

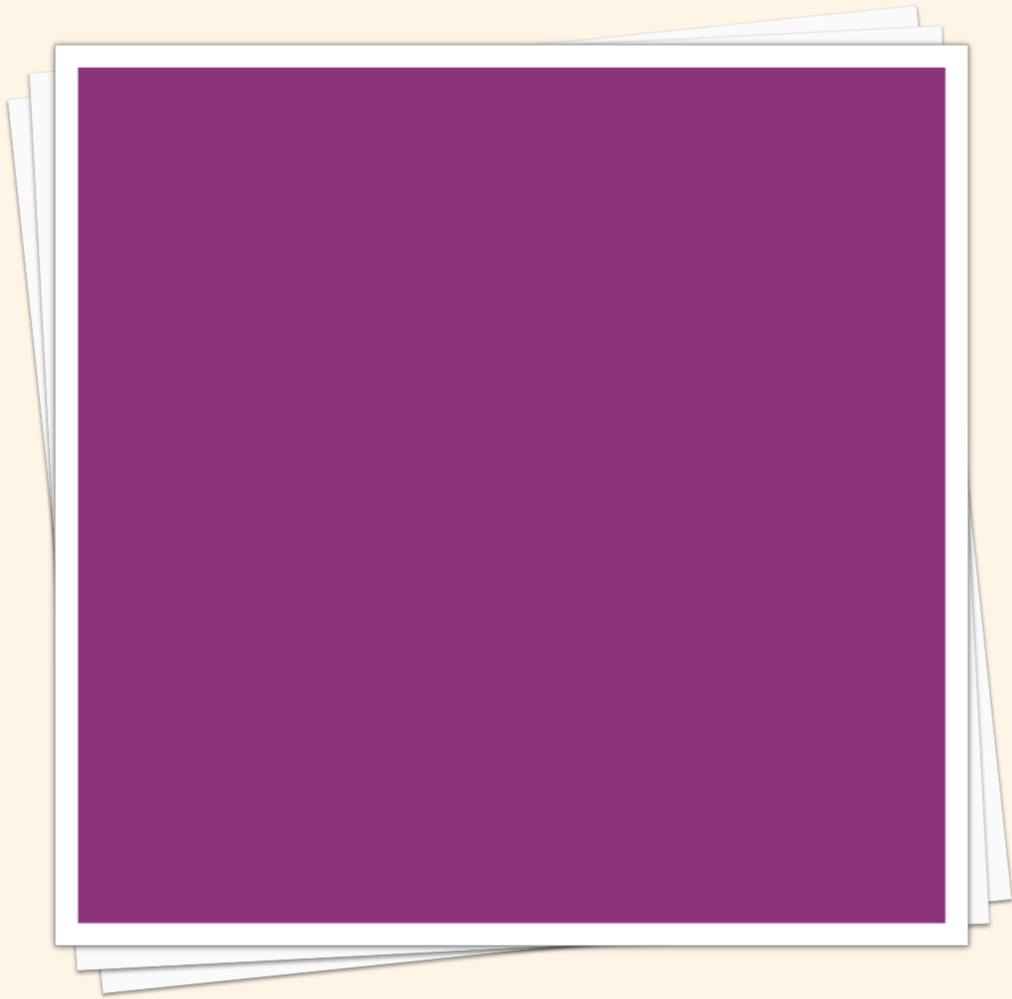
Early Childhood Outcomes Measurement

Child Outcome Summary
(COS)

Integrating The Three Child Outcome Measures into the IFSP Process

- 1. Positive Social Emotional Skills
- 2. Acquiring & Using Knowledge & Skills
- 3. Taking Appropriate Action To Meet Needs





Measuring Child Outcomes

Functional Outcomes

- Skills used meaningfully in the *context* of day-to-day life.
- Integrated behaviors to achieve goals.
- Not discrete behaviors.
- What the child does vs. what he doesn't do.

Focus on Functionality

Not just...

- Know how to make eye contact, smile, and give a hug
- Know how to imitate a gesture when prompted by others
- Use finger in pointing motion
- Show a skill in a specific situation

But does he/she...

- Initiate affection toward caregivers and respond to others' affection
- Watch what a peer says or does and incorporate it into his/her own play
- Point to indicate needs or wants
- Use a skill in actions across settings and situations to accomplish something meaningful to the child



Understanding Age-Expected Development

Know & Use Resources

Maryland Healthy Beginnings & Crosswalk

HEALTHY BEGINNINGS



Know & Use Resources

- Virginia Determining The Status of Infant/Toddler Development In Relation To The Three OSEP Outcomes

Purpose	Contents	Implementation Instructions	Background Information	Evaluation/ Assessment Tools	Resources References	
						Typical Development
						1 - 6 Months
						7 - 12 Months
						13 - 24 Months
						27 - 36 Month

Other Resources

- ◎ ECO Identified Resources

http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment

- ◎ Criterion Referenced Instruments

- HELP
- Carolina
- ELAP

- ◎ MEISR-COSF Tool

Using Age-Expected Resources

- ⦿ Look for items that are similar to the skills the child has demonstrated- they won't be exact
- ⦿ Use more than one resource
- ⦿ If in doubt, get information about the child's functioning that is more descriptive
 - He's happy
 - What is he doing that makes you say he's happy
 - He smiles and laughs when bounced on his mom's lap
 - She plays well with toys
 - What does she do with toys?
 - She pretends with her baby doll by feeding it a bottle, covering it up, and kissing it

Before - During & After

- Refresh your understanding of child development for the age of each child you see at
 - Intake
 - Evaluation
 - COS Rating
 - Intervention
 - Exit



Developmental Progression

- Children typically follow a predictable developmental trajectory.
- Think about development in terms of the progression of skills
Head control - sitting - crawling - standing - walking
- Remember though that not all children follow the same trajectory - some steps are skipped and that's ok - other steps are important and should not be skipped

Developmental Progression

- ◉ Looking at developmental progression is key to understanding where a child is on the continuum from AE to IF to F

Essential Questions to Consider

Considering all the information gathered for coding.

- ⦿ Are the skills and behaviors demonstrated **what one would expect** for a child this age? **AE**
- ⦿ Are they like those of a younger child? Are they the skills and behaviors that come **just before** the age-expected skills and behaviors? **IF**
- ⦿ 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) **F**

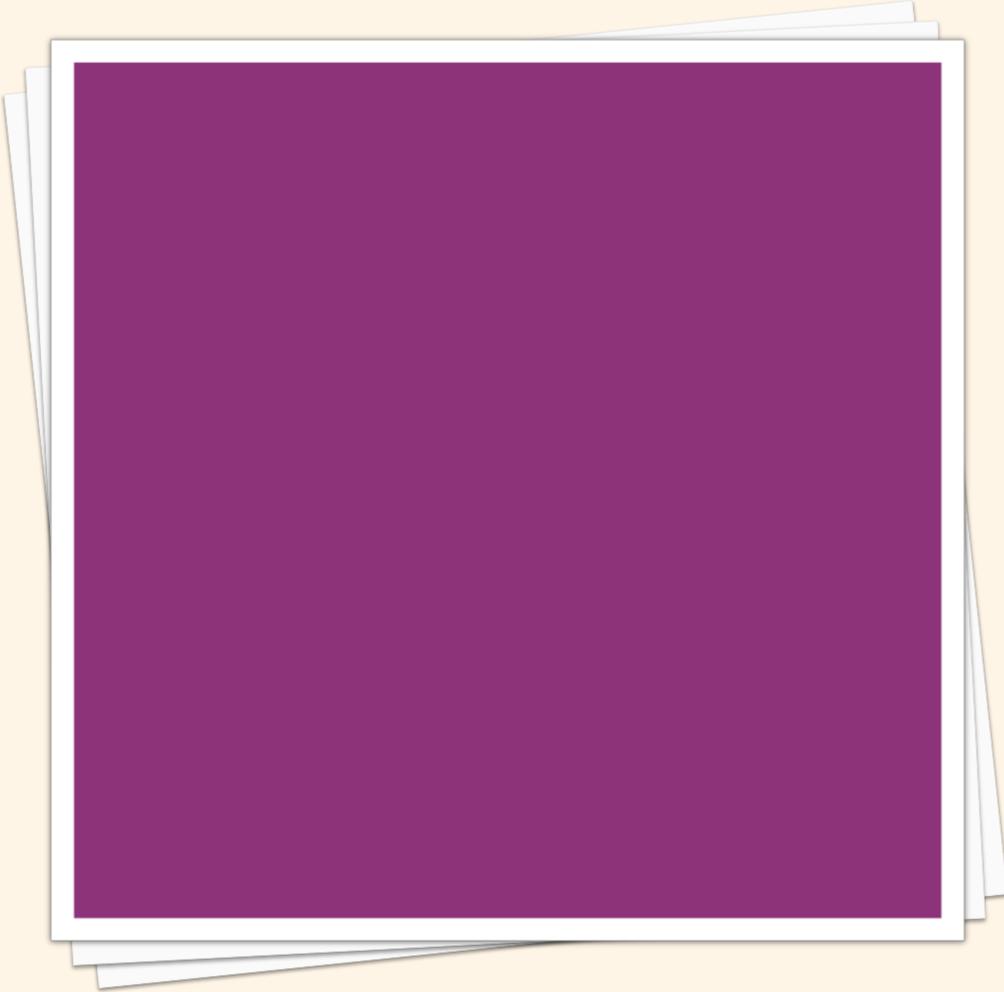
Keep a focus on functionality



Seeing the forest through the trees

Ranges of Development

- Children's skills don't come in at exact ages.
 - All children don't walk at 12 months of age
 - More like between 9 and 15 months
- Use resources & team members to address ranges or differing opinions
- Go back to observations & assessments
- Give credit for accommodations
- Keep a focus on functionality
- Remember some skills come in early & remain

A stack of papers is shown on the left side of the slide. The top sheet is a solid purple rectangle. The other sheets are white and slightly offset to the right and bottom.

