom observations, the Evaluation Summary Report (Section 619/Part B) and progress and issues identified in the IFSP/IEP present level of educational and functional performance. Any data source that provides the team with information about the child's everyday functioning across settings and situations may be considered.

What is Included in the Supporting Evidence Section of the COS form?

The Supporting Evidence is the rationale that explains the rating and should: correspond to the specific outcome area; cover all appropriate aspects of the outcome; provide examples of the child's everyday functioning in the outcome area; provide discipline specific evidence to support the outcome area; and provide an overall picture of how the child functions for the outcome area across settings and situations. The Part C and Part B DE COS form includes separate boxes for the team to write evidence that includes examples of skills and behaviors that are considered age appropriate, immediate foundational, and foundational. It is NOT required that teams provide examples in all three boxes for every rating. Whether and how much the team writes in each box is dependent upon the rating itself. For example, if a team selects a rating of '7' one would expect to see evidence of age expected behaviors only. If a team selects a rating of '2' one would expect to see evidence of foundational skills and one or two immediate foundational skills. More information about the evidence that should be provided according to the COS Form can be found in the appendix.

Guidance for Documenting the Rating on the Childhood Outcomes Summary (COS) form with Evidence Organized by Level of Functioning:

<http://ectacenter.org/eco/assets/pdfs/EffectiveDocumentationforOutcomeRatings.pdf>

How do you know if the child made progress (answering question 1b, 2b, or 3b on the COS form)?

The Question reads: Has the child shown ANY new skills or behaviors related to outcome 1, 2 or 3 since the last outcomes summary?

- The Yes/No progress question on the COS form should be answered on the annual and exit COS Form (not the initial/entry COS Form) and is used to indicate whether or not a child has made ANY progress while in the program.
- If a child has shown one new skill or behavior, the team should answer “Yes” to the progress question.
- The Yes/No progress question is independent of the 7-point rating. In other words, a child may not have a change in his/her rating but the team can still report that “Yes” the child has made some progress.
- Remember that when answering the Yes/No progress question, the team is comparing the child’s current skills and behaviors to his/her previous skills and behaviors (unlike the 7-point rating scale which is comparing the child’s skills and behaviors to those that are expected for his/her age).

What Additional Resources Are Available to Assist the Team in Determining the Child’s Rating Scale?

The ECTA Center has developed a variety of resources to support programs in using the COS process available on the ECTA Center website. A few key resources to highlight are included in the Appendix and can be found below:

Overview of the Outcome Summary Process: includes frequently asked questions and answers that illustrate the ECTA Center's thinking on the use of the Child Outcomes Summary process online at:

- http://ectacenter.org/~pdfs/eco/COSF_overview.pdf

Instructions on the use of the COS Form provides instructions from ECO on how to use the Child Outcomes Summary process including: basic directions for filling out the form, definitions of the outcomes ratings, and scoring methods and considerations online:

- <http://ectacenter.org/eco/pages/outcomes.asp#COSFormandInstructions>

Decision Tree for Summary Rating Discussions: created as a tool for training in the use of the COS process. The decision tree is a series of questions about the extent to which a child exhibits age- appropriate skills and behaviors in each outcome area. Responses guide the team to a specific rating category on the 7-point rating scale. The decision tree is available online at:

- http://ectacenter.org/eco/assets/pdfs/Decision_Tree.pdf

Child Outcomes Summary (COS) Ratings and Maryland COS Descriptors with Buckets: will assist you in determining the extent to which a child exhibits appropriate skills and behaviors in each outcome area. This document is available online at:

- http://olms.cte.jhu.edu//olms2/data/ck/sites/2865/files/MD_COS_Descriptors_BucketList.pdf

Child Outcome Summary (COS) Form Discussion Prompts developed to assist teams with asking key questions about the child’s everyday skills and behaviors related to each outcome area.

- <http://ectacenter.org/eco/assets/pdfs/COSFdiscussionprompts.pdf>

Data Quality Checks

State administrators, LEAs, teachers, providers and others involved in the outcomes measurement process should be actively helping to ensure the highest quality of data. The ECTA Center has developed some tools to assist professionals in checking on the quality of their data.

Quality Review of COS team Discussion

To assure high quality team discussions, professionals can reflect on a recent COS team discussion and reflect on these quality questions:

1. Did all team members participate in the discussion?
2. Was the parent input considered in the rating? Give examples.
3. Was the team able to document evidence to support the rating? Give examples.
4. Did the team discuss multiple assessment sources? What were they?
5. Did the team describe the child's functioning, rather than just test scores and isolated skills? Give examples.
6. Did the team discuss the child's full range of functioning, including skills and behaviors that are age appropriate, immediate foundational, and leading to immediate foundational? Give examples.

Pattern Checking

State agencies, Birth to Three and DOE/OEL, conduct data analysis and pattern checking as part of their process to ensure high quality child outcomes data. The first step is to ensure that all children with at least 6 months service are included in the data. If a large percentage of children are 'missing' from the data, the data are not representative of the program. Further data analysis can help a state identify strange patterns that may be due to bad data and deserve further investigation. LEAs and CDW are encouraged to review their own data patterns to look for potential data quality issues.

The Checking Outcome Data for Quality: Looking for Patterns Table: available to support LEAs with looking at the child outcomes data for predicting patterns as well as a variety of presentations that focus on looking at data as a strategy for ensuring data quality. This information is available in the appendix and online at:

- http://ectacenter.org/~pdfs/eco/Pattern_Checking_Table.pdf

Part C Timeline for Data Collection on Individual Children

**An initial and exit COS Form is required for every client that is eligible with Part C Services for 6 months or more from date of eligibility to date of ineligibility.

Timeline for Assessments

- Initial COS
 - Client Determined Eligible with Part C Services
 - CDW assessors will create an initial COS Form within 2 weeks of client being determined eligible with Part C services.
 - COS Liaison will review the initial COS Form and enter in DHSS CARES and on additional documentation created by agency and return to Family Service Coordinator within 2 weeks of reviewing.

- Exit COS
 - Client Determined Ineligible with Part C Services
 - COS Liaison will review the exit COS Form and enter in DHSS CARES and on additional documentation created by agency and return to Family Service Coordinator or place in clients closed chart within 2 weeks of reviewing.
 - If client is eligible 6 months or more, all therapist(s) working with client will create one exit COS Form 60 days prior or 30 days after the client is ineligible with Part C Services.
 - Providers/Therapists will email, fax, or hand deliver a copy to CDW COS Liaison and/or Family Service Coordinator 30 days after client is ineligible with Part C Services.
 - Birth to Three office will be notified by CDW COS Liaison if Exit COS has not been received from provider after 2 documented attempts.

Part C Data Entry on DHSS Cares

To enter data on DHSS Cares Data System:

1. Log onto DHSS Cares
2. Click Client
3. Type in client's information
4. Click CDW
5. Click Child Outcome Summary Form
6. Click New COSF
7. Enter information for each tab, General, Persons Involved, Source of Information, Outcome 1, 2, & 3.
8. Click okay on each page to save.

COS Liaison Reviewing:

1. Log onto DHSS Cares
2. Click Client
3. Type in Client's Information
4. Click General
5. Click Notes
6. Click New Notes
7. Fill out Note:
 - a. Date, Subject, Note Type, Date, & Clinician, write note stating COSF Reviewed, Okay to Save
8. Click Client Chart
9. Click General
10. Click Documents
11. Click New Document
12. Fill out Document:
 - a. Date, Name, Type, Attach Document, Staff, Add Comments if Needed, Click Okay to Save
13. Click Client Chart
14. Click CDW

15. Click COSF

a. Initial COSF

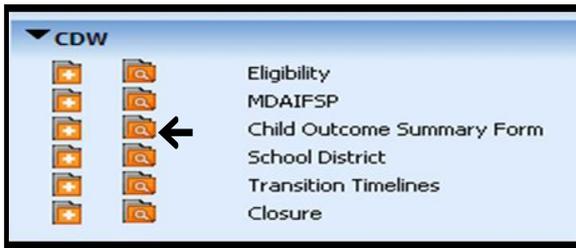
- i. Click Outcome Determination Date, Edit, Fill out Interoffice Only, & Click Okay to Save

b. Exit COSF

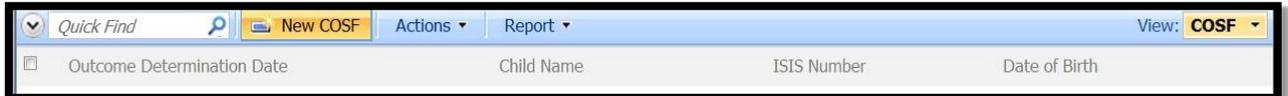
- i. Click New COSF
- ii. General Fill Out: Outcome Determination Date, COSF Type, Interoffice Only, Reviewed by, Review Date, Revisions Made, ISIS Revision Date, Family Information on Child Functioning, Outcome 1, 2, and 3 Click Yes or No and Put See Scanned Document. Click Okay to Save
- iii. Go to Fourth Tab, Outcome 1 Select Number on COS Form and Write See Scanned Document. Click Okay to Save
- iv. Go to Fifth Tab, Outcome 2 Select Number on COS Form and Write See Scanned Document. Click Okay to Save
- v. Go to Sixth Tab, Outcome 3 Select Number on COS Form and Write See Scanned Document. Click Okay to Save

Entering a COSF (done by assessor)

Under the CDW accordion, click the folder beside Child Outcome Summary Form



If no COSF is listed or if a new one is needed, click the New COSF button.



On the COSF form, complete the Outcome Determination Date, select the COSF Type (Initial or Annual), then click in the appropriate check boxes at the bottom.

Record ▾ View: **New COSF** ▾

* - indicates a required field

General ▲

Outcome Determination Date* 12/12/2012

Child Name Wall, Gabriel

ISIS Number 2538735

Date of Birth 08/17/2011

COSF Type* Initial ▾

Interoffice Only ▲

Reviewed By (select)

Review Date

Revisions Made N/A Yes No

ISIS Revision Date

Family information on child functioning * ▲

At least one of the field should be selected

Received In Team Meeting

Collected Separately

Incorporated Into Assessment(s)

Not Included

* - indicates a required field

OK Cancel

If you selected an Initial COSF, click OK to save and proceed directly to the tabs that appear at the top.

General Persons Involved Sources of Information Outcome 1 Outcome 2 Outcome 3

New COSF Actions ▾ Report ▾ View: **Review COSF** ▾

Persons Involved – this tab is where you specify each person involved in the COSF discussion. Click New Persons Involved button.

General **Persons Involved** Sources of Information Outcome 1 Outcome 2 Outcome 3

Quick Find 🔍 New Persons Involved Actions ▾ Report ▾ View: **COSF Persons Involved** ▾

Name RoleDescription

Enter the Name and Role

Record ▾ View: **New COSF Persons Involved** ▾

* - indicates a required field

OK Cancel

Name*

Role* N/A ▾

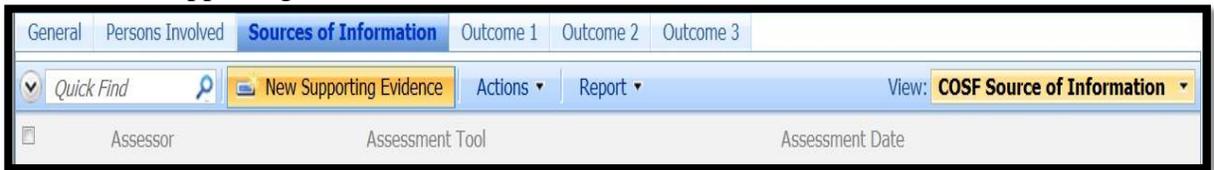
* - indicates a required field

OK Cancel

Click the OK button to save entry (Repeat procedure for each person involved)

Sources of Information – this tab is where you select the Assessor and Tool that was used to decide the progress of the client. This information is pulled from the SEA accordion so it must be entered in the SEA first.

Click New Supporting Evidence



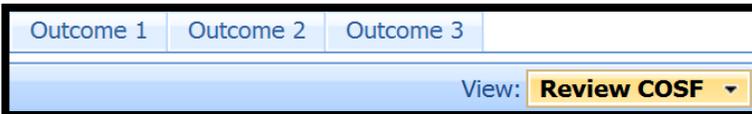
Click Select to access Assessor and Assessment Tool and Assessment Date you wish to populate.



Click OK to Save

Add Outcome Ratings

Outcome 1-3: these tabs are for ratings & the related details of the three outcomes for the client

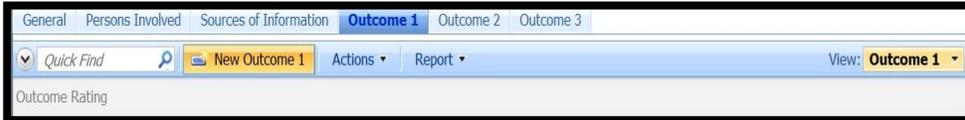


Ratings View



Outcome 1

To initiate New Rating for Outcome 1 click New Outcome 1



Complete Rating and any Supporting evidence for Outcome rating

A screenshot of a 'Record' form. At the top, there are tabs for 'General', 'Persons Involved', 'Sources of Information', 'Outcome 1', 'Outcome 2', and 'Outcome 3'. Below the tabs is a 'Record' dropdown menu and a 'View:' dropdown menu set to 'New Outcome 1'. There are 'OK' and 'Cancel' buttons. A note says '* - indicates a required field'. The main heading is '1. Positive Social-Emotional Skills (including Social Relationships)'. Below this is a paragraph: '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): 1. Relating with adults 2. Relating with other children 3. Following rules related to groups or interacting with others (if older than 18 months)'. Below that is another paragraph: 'To what extent does this child show age appropriate functioning, across a variety of settings and situations on this outcome? *'. At the bottom, there is a radio button selection: '1', '2', '3', '4', '5', '6', '7'.A screenshot of the 'Supporting evidence for this outcome rating, Please provide examples of:' section. It contains three text input areas, each with a rich text editor toolbar. The first area is labeled 'Age-appropriate functions'. The second area is labeled 'Any Concerns' and has radio buttons for 'N/A', 'Yes', and 'No'. The third area is labeled 'Functioning of a much younger child. Functioning that is not yet age-appropriate or immediately foundational'. Each text area is currently empty.

