

# Measuring Child Outcomes

Refresher Course

2009

Revised with permission from ECO

# Measuring Child Outcomes

- How is the COSF rating process being implemented?
- What's working?
- What's not?
- What resources/strategies could improve implementation?

# Objectives

Participants will:

- advance understanding of the content for each of the three child outcomes.
- differentiate among the three child outcomes.
- differentiate between the 7 points on the rating scale.
- differentiate among age-appropriate, immediate foundational, and foundational skills and behaviors.
- explore the family role in the team rating process.
- examine where in the process outcome rating fits.

# Shared Learning

1. Did you attend a training on the COSF?
2. Have you participated in a COSF team rating process?
  - ◆ For more than 10 children? 20? 30?
3. Have you reviewed COSF's completed by others?
4. Have you trained others on the COSF?
5. What might make the COSF rating process easier for you/your team?

# Essential Knowledge for Completing the COSF

Between them, team members must:

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

# Important Points

- It is not necessary that all team members be experts in all 5 developmental areas.
- **Especially**, there is no expectation that parents understand the rating scale or typical child development.
  - ◆ **But the professionals have to!**

# Essential Knowledge

Between them, team members must:

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

# Resources

- What resources have you found helpful?
- How are they being used to assist you with the rating process?



## Age-Expected Child Development from Birth to 5 Years

The Early Childhood Outcomes Center ([www.the-eco-center.org](http://www.the-eco-center.org)) developed a list of links to resources that provide different kinds of information about age-expected skills and behaviors observed in children of from birth to 5 years. This kind of information may be helpful for providers and family members in discussions about Child Outcomes Summary Form ratings.

### Broad Topics

<http://www.cfw.tufts.edu/>

Tufts University hosts a Child & Family WebGuide that allows users to select a variety of issues by age or topic. Websites addressing those issues are listed, with reviews and ratings of their quality. Under "typical development," there is a section on developmental milestones.

### Birth to 5 Years

<http://www.cdipage.com/>

This Child Development Institute site was developed by a clinical psychologist. It includes a wide array of information, including charts on toddler and preschool development across domains and general development from birth to 5 years.

<http://www.pbs.org/wholechild/abc/index.html>

<http://www.pbs.org/parents/childdevelopment/>

Two different sections from the Public Broadcasting Service (PBS) site provide a general overview of development by domain (first link) and specific information for each specified domain and age group (second link) on children's development and skills from birth to 6 years.

<http://www.umm.edu/ency/article/002348.htm>

The University of Maryland Medical Center provides an overview of common developmental milestones and broad recommendations for play activities at various ages from birth to 5 years.

<http://www.med.umich.edu/1libr/yourchild/devmile.htm>

The University of Michigan Health System provides a detailed list of milestones at various age groups from birth through adolescence. The list is based on one developed by the American Academy of Pediatrics and ZERO TO THREE. Additional resources for more information are provided.

<http://www.aap.org/healthtopics/stages.cfm>

Detailed information from the American Academy of Pediatrics on developmental stages and common issues from birth to 21 years of age.



## Social and Emotional Development

Social and emotional milestones are often harder to pinpoint than signs of physical development. This area emphasizes many skills that increase self-awareness and self-regulation. Research shows that social skills and emotional development (reflected in the ability to pay attention, make transitions from one activity to another, and cooperate with others) are a very important part of school readiness.

| Age                   | Milestones  |
|-----------------------|---|
| <b>The first year</b> | From the start, babies eagerly explore their world-and that includes themselves and other people.   |
|                       | <p>Babies spend a lot of time getting to know their own bodies. They:</p> <ul style="list-style-type: none"> <li>• Suck their own fingers</li> <li>• Observe their own hands</li> <li>• Look at the place on the body that is being touched</li> <li>• Begin to realize she is a separate person from others and learn how body parts, like arms and legs, are attached</li> </ul> <p>Infants are interested in other people and learn to recognize primary caregivers. Most infants:</p> <ul style="list-style-type: none"> <li>• Can be comforted by a familiar adult</li> <li>• Respond positively to touch</li> <li>• Interact best when in an alert state or in an inactive and attentive state</li> <li>• Benefit from short, frequent interactions more than long, infrequent ones</li> <li>• Smile and show pleasure in response to social stimulation</li> </ul> |
|                       | <p>Babies are more likely to initiate social interaction. They begin to:</p> <ul style="list-style-type: none"> <li>• Play peek-a-boo</li> <li>• Pay attention to own name</li> <li>• Smile spontaneously</li> <li>• Laugh aloud</li> </ul>   |