Content of the Three Early Childhood Outcomes

Children have positive social relationships

Relating with adults

Relating with other children

Following group rules

Children acquire & use knowledge & skills

Thinking, reasoning, & problem solving

Understanding symbols

Understanding physical & social world

Children take appropriate action to meet their needs

Take care of basic needs

Getting from place to place & using tools

Contributing to own health & safety

Organizing Tool

1. POSITIVE SOCIAL RELATIONS

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others

Describe how the child...

- Demonstrates attachment
- Initiates & maintains social interactions
- Behaves in a way that allows them to participate in a variety of settings & situations
- Demonstrates trust in others
- Regulates emotions
- Understands & follows social rules
- Complies with familiar adult requests
- Shares toys & materials with others
- Initiates, responds to, & sustains interactions with others
- Listens, watches, & follows activities during groups

Consider how the child... across different settings?

- interacts with & relates to others in day-to-day happenings
- displays, reads & reacts to emotions
- initiates, maintains, & close interactions
- expresses delight or displays affection
- transitions in routines or activities (familiar & new)
- engages in a joint activities/interactions
- shows awareness of contextual rules expectations
- responds to arrivals & departures of other

2. ACQUIRES & USES KNOWLEDGE & SKILLS

- Thinking reasoning problem solving
- Understanding symbols
- Understanding the physical & social world

Describe how the child...

- Displays curiosity & eagerness for learning
- Explores their environment
- Explores & plays with people & objects (toys, books, etc.)
- Engages in appropriate play with toys & objects
- Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form
- Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort)
- Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in KN (e.g., pre- writing and counting, sorting, comparing...)
- Shows imagination & creativity in play

Consider how the child... across different settings?

- imitates others & learn to tries new things
- persists or modifies strategies to achieve a desired end
- solves problems & attempt solutions others suggest
- use the words/skills he has in everyday settings
- understands & responds to directions/requests
- displays awareness of the distinction between things
- interacts with books, pictures, print
- demonstrates understanding of familiar scripts in play

3. TAKES APPROPRIATE ACTION TO MEET NEEDS

- Taking care of basic needs
- Contributing to own health & safety
- Getting from place to place & using tools

Describe how the child...

- Move from place to place to participate in activities, play, & routines
- Seek help when necessary to move from place to place
- Manipulate materials to participate in learning opportunities & be as independent as possible
- Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately
- Uses gestures, sounds, words, signs or other means to communicate wants & needs
- Meets self-care needs (feeding, dressing, toileting, etc.)
- Seeks help when necessary to assist with basic care or other needs
- Follows rules related to health & safety

Consider how the child... across different settings?

- gets from place to place
- assists with or engage in dressing, eating, toileting, hygiene tasks
- conveys needs & desires & preferences
- responds to challenges
- responds to delays in getting what he wants
- gets what he wants (e.g., toys, food, attention...)
- shows awareness of or respond to situations that may be dangerous
- amuses himself or seeks out something fun

Observation & Discussion Prompts

1. *Positive Social Relationships*

⦿ How does the child...

- interact with & relate to others in day-to-day happenings
- display, read and react to emotions
- initiate, maintain, and close interactions
- express delight or display affection
- transition in routines or activities (familiar & new)
- engage in joint activities/interactions
- show awareness of contextual rules and expectations
- respond to arrivals and departures of others

⦿across different settings?

Observation & Discussion Prompts

2. Knowledge & Skills

⦿ How does the child...

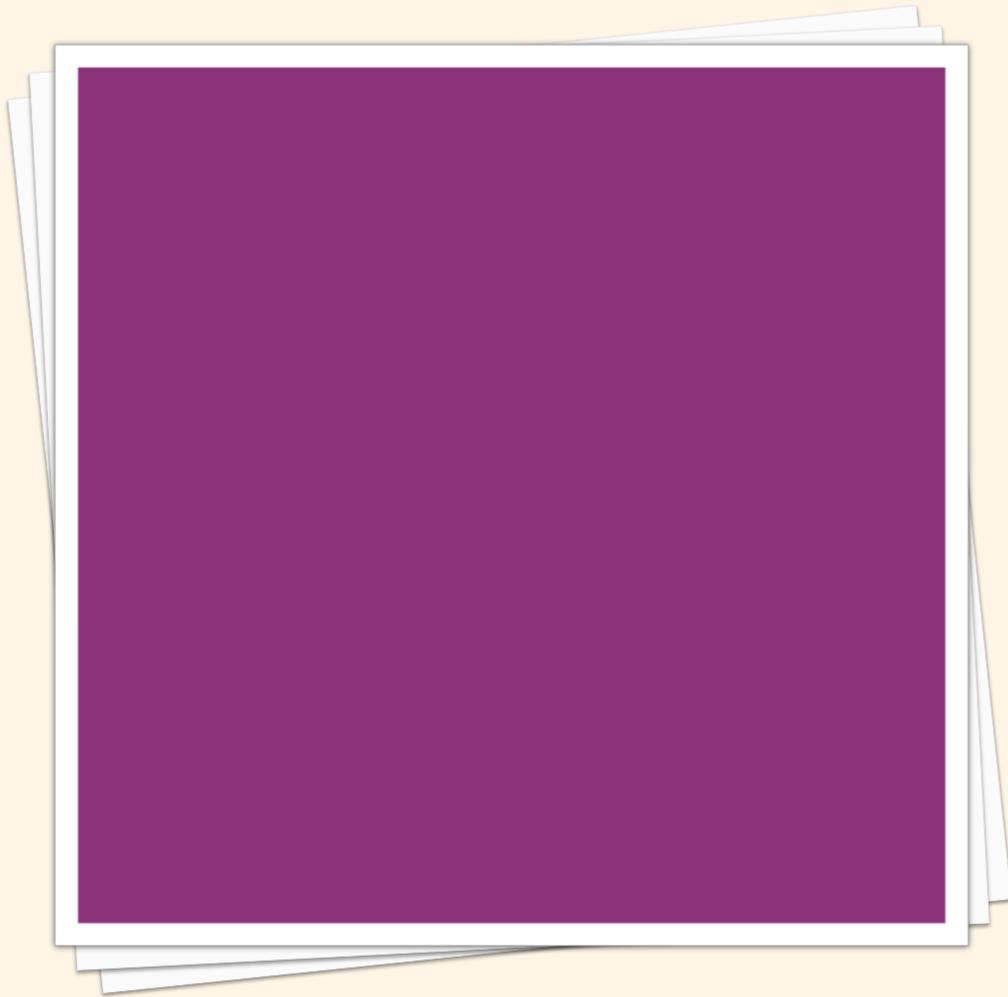
- imitate others and learn to try new things
- persist or modify strategies to achieve a desired end
- solve problems and attempt solutions others suggest
- use the words/skills he has in everyday settings
- understand and respond to directions or requests
- display awareness of the distinction between things
- interact with books, pictures, print
- demonstrate understanding of familiar scripts in play

⦿across different settings?

Observation & Discussion Prompts

3. *Action to Meet Needs*

- ⦿ How does the child... across different settings?
 - get from place to place
 - assist with or engage in dressing, eating, toileting, hygiene tasks
 - convey needs and desires and preferences
 - respond to challenges
 - respond to delays in getting what he wants
 - get what he wants (e.g., toys, food, attention...)
 - show awareness of or respond to situations that may be dangerous
 - amuse himself or seek out something fun
- ❖ ...across different settings?