Click OK to save entries

Outcome 2

To initiate New Rating for Outcome 2 click New Outcome 2



Complete Rating and any Supporting evidence for Outcome rating

* - indicates a required field

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): 1. Thinking, reasoning, remembering, and problem solving 2. Understanding symbols 3. Understanding the physical and social worlds

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

1 2 3 4 5 6 7

Supporting evidence for this outcome rating, Please provide examples of :

Age-appropriate functions

Any Concerns N/A Yes No

Emerging or immediate foundational skills. Functioning that is not yet age-appropriate

Functioning of a much younger child. Functioning that is not yet age-appropriate or immediately foundational

Click OK to save entries

Part B Timeline for Data Collection on Individual Children

Timeline for Assessments

- **Entry Child Outcome Summary (COS)**
 - The multidisciplinary team will use the information gathered from the initial eligibility meeting to complete the entry COS form within 15 business days of IEP development and submitted no later than 30 business days of beginning services.
 - Please note, children who will be exiting early childhood programming with less than 6 months of service, and will turn 5 by August 31st, will not participate in the COS Process.
 - Completed COS form must to be submitted to program administrator to be entered on the eSchool Plus website.
 - The original entry COS forms must be kept in the Audit File.

- **Monitoring COS**

At the conclusion of the school year, if the student has had 6 months of services, the team will:

 - Use a state approved data collection measure to complete the Monitoring COS form.
 - Complete the COS process to document the child's progress using the 7 Point Rating Scale. (See instructions).
 - The information for Part B children who are three to five needs to be entered online on the eSchool Plus website.
 - Information for birth mandate children ages birth to three should be reported to the Part C Service Coordinators for entry into their data system.
 - All supporting data should be placed in the teacher's working file.
 - Completed COS must to be submitted to program administrator to be entered on the eSchool Plus web site.
 - All Monitoring COS forms must be placed in the Audit File.

- **Exit COS**
 - An Exit COS must be completed when a child:
 - Moves out of the district
 - Exits from services
 - Reaches maximum age (turning 5 by August 31st)
 - Is deceased

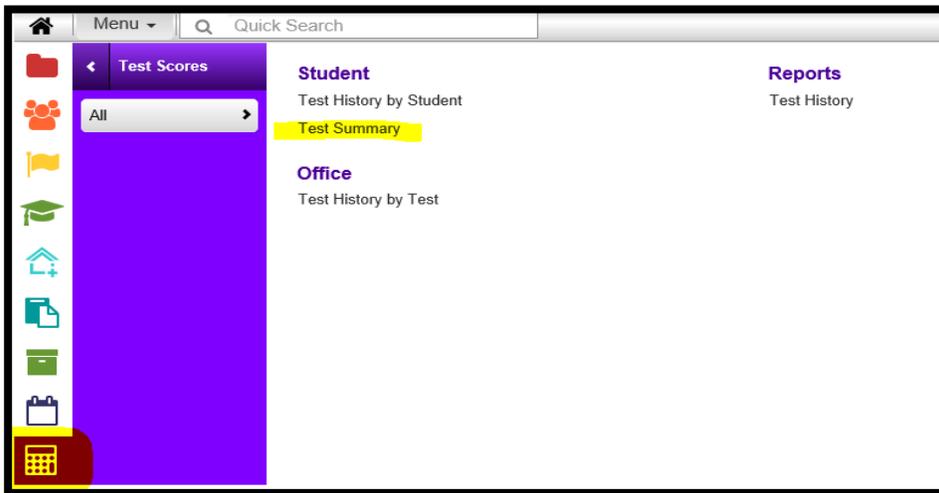
Part B: Entering Early Childhood Assessment Data on eSchool Plus

To enter a student in the DOE Early Childhood screen in eSchool Plus:

1. Log onto eSchool Plus
2. In the *Quick Search* box enter the child's name or ID
3. Click on *Registration*
4. Click on *DOE Early Childhood*
5. Enter the following information:
 - a. Program Entry Date (first day of services)
 - b. Program (Part B 619)
 - c. 619: Referral to Part C (found on the CDW Notification Report)
 - d. 619:Referral Date to 619
 - e. 619:Transition Conference Date
 - f. 619: Determined Eligible
 - g. 619: If eligible compliant? (for CDW referrals)
 - h. 619: If eligible not compliant? (for CDW referrals)
 - i. Program Exit Date (when dismissed, entering KN or deceased)

To enter ENTRY COS data in the Testing Screen on the eSchool Plus:

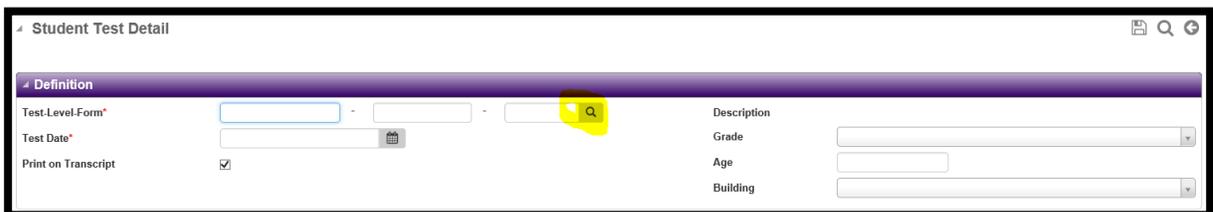
1. In the *Quick Search* box enter the child's name or ID
2. Click the TEST SCORES icon



3. Click TEST SUMMARY
4. When entering an ENTRY COS, click the + sign



5. Click the magnifying glass highlighted below



6. This screen will appear, click the arrows highlighted below.

7. Select the Early Childhood test that is highlighted below and click OK

Test Code	Test Level	Test Form	Description
ACT	1	1	ACT College Entrance Exam
ASVAB	1	1	Armed Forces Qualification Test
DCASEOC	1	1	DCAS End-Of-Course
DCASest	DCASest	DCASest	DCAS Tests
DEWLIP	1	1	2016 Language Immersion
DIBELS	1	Final	Dynamic Indicators of Basic Early Literacy Skills
DIBELS	2	Final	Dynamic Indicators of Basic Early Literacy Skills
DIBELS	3	Final	Dynamic Indicators of Basic Early Literacy Skills
DIBELS	4	Final	Dynamic Indicators of Basic Early Literacy Skills
DIBELS	K	Final	Dynamic Indicators of Basic Early Literacy Skills
Early Childhood	EC	Y	Early Childhood Assessment
PSAT-DOE	PSAT	PSAT	PSAT - DOE Upload
SAT-DOE	SAT	SAT	SAT - DOE Upload
SAT-DOE2	SAT	SAT	SAT - DOE Upload
Smarter	Smarter	Smarter	Smarter Tests
SSP	1	1	SSP Indicators
WIDAEC	EC	WIDA	ELL assessment for EC

8. Enter the Test Date located on the COS form

9. Then enter:

- a. Primary Disability
- b. Social Emotional score
- c. Knowledge score
- d. Behaviors to Meet Needs score
- e. Source of Assessment Information (for an Entry COS this should be the ESR-24)
- f. Source of other information

10. Click Save

To enter MONITORING or EXIT COS data in the Testing screen in eSchool Plus:

1. In the *Quick Search* box enter the child's name or ID
2. Click on the blue test date and follow step 9 from above
3. If the child is EXITING the program, be sure to click the CHILD EXITING PROGRAM box
4. Click Save

Section 4: Teaming Process



Introduction

The ECTA Center updated the Child Outcomes Summary (COS) process as a team process so that ratings would be determined by a team, including family members and professionals who work with the child and know the child best. The accuracy of the ratings are dependent upon a high quality COS process that includes input from a variety of sources about the child's functioning across settings and situations. As such, CDW and LEAs are encouraged to collaborate with families and all the professionals that may be important in a child's life.

Individuals Responsible for Reporting Children's Progress

CDW and LEAs are responsible for collecting and reporting child outcomes data as part of the accountability process for Part C early intervention services or Part B/section 619 early childhood special education services.

COS as a Multidisciplinary Team Process

CDW and LEAs are encouraged to collaborate with families, early interventionists, special education professionals and other early childhood providers in the COS process. All members of the team working or interacting with the child should have the opportunity to share information about the functional skills and behaviors of the child in the three outcome areas across settings and situations.

Multidisciplinary teams can include but are NOT LIMITED to:

- Parent (required)
- foster parents
- other family members as appropriate
- Part C Early Intervention professionals
- Early care providers
- School Psychologists
- Therapists including Occupational and Physical Therapists, Speech/Language Pathologist, or other related service providers
- Classroom teachers and paraprofessionals

Children who are enrolled in childcare centers have caregivers or teachers who should be part of the child's Multidisciplinary Team for the Child Outcomes System.

Many early care and education sites including Head Start and Early Head Start Programs are using criterion referenced assessment tools, such as the Teaching Strategies GOLD, to document and report children's ongoing progress. It is recommended that early interventionists, special education teachers, and therapists collaborate with childcare center staff to collect and compare information on the child's present levels of performance in a variety of settings.

It would be acceptable to use the assessment protocols from another early education site. Best practice suggests reviewing the protocol with the site practitioner(s) to ensure the accuracy and appropriateness of the test data.

Family Members as Critical Team Members

Family members are critical members of their child's IFSP/IEP team, and play a critical role in the COS rating process. Parents are keen observers of their child's behavior and have the greatest investment in their progress. Parents and other family caregivers have unique insights about their child's capabilities across settings and daily routines, and therefore provide important information that will inform the child's overall assessment and the COS ratings (See page 24). Involving the family in determining the rating on the COS Form will increase the accuracy of the data because of the variety and array of information parents have about their children. However, keep in mind that although the parent knows the child, he/she should not be expected to understand child development.

To assist parents and other interested individuals in developing a basic understanding of the early childhood outcomes process, a brochure has been developed to share with families (available in the Appendix). It is recommended that the brochure be shared with parents and family members prior to the Entry COS discussion in order to help the family understand and better participate in the process. This brochure addresses the following questions:

1. What are Early Childhood Outcomes?
2. How will the outcome data be gathered?
3. Will our names be included when the information about my child is compiled?
4. Who needs this information?
5. How will this information be used?

Parents will be informed that the COS process is required, by IDEA, to monitor the progress their child has made while receiving early intervention and early childhood special education services.

Parent input relating to their child's functioning can be gathered in the three child outcome areas in a variety of ways. The ECTA Center has updated documents that will assist in gathering information from families to determine the extent to which their child is functioning according to expectations for his or her age. These documents can be found in the appendix and online:

“Script” for Team Discussion of Outcomes Rating found at:

- http://ectacenter.org/~pdfs/eco/Team_discussion_of_outcomes.pdf

Including Families in the Rating Discussion found at:

- http://ectacenter.org/~pdfs/eco/role_of_families.pdf

Section 5: Assessment Tools



Introduction

Multiple sources of information that measure the child's progress are required when completing the COS process. Recommended sources include, but are not limited to, information collected at the eligibility meeting, IFSP/IEP meeting, observations, interviews with the child's family or caregiver, work samples, other assessment tools, therapy progress notes, IEP progress notes and checklists. At least one of the formal assessment tools, from the list below, must be used as a data source in the COS process.

Delaware Approved Assessment Tools

Part C

- Bayley Scales of Infant and Toddler Development Third Edition
- Bayley Scales of Infant and Toddler Development Social-Emotional and Adaptive Behavior Questionnaire Third Edition
- Carolina Curriculum Assessment for Infants and Toddlers
- Early Learning Accomplishment Profile (English/Spanish)
- Peabody Developmental Motor Scales (Fine and Gross Motor)
- Preschool Language Scales Fifth Edition (English/Spanish)
- Vineland Adaptive Behavior Scales Third Edition
- REEL
- The Rosetti Infant –Toddler Language Scale
- Teaching Strategies Gold
- Goldman- Fristoe Test of Articulation – 3 (GFTA-3)
- Ski-Hi Developmental Milestones
- Ski-Hi Language Development Scale
 - Tools from PPEC and Exceptional Care program
 - Gross Motor Function Measure GMFM
 - Hawaii Early Learning Profile, HELP
 - Ages and Stages Questionnaire – SE Social Emotional
 - Infanib-an Infant Tool to identify asymmetries
 - Clinical Observations

Tools that may be used with children with severe and profound disabilities

- Developmental Assessment for Individuals with Severe Disabilities (DASH-3)
- Callier-Azusa Scale

Part B

- Ages and Stages Questionnaire-3 AND Ages and Stages SE-2 (referred to as ASQ on the COS Form)
 - May only be used for children:
 - identified with Preschool Speech Delay, OR
 - receiving itinerant services (if the program is not already using another approved assessment)
- Assessment of Basic Language and Learning Skills (ABLLS-R)
- Callier Azusa Scale
- Carolina Curriculum Assessment for Infants and Toddlers with Special Needs
- Carolina Curriculum Assessment for Preschoolers with Special Needs
- Developmental Assessment for the Severely Handicapped (DASH-3)
- Early Start Denver Model (ESDM) checklist (in conjunction with TSG)
- Evaluation Summary Report (to be used for entry COS only)
- Goldman Fristoe Test of Articulation-3 (GFTA-3)
 - For children identified with Preschool Speech Delay, if GFTA-3 is selected as the primary assessment, a secondary assessment must also be used so all 3 Outcomes are addressed.
- The Ounce Scale
- The Photo Articulation Test – Third Edition (PAT-3) – use for outcome #2 ONLY
- Teaching Strategies GOLD-Birth to Five (TSG)
- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Vineland Adaptive Behavior Scale- 3rd Edition
- Work Sampling

Delaware's Policy on Using Other Assessments

Part C

Birth to Three is open to using other assessments. Agencies interested in requesting a new assessment tool to be added to the list of approved assessment tools for the child outcomes process will need to obtain formal approval to use assessments not on the approved list.

Four essential criteria must be met:

1. The agencies will need to determine the alignment of the measurement tool to the Delaware Infant Toddler and Preschool Early Learning Foundations.
2. The assessment tools need to collectively measure the 5 developmental domains which are defined within the three Child Outcomes.
3. The assessment tool needs to be designed for repeated use and designed for ongoing monitoring of children's development.
4. The assessment must be evidence based and illustrate developmental milestones allowing teams to compare identified children's development with typically developing peers.

Additional Assessments: Part C

The agency should submit a formal request for adoption of additional assessment tools (see Appendix). Information should be sent to the Birth to Three Part C Coordinator. A formal letter from Birth to Three responding to the request and giving approval or disapproval will be provided.

Included in the request should be:

1. A letter requesting the use of an assessment tool
2. A copy of the assessment tool
3. Completed New Assessment Tool Request Form and Review Criterion for
4. Identification of Assessment Tools
5. Completed crosswalk of the assessment tool items with the Early Learning Foundations

Part B

The Department of Education is open to using other assessments. LEAs interested in requesting a new assessment tool be added to the list of approved assessment tools for the child outcomes process will need to obtain formal approval to use assessments not on the approved list.

Four essential criteria must be met:

1. The LEA will need to determine the alignment of the measurement tool to the Delaware Infant Toddler and Preschool Early Learning Foundations.
2. The assessment tools need to collectively measure the 5 developmental domains which are defined within the three Child Outcomes.
3. The assessment tool needs to be designed for repeated use and designed for ongoing monitoring of children's development.
4. The assessment must be evidence based and illustrate developmental milestones allowing teams to compare identified children's development with typically developing peers.