[Log in to My PBS Parents.](#) (No Account? [Sign Up Today!](#))

Search PBS Pa

## Child Development Tracker

Home

1 to 2

2 to 3

Approaches to Learning

Creative Arts

Language

Literacy

Mathematics

Physical Health

Science

Social and Emotional Growth

3 to 4

4 to 5

5 to 6

6 to 7

7 to 8

8 to 9

Panel of Experts

[Home](#) »

### Your Two Year Old

 Facebook  del.icio.us  Digg  Technorati

 Print This

#### There is no one like your child

Every child's development is unique and complex. Although children develop through a generally predictable sequence of steps and milestones, they may not proceed through these steps in the same way or at the same time. A child's development is also greatly influenced by factors in his or her environment and the experiences he or she has. The information in this guide explains what child development experts consider to be "widely-held expectations" for what an average child might achieve within a given year. Please consider what you read in the context of your child's unique development.

Below is a snapshot of this year. For more in-depth information click on the specific areas of development in the menu at the left.

#### How your child may develop this year

- Two-year-olds enjoy using their senses and motor skills to explore the world and are highly curious about unfamiliar objects, events and phenomena. They can solve simple problems with the "trial and error" method and will practice an activity many times to master it. Children this age also pretend more during play, using familiar objects and situations to process their daily experiences.
- New discoveries are also facilitated by a two-year-old's blossoming language skills that prompt many "why," "what" and "how" questions. During the year, children

#### Shows for Your Two Year Old

[Barney](#)

[Berenstain Bears](#)

[Dragon Tales](#)

[George Shrinks](#)

[Jay Jay the Jet Plane](#)

[Mister Rogers](#)

[Sesame Street](#)

[Zooboomafoo](#)

# Resources

## GROWTH MILESTONES

Every child is unique in his or her own way. Yet, there are certain similarities that children share with each other. With the help of many experts in the field, we have put together a collection of "Growth Milestones." This information is arranged in a sequence similar to a schedule of well-child examinations.

This collection is not intended to be read through like a novel. And it is not meant to take the place of discussions and consultations with your child's doctor. Instead, we hope you will use them to get a better understanding of your child's growth and development. Our goal in presenting this information is to make your job as parents a little easier.

### PRENATAL INTERVIEW

"Choosing a Doctor"

### TWO WEEKS

"Parenting 101"

[Spanish Version](#)

### TWO MONTHS

"The Big Smile"

[Spanish Version](#)

### FOUR MONTHS

"Emerging Personality"

[Spanish Version](#)

### SIX MONTHS

"The Social Butterfly"

[Spanish Version](#)

### NINE MONTHS

"The Creepy-Crawler"

[Spanish Version](#)

### TWELVE MONTHS

"Happy Birthday!"

[Spanish Version](#)

### FIFTEEN MONTHS

"Whirlwind of Activity!"

<http://www.kidsgrowth.com/stages/guide/index.cfm>

## "The Creepy-Crawler"

The 9-month-old child continues making major gains in development and begins displaying a little independence. The youngster of this age is always on the move and will begin to get opinionated about such things as what foods to eat and when to go to sleep. Occasionally, these opinions turn into protests, so now is the time to begin setting some limits and saying "no." The following comments are designed

### Parenting and Behavioral

- Keep up a constant chatter with your 9-month-old child. Talking to your child while dressing, bathing, feeding, playing, walking and driving encourages speech development.

### Safety

- Remember, there is no such thing as a "child proof" cap.
- Your adorable newborn is now "mobile" so child-proofing, if not done at 6

### Development

- During this period your baby will probably learn to creep, crawl and otherwise get around the room. He or she may even pull up in the bed or

### Sleep

- Encourage your baby to console himself or herself by putting your child to bed awake.

### Feeding

- Give your baby soft table foods if approved by your doctor to increase the texture and variety of foods in his or her diet. Give your child the

### Illness

- Nine months is the age when a child becomes increasing susceptible to infections, probably due to loss of maternal antibodies the youngster received during pregnancy. In addition, everything goes into his or her mouth, including germs!