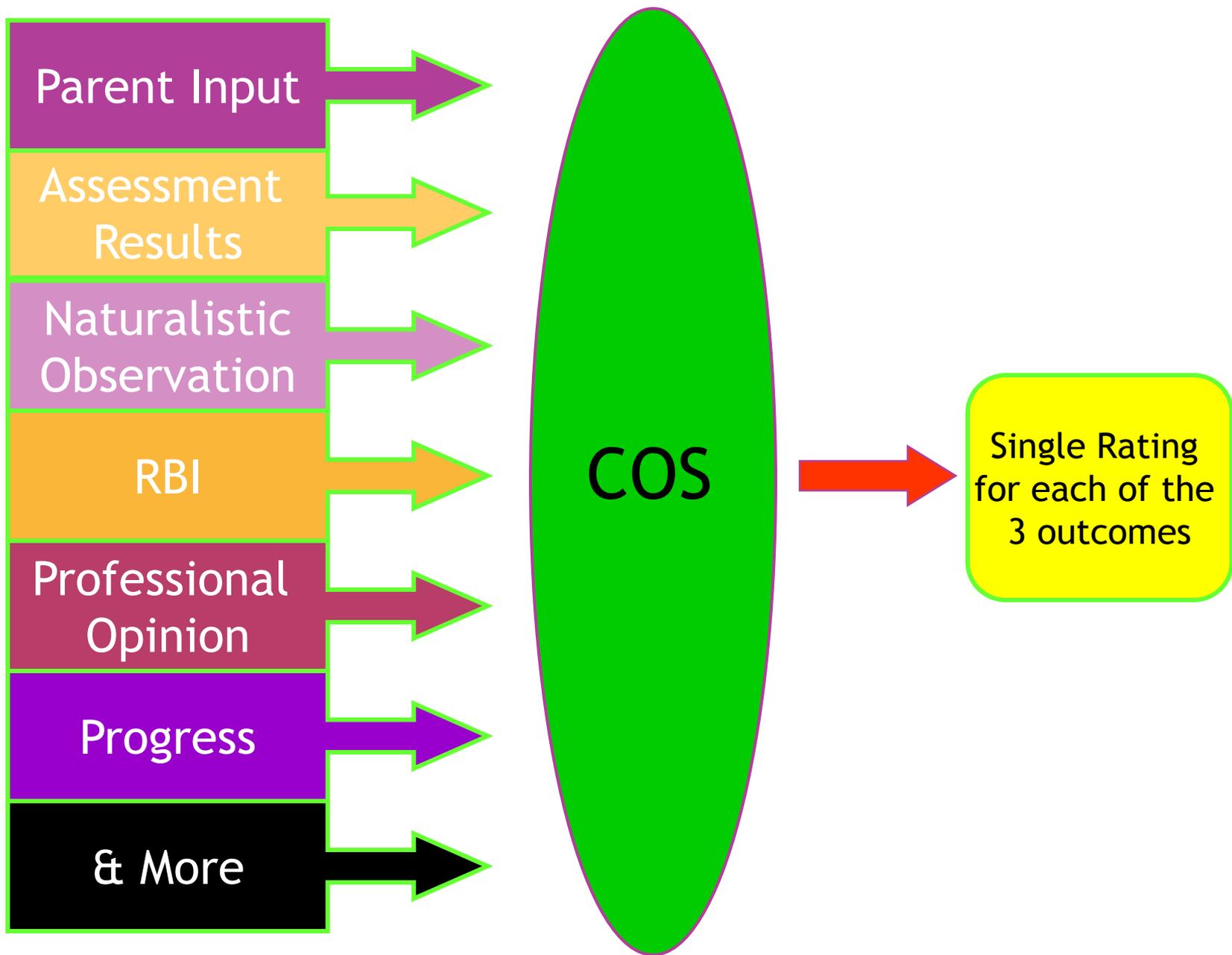


The 7 Point COS Scale

Measuring The 3 EC Outcomes

COS - Key Features

- ⦿ It is **not** an assessment tool.
- ⦿ It uses information from assessments & observations to get a global sense of how the child is functioning across settings/situations at one point in time.
- ⦿ 7-point rating scale.
- ⦿ Ratings are based on the child's functioning compared with what is expected given the child's age.



COS Ratings

⦿ @ Initial and Exit

- To what extent does the child show behaviors and skills related to each outcome appropriate for his/her age across a variety of settings and situations? (Rating: 1 - 7)

⦿ @ (*Annual*) and Exit (*not @ initial*)

- Has the child shown any new skills or behaviors related to each outcome since the last outcomes summary? (yes or no)

⦿ Ratings are based on the child's functioning:

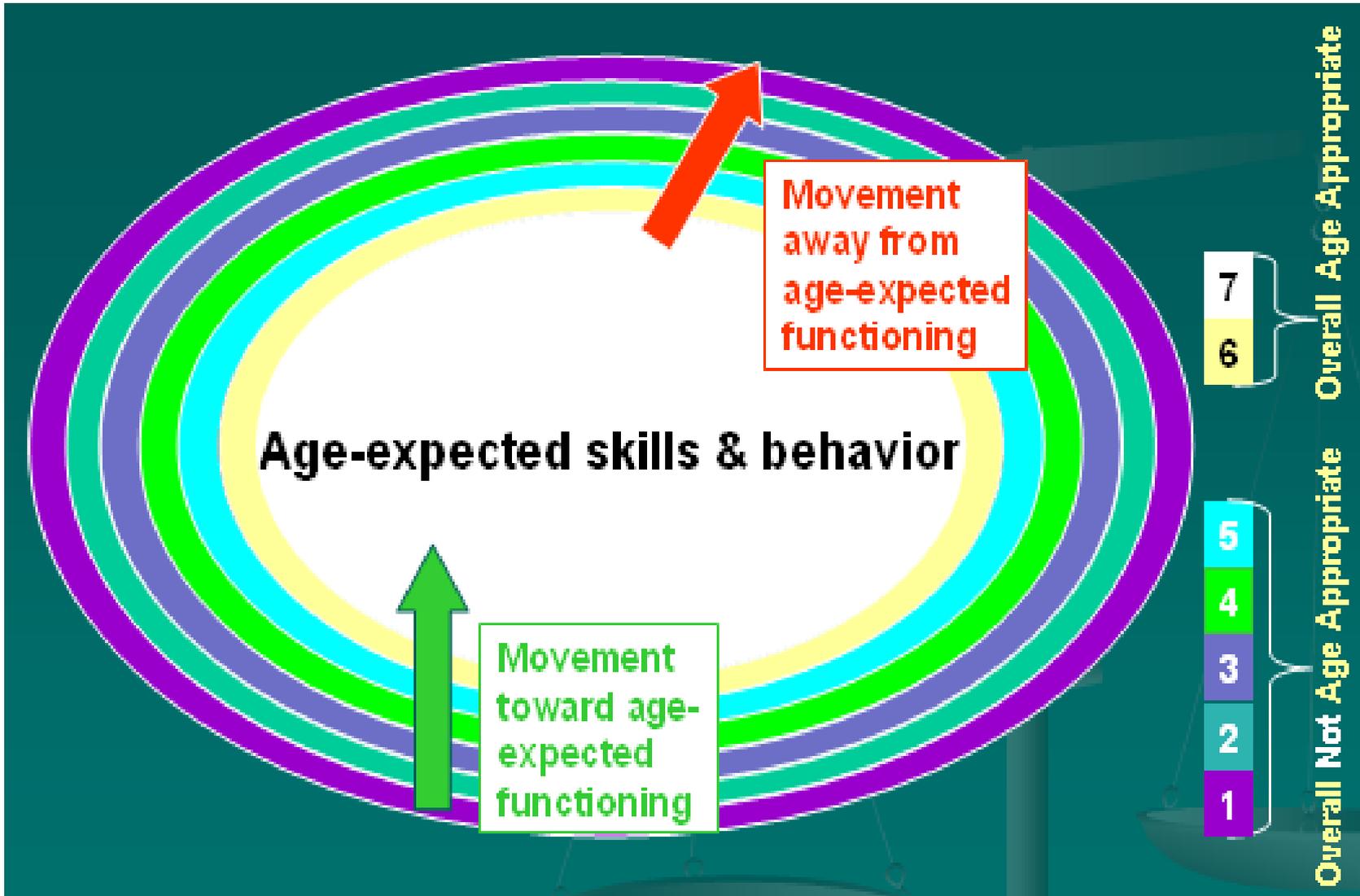
- What the child does across settings and situations
- Compared with what is expected given the child's age

Measuring the 3 EC Outcomes

Assumptions

- Children can be described with regard to how close they are to age expected behavior for each of the three outcomes.
- Most children in the general population demonstrate the outcomes in an age-expected way.
- By providing services and supports, early intervention is trying to move children closer to age-expected behavior.
- Some children will never achieve this.

Achievement of Each Outcome



Normal Curve Corresponding to Points on COS Rating Scale

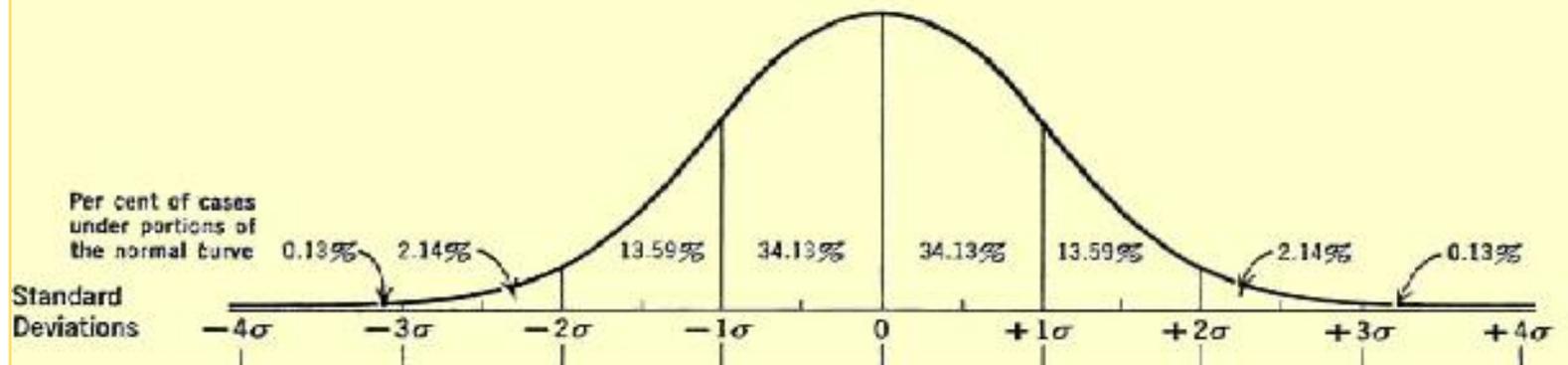
Aspects of the Normal Curve Corresponding to Each Point on the ECO Rating Scale