Additional Assessments: Part B

The LEA should submit a formal request for adoption of additional assessment tools (see Appendix). Information should be sent to the Delaware IDEA/619/Part B Coordinator. A formal letter from the Department responding to the request and giving approval or disapproval will be provided.

Included in the request should be:

1. A letter requesting the use of an assessment tool
2. A copy of the assessment tool
3. Completed New Assessment Tool Request Form and Review Criterion for Identification of Assessment Tools
4. Completed crosswalk of the assessment tool items with the Early Learning Foundations

Section 6: Summarizing & Reporting the COS Data



How the COS Data is used for Reporting OSEP Requirements

The COS data can be used to classify a child into one of the 5 reporting categories that make up the OSEP reporting requirement on child outcomes. For OSEP, states are required to report on five categories of progress for each of the three child outcomes:

1. Children who did not improve functioning.
2. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
3. Children who improved functioning to a level nearer to same aged peers but did not reach it.
4. Children who improved functioning to reach a level comparable to same aged peers.
5. Children who maintained functioning at a level comparable to same aged peers.

The COS process is to be completed when the child is eligible for Part C or begins services with Part B. Each child will have three rating numbers (one for each outcome) (*See section 3: Early Childhood Outcomes*) reflecting the child's functioning at entry. When the form is completed at exit, each child will have the three ratings that answer the questions reflecting functioning at the exit along with the three yes/no answers to the questions about acquiring any new skills or behaviors. How the COS data relates to the a-e progress categories reported to OSEP is illustrated in the table below.

Relationship of COS Ratings to OSEP Progress Categories

Progress Category	Explanation	COS Ratings
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program.	Rated lower at exit than entry; OR Rated 1 at both entry and exit; AND Scored "No" on the progress question (b)
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry; AND Rated the same or lower at exit; AND "Yes" on the progress question (b)
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. They were making progress toward catching up with their same aged peers but were still functioning below age expectations when they left the program.	Rated higher at exit than entry; AND Rated 5 or below at exit
d. Improved functioning to reach a level comparable to same-aged peers	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they left.	Rated 5 or lower at entry; AND Rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.	Rated 6 or 7 at entry; AND Rated 6 or 7 at exit

The Table below provides hypothetical data illustrating results for 10 children on Outcome 2. The COS process was completed twice for these children, i.e., once at entry and once at exit.

Hypothetical COS Data for Outcome 2 at Entry and Exit

Child's Name	Entry Question 2a	Exit Question 2a	Exit Question 2b	OSEP Category
Tammy	7	7	yes	e
Patty	6	7	yes	e
Jonas	3	5	yes	c
Phoenix	4	4	yes	b
Angela	1	1	no	a
Juan	2	4	yes	c
Terry	1	1	yes	b
Leroy	3	5	yes	c
Maria	4	7	yes	d
Tony	5	3	yes	b

ECO Calculator

The ECTA Center has developed a calculator (Tutorial version and Analytic version) to assist programs calculating OSEP categories from the COS data: This calculator was designed to show what OSEP reporting categories are generated from all possible combinations of COS ratings at entry and exit. Open the file and be sure you are in the worksheet labeled "Tutor." Follow the instructions to see how different combinations of COS ratings leads to one of the 5 OSEP reporting categories. The tutor allows you to experiment with various combinations of outcomes ratings and progress question answers to see what OSEP category each combination produce

- http://ectacenter.org/eco/assets/xls/COS_to_OSEP_Calculator_Tutor.xlsx

The Excel file link below can be used (or adapted for use by someone who knows Excel) with large data sets of COS ratings (up to 12,000 rows). The calculator will use summary form ratings data to:

- Generate OSEP progress category information and charts on child outcomes
- Generate OSEP summary statement percentages and charts on
- Generate entry and exit COS ratings and charts for all three child outcomes
- Generate description information on "a" and "e" progress categories across all three outcomes
- Summarize data issues (e.g., missing data, valid data)

- http://ectacenter.org/eco/assets/xls/ECO_COS_OSEP_Model2_12000Smaller11NoData.xlsm

Summary Statements

In the SPP/APR, states must report and set targets on two summary statements for each of the three outcomes. The Summary Statements are calculated using the a-e progress data. The first Summary Statement focuses on children who change their growth trajectory while in early intervention and early childhood special education. The second Summary Statement focuses on children who exit early intervention and early childhood special education functioning at age expectations.

- Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of

growth by the time they exited the program $(c+d)/(a+b+c+d)$

- Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program $(d+e)/(a+b+c+d+e)$

A Summary Statement calculator can be found online at:

- <http://ectacenter.org/eco/assets/xls/SummaryStatementCalculator.xls>

The ECO Center devised a summary statements calculator, which is a tool noted below, that allows states to take their OSEP progress category data for the three child outcomes and convert it to the summary statements which will be used for target setting. This calculator can be used by all states to generate percentages related to the summary statements, regardless of the child outcomes measurement approach.

The summary statements for each of the three outcomes for Part C and Section 619/Part B are the following:

- Summary Statement 1: Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.
- Summary Statement 2: The percent of children who were functioning within age expectations in each outcome by the time they exited the program.

OSEP and Public Reporting

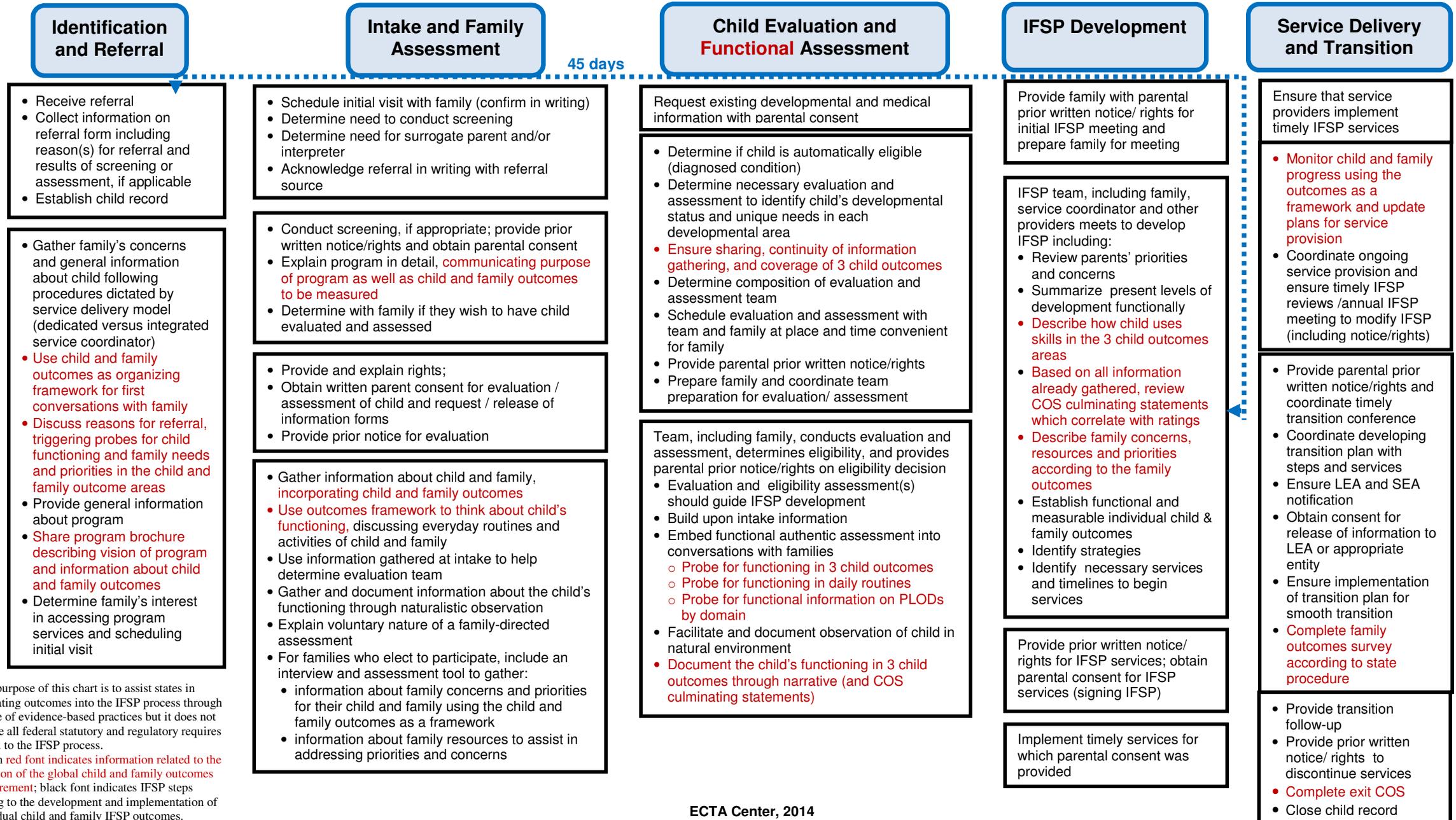
Annually, States are required to publicly report the performance of every EI and LEA program on every SPP/APR indicator against the state targets over the course of the SPP. If the number of children served in a particular EI or LEA is small enough for the child and family identity to be identifiable, a state should not include that data in their public reporting. According to OSEP, a cell size of 10 or less is considered a small number. States must post SPP/APR, and EI/LEA program reports on their state website. States are also required to make local determinations for every EI/LEA program, however it is a state decision as to whether the child outcomes indicator (B7) will be considered in the determinations process.

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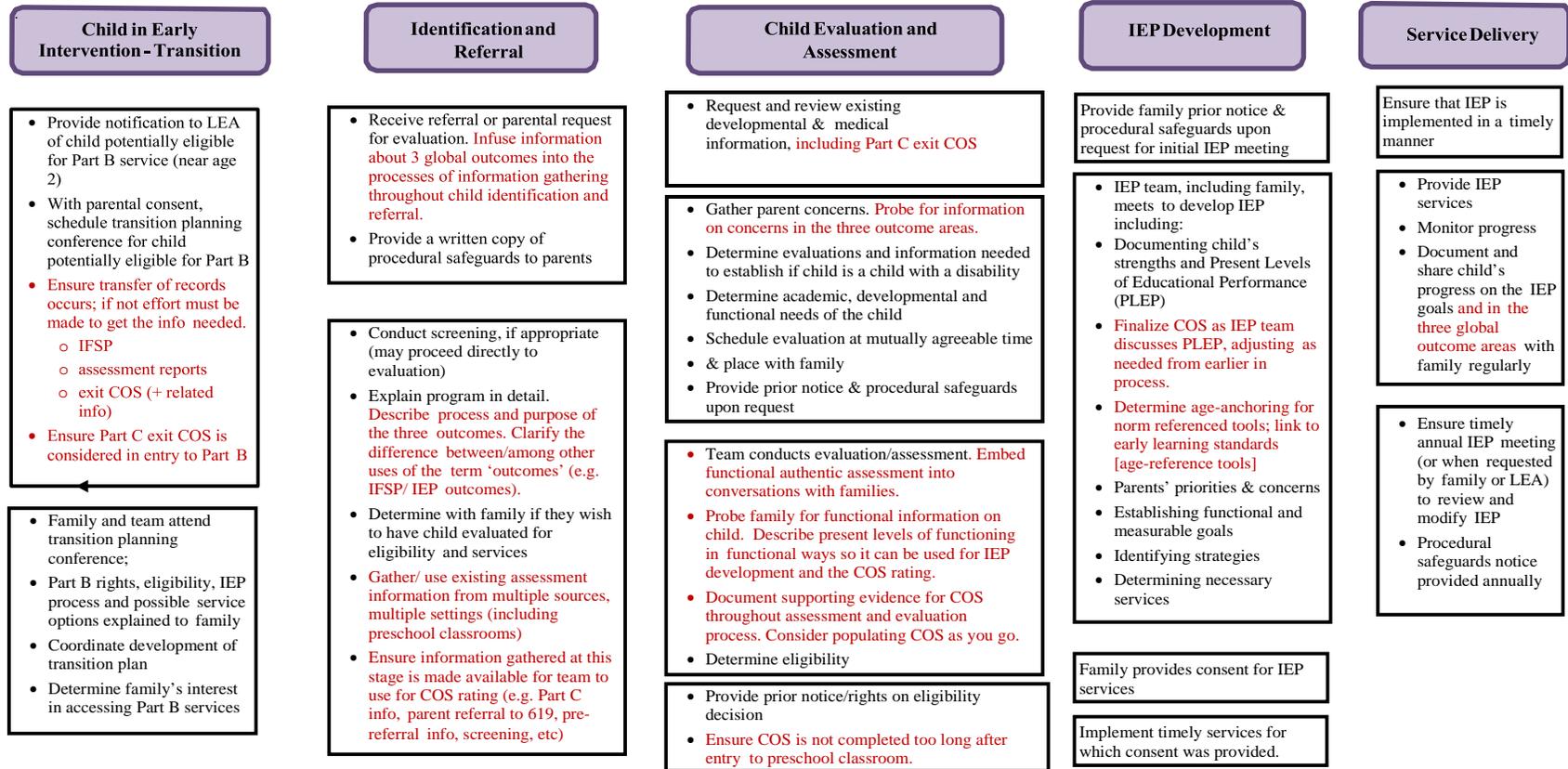
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Integrating Child and Family Outcomes into the Individualized Family Service Plan (IFSP) Process *



*The purpose of this chart is to assist states in integrating outcomes into the IFSP process through the use of evidence-based practices but it does not include all federal statutory and regulatory requirements related to the IFSP process. Text in red font indicates information related to the inclusion of the global child and family outcomes measurement; black font indicates IFSP steps leading to the development and implementation of individual child and family IFSP outcomes.

Individual Education Planning (IEP) Process



*The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout, to distinguish them from an individual child's IFSP outcomes. Text in red font indicates outcomes measurement steps; black font indicates IEP steps

Child Outcomes:

1. Children have positive social-emotional skills including positive social relationships.
2. Children acquire and use knowledge and skills including language and early literacy.
3. Children take appropriate action to meet needs.



To access online information, and other materials go to:

Delaware Department of Education, Three to Five Years, Part B: <https://www.doe.k12.de.us/Page/3641>

Delaware Early Intervention Services, Birth to Three Years Old, Child Development Watch Birth to Three Years Old, Part C
<http://www.dhss.delaware.gov/dms/epqc/birth3/directry.html>



**DELAWARE DEPARTMENT OF EDUCATION
OFFICE OF EARLY LEARNING**
401 Federal Street, Suite 2
Dover, Delaware 19901
Phone: (302) 735-4295



**DELAWARE EARLY INTERVENTION SERVICES
BIRTH - THREE CHILD DEVELOPMENT WATCH**
1901 North DuPont Highway
New Castle, DE 19720
Phone: (302) 255-9134

Delaware Early Childhood Outcomes

Birth to 5 Years Old
What Families Should Know



How can Families Help?