ECO Rating	Lower bounds for rating (SDs):	Upper bounds	Area from mean on normal curve to lower bounds	% of population (rounded)	Cumulative proportion of population that is this rating or above	Comparable to same aged peers	Developmental Quotient, M = 100, SD = 15	T Score, M = 50, SD = 15
7	>-1	NA	0.3413	84.13%	0.8413	90.32% of pop	85.0	40.0
6	-1.30	-1.01	0.4032	6.19%	0.9032		80.5	37.0
5	-1.50	-1.31	0.4332	3.00%	0.9332	9.68% of pop	77.5	35.0
4	-1.76	-1.51	0.4608	2.76%	0.9608		73.6	32.4
3	-2.06	-1.77	0.4803	1.95%	0.9803		69.1	29.4
2	-2.57	-2.07	0.4949	1.46%	0.9949		61.5	24.3
1	NA	<-2.57	0.5	0.51%	1			

Standard Score Conversion Formula
Score = z(sd) + mean

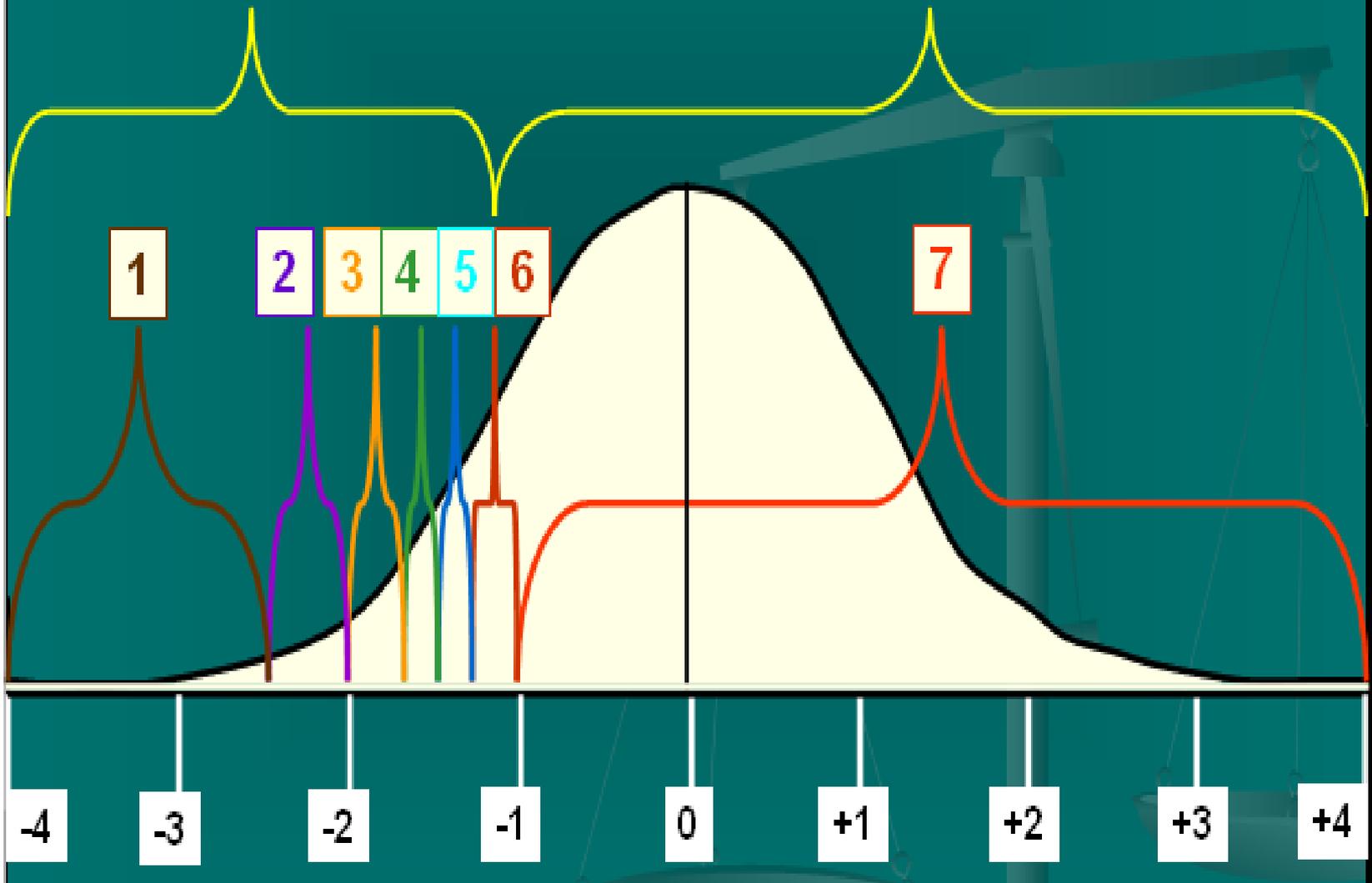
10

NORMS AND UNITS FOR MEASUREMENT



9.68 % of pop.
compared to
same age peers

90.32 % of pop.
compared to
same age peers



Age Expected (AE)

7. 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. • No one has any concerns about the child's functioning in this outcome area.
6. 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. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

Decreasing Degree of AE Skills

5. 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. • Child's functioning might be described as like that of a **slightly younger child***.
4. Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.

No AE Decreasing Degree of IF

3. Child does **not yet** show functioning expected of a child of his or her age in any situation. • 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. • Functioning might be described as like that of a **younger child***.
2. Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not immediate foundational** than are immediate foundational.

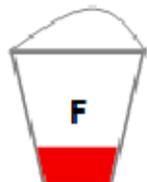
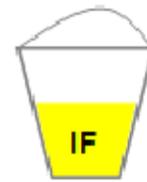
No AE No IF

1. Child does **not yet** show functioning expected of a child his or her age in any situation. • Child's functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a **much younger child***.

Bucket List

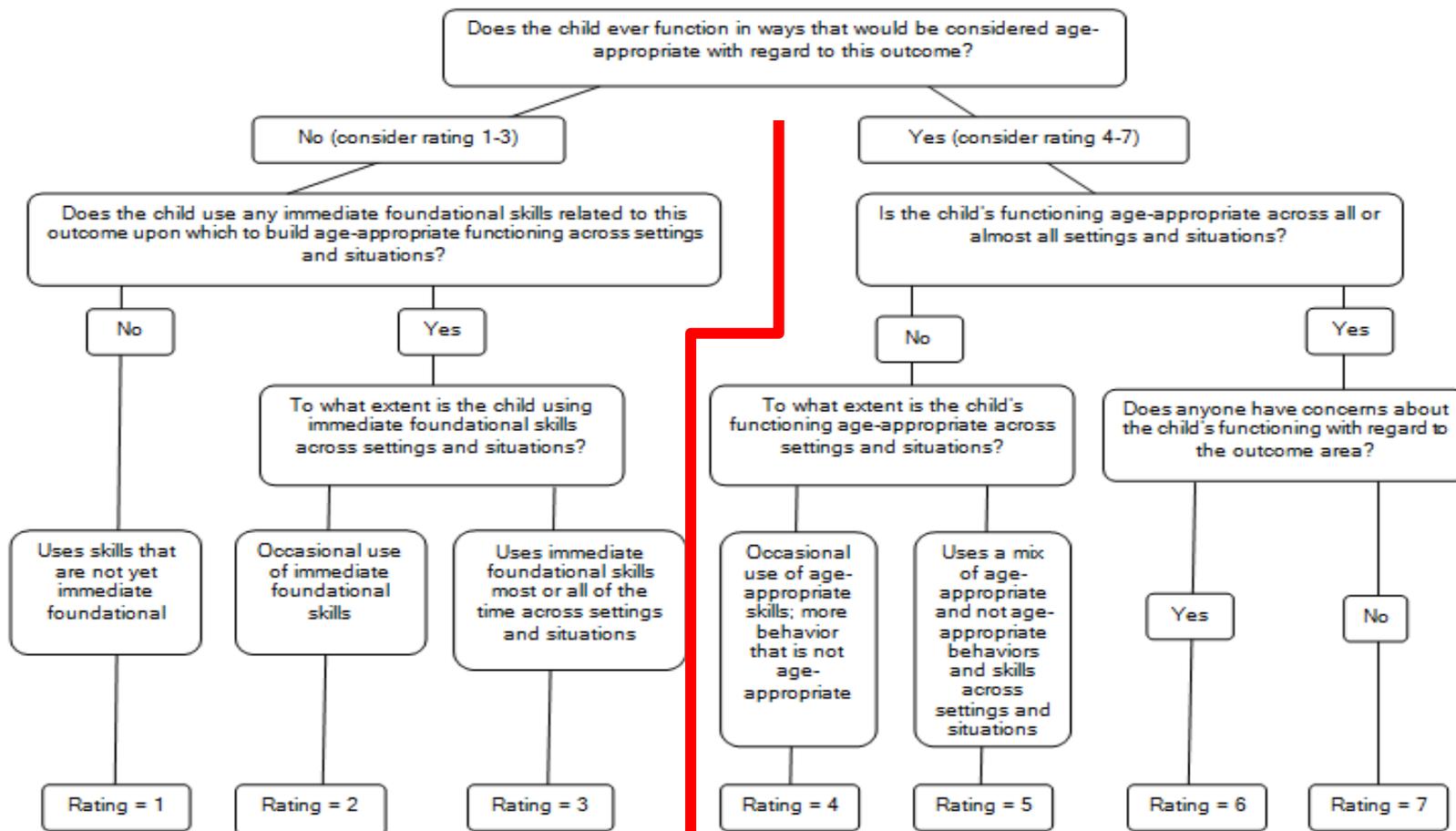
EDIS		EDIS - COSF Rating Scale Descriptor Statements <i>(for use as culminating statements of IFSP present levels of development [PLOD] descriptions in respective outcome areas)</i>	
COSF Rating		Culminating Statements	
Age Expected Skills	7		<ul style="list-style-type: none"> Relative to other children 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 an # 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.
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	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>.
	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.

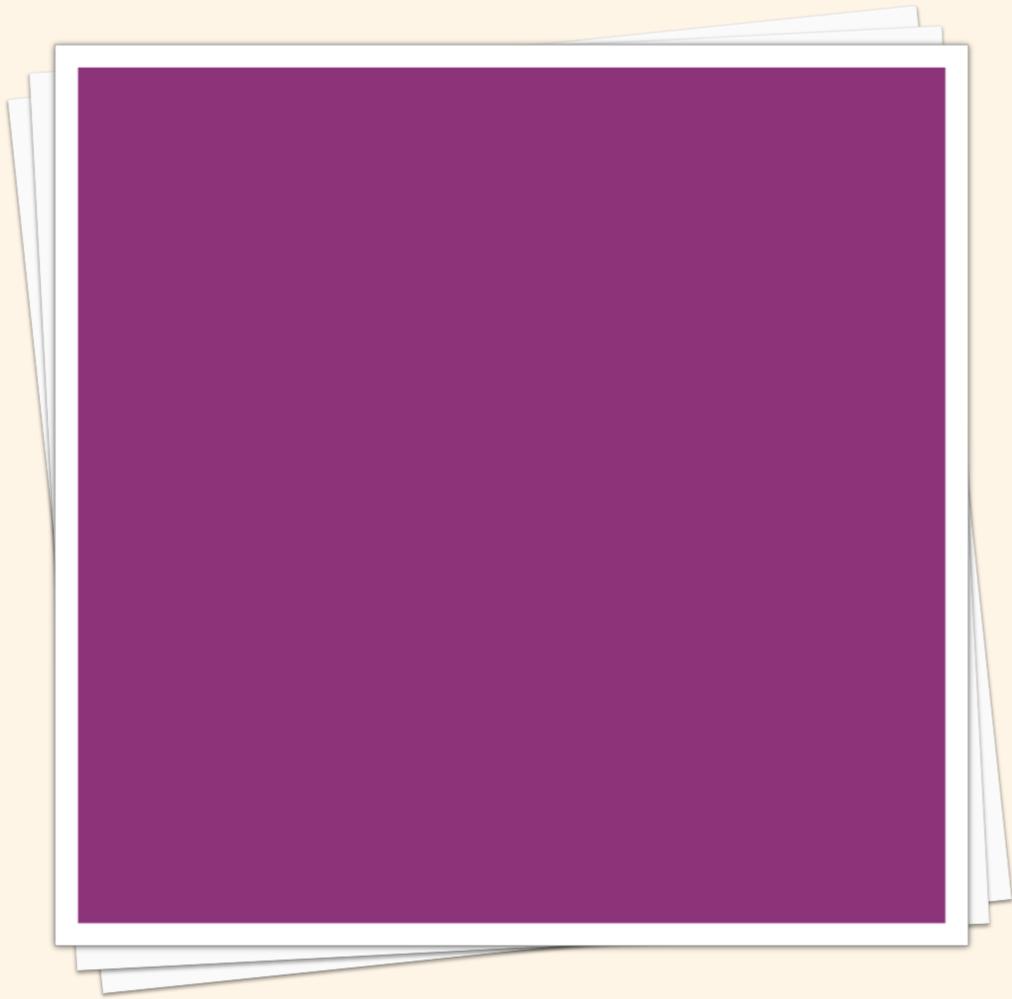
Another Way to View Ratings

COSF Rating Scale						
1	2	3	4	5	6	7
	 	 	 	 		
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills			Decreasing Degree of Age Expected Skills		Age Expected Skills	

ECO Decision Tree

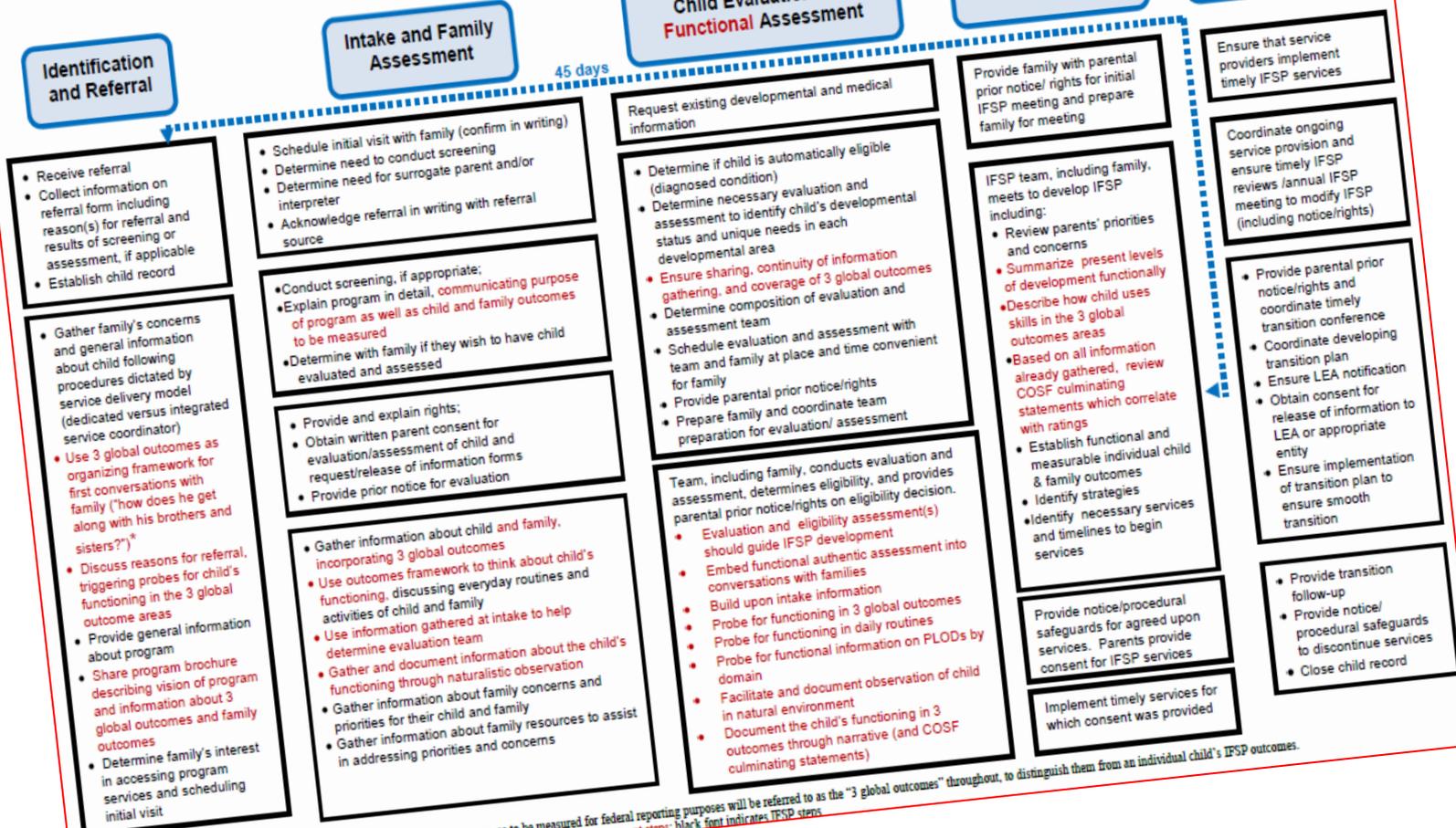
Decision Tree for Summary Rating Discussions





COS Integrated Into the IFSP Process

Integrated Outcomes – Individualized Family Service Plan (IFSP) Process



45 days

*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 IFSP steps.