You know your child best. As a partner on your child's team you can provide information about how your child:

- Gets along with family and friends
- Manages feelings
- Tries to do new things
- Communicates new ideas
- Tries to be independent
- Seeks help when needed

Throughout the year, your child's team will collect and document information about your child's progress. You are an important part of the Team!



How will Progress be Measured?

Progress is measured by comparing your child's abilities from the time they enter the preschool program until they exit. Your child's experiences in the home and community are part of the information to be documented.



How will Progress Be Reported?

Child Outcomes information is entered into a statewide data system managed by the Department of Education. No personal information is ever shared with the public about individual children. Security measures are in place to ensure all information is kept secure and confidential.

An annual report is submitted to the Federal Office of Special Education Programs (OSEP) to document that Early Intervention programs are making a positive difference in the lives of young children with disabilities and their families in Delaware.



Functional Outcomes & Thinking Functionally

Functional Outcomes

The three early childhood outcomes previously described are functional outcomes. Functional outcomes refer to things that are meaningful to the child in the context of everyday living. Functional outcomes place an emphasis on “how” the child is able to carry out meaningful behaviors in a meaningful context.

Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns. Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.

Discrete Skills	Functional Outcomes
Being able to say 10 words	Being able to use 10 words to communicate to mom that the child is hungry
Using a pincer grasp to pick up a tiny object	Using a pincer grasp to pick up cheerios and place in the mouth during finger feeding
Smiling at mom	Using a smile to signal to mom that the young child wants to continue with turn taking, or initiate an interaction

Functional outcomes refer to behaviors, often multiple behaviors that integrate skills across domains. Functional outcomes can also involve multiple domains. Skills are domain-based, separating a child’s development into discrete areas. An example of this would be gross motor skills, involving large muscle movement and fine motor skills, involving small muscle movement. Other discrete skills are found in the domains of expressive communication, receptive communication, social skills, cognitive skills, and interaction skills.

For example, a functional outcome for a 3-year-old child might be to “play interactively with other children for a period of 30 minutes.” Many discrete, domain-specific skills are required in order to accomplish this outcome. The following example shows how the child is using many “skills” that cut across all domains in interactive play with other children.

Functional Outcome “to play interactively with other children for a period of 30 minutes”

Discrete Skills	Domains
Visually recognize the presence of other children	Visual skill
Approach the other children	Gross Motor
Initiate the play interaction	Expressive Language, Interaction
Engage in motor and fine motor turn-taking	Fine motor, cognitive, interaction
Use language in reciprocal play	Expressive language, cognitive
Follow directions and requests from other children	Receptive language, cognitive, interaction

Other examples of functional outcomes versus isolated skills are listed below.

Discrete Skills

- Knows how to imitate a gesture when prompted by others
- Uses finger in pointing motion
- Uses 2-word utterances

Functional Outcomes

- Watches what a peer says or does and incorporates it into his or her own play
- Points to indicate needs or wants
- Uses 2-word utterances in engaging in back and forth verbal exchanges with a caregiver to gain information

Thinking Functionally

Being able to think “functionally” rather than from the perspective of discrete skills, involves being able to ask critical questions that will force us to think beyond an isolated skill and consider the larger perspective of “how” the child is using the skill to achieve a critical outcome or purpose. The example of “using a pointing behavior” to indicate needs or wants can serve as the basis for the critical questions that would force us to think functionally.

- ***If you know that a child can point, do you know that the child can communicate wants and needs? The answer is no. One of the skills on an assessment may be to use the index finger to explore the holes in a board. Theoretically an uncommunicative child could perform this skill.***
- ***If you know that a child can't point, do you know that the child can't communicate his wants and needs? A child with physical limitations may not be able to use the fingers, hands, or arms for any purposeful activities but may be very fluent in the use of oral language. A nonverbal child with limited hand/arm mobility may be very fluent in communication through the use of adaptive technology that allows the child to use a voice-activated communication device with a head switch.***
- ***How does knowing about pointing help you understand how the child takes action to meet needs? From a developmental perspective, the child can or cannot point. This would have an impact on some of the daily living skills requiring a pointing response such as dialing or punching the numbers on a telephone, using a keyboard, and even activating many of the battery operated toys. But it doesn't really tell us about “functional outcomes” in any major life area. A child could communicate very effectively without a pointing response. A child could learn to play appropriately, use a telephone, send electronic messages, dress self and eat appropriately.***

Functional outcomes go beyond the exact “form” of developmental skills. Almost all of the items on our assessment measures consist of discrete development skills that may or may not be important to the child’s functioning on an outcome.

Walking over to the group is not essential. The child could propel a wheelchair, use a walker, or indicate to an adult that they need assistance. The essential component of the behavior for the outcome is “approaching the other children,” and there are many different skills that can be used to achieve that outcome. Using language in reciprocal play does not have to involve spoken words. The child could point to pictures, use sign language, or use an augmentative communication device. As long as the other children understand the message using the alternative format, the child is “using language in reciprocal play.” It is interesting to note that the form of the “skill” is less important than the actual functional outcome.

Functional outcomes reflect global functioning. Each outcome is a snapshot of the whole child. It conveys the status of the child’s current functioning across settings and situations. It is far more than a sequence of skills split by domain and observed in a standardized format. It is a story of how the child uses all of the skills acquired to navigate through life with meaning and purpose.

Crosswalk of the Three Outcomes

Young Infant: 0-6 Months

Outcome 1 Positive Social-Emotional Skills	Outcome 2 Acquire Knowledge & Skills	Outcome 3 Use Appropriate Behaviors to Meet their Needs
<ul style="list-style-type: none"> • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Engage in turn-taking back- and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situations to solve a problem • Interact with people and environment through movement and body awareness 	<ul style="list-style-type: none"> • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Show interest in rhymes, books, stories, and songs • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Focus on people in their immediate world and they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interests them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects 	<ul style="list-style-type: none"> • Begin to develop Independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully

Older Infant: 6-12 Months

Outcome 1 Positive Social-Emotional Skills	Outcome 2 Acquire Knowledge & Skills	Outcome 3 Use Appropriate Behaviors to Meet their Needs
<ul style="list-style-type: none"> • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures, and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situation to solve a problem • Interact with people and environment through movement and body awareness 	<ul style="list-style-type: none"> • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Show interest in rhymes, books, stories and songs • Actively participate and show appreciation for book reading, story sharing and singing • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Explore how objects can fit into a variety of spaces as they build, stack, fill and dump • Focus on people in their immediate world and they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interests them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects • Use props and people as they engage in make believe play and act out simple themes • Learn about and respect their bodies 	<ul style="list-style-type: none"> • Begin to develop independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures, and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Organize and discriminate sensory experiences • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully • Experience and learn about hygiene routines • Experience and learn about healthy lifestyle practices

Young Toddler: 12-24 Months

Outcome 1 Positive Social-Emotional Skills	Outcome 2 Acquire Knowledge & Skills	Outcome 3 Use Appropriate Behaviors to Meet their Needs
<ul style="list-style-type: none"> • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purpose, including expressing emotions and physical states • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situations to solve a problem • Interact with people and environment through movement and body awareness 	<ul style="list-style-type: none"> • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Show interest in rhymes, books, stories and songs • Actively participate and show appreciation for book reading, story sharing and singing • Interact with books appropriately • Use and experiment with different writing materials • Notice and show interest in signs and words in the classroom environment • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Explore how objects can fit into a variety of spaces as they build, slack, fill and dump • Focus on people in their immediate world and when they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interest them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects • Use props and people as they engage in make believe play and act out simple themes • Learn about and respect their bodies 	<ul style="list-style-type: none"> • Begin to develop independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Organize and discriminate sensory experiences • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully • Experience and learn about hygiene routines • Experience and learn about healthy lifestyle practices

Preschool Outcome 1

Outcome 1 Positive Social-Emotional Skills	
<ul style="list-style-type: none"> • Be a part of the classroom community so that each child feels accepted and gains a sense of belonging • Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc) • Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad) • Express feelings through play and artistic representation • Follow simple rules and routines with minimal help • Develop trust in familiar adults and close peers • Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them • Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.) • Develop ability to initiate and sustain play with peers • Be a helpful member of a group or household through sharing tasks or chores 	<ul style="list-style-type: none"> • Develop turn taking and negotiation skills • Respond to their names, requests for action, or information • Be aware that people communicate in a variety of ways (verbal and non- verbal) • Use language to enter play situation • Participate in turn taking conversations • Use volume and tone or ASL facial grammar appropriate to the situation • Respond appropriately to messages in conversation • Express emotions through language • Use language appropriately during play situations • Demonstrate respect for living things • Begin to develop an awareness of their family's culture • Perform simple tasks within the home, early childhood group, or community • Participate in group decision making • Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults

Preschool Outcome 2

Outcome 2 Acquire Knowledge & Skills
<ul style="list-style-type: none">• Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways• Begin to understand that actions have consequences• Follow simple rules and routines with minimal help• Attempt to solve problems in a positive manner• Respond to their names, requests for action, or information• Develop listening, watching, attention and comprehension skills• Follow two-or three-step directions• Identify particular sounds in the environment• Respond to questions• Increase vocabulary to include prepositions and basic concepts• Be aware that people communicate in a variety of ways (verbal and non-verbal)• Communicate so they will be understood by peers and adults• Play with language such as rhyming• Use language to enter play situation• Tell a story• Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL grammatical features• Use volume and tone or ASL facial grammar appropriate to the situation• Respond appropriately to messages in conversation• Express emotions through language• Experiment with patterns in words• Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities• Show increasing awareness of print, familiar signs, labels, and symbols• Identify and name letters of the alphabet• Recognize their first name in print written with the first letter in upper case followed by lower-case letters• Recognize common letter sounds at the beginning, middle, and end of words• Know the difference between upper-and lower-case letters• Show comprehension by answering questions related to an age appropriate story that has been read or told• Identify parts of a book and how it is used (Title, illustration, table of contents)• Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom• Explore different types of literature such as narrative (story) and informative (non-fiction)• Demonstrate that print represents someone's thoughts and ideas• Interpret pictures• Identify/isolate words in a sentence and syllables in words• Know that print is read and pictures are not• Use scribbles, symbols, or drawings to share experiences• Use a variety of writing tools and materials• Trace and copy shapes and letters• Begin to print the letters of their first name• Express self through pretend writing• Write in a variety of formats• Practice writing left to right and top to bottom• Use inventive spelling• Develop an awareness of numbers and counting as a means of understanding quantity• Recite numbers in sequence• Recognize numbers• Use one-to-one correspondence when counting• Use language to compare numbers of objects (Ex: more, less, same)• Determine quantity or "how many"• Use materials and tools appropriate for problem solving and exploration• Ask scientific questions• Recognize categories of people, plants and animal; describe similarities and differences among them

Outcome 2
Acquire Knowledge & Skills

- Recognize people, plants and animals grow and change over time and need certain things to survive
- Demonstrate respect for living things
- Observe, describe, and discuss physical properties of non-living things, both natural and human-made
- Recognize categories of non-living things and describe similarities and differences among them
- Explore objects, machines, technology and structures
- Experiment with effects of their own actions and objects
- Observe, describe, and discuss changes in the seasons and the weather
- Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)
- Observe, describe, and discuss the characteristics of the sun, moon, stars and sky
- Explore how the environment is affected by what people do
- Describe and engage in activities that preserve the environment
- Understand the concept of belonging to a family
- Begin to develop an awareness of their family's culture
- Begin to develop an awareness of the cultures of other children and adults in their group and community
- Build an awareness and respect for differences in people (Ex: language, skin ton, race, abilities/disabilities, family structure, age, clothing)
- Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)
- Develop emerging concepts of time through daily schedule and routines
- Share their personal history including people, places, and events that take place in the past and the present
- Talk about events that may happen in the near future
- Begin to understand that things, people, and places change over time
- Understand numbers and number concepts as they relate to everyday life
- Use ordinal number words to describe the position of objects (Ex: "first," "second," "third." Etc.)
- Understand the concept of how numbers relate to quantity
- Begin to recognize, name, describe, build, and draw two and three dimensional shapes
- Put together and take apart increasingly more difficult puzzles
- Describe how shapes are the same or different (Ex: size, shape, color)
- Demonstrate and describe positions of objects
- Recognize, copy, and extend simple patterns with a variety of materials
- Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)
- Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)
- Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)
- Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures
- Explore concepts of measurable attributes (Ex: weight, volume, length, time and temperature)
- Begin to compare and sort according to measurement attributes (length, size, weight)
- Begin to represent data using concrete objects, pictures, and simple graphs
- Increase the strength, balance, coordination, flexibility, stamina and control in motor activities
- Expand knowledge and respect for their bodies
- Experience and learn about healthy lifestyles practices
- Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense
- Express their curiosity and investigate questions of interest through play and exploration
- Investigate and explore their questions using observations and previous experience to make predictions
- Provide their own explanations for "how" and "why" things happen
- Use data from an investigation or explorations to draw conclusions and communicate results
- Observe, describe, and discuss the natural world of people, animals and plants
- Be familiar with information about where they live, including their address
- Recognize categories of people, plants and animal; describe similarities and differences among them
- Recognize people, plants and animals grow and change over time and need certain things to survive
- Demonstrate respect for living things
- Observe, describe, and discuss physical properties of non-living things, both natural and human- made
- Recognize categories of non-living things and describe similarities and differences among them
- Explore objects, machines, technology and structures
- Experiment with effects of their own actions and objects

Outcome 2
Acquire Knowledge & Skills

- Observe, describe, and discuss changes in the seasons and the weather
- Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)
- Observe, describe, and discuss the characteristics of the sun, moon, stars and sky
- Explore how the environment is affected by what people do
- Describe and engage in activities that preserve the environment
- Understand the concept of belonging to a family
- Begin to develop an awareness of their family's culture
- Begin to develop an awareness of the cultures of other children and adults in their group and community
- Build an awareness and respect for differences in people (Ex: language, skin ton, race, abilities/disabilities, family structure, age, clothing)
- Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)
- Develop emerging concepts of time through daily schedule and routines
- Share their personal history including people, places, and events that take place in the past and the present
- Talk about events that may happen in the near future
- Begin to understand that things, people, and places change over time
- Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/under, inside/outside, next to, beside, up/down, left/right)
- Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)
- Develop an awareness of the natural environment surrounding them outdoors
- Begin to understand the relationship between humans and the natural environment
- Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs
- With support begin to develop problem solving skills
- Help to create rules
- Develop an awareness that people living in a family, early childhood group or community have roles, responsibilities, and rules to help each other
- Perform simple tasks within the home, early childhood group or community
- Explore the concept of money, including what it is and how it is used
- Develop an awareness that people work for money
- Begin to understand how people make and consume foods and services
- Begin to understand wants versus basic necessities
- Approach tasks and activities with flexibility, imagination, inventiveness, and confidence
- Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks
- Begin to develop the ability to focus and complete a variety of tasks, activities, projects and experiences
- Begin to develop and follow through with plan for play and other activities
- Begin to demonstrate the ability to follow a sequence of steps to create a finished project
- Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults
- Develop the ability to classify, compare, and contrast objects, events, and experiences
- Demonstrate the ability to sequence events
- Begin to develop the ability to explain and demonstrate strategies to solve problems

Preschool Outcome 3

Outcome 3 Use Appropriate Behaviors to Meet Their Needs	
<ul style="list-style-type: none"> • Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment • Participate in activities that are challenging but within their reach • Follow simple rules and routines with minimal help • Complete activities that he/she has started • Use materials purposefully, safely, and respectfully • Communicate so they will be understood by peers and adults • Develop hand-eye coordination required for written communication • Develop strength, small-motor control, and coordination through daily activities • Develop and use eye-hand coordination to perform a variety of tasks • Explore and experiment with a variety of tools • Demonstrate body and space awareness, to move and stop with control over speed and direction • Learn about and practice health and hygiene routines • Experience and learn about healthy lifestyles practices 	<ul style="list-style-type: none"> • Learn about and demonstrate safe behaviors and accident prevention • Use materials and tools appropriate for problem solving and exploration • Develop an awareness that people living in a family, early childhood group or community have roles, responsibilities, and rules to help each other • Perform simple tasks within the home, early childhood group or community • Begin to understand wants versus basic necessities • Make independent choice during play and throughout the daily routine • Approach tasks and activities with flexibility, imagination, inventiveness, and confidence • Begin to develop the ability to focus and complete a variety of tasks, activities, projects and experiences • Begin to develop and follow through with plan for play and other activities • Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults

Age Expected & Immediate Foundational Skills

The COS process uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental continuum that leads to age-expected functioning, asking

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS 7-point scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "foundational skills." For example, children play alongside one another before they interact in play. Development in the early childhood years proceeds through several levels of **foundational skills** with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally just prior to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis on which to build age-expected functioning.

A child whose functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at **an immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, being able to make eye contact is not an immediate foundational skill for a three year old.

Example 1: Chrissa is 30 months (2 ½ years) old. Although she does not play with other children, she watches them with great interest. A child who is 30 months of age or so should play with other children, even taking turns. A younger child (18-24 months or so) would play alone, but would be very aware of other children, such as the toys another child is using, and may snatch a toy away from another child. A much younger child (12 months or so) would stay very close to his or her primary caregiver, showing early awareness of other children. Chrissa is more than aware of other children, she visually follows their play with enthusiasm. She has immediate foundational skills on which to build the next level of relationships with peers, which would involve playing with other children and turn taking.

Because it is a continuum, developmental expectations vary by age.

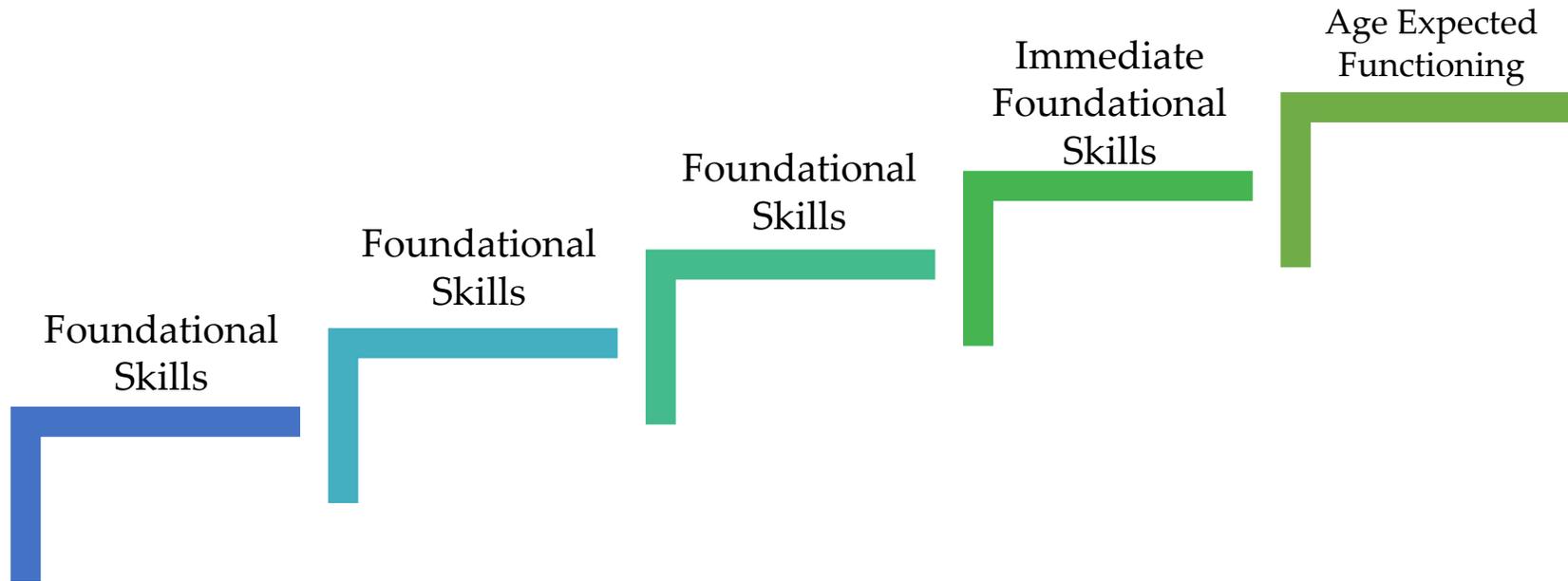
- What if Chrissa were 12 months old?
- How would you answer questions 1-3, above?
- What if Chrissa were 48 months old?

Why this is hard: child development does not progress in a neat and tidy sequence. Children spend various amounts of time in any one stage of development. Areas of development may overlap with one another. It's impossible to pin down the exact age at which every child will have achieved a specific milestone. Children manifest developmental expectations in different ways. All children follow general sequences but each child will develop in unique ways, depending upon the child's personality, context, and experiences. In determining the extent to which a child's functioning meets age expectations, the team must look at an overall pattern, rather than specific fragments, of development.

Example 2: Justin is 24 months (2 years) old. He uses a spoon, but often spills the food before it gets to his mouth. Without his mom's help he wouldn't get much to eat at mealtime. A child who is 2 should be able to meet his feeding needs without much help, using various kinds of tools, including his fingers. The younger child (toddler) experiments with tool use, but with limited success. The much younger child (infant) participates in feeding by opening his mouth, but does not attempt to feed himself.

- How would you describe Justin's skills and behaviors? Are they age-expected? Immediate foundational? Or not yet?
- What if Justin were 12 months old? How would you describe his skills and behaviors? What if he were 36 months old?

How Foundational Skills Lead to Age-Expected Functioning



Note: The number of steps and the length of the time frame for each step can vary for different kinds of developmental accomplishments. The equal stairs are shown only for illustration.

Features of Effective Documentation

- ❑ Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
- ❑ Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
- ❑ Focuses on the child’s current level of functioning rather than how much progress the child has made.
- ❑ Identifies the assessment tool(s) that contributed information for the rating.

Overall Age Expected	7	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Indicate: “No concerns.”
	6	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Note concerns. • <i>Evidence should not include any functioning that is not age expected for a rating of 6 or 7.</i>
Overall Not Age Appropriate	5	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Provide examples of the child’s functioning that is not age expected.
	4	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Provide examples of the child’s functioning that is not age expected. • <i>Evidence should show more functioning that is not age expected.</i>
	3	<ul style="list-style-type: none"> • Provide examples of the child’s functioning at the immediate foundational skill level. • <i>Evidence should not show age-expected functioning for a rating of 3.</i>
	2	<ul style="list-style-type: none"> • Provide examples of the child’s functioning at the immediate foundational skill level. • Provide examples of the child’s functioning that is not yet age expected or immediate foundational. • <i>Evidence should show more functioning that is foundational than is immediate foundational for a rating of 2.</i>
	1	<ul style="list-style-type: none"> • Provide examples of the child’s functioning that is not yet age expected or immediate foundational. • <i>Evidence should not show age-expected or immediate foundational functioning for a rating of 1.</i>

Overview of the Child Outcomes Summary

Process

The following questions and answers reflect the ECO Center's current thinking on the use of the Child Outcomes Summary (COS) Process. We continue to receive feedback on the COS process and the supporting materials and have made revisions based on that feedback. Please continue to check the ECO web site for additional revisions.

1. What is the COS process?

The COS process is a team process for summarizing information related to a child's progress on each of the three child outcome areas on a 7-point scale. The COS process can be used:

- 1) When the state wants to use multiple sources of information to describe a child's functioning on each of the outcomes. The information could include one or more norm-referenced or curriculum-based assessments, parent report on child's skills and behavior, progress notes of therapists working with the child, observations by a teacher or child care provider, or other sources; and/or
- 2) When different assessments have been given to different children across the state and the results need to be placed on the same scale to be aggregated.

The COS form is NOT an assessment instrument. It is a document used for summarizing across multiple sources of information about the child. The COS process allows states to address the OSEP reporting requirement as well as look at the child outcomes data in other ways. Using the COS process does not require that programs collect more data about children's progress; it is a mechanism that allows them to summarize assessment information for federal reporting as well as for their own purposes, such as for accountability, program planning, and program improvement.

2. What materials related to the COS process are available on the ECO web site?

The following materials are available on the ECTA web site:

Instructions for Completing the Child Outcomes Summary (COS) Form – This document contains instructions for completing the form along with the definitions of the scale points.

Child Outcomes Summary (COS) form - This form can be used to summarize information from multiple sources on the 3 outcomes. The form includes a cover sheet and 3 pages, one for each outcome.

How Data from the COS form Can be Used to Address the OSEP Reporting Requirement – This document explains how data from the COS form at entry and at exit produces data required by OSEP.

COS to OSEP Categories Calculators - These excel files demonstrate how various combinations of outcome ratings at entry and exit are converted into each of the 5 OSEP reporting categories. Model 2.0 versions automatically create graphic presentations (charts and tables) of entry and exit data and progress categories.

Child Outcome Summary (COS) Form Training Materials - include a sample training agenda and power point presentations and activities on a number of COS topics (e.g. COS refresher, working with families, COS quality assurance, looking at data). Materials can be adapted for state training sessions.

State-Developed COS Materials- These COS materials were created or adapted by a number of states. These materials have not been reviewed or critiqued by the ECO center, but are

provided as a convenience for others to use to meet training needs in their specific locations.

3. What is the basis for the scale on the COS Form?

The scale on the COS form is based on several assumptions:

- a. The overall goal of programs and services for children is active and successful participation now and in the future across a variety of settings. Achieving each of the three outcomes is key to this overall goal.
- b. For many, but certainly not all young children with disabilities, receipt of high quality services will allow them to move closer to age-appropriate functioning than they would have been able to without those services.
- c. Documenting children's movement toward age-appropriate functioning is one type of evidence that can be used to make a case for the effectiveness of early intervention and early childhood special education.

Building off of these assumptions, the highest end of the scale represents age-expected or age-appropriate functioning with each lower point being a degree of distance from age expectations. Additional information about the scale points is included in the document "Instructions for Completing the Child Outcome Summary (COS) Form."

4. Who completes the COS process?

States need to decide who completes the COS process. The ECO Center recommends that the ratings be determined by a team including family members, professionals who work with the child, and others familiar with the child's functioning. Teams in states already using the COS process generally range from 2 -7 people. The ECO Center strongly recommends that the ratings not be determined by individuals who do not know the child, for example, by assigning a rating based only on information available in the child's records, or for the rating scale to be provided without any guidance or instructions.

5. How often is the COS process to be completed?

To provide data for the OSEP reporting requirements, the COS process must be completed at a minimum once at program entry and again at program exit with at least 6 months in between. States that want outcome data for their own purposes should consider completing the form more often, for example, annually or every 6 months.

6. When is the COS process to be completed?

The COS process is to be completed in present time to reflect the child's current functioning. Some states are completing the form at IFSP or IEP meetings and regularly scheduled reviews when a team is assembled but it does not have to be done as part of one of these meetings. We recommend against trying to assign ratings for past time periods, for example, trying in December to assign a rating for what the child was like in August.

7. Are training materials available?

The ECO Center has developed training and guidance materials for use of the COS process. Materials are available on the ECO website under Professional Development Resources. These include a sample training agenda, power point presentations and activities related to both general outcomes topics as well as COS topics. We always welcome suggestions for training materials as well as information about training approaches underway in states and programs.

8. How much training is required to use the COS process?

Field testing has shown that training is essential to effective and reliable use of the COS process. Sample training materials available on the ECO website outline a day-and-a-half training activity that includes general background information on child outcomes measurement, information to promote understanding of the three outcome areas, and references to recommended assessment practices. In addition, field testing has shown that training must include opportunities to “practice” the ratings through case examples. Walking through several cases in a large group discussion and smaller team breakout formats help to clarify differences between the points on the rating scale, as participants review multiple sources of assessment information about a child, compare that information to age expectations, and then determine a rating. We also strongly recommend that states develop opportunities for periodic feedback sessions with providers, after they have begun to use the summary form. These sessions will allow individuals to share effective strategies that work with specific local populations as well as to ask questions and share information in an effort to enhance the consistency of approaches used.

9. Is information available on the validity and reliability of the COS ratings?

The ECO Center is currently funded to examine the validity of the COS ratings. Ideally, this information would have been available before the tool was released but the OSEP reporting timeline did not allow for this. Preliminary results from pilot data collected to date is promising, leading us to feel confident that under proper conditions (e.g., sufficient training, adequate opportunities to have questions addressed, adequate monitoring of the process), the COS will produce valid and reliable information. Data and future findings will be shared on the ECO website as they become available.

10. Why is the COS copyrighted?

States and programs are encouraged to use and reproduce the form. There is no charge to use any materials produced by the ECO Center. We are copyrighting materials to prevent anyone from charging for them in the future.

11. Why should we contact ECO if we want to use or adapt the COS process?

ECO would like to keep track of which states are using the form to learn more about how the process is working. We would appreciate a state contacting us so we have an accurate list. At that time we will also be happy to discuss advantages and disadvantages of potential adaptations to the COS process that states are considering.