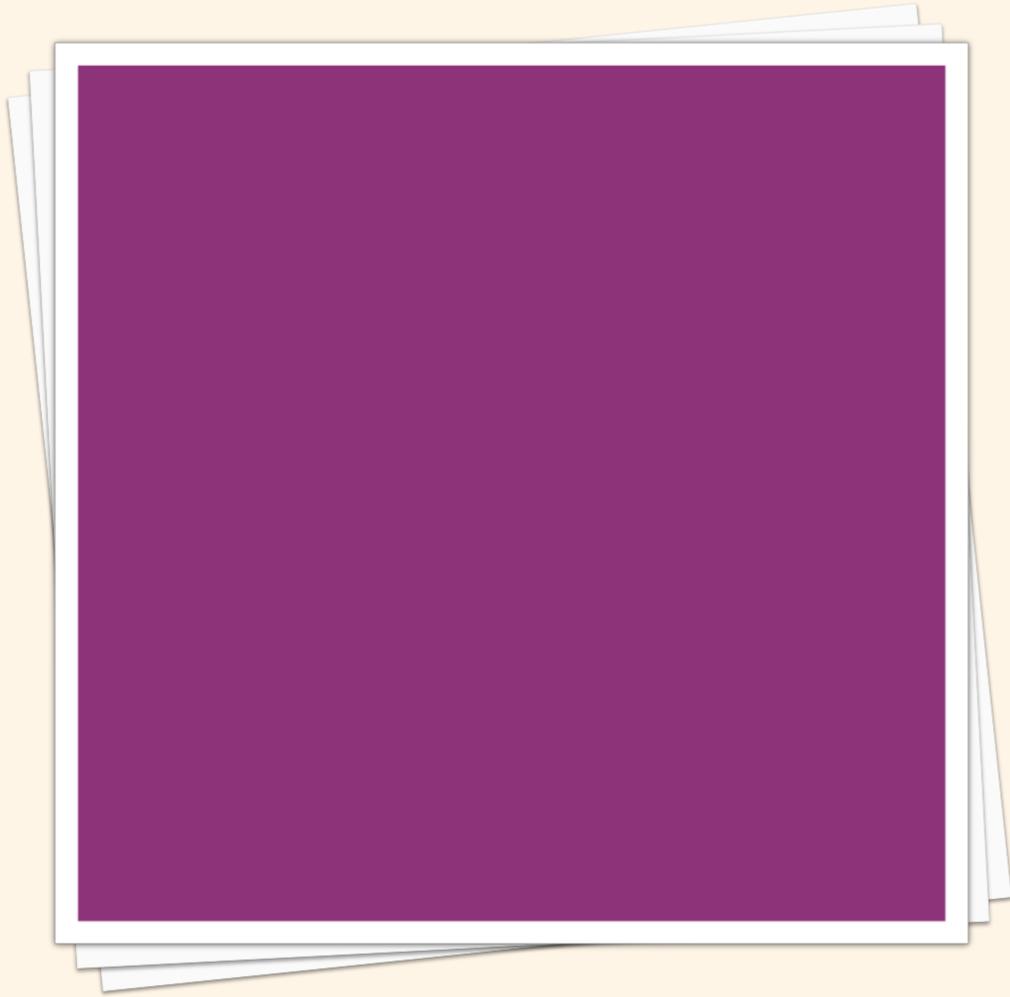
Lucas, Hurth, Shaw, & Colgan

EDIS IFSP Flow Chart

Outcomes -- IFSP Process
 US Army Educational and Developmental Intervention Services (EDIS)
 Naomi Younggren: naomi.younggren2@us.army.mil

Contact	Steps of Process	Resources
Referral	<ul style="list-style-type: none"> After receiving referral, assign Initial Service Coordinator (ISC) to contact family and follow family through to initial IFSP (if eligible). Any team member may serve in this role, and will be at subsequent visits (i.e., intake, eval, RBI, & IFSP). ISC contacts family to set up initial visit; gathers information to help guide visit (i.e., family concerns, family interest in program). Determines whether screening is needed (most often a screening is the first step), if there is enough information to go to evaluation directly, or if automatically eligible. Compile team if it is determined at this point that child will go for evaluation. 	
Intake Visit	<ul style="list-style-type: none"> ISC conducts this visit (vast majority are home visits). Prior to visit, reviews referral information and child's age expected development. The IFSP-Process Document (PD) guides collection/sharing of information. ISC reviews EDIS program information with family and discuss family concerns. Typically a screening is done using Ages and Stages Questionnaire (ASQ). However, if there is enough information or if screening was already done, the team (including the family) may decide to go on to evaluation. The intake home visit may be merged with evaluation visit. ISC decides upon and plans next steps with family (typically evaluation). After the visit, reviews information documented on the IFSP-PD and prepares for evaluation with team evaluators. 	<ul style="list-style-type: none"> EDIS Brochure Notice IFSP-PD Permission Family Rights ASQ/Screeener
Evaluation & Eligibility Home Visit	<ul style="list-style-type: none"> Prior to visit, evaluation team members review available child and family information, identify information needed for eligibility determination, and review age expected development for child's age. ISC with one other team member (more if needed) and family conduct evaluation. Evaluation and eligibility determination often conducted in same meeting. BDI-2 and DAYC are often used; there is no single required instrument. Natural observation is part of evaluation. All information is documented together as part of the IFSP-PD. The evaluation summary is a brief overview of the eligibility determination including information from the five domains. Share outcomes brochure and discusses three outcomes areas with family. Decide upon and plan next steps with the family (i.e., RBI/IFSP if eligible). After the visit, team members consult and write up evaluation summary and begin to draft notes for Present Levels of Development (PLOD) organized by 3 outcome areas using functional information gathered. Plan for the Routines Based Interview (RBI) (if eligible). 	<ul style="list-style-type: none"> Outcomes Tri-fold* Notice IFSP-PD Permission Family Rights Report of Eligibility Organizing Framework* MEISR-COSF Tool*
Routines-Based Interview (RBI) & IFSP Development Meeting	<ul style="list-style-type: none"> Prior to the visit the RBI team members review information gathered thus far, what is known about the child's skills in the three outcome areas, and age expected development for child's age. ISC and most likely ongoing primary provider conduct the RBI with the family. It ends with a list of IFSP outcomes the family wants to work on with early intervention. The RBI is regarded as an IFSP development meeting. Discuss next steps for completing the IFSP-PD with family. Leave a draft of the IFSP outcomes for the family. After the visit, team writes up IFSP outcomes from RBI-generated family priorities, drafts strategies and criteria (family is also thinking of strategies), writes PLOD (organized by the 3 outcome areas) incorporating functional information learned through the RBI, determines COSF rating and includes corresponding culminating statement in the PLOD, and completes COSF. 	<ul style="list-style-type: none"> IFSP PD RBI MEISR-COSF Tool* Culminating Statements* Organizing Framework* COSF*
Review and Finalize IFSP Visit	<ul style="list-style-type: none"> Review IFSP-PD with family, including PLOD and descriptive COSF ratings (culminating statements), finalize service decisions and IFSP-PD with family. Discuss next steps and ongoing intervention with the family. 	<ul style="list-style-type: none"> IFSP PD Family Rights
Intervention	<ul style="list-style-type: none"> Implement IFSP and monitor progress, modify plan as needed, review plan 	<ul style="list-style-type: none"> MEISR-COSF*
Annual IFSP Meeting	<ul style="list-style-type: none"> Same as initial IFSP, including RBI and completing the COSF. 	
Transition/Exit	<ul style="list-style-type: none"> Exit COSF completed and information shared informally with family; child data shared with receiving program as needed. Complete Family Outcomes Survey. 	<ul style="list-style-type: none"> Culminating Statements

* Resources specifically tied to the three outcomes



Including Families

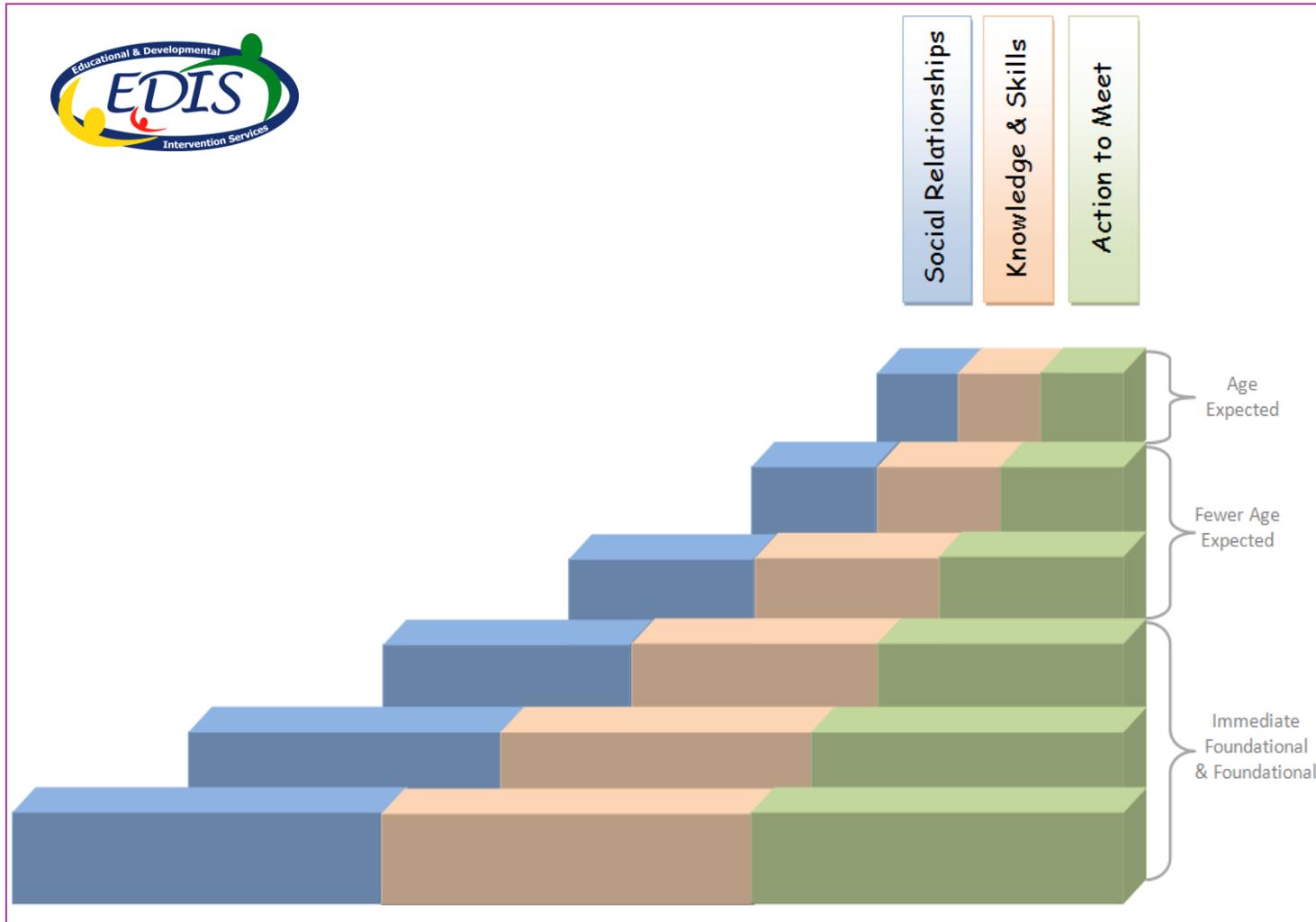
Parent Roles

- ◉ Team Member
- ◉ Information Provider
 - Parent input is critical - COS ratings rely on information about functioning across situations and settings.
- ◉ Participant in the COS rating discussion
- ◉ Consumer
 - Understand why the rating (/description of the child relative to same age peers) is being done and what it means.