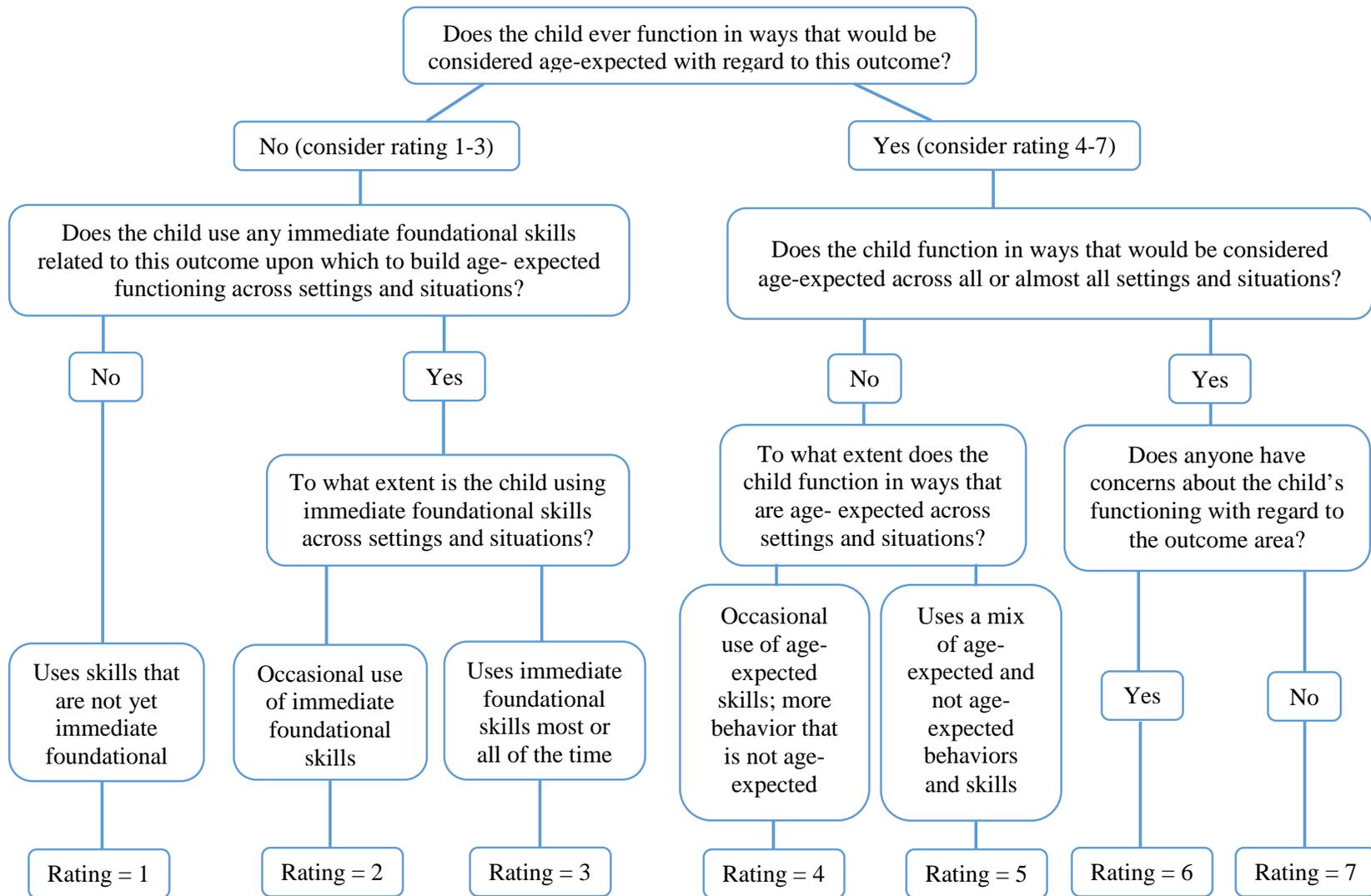
12. Can a state make changes to the COS process or form?

States can change the process or form to meet their needs but we encourage them to think through the consequences of those changes. Some adaptations, such as formatting changes, are minor and not likely to impact the type of data that will result. Other adaptations (for example, using a 5-point instead of a 7-point scale) are major and could interfere with easy translation from the rating scale to the OSEP reporting categories. Using a very different scale also will mean that the lessons being learned from piloting the ECO version of the form will not apply. We plan to collect considerable data about the use and properties of the summary process and it will be difficult to say how much of that research will apply if a state has made major changes in the COS process or form. We encourage states to contact us to discuss what they would like to change so we can keep track of which states are using the ECO-developed process and form and which are using their own adaptation.

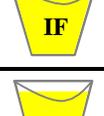
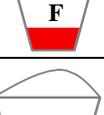
13. What if I have a question about the COS process or the related materials? Can states and others comment on the COS process and related materials?

Yes. Questions and comments are encouraged. Send them to ectacenter@unc.edu.

How Foundational Skills Lead to Age-Expected Functioning



EDIS – COSF Rating Scale Descriptor Statements

(for use as culminating statements of IFSP present levels of development [PLOD] descriptions in respective outcome areas)		
COSF Rating	Culminating Statements	
Age Expected Skills	7	 <ul style="list-style-type: none"> Relative to other children Calvin's age, there are no concerns; he has all of the skills that we would expect of a child his age in the area of (<i>outcome [e.g., taking action to meet needs]</i>). Calvin has age expected skills, with no concerns, in the area of (<i>outcome</i>).
	6	 <ul style="list-style-type: none"> Relative to same age peers, Calvin has the skills that we would expect of his age in regard to (<i>outcome</i>); however, there are concerns with how he (<i>functional area of concern/quality/lacking skill</i>). It will be good to watch this closely, because without continued progress he could fall behind. Aside from the concern regarding Calvin's _____ he is demonstrating skills expected of a child his age in the area of (<i>outcome</i>).
Decreasing Degree of Age Expected Skills	5	  <ul style="list-style-type: none"> For a # month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (<i>outcome</i>). Relative to same age peers, Calvin shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (<i>outcome</i>). Calvin is somewhat where we would expect him to be at this age. This means that Calvin has many skills we would expect at this age in regard to (<i>outcome</i>), but he does not yet have all of the age expected skills (<i>it is possible to highlight a few of non-age expected functional skills</i>).
	4	  <ul style="list-style-type: none"> At # months, Calvin shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (<i>outcome</i>). At # months, Calvin shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of (<i>outcome</i>). Calvin has a few of the skills we would expect in regard to (<i>outcome</i>), but he shows more skills that are not age appropriate.
	3	  <ul style="list-style-type: none"> Relative to same age peers, Calvin is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (<i>outcome</i>). In the area of (<i>outcome</i>), Calvin has nearly age expected skills. This means that he does not yet have the skills we would expect of a child his age, but he has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills (<i>it is possible to include a few functional skills as examples</i>).
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	2	  <ul style="list-style-type: none"> At # months, Calvin shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of (<i>outcome</i>). Relative to same age peers, Calvin is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of (<i>outcome</i>). For a # month old little boy, Calvin occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of (<i>outcome</i>). Overall in this outcome area, Calvin is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.
	1	 <ul style="list-style-type: none"> Relative to same age peers, Calvin has the very early skills in the area of (<i>outcome</i>). This means that Calvin has the skills we would expect of a much younger child in this outcome area. For a # month old little boy, Calvin's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skill in the (<i>outcome</i>) area.

COS Process Discussion Prompts

The pages that follow provide a few ideas for some types of questions or prompts that could be used to elicit conversation about a child's functioning with regard to the three global child outcome statements. As teams discuss child functioning in these outcomes areas, they generally draw on many sources of information and ask excellent questions that provide a specific description of what the child generally does with regard to each outcome. However, some teams have looked for further guidance about the kinds of questions that might help them focus on functional skills and span many of the components reflected in each outcome. The list that follows is by no means a comprehensive list of the types of questions or topics that might be discussed. It also is not intended to be used as a checklist necessary for discussion or as a checklist that will always constitute a complete discussion. However, it might provide some ideas to expand team approaches. It also may be helpful if individuals new to the COS process are quickly training other staff in using it and want more information for that purpose. As you begin to use this resource, we encourage you to share comments and additions with us at staff@the-eco-center.org so that we can include and circulate them as well!

Outcome 1: Child has positive social relationships.

Thinking about relating to adults, relating to other children, and (for those older than 18 months) following rules related to groups or interacting with others.

- How does the child relate to his/her parent(s)?
- How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
- How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
- How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
- How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
- How does the child interact with/react to peers (e.g., at child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
- What is the child's eye contact with others like? Does it differ across situations or with different people?
- How does the child display his/her emotions?
- How does the child read and react to the emotions and expressions of others?
- How does the child respond to touch from others?
- How does the child maintain interactions with people?
- In what situations and ways does the child express delight or display affection?
- In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (e.g., screaming, biting, tantrums)? How often does this occur? In what situations? In what situations does it not occur?
- Does the child display awareness of routines? How?

- How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions, or different across settings or with different people?
- How and in what situations are interactions with others initiated?
- How does the child engage in mutual activity (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, follow rules for mutual games)?
- Does the child seek out others after an accomplishment? How?
- Does the child seek out others after frustration or when angry? How?
- Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? What do the child's interactions look like in these situations?
- Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)?
- Does the child attempt to resolve his/her conflicts? How? What do these actions look like with peers, parents, etc.?
- How does the child respond when others are not attending to him/her?
- How does the child respond when someone arrives? Someone new? Someone familiar? How does the child respond when someone leaves?
- Talk about the child's functioning with regard to turn-taking, showing, and sharing? With adults? With other children?
- How would you expect other children this age to act in these situations?

Outcome 2: Child acquires and uses knowledge and skills.

Thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds.

- How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, at child care, at the store, with other kids, at child care, in restaurants, with different people)?
- Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him/her). What did he/she do?
- What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- How does the child understand and respond to directions and requests from others?
- How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things? Δ How does the child display understanding of differences in roles, characteristics, and expectations across people and situations (with increasing age role understanding may change from immediate household roles and differences to more external community helper roles)?
- Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest (e.g., try new strategies that they haven't thought of based on gestures or suggestions using words they know)? Δ Can the child answer questions of interest in meaningful ways?
- Does the child use something learned at one time at a later time or in another situation?
- Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?

- What does the child do if an action or a strategy attempted isn't successful? (e.g., how does he/she try to modify approach, show persistence, etc.)
- How does the child demonstrate her/his understanding of symbols into concepts, communication, and play?
- How does the child interact with books, pictures, and print?
- How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?
- Does the child's play show attempts to modify strategies/approaches and to try new things? How?
- Are there kinds of knowledge and skills that are not similar to same age peers and/or that might interfere with acquiring and using knowledge and skills?
- How would you expect other children this age to act in these situations?

Outcome 3: Child takes appropriate action to meet his/her needs.

Taking care of basic needs; getting from place to place and using tools; and (if older than 24 months) contributing to own health and safety.

- What does the child do when she/he can't get or doesn't have what she wants?
- What does the child do when he/she wants something that is out of reach or hard to get?
- What does the child do when he/she is upset or needs comfort?
- What does the child do when she/he is hungry?
- What does he/she do when he/she is frustrated?
- What does the child do when she/he needs help?
- How does the child convey his/her needs?
- How are the child's actions to seek help or to convey his/her needs different from one setting to another? How do they differ with different people? (e.g., child care vs. home vs. community setting, with parent vs. grandparent, familiar person vs stranger)
- Tell me about the child's actions when dressing and/or undressing?
- What does the child do before and after peeing and pooping?
- What does the child do at mealtime (eating, drinking)? Are there differences across settings and with different people?
- How does the child get started playing with toys? What does the child do when he/she is interested in a different toy than he/she has?
- Tell me about the child's actions/reactions with regard to hygiene (tooth brushing, washing hands/face, blowing nose, etc.)?
- Does the child show awareness of situations that might be dangerous? What does he/she do (give examples, (e.g., to drop-offs, hot stoves, cars/crossing streets, strangers, etc.)?)
- Are there situations when a problem behavior or disability interferes with the child's ability to take action to meet needs? How consistently? How serious is it? Does the child take alternative approaches? What are those?
- Are the actions the child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish the things that peers do?
- How does the child respond to delays in receiving expected attention and/or help from others?
- How does the child respond to challenges?

- Does the child display toy preferences? How do you know?
- How does the child get from place to place when desired or needed?
- What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun?
- How does the child respond to problematic or unwanted peer behavior?
- How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)?
- How would you expect other children this age to act in these situations?

Part C – Child Outcome Summary Form

Outcome Determination Date: _____

Child's Name: _____

MCI #: _____

Date of Birth: _____

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

Source Of Information	Date

Outcome 1: Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the initial outcomes summary?

Yes No Initial Assessment

Comments:

Outcome 2: Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the initial outcomes summary?

Yes No Initial Assessment

Comments:

Outcome 3: Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the initial outcomes summary?

Yes No Initial Assessment

Comments:

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Part C - Child Outcome Summary Form

Child's Name: _____ MCI #: _____

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)

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

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

Supporting evidence for this outcome rating. Please provide examples of:

Age-appropriate functioning:

Concerns? Yes No *(Describe)*

Emerging or immediate foundational skills. Functioning that is not yet age-appropriate:

Functioning of much younger child. Functioning that is not yet age-appropriate or immediate foundational:

Part C - Child Outcome Summary Form

Child's Name: _____ MCI #: _____

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

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

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

Supporting evidence for this outcome rating. Please provide examples of:
Age-appropriate functioning:
<p>Concerns? ___ Yes ___ No <i>(Describe)</i></p>
Emerging or immediate foundational skills. Functioning that is not yet age-appropriate:
Functioning of much younger child. Functioning that is not yet age-appropriate or immediate foundational:

Part C - Child Outcome Summary Form

Child's Name: _____ MCI #: _____

3. TAKING APPROPRIATE ACTION TO MEET 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, strings attached to objects)

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

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

Supporting evidence for this outcome rating. Please provide examples of:
Age-appropriate functioning:
<p>Concerns? ___ Yes ___ No (Describe)</p>
Emerging or immediate foundational skills. Functioning that is not yet age-appropriate:
Functioning of much younger child. Functioning that is not yet age-appropriate or immediate foundational:

CHILD OUTCOMES SUMMARY FORM

Entry COS
 Monitoring COS
 Exit COS

I. Child Information

Name: _____ DOB: _____

eSchool ID: _____

Developmental Delay 1400
 Preschool Speech Delay 1600
 Autism 1000
Primary Disability:
 Other Health Impairment 0601
 Hearing Impairment 0700
 Blind 0800
 Orthopedic Impairment 0602
 Partially Sighted 0900
 Deaf-Blind 1100
 Other: _____

II. Intervention Period & Rating Summary

*Rating Date: _____ **3 point date needed!*
 *Consecutive Months of Service: *(not required for initial rating)* _____

Child exiting program? <i>Check if yes.</i> YES <input type="checkbox"/>	*Progress Made?
Social-Emotional:	<input type="checkbox"/> Y <input type="checkbox"/> N
Knowledge:	<input type="checkbox"/> Y <input type="checkbox"/> N
Actions to Meet Needs:	<input type="checkbox"/> Y <input type="checkbox"/> N

III. Primary Assessment:

ESR - for entry COS rating only (24)
 TSG (18)
 GFTA (15)
 DASH-3 (13)
 ASQ (10)
 ELS (19)
 Other: _____

Secondary Assessment:

ASQ (10)
 GFTA (15)

IV. Sources of Information:

Observations
 Anecdotal Records
 Interviews
 Classroom Data

V. Persons involved in completing the form:

Name	Role

Family information on child's 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 to adults
- Relating to other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Choose one number)*

Not Yet		Nearly		Somewhat		Completely
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns? <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(describe)</i>
Immediate foundational skills/Functioning that is not yet age-appropriate:
Functioning that is not yet age appropriate or immediate foundational:

1b. If monitoring or exit only (if question 1a has been answered previously) **Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** *(Choose Yes or No)*

<input type="checkbox"/> Yes	1 → Describe progress:
<input type="checkbox"/> No	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 age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Choose one number)*

Not Yet		Nearly		Somewhat		Completely
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Supporting evidence for this outcome rating

<p>Age-appropriate functioning:</p> <p>Concerns? <input type="checkbox"/>No <input type="checkbox"/>Yes <i>(describe)</i></p>
<p>Immediate foundational skills/Functioning that is not yet age-appropriate:</p>
<p>Functioning that is not yet age appropriate or immediate foundational:</p>

2b. If monitoring or exit only (if question 2a has been answered previously) **Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** *(Choose Yes or No)*

<input type="checkbox"/> Yes	1 → Describe progress:
<input type="checkbox"/> No	2

3. TAKING APPROPRIATE ACTION TO MEET 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, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Choose one number)*

Not Yet		Nearly		Somewhat		Completely
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Supporting evidence for this outcome rating

<p>Age-appropriate functioning:</p> <p>Concerns? <input type="checkbox"/>No <input type="checkbox"/>Yes (<i>describe</i>)</p>
<p>Immediate foundational skills/Functioning that is not yet age-appropriate:</p>
<p>Functioning that is not yet age appropriate or immediate foundational:</p>

3b. If monitoring or exit only (if question 3a has been answered previously) **Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** *(Choose Yes or No)*

<input type="checkbox"/> Yes	1 → Describe progress:
<input type="checkbox"/> No	2

“Script” for Team Discussion of Outcomes Rating

The following text provides guidance for discussing a child’s functioning that:

- gets the information needed for a rating determination without using numbers
- is based on the child’s strengths
- uses a tone that is family-friendly

It was designed for training teams in the use of the Child Outcomes Summary Form (COSF), especially with families at the table during the rating discussion

Discussing the Outcomes

Discuss the outcome areas one at a time, although not necessarily in any particular order. The suggestions in this document focus on Outcome 1: positive social relationships. Use the same format for Outcomes 2 (acquisition and use of knowledge and skills) and 3 (taking action to meet needs), substituting words to reflect the content of each outcome, as appropriate. Refer to the “COSF Discussion Prompts” resource for suggested questions and language to use for the discussion of all three outcome areas.

Begin the discussion as follows, filling in the child’s name and the content appropriate to the outcome area (as noted above, these examples illustrate Outcome 1).

- One of the important things we want ___ to learn is how to get along well with the people in his/ her life. Let’s talk about how ___ is doing in social relationships. We want to talk about how ___ interacts with adults and with other children. We also want to look at how s/he follows rules and participates in routines with groups.
- Who are the adults in ___’s life?
- Is s/he around other children? [Who?] f [if child is old enough] Is s/he in situations where she/he is expected to participate in routines with others or to follow rules related to being with others?

Strengths

- Let’s start by talking about _____’s strengths in this area. What are some of _____ strengths in social relationships and getting along with others? For example,
 - What are the things that ___ does well when it comes to relating to adults? (See COSF Discussion Prompts)
 - What are some of his/her strengths in relating to other children?
 - What are some of his/her strengths when it comes to following rules or routines?

Areas of concern

- What are some of the things we are concerned about/would like to work on with ___ in the area of social relationships? For example,
 - What are the things that we are concerned about with regard to how _____ relates to adults? (COSF Discussion Prompts)
 - What are some of our concerns with regard to how _____ relates to other children?
 - What are some of our concerns with regard to how _____ follows rules or routines?

Expectations

We know that as children develop they learn to do different things at different ages. Some of the things we would like to see children doing in this area at __ [child's age] are..... f

- Looking for age appropriate functioning
- Is __ doing any of the things related to social relationships that we expect to see at his/her age?
- Possible answers:
 - Yes, he is doing ____
 - No, not yet.

Extent of age appropriate functioning

- [if yes] Would we say that all or almost all of ____'s functioning for this outcome is what we would expect to see for a child this age?
 - [if yes] __ is doing really well in this area. Is there anything related to how __ interacts with others that we are concerned about and that we think we should monitor or give him some help with?
 - If no. "This means we want to say his development in this area is "completely" what we expect for a child this age.
 - If yes. This means we want to say his development in this area is "between completely and somewhat" for what we expect of a child this age.
 - [If no] Would we say that __ rarely shows examples of what we expect to see for children this age or that she/he shows a solid mix of functioning that is age appropriate and not age appropriate yet?
 - If a solid mix. This means we will say that his development in this area is "somewhat" age appropriate.
 - If rarely. This means we will say that his development is between "emerging and somewhat".

Looking for immediate foundational skills

- [if not yet] Just before children learn to __ [age expected functioning], they ____ [immediate foundational skills]?
- Is __ doing anything related to social relationships at this level?
- Possible answers:
 - Yes, he is doing ____
 - No, not yet. This tells us we need to work with ____ to help him/her develop some skills such as [immediate foundational skills] to help him improve in this area. Since ____ hasn't yet developed what we call immediate foundational skills, we will code his development in this outcome as "Not Yet."

Extent of immediate foundational skills

- [if yes] Would we say that just about most or all of ____'s functioning in this area is showing the kind of skills that develop just before what children do at this age?
- [if yes] That helps us know where __ is functioning so we can work with the skills he/she has & help him/her move to the next step. It means the rating should be "Emerging."
- [If no] That helps us know where __ is functioning so we can work with the skills he/she has so we can help him/her move to the next step & suggests the rating should be between "Not Yet" and "Emerging."

Including Families in the Rating Discussion

What is the role of the family when using the Child Outcomes Summary (COS) process?

The family plays several important roles in the child outcomes measurement process, including the family as 1) team member, 2) child information provider, 3) rating participant, and 4) consumer.

The family as team member

Just as families are members of IFSP and IEP teams, they are critical to the assessment team. DEC Recommended Practices (2005) tell us

“Early childhood assessment is a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus...”¹

The family as information provider

COS ratings rely on information about a child’s functioning across situations and settings. Parent input is crucial: family members see the child in situations that professionals do not. The rest of the team will need to learn what family members know about the child -- what the child does at home, at grandma’s house, in the grocery store, etc.

As participant in the COSF rating discussion

As members of the IFSP or IEP team, families are natural participants in the COS rating discussion. Their role in the rating is child expert, while other members of the team will know child development and the skills and behaviors expected at various age levels. Programs and individual teams not including the family in the rating process will need to maximize the role of family as information provider in order to make the COS rating.

As consumers

Whether or not families participate in the rating discussion, professionals will need to be able to explain why the rating is being done and what it means. Several states and programs have developed brochures and letters that describe the outcomes measurement system for families. Please go to our website: www.the-eco-center.org and look under “State-developed materials” and “Informing parents about outcomes”.

Discussion questions

- What are your program’s policies for including parents in the COS rating discussions?
- Does your program have materials that inform families about outcomes?
- What resources will you need to support your efforts to involve families in the child outcomes measurement process?

¹From Bagnato and Neisworth (1991), as quoted in DEC Recommended Practices (2005)
The Early Childhood Outcomes Center 4-18-07

New Assessment Tool Request Form – Part C

Instrument Referred for Review:	Publisher:
Publication Date:	Person Requesting the Review:
Address:	
Telephone Number:	Email Address:
Copy of the Assessment Measure Included: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date for Committee Review:
Comments from the Reviewers:	
Decision:	
Date of Notification:	

New Assessment Tool Request Form – Part B

Instrument Referred for Review:	Publisher:
Publication Date:	Person Requesting the Review:
Address:	
Telephone Number:	Email Address:
Copy of the Assessment Measure Included: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date for Committee Review:
Comments from the Reviewers:	
Decision:	
Date of Notification:	

Child Outcome Summary (COS) Form – Part C

Form Basics

What is a COS Form?

- A form used by states to summarize data on children for federal reporting purposes
- Used to document children's functioning in 3 outcome areas
 - 3 Outcome Areas
 - Positive Social-Emotional Skills (Outcome 1)
 - Acquiring and Using Knowledge and Skills (Outcome 2)
 - Taking Appropriate Action to Meet Needs (Outcome 3)

When is a COS Form completed?

- Initial COS Form
 - Completed within **2 weeks** of Part C eligibility determination
- Exit COS Form
 - Completed **60 days prior – 30 days after** a child exits Part C

Who Completes the COS Form?

- Initial COS Form
 - CDW Assessment team (those completing the MDA)
- Exit COS Form
 - Therapist(s) working with the child when exiting CDW
 - or**
 - CDW Assessment team if the child is only receiving FSC services (no therapist in place)

COS Form is completed using:

- Assessment tools
- Interview/Observation
- IFSP progress notes

CDW Assessor Roles and Responsibilities

- Complete Initial COS Form within **2 weeks** of Part C eligibility determination
 - For each outcome, solicit input from other providers and family regarding: age appropriate, immediate foundational and foundational skills and progress status (new skills)
 - Information can be obtained verbally or in writing (over the phone, through email etc.)
 - Complete COS Form consolidating information from other providers and assigning a rating
- Complete Exit COS Form, when necessary, **60 days prior – 30 days after** a child exits Part C

Family Service Coordinator's (FSC) Roles and Responsibilities

When are COS Forms needed?

- If a child is eligible for Part C for 6 months or more
 - **Timeline Begins** when Part C eligibility is determined
 - **Timeline Ends** when the child exits Part C
 - If **< 6 months** from eligibility to exit = NO EXIT COS Form
 - If **6+ months** from eligibility to exit = INITIAL & EXIT REQUIRED

Initial COS Form

- Completed within **2 weeks** of Part C eligibility determination
- FSC share's the Initial COS Form with all team members once it has been reviewed by COS Liaison

Exit COS Form

- Completed **60 days prior – 30 days after** a child exits Part C
- How to know who is responsible for completing the Exit COS Form:
 - If ECE is involved, ECE is responsible for gathering information from all team members, completing, and submitting COS Form to COS Liaison.
 - If **NO ECE INVOLVED**, provider agency will designate a team lead and the team lead will be responsible for gathering information from all team members, completing, and submitting COS Form to COS Liaison.
- If FSC is closing a child's case, but has NOT received an Exit COS Form:
 - FSC will make 2 documented attempts, requesting Exit COS Form
 - Email therapist(s) and cc Clinical Coordinator
 - Document in "Notes" section of 360 when attempt is made
 - If COS Form is not received after 2 attempts, FSC will notify CDW COS Liaison
 - COS Liaison will then notify Birth to Three.

If the FSC receives a COS Form, it **MUST** be submitted to COS Liaison for review and tracking purposes

Please review monthly reminders sent by COS Liaison and consult with Liaison with any questions, concerns, etc.

- Reminder is also sent to FSC's supervisor

Service Provider Roles and Responsibilities

Who needs an Exit COS Form?

- Any child who is eligible for Part C for 6 months or more
 - **Timeline Begins** when Part C eligibility is determined
 - **Timeline Ends** when the child exits Part C
 - If < **6 months** from eligibility to exit = **NO EXIT COS Form**
 - If **6+ months** from eligibility to exit = **INITIAL & EXIT REQUIRED**

How to know who is responsible for completing the Exit COS Form:

- If ECE is involved, ECE is responsible for gathering information from all team members, completing, and submitting COS Form to COS Liaison.
- If **NO ECE INVOLVED**, provider agency will designate a team lead and the team lead will be responsible for gathering information from all team members, completing, and submitting COS Form to COS Liaison.

Completing an Exit COS Form:

- For each outcome, solicit input from other providers and family regarding: age appropriate, immediate foundational and foundational skills and progress status (new skills)
- This information can be obtained verbally or in writing (over the phone, through email etc.).
- Complete COS form consolidating information from other providers and assigning a rating

Submitting Exit COS Form:

- Exit COS Forms are to be submitted directly to CDW COS Liaison and cc FSC (unless provided via hardcopy)
- Can be completed/submitted **60 days prior – 30 days after** a child exits Part C

Birth to Three office will be notified by CDW COS Liaison if Exit COS Form has not been received from provider after **2 attempts**.

CDW COS Liaison Roles and Responsibilities

Review all COS Forms for quality and completeness.

- Return to provider, if revisions are needed
- Document in “Notes” section of 360 that all COS Forms are reviewed

COS Forms completed by outside provider:

- Upload any COS Form that is done by an outside provider to “Documents” section of 360
- Enter basic information (date complete and scores) in “Child Outcome Summary Form” section of 360

Track whether Initial and Exit COS Forms are completed

Send out monthly spreadsheet to each FSC, with supervisor cc’ed, with COS Form information

- COS Forms that are still needed
- COS Forms that are due in the coming months

Sit on committee meetings/discussions for CDW, pertaining to COS Forms

Provide technical assistance and training for assessors/providers as necessary for ongoing quality improvement

Provide COS trainings to new hires and others, as needed

Teaching Strategies GOLD® Assessment System

Outcome 1: Positive Social Relationships	Outcome 2: Acquires and Uses Knowledge and Skills	Outcome 3: Takes Appropriate Action to Meet Needs
<p>Social-Emotional</p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> a. Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.) b. Follows limits and expectations (responds to changes in an adult’s tone of voice, accepts redirection from adults, management classroom rules, routines, etc.) <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> a. Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.) b. Responds to emotional cues (reacts to others’ emotional expressions, demonstrates concerns about feelings of others, etc.) c. Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.) d. Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains friendships, etc.) 	<p>Physical</p> <p>7. Demonstrates fine-motor strength and coordination</p> <ul style="list-style-type: none"> b. Uses writing and drawing tools (grasps, grips, holds tools)* <p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> b. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements) a. Follows directions (responds to simple verbal requests, follows detailed instructions, etc.) <p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> a. Uses an expanding expressive vocabulary (vocalizes and gestures, names familiar people, animals, objects, describes and tells use of items, incorporates new words) b. Speaks clearly (babbles, uses words, is understood, pronounces words correctly, etc.) c. Uses conventional grammar (uses 1-2 word sentences/phrases, 3-4 word sentences/phrases, etc.) d. Tells about another time or place (makes statements, tells stories, etc.) 	<p>Social-Emotional</p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> c. Takes appropriate actions to meet needs (indicates needs and wants, seeks to do things for self, demonstrates confidence, takes responsibility, etc.) 1. **Feeding 2. **Toileting and Personal Hygiene 3. **Dressing 4. **Safety <p>Physical</p> <p>4. Demonstrates traveling skills</p> <p>7. Demonstrates fine motor strength and coordination.</p> <ul style="list-style-type: none"> a. Uses fingers and hands.