What We Should Expect from Family Involvement

- ⦿ That they can provide rich information about their child's functioning across settings and situation - YES!
- ⦿ That they will know whether their child is showing age appropriate behavior? Maybe... but not necessarily!

Involving families in a conversation about the COS rating

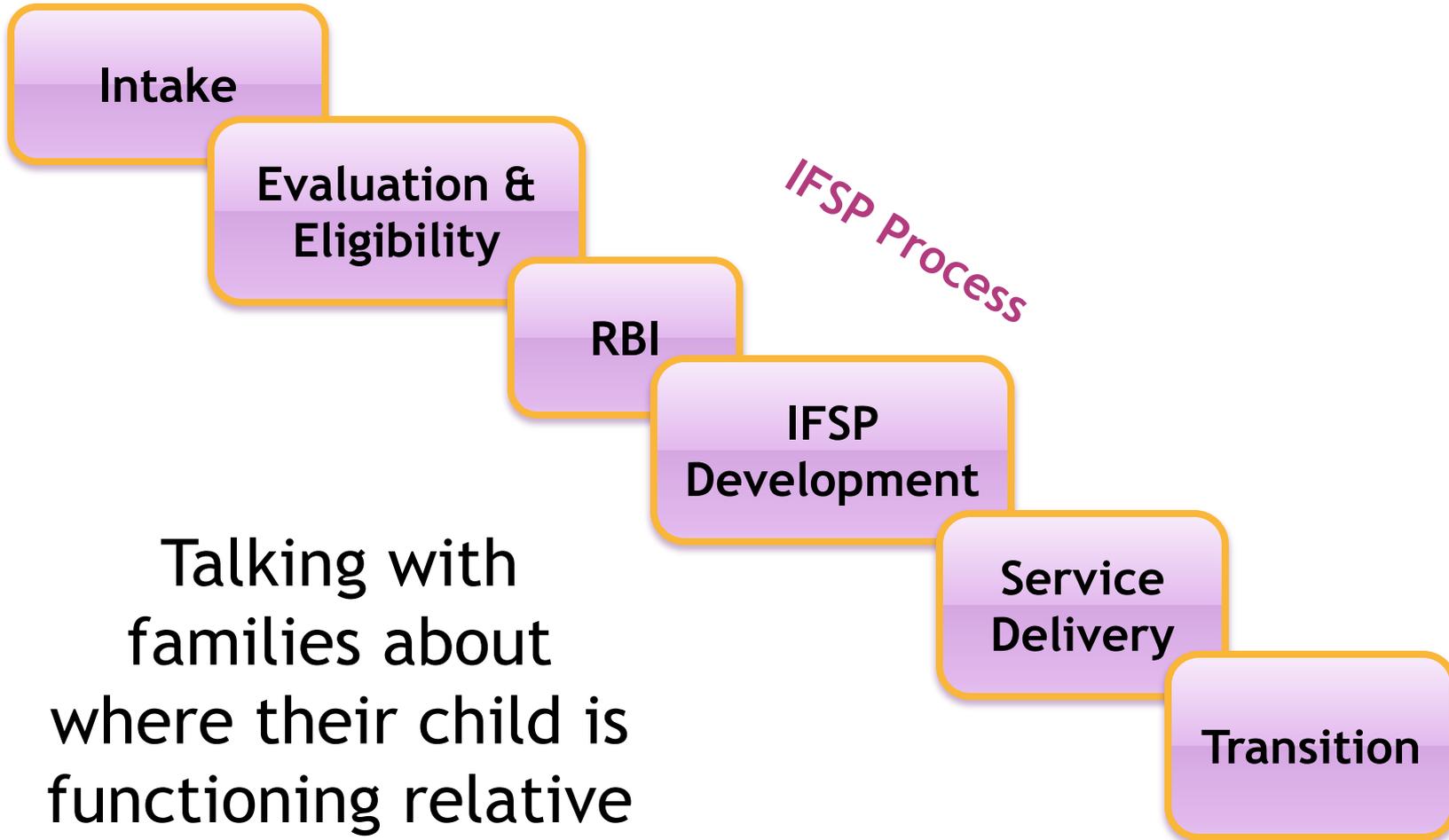


Decision Making Models

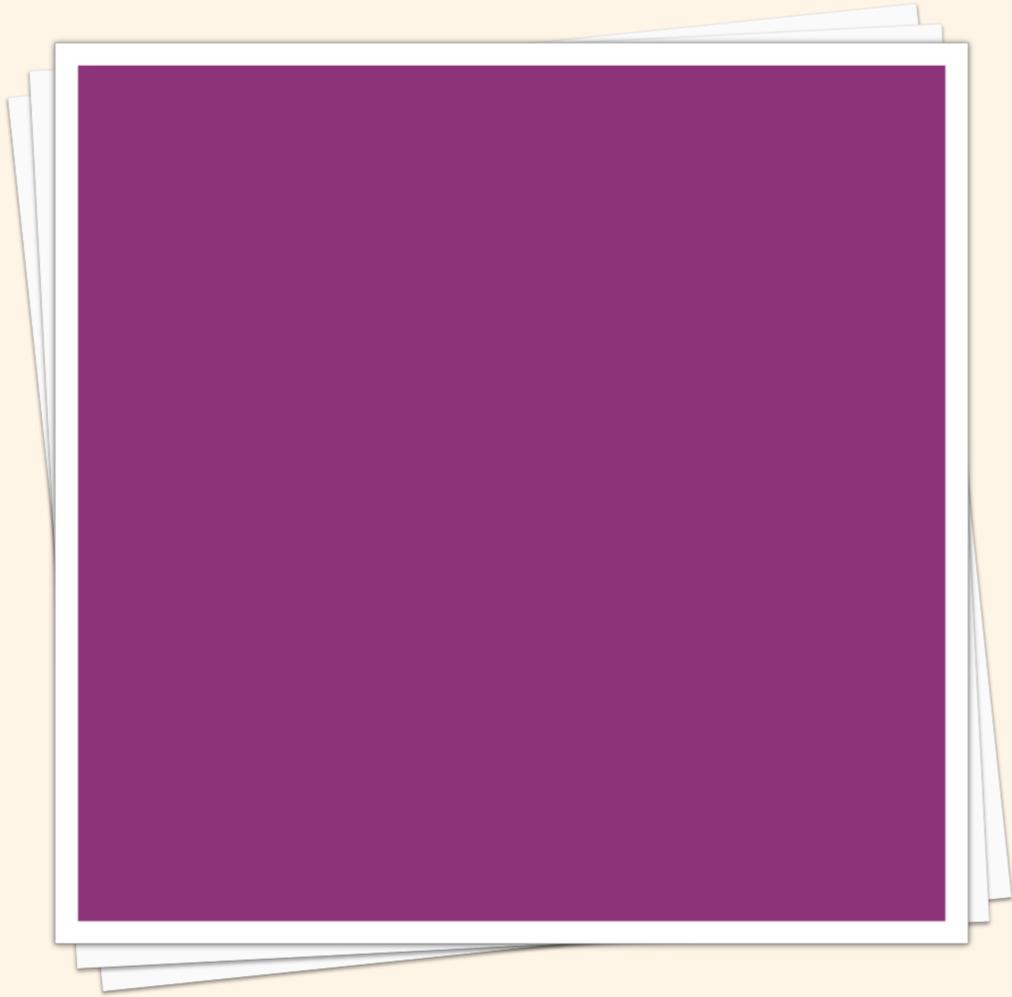
O'Grady & Jadad, 2010

Model	Provider	Parent	Knowledge flow	Objective
Paternalistic	Directive	Passive	One-way knowledge transfer provider to parent	Compliance of parent
Autonomous	Receptive	Directive	One-way knowledge transfer parent to provider	Compliance of provider
Shared Decision Making	Informative	Informative	Two-way knowledge exchange	Equity in the decision making process
Collaborative Decision Making	Supportive	Proactive	Knowledge builds through shared learning	Optimal action

Involving Families



Talking with families about where their child is functioning relative to same age peers



Pulling it All Together

Objectives

- ◉ Apply your knowledge of the COS process
- ◉ Use materials important to the COS process
- ◉ Simulate sharing information with parents
- ◉ Learn from each other