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<p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> a. Balances needs and rights of self and others (responds appropriately to others' wants, takes turns, initiates sharing, cooperates and shares ideas, etc.) b. Solves social problems (expresses feelings during conflict, seeks adult help, suggests solutions, resolves problems, etc.) <p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> a. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements) <p>10. Uses appropriate conversational and other communication skills</p> <ul style="list-style-type: none"> a. Engages in conversations (simple back-and-forth, initiates, engages in conversation, etc.) b. Uses social rules of language (looks at listener, etc.) 	<p>Cognitive</p> <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> a. Attends and engages (pays attention to sights and sounds, sustains interest, sustains work on tasks, etc.) b. Persists (repeats actions to obtain results, practices an activity, plans and pursues tasks, etc.) c. Solves problems (reacts to problem, observes and imitates problem solving, etc.) d. Shows curiosity and motivation (uses senses, explores and investigates, shows eagerness to learn, uses a variety of resources to answer questions, etc.) e. Shows flexibility and inventiveness in thinking (imitates others using objects, uses creativity and imagination in play, changes plans if a better idea is thought of, thinks through solutions, etc.) <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> a. Recognizes and recalls (recognizes familiar people, places objects, looks for hidden objects, tells about experiences in order, uses strategies to remember, etc.) b. Makes connections (looks for familiar persons when tames, remembers sequence of personal routines, draws on everyday experiences, applies rules to new contexts, etc.) <p>13. Uses classification skills (matches similar objects, places objects in 2 or more groups, groups objects by characteristics, etc.)</p>	

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	<p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> a. Thinks symbolically (recognizes people, objects animals in pictures, draws and identifies what it is, uses drawings, etc., to represent ideas, etc.) b. Engages in sociodramatic play (imitates actions during play, acts out scenarios, interacts with children in pretend play, etc.) <p>Literacy</p> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> a. Notices and discriminates rhyme (joins in rhyming songs and games, fills in missing rhyming word, generates rhyming words, etc.) b. Notices and discriminates alliteration (sings songs with repeating initial sounds, aware some words begin the same way, matches beginning sounds, isolates and identifies beginning sounds, etc.) c. Notices and discriminates smaller and smaller units of sound (hears, shows awareness of separate words in sentences, separate syllables, verbally separates and blends phonemes, etc.) <p>16. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> a. Identifies and names letters (recognizes and names letters in own name, other letters, upper and lower case, etc.) b. Uses letter-sound knowledge (identifies sounds of letters, produces correct sounds, understands sequence of letters, applies letter-sound correspondence, etc.) 	

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	<p>17. Demonstrates knowledge of print and its uses</p> <ul style="list-style-type: none"> a. Uses and appreciates books (shows interest in books, orients book, knows features of a book, uses various types of books, etc.) b. Uses print concepts (understands text is meaningful, can be read, indicates where to start reading, aware of features of print, matches written and spoken word, etc.) <p>18. Comprehends and responds to books and other texts</p> <ul style="list-style-type: none"> a. Interacts during read-alouds and book conversations (contributes language from book at appropriate time, asks and answers questions about text, identifies story-related problems, reconstructs story, etc.) b. Uses emergent reading skills (pretends to read, tries to match oral language and words on page, etc.) c. Retells stories (retells events, familiar stories, with detail, etc.) <p>19. Demonstrates emergent writing skills</p> <ul style="list-style-type: none"> a. Writes name (scribbles or marks, partially accurate, accurate, etc.) b. Writes to convey meaning (scribbles or marks, mock letters letter strings, invented spelling, etc.) 	

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	<p>Mathematics</p> <p>20. Uses number concepts and operations</p> <ul style="list-style-type: none"> a. Counts (verbally counts, uses number names, etc.) b. Quantifies (demonstrates understanding of concepts of 1, 2, more, recognizes names of numbers, makes sets, solves problems, etc.) c. Connects numerals with their quantities (recognizes, names numerals, identifies numerals, etc.) <p>21. Explores and describes spatial relationships and shapes</p> <ul style="list-style-type: none"> a. Understands spatial relationships (follows simple directions related to position, proximity, uses and responds to positional words, uses sketches to locate objects, etc.) b. Understands shapes (matches, identifies, describes shapes, etc.) <p>22. Compares and measures (compares objects, orders set of objects uses measurement words, etc.)</p> <p>23. Demonstrates knowledge of patterns (shows interest in patterns, copies, creates, recognizes patterns, etc.)</p> <p>Science and Technology</p> <p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p> <p>28. Uses tools and other technology to perform tasks</p>	

Outcome 1: Positive Social Relationships	Outcome 2: Acquires and Uses Knowledge and Skills	Outcome 3: Takes Appropriate Action to Meet Needs
	<p>Social Studies</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places</p> <p>32. Demonstrates simple geographic knowledge</p> <p>English Language Acquisition</p> <p>37. Demonstrates progress in listening to and understanding English (observes others as they converse in English, responds to and understands English words and phrases, etc.)</p> <p>38. Demonstrates progress in speaking English (repeats sounds and words in English, uses socially interactive terms, develops multiword phrases, uses grammar, etc.)</p>	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Work Sampling System, 5th Edition (2013)

Summary Information

Publisher	Pearson
Website for information	http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html
Cost	\$231.00 (for preschool 3 and 4 combined classroom kit, but can be purchased separately at individual levels). Online licenses purchased annually with price based on the number of children.
Age range	Preschool-3 rd grade
Purpose	The Work Sampling System, 5 th Edition is an authentic performance assessment that can be used to assess young children's development in multiple domains.
Skill areas included	Personal and Social Development Language and Literacy (including for English language learners) Mathematical Thinking Scientific Thinking Social Studies The Arts Physical Development, Health, and Safety
Time to administer	n/a—embedded in classroom activities and instruction
Scored	Rated as “not yet”, “in progress” or “proficient”
Age norms	No
Age ranges given for items	Yes
How frequently it can be given	3 times per year (Fall, Winter, Spring)
Standardized tasks	No
Based on observations in natural settings	Yes
Instructions related to parent role	No
Data provided on reliability	Yes
Data provided on validity	Yes
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	No
Who administers	Classroom teachers
Training available through the publisher	Yes

Crosswalk to Early Childhood Outcome

Work Sampling System, 5th Edition: Crosswalk to Early Childhood Outcomes			
Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Personal and Social Development	<ul style="list-style-type: none"> • Follows simple classroom rules and routines with guidance. (3) • Follows simple classroom rules and routines. (4) • Manages transitions. (3 and 4) • Interacts with one or more children. (3) • Interacts easily with one or more children. (4) • Interacts with familiar adults. (3) • Interacts easily with one or more familiar adults. (4) • Participates in the group life of the class. (3 and 4) • Begins to identify feelings and responds to those of others. (3) • Identifies some feelings and response to those of others. (4) • Begins to use simple strategies to resolve conflict. (3 and 4) 	<ul style="list-style-type: none"> • Shows eagerness and curiosity as a learner. (3 and 4) • Attends briefly and seeks help when encountering a problem. (3) • Attends to tasks and seeks help when encountering a problem. (4) • Approaches tasks with flexibility and inventiveness. (3 and 4) 	<ul style="list-style-type: none"> • Demonstrates self-confidence. (3 and 4) • Shows some independence and self-direction. (3) • Shows some self-direction. (4) • Attends briefly and seeks help when encountering a problem. (3) • Attends to tasks and seeks help when encountering a problem. (4)
Language & Literacy	<ul style="list-style-type: none"> • Follows rules for conversation. (3 and 4) 	<ul style="list-style-type: none"> • Gains meaning by listening. (3 and 4) • Follows two-step directions. (3) • Follows two- or three-step directions. (4) • Speaks clearly enough to be understood by most listeners. (3) • Speaks clearly enough to be understood without contextual cues. (4) • Uses expanded vocabulary and language for a variety of purposes. (3 and 4) • Begins to develop knowledge of letters. (3 and 4) • Demonstrates beginning phonological awareness. (3) 	

Work Sampling System, 5th Edition: Crosswalk to Early Childhood Outcomes

Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
		<ul style="list-style-type: none"> • Demonstrates phonological awareness. (4) • Shows appreciation and some understanding of books. (3) • Shows appreciation and understanding of books and reading. (4) • Begins to recount key ideas and details from text. (3) • Recounts some key ideas and details from texts. (4) • Represents stories through pictures, dictation, and play. (3) • Represents ideas and stories through pictures, dictation, and play. (4) • Uses scribbles and unconventional shapes to write. (3) • Uses letter-like shapes, symbols, and letters to convey meaning. (4) • Understands purposes for writing. (4) 	
Language and Literacy for ELLs	<ul style="list-style-type: none"> • Speaks in social situations. (3 and 4) 	<ul style="list-style-type: none"> • Gains meaning by listening. (4) • Follows directions. (3 and 4) • Develops awareness of the sounds of English. (3 and 4) 	
Mathematical Thinking		<ul style="list-style-type: none"> • Shows interest in solving problems. (3) • Begins to make sense of problems and uses simple strategies to solve them. (4) • Begins to reason quantitatively. (3) • Reasons quantitatively and begins to use some tools. (4) • Uses words and representations to describe mathematical ideas. (3 and 4) 	

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Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
		<ul style="list-style-type: none"> • Begins to recognize patterns and makes simple generalizations. (4) • Shows interest in counting. (3) • Counts with understanding. (4) • Shows interest in quantity. (3) • Shows beginning understanding of number and quantity. (4) • Begins to understand addition and subtraction. (3) • Understands and begins to apply addition and subtraction to problems. (4) • Shows understanding of some comparative words. (3) • Orders, compares, and describes objects according to a single attribute. (4) • Participates in measuring activities. (3 and 4) • Shows understanding of several positional words. (3) • Shows understanding of and uses several positional words. (4) • Identifies several shapes. (3) • Begins to recognize and describe the attributes of shapes. (4) • Begins to explore composing and decomposing shapes. (3) • Composes and decomposes shapes. (4) 	

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<p>Scientific Thinking</p>	<ul style="list-style-type: none"> • Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. (3 and 4) 	<ul style="list-style-type: none"> • Asks questions that arise during explorations. (3) • Asks questions and begins to solve problems that arise during explorations. (4) • Uses senses and simple tools to explore. (3) • Uses senses and simple tools to explore solutions to problems. (4) • Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. (3 and 4) • Explores the properties of objects and materials, and how they change. (3 and 4) • Explores how objects and materials move. (3) • Explores how objects and materials move in different circumstances. (4) • Explores and describes light and sound. (3 and 4) • Explores the characteristics of living things. (3 and 4) • Explores the needs of living things. (3 and 4) • Observes the sky and the natural and human-made objects in it. (3 and 4) • Explores rocks, water, soil, and sand. (3 and 4) • Observes weather and seasonal changes. (3 and 4) 	

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Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Social Studies	<ul style="list-style-type: none"> • Shows beginning awareness of rules. (3) • Demonstrates awareness of rules. (4) 	<ul style="list-style-type: none"> • Begins to recognize their physical characteristics and those of others. (3) • Identifies similarities and differences in personal and family characteristics. (4) • Demonstrates beginning awareness of community, city, and state. (4) • Begins to understand different kinds of families. (3) • Begins to understand family needs, roles, and relationships. (4) • Recognizes that people do different kinds of jobs. (3) • Identifies some people's jobs and what is required to perform them. (4) • Explores technology in their environment. (3) • Begins to be aware of how technology affects their life. (4) • Shows awareness of what it means to be a leader. (4) • Describes the location of things in the environment. (4) • Shows beginning awareness of their environment. (3) • Shows awareness of the environment. (4) • Shows some awareness of ways people affect their environment. (4) 	

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Physical Development, Health, and Safety			<ul style="list-style-type: none"> • Moves with some balance and control. (3) * • Moves with increased balance and control. (4) * • Coordinates basic movement patterns to perform simple tasks. (3) * • Coordinates combined movement patterns to perform simple tasks. (4) * • Begins to use strength and control to perform simple tasks. (3) * • Uses emerging strength and control to perform simple tasks. (4) * • Uses eye-hand coordination to perform simple tasks. (3) * • Uses eye-hand coordination to perform tasks. (4) * • Explores the use of various drawing and art tools. (3) * • Shows beginning control of writing, drawing, and art tools. (4) * • Begins to perform self-care tasks. (3) • Performs some self-care tasks independently. (4) • Follows basic safety rules with reminders. (3 and 4)

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore are not included in the crosswalk are:

The Arts

- Participates in group music experiences. (3 and 4)
- Participates in creative movement, dance, and drama. (3 and 4)
- Uses a variety of art materials for tactile experience and exploration. (3 and 4)
- Responds to artistic creations or events. (3 and 4)

Preschool Language Scales, 5th Edition (2011)

Summary Information

Publisher	Pearson
Website for information	http://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html
Cost	\$380 with manipulatives; \$318 without manipulatives
Age range	Birth-7:11
Purpose	To assess developmental language skills.
Skill areas included	Attention Play Gesture Vocal Development Semantics Language Structure Integrative Language Skills Emergent Literacy Skills
Time to administer	45-60 minutes
Scored	Yes
Age norms	Yes
Age ranges given for items	Yes
How frequently it can be given	Re-testing can occur when: (1) the child no longer remembers test items and/or his/her responses from previous administrations, (2) the examiner feels the child has made progress since the last administration, or (3) the child's age at testing results in the use of the next-age norms table to score.
Standardized tasks	Yes
Based on observations in natural settings	No for ages 3:0+; Yes for some items birth through age 2:11
Instructions related to parent role	Yes
Data provided on reliability	Yes
Data provided on validity	Yes
Web-based data entry	No
Electronic scoring	No
Other languages	Yes (Spanish)
Who administers	Variety of professionals (e.g., teacher, speech pathologist, etc.)
Training available through the publisher	Yes (webinars)

Crosswalk to Early Childhood Outcome

Preschool Language Scales, 5th Edition: Crosswalk to Early Childhood Outcomes			
Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Auditory Comprehension	• 1, 2, 6, 14	• 3-5, 7-13, 15-65	
Expressive Communication	• 4, 6, 8, 9, 12, 13, 19, 22, 25, 28,	• 2, 3, 5, 7, 10, 11, 14-18, 20, 21, 23, 26-67	• 1, 24, 28