Outline - Small Groups

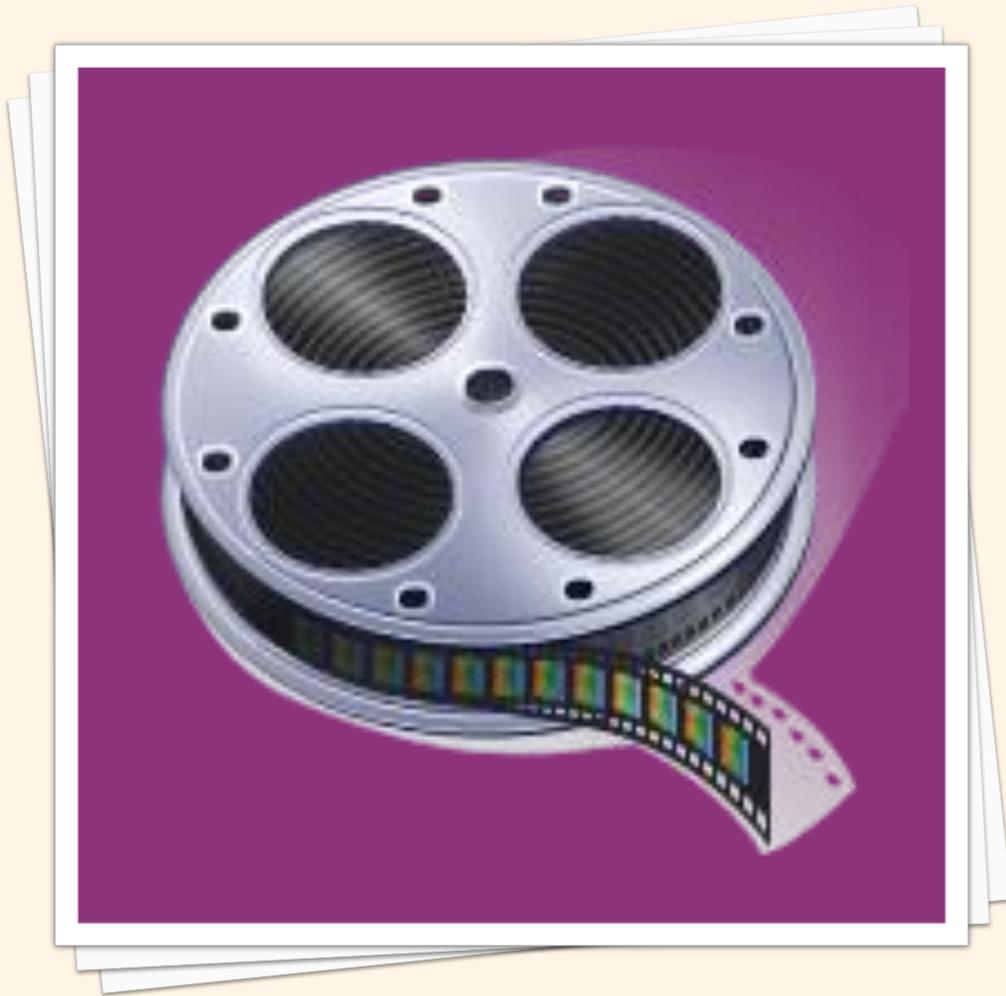
1. Get Organized *(5 minutes)*
2. Observe typical 30 month old child *(5 minutes)*
3. Review information about William and Family *(10 minutes)*
 - Assign someone to “play” William’s Mother
4. Meet William and his family *(10 minutes)*
 - Conduct authentic assessment
5. Compile available information using COS tools *(15 minutes)*
 - Apply additional information (AE-IF-F coded materials)
6. Generate COS Rating *(15 minutes)*
 - Role play the conversation with William’s Mother
7. Share Observations and Ahah’s *(15 minutes)*



1. Get Organized

(5 minutes)

- Organize into small groups *(5 or so in each group)*



2. Observe typical 30 month old children

(5 minutes)

- 30 Month old clips typical development
- Watch and make note of 30 month old skills

3. Review information about William and His Family

(10 minutes)

- Assign someone to *play* William's Mother - Bee
- Review IFSP Information
- Make note of functional abilities

Meeting William and His Family

IFSP Information for William 30 months old

General Health

- Immunizations: up to date
- Lead screening: no concerns
- Nutrition: can be a picky eater, but no nutrition concerns
- General Health: Milestones - William sat byself early, walked by 11 months, and said first words at 12 months. William is in generally good health.

Present Levels of Development

Battelle Developmental Inventory II

Area	DQ	Score	Z score	Delays
Social/Emotional	82	-1.2	-1.2	Adult Interaction 21 mo. (+ 25% delay) Peer Interaction (beyond lower limit not interpreted in BDI) Self Concept & Social Role 23 mo. (24% delay)
Communication	61	-2.6	-2.6	Receptive 11 mo. (+ 25% delay) Expressive 16 mo. (+ 25% delay)
Cognitive	78	-1.47	-1.47	Attention and Memory 20 mo. (+ 25% delay) Reasoning & Academic (beyond lower limit not) Perception and Concepts 21 mo. (+ 25% delay)
Motor	105	+0.33	+0.33	Fine Motor 32 no delay Gross Motor 30 no delay Perceptual Motor 37 no delay
Adaptive	91	-0.6	-0.6	Self Care 24 mo. (20% delay) Personal responsibility 25 mo. (17% delay)

- **Social/Emotional:** William is reserved. He expresses ownership and inconsistently expresses a desire for praise for things he has done. He is very protective of his car – he can share (let others play with his toys) other toys, but not his cars. He responds positively when familiar adults initiate social contact. He initiates contact mostly through gestures (e.g., sitting on his mom, directing someone to something he wants). He separates from his mother easily in familiar settings. William is careful around his brother, but generally ignores him. When in the company of other children he shows awareness of them, but mostly plays independently. William is an easy going little guy who prefers to play on his own with his cars.
- **Communication:** William uses only a few true words inconsistently to express himself. He uses variation in his voice and can engage in a back and forth turn-taking style. He uses sounds and gestures or pulls others to get what he wants. William attends to someone speaking to him for at least 10 seconds, responds with awareness when his name is called, and responds to different tones of a person's voice. He associates spoken words with familiar actions or objects and waves bye-bye with prompting needed sometimes.
- **Cognition:** William's play with toys is somewhat atypical as he engages in repetitive play – doing the same thing over and over. He loves to play with his cars; he likes to put them in garages and other containers and then take them out. William enjoys manipulating the finer details of toys, like the wheels on his cars. He likes to put LEGOS together and take them apart too. He can do simple puzzles (e.g., shape puzzle). He searches for removed objects and looks at and touches pictures in a book – yet does not name pictures or identify pictures asked for. He imitates simple facial gestures and is resourceful in getting what he wants by climbing or pulling on things.
- **Adaptive:** William can independently feed himself, drink from an open cup and use a fork and spoon with some spilling. He can remove simple clothes unassisted (not yet shirts) and prefers to be just in his diaper. He is not yet showing interest in using the potty. He shows awareness that hot is dangerous and does not dart out in the street.
- **Physical Motor:** William is independent in climbing, walking, running and jumping. His motor skills are a relative strength. He also colors with crayons and is starting to imitate lines and circular patterns. With blocks, William can stack them 8+ high.



4. Meet William and his family

(10 minutes)

- Observe Video
- Conduct authentic assessment
- Take notes
- Organize skills by outcome area and AE-IF-F

5. Compile available information using COS tools

(15 minutes)

- Use documentation tools
- Use all the information available to complete
- Apply additional information (AE-IF-F coded materials)
- *Bee complete Family Worksheet*

Child Outcomes Summary (COS) Worksheet

	Does the child have any age expected skills? Are there concerns about any age expected skills/behaviors?	What are the immediate foundational skills/behaviors that come just before the age expected skills/behaviors?	What are the foundational skills/behaviors like those of a much younger child?
	Age-Expected Skills	Immediate Foundational Skills	Foundational Skills
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS			
ACQUIRING AND USING KNOWLEDGE AND SKILLS			
SHARING APPROPRIATE REACTIONS TO MEET NEEDS			

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OFFICE OF CHILD CARE

Child Outcome Summary Form (COSF)
Discussion Prompts

Revised 4/4/07

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 COSF 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.

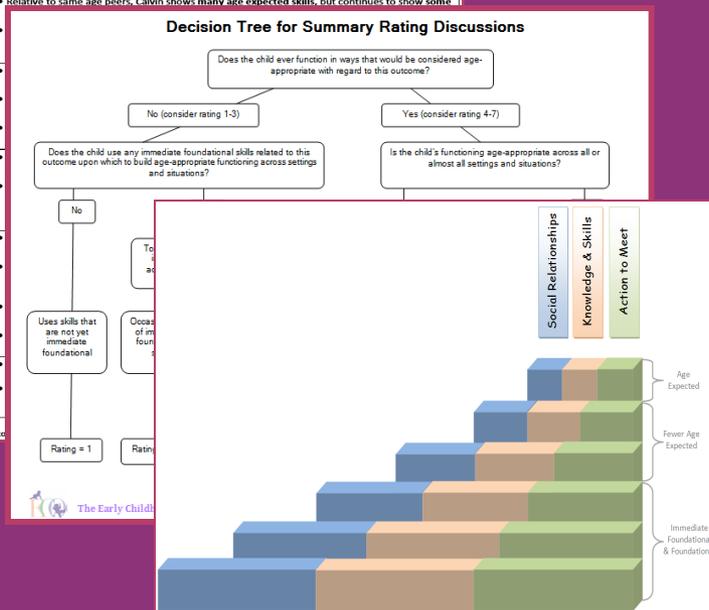
6. Generate COS Rating

(15 minutes)

➤ Role play the conversation with Bee

➤ Complete the COS

EDLS		EDIS - COSF Rating Scale Descriptor Statements (for use as culminating statements of IFSP personal levels of development (PLOD) descriptions in respective outcome areas)	
COSF Rating		Culminating Statements	
Age Expected Skills	7	AE	<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 (outcome [e.g., taking action to meet needs]). Calvin has age expected skills, with no concerns, in the area of (outcome).
	6	AE	<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 (outcome); however, there are concerns with how he (functional area of concern/qualifying statement). 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 (outcome).
Decreasing Degree of Age Expected Skills	5	AE	<ul style="list-style-type: none"> For an 8 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 (outcome).
	4	IF	<ul style="list-style-type: none"> Relative to same age peers, Calvin shows many age expected skills, but continues to show some
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	3	IF	
	2	F	
	1	F	





7. Share Observations & Ahah's

(15 minutes)