# Resources



## Articles

Your 2-month-old: Week 1  
Your 3-month-old: Week 1

Your newborn

Developmental milestone: Separation and independence  
Developmental milestone: Talking  
Developmental milestone: Walking  
Developmental milestones: Crawling  
Developmental milestones: Grasping  
Developmental milestones: Head control  
Developmental milestones: Hearing  
Developmental milestones: Rolling over  
Developmental milestones: Sight  
Developmental milestones: Sitting  
Developmental milestones: Socialization  
Developmental milestones: Teething  
Developmental milestones: Understanding words, behavior, and concepts  
Milestone chart: 1 to 6 months  
Milestone chart: 7 to 12 months  
Milestone charts: What you can expect from birth to age 3  
The BabyCenter 7: Unsung milestones  
When did your baby reach each milestone?  
Your 1-month-old's development  
Your 1-year-old's development  
Your 10-month-old's development  
Your 11-month-old's development  
Your 2-month-old's development  
Your 3-month-old's development  
Your 3-week-old's development  
Your 4-month-old's development  
Your 5-month-old's development  
Your 6-month-old's development  
Your 7-month-old's development  
Your 8-month-old's development  
Your 9-month-old's development  
Your amazing child: 'Wow!'-worthy development facts  
Your newborn's development

[See all 38 articles](#)

<http://www.babycenter.com/baby-milestones>



## Your 10-month-old's development: Week 2

Reviewed by the [BabyCenter Medical Advisory Board](#)  
Last updated: February 2006

e-mail

print  
 + share

### Highlights

[Finger talents](#)

[More mobility](#)

[Remember, your baby is an individual](#)

### Finger talents

Your baby's fingers are becoming more agile. By using her pincer grasp — which lets her pick up small objects between her thumb and forefinger — she may be able to pick up a piece of cereal or other small object without having to rest her wrist on a solid surface. (Now that your baby has graduated to solid food, expect plenty of cereal underfoot!)

She's intrigued by tiny things and is still likely to taste-test them. This is fine as long as they're edible and not so small that she could [choke on them](#).

A good rule of thumb is to avoid letting your baby have anything that won't dissolve in water, like a raw carrot or a whole grape. Cooked veggie pieces, cheese, and peeled and cut-up fruit are great foods for little fingers.

### More mobility

By this week, your baby will probably be able to crawl well on her hands and knees, with her trunk parallel to the floor. (Many babies try to crawl before, but master the skill only now. Some babies bypass crawling altogether and go from scooting to standing.) She may even be able to crawl up stairs.

At this age, your baby can sit confidently and may even walk while holding onto furniture, possibly letting go momentarily and standing without support. She'll take steps when held in a walking position and may attempt to scoop up a toy while she's standing, too.

Those magical first steps toward independence — and lots more exercise for you! — are just around the corner, if they haven't arrived already. Most babies [take their first steps](#) sometime between 9 and 12 months and are walking well by the time they're 14 or 15 months old.

### Remember, your baby is an individual

# Resources



Home | 0-6 Months | 6-12 Months | 12-24 Months | 2-3 Years | 3-5 Years

|                  | 1   | 2 | 3 | 4  | 5   | 6 | 7 | 8   | 9  | 10 | 11 | 12                                | 13 | 14 |  |
|------------------|---|---|---|--|---|---|---|---|--|----|----|-----------------------------------|----|----|--|
| Social/Emotional | Capable of showing certain types of memory (1 - 7 months) |   |   |  |   |   |   |   |  |    |    |                                   |    |    |  |
| Cognitive        |   |   |   | Explores world with hands and mouth (4 - 7 months) |   |   |   |   |  |    |    |                                   |    |    |  |
| Language         |   |   |   |  | Can perform simple addition and subtraction exercises (5 - 10 months) |   |   |   |  |    |    |                                   |    |    |  |
| Sensory          |   |   |   |  |   |   |   | Acquires the notion of object permanence (that a hidden object still exists even when out of sight) (8 - 12 months) |  |    |    |                                   |    |    |  |
| Motor            |   |   |   |  |   |   |   |   | Attempts to use objects "correctly" (using a phone, drinking from a cup, etc.) (8 - 12 months) |    |    |                                   |    |    |  |
|                  |   |   |   |  |   |   |   |   | Can correctly identify an image when its name is spoken (8 - 13 months)                        |    |    |                                   |    |    |  |
|                  |   |   |   |  |   |   |   |   | Explores objects in many different ways (shaking, banging, throwing, dropping) (8 - 12 months) |    |    |                                   |    |    |  |
|                  |   |   |   |  |   |   |   | Can distinguish between two vs. three objects (9 - 12 months)   |  |    |    |                                   |    |    |  |
|                  |   |   |   |  |   |   |   |   |  |    |    | Recognizes the difference between |    |    |  |



## Explores world with hands and mouth (4 - 7 months)

Although newborns react primarily by reflex, babies begin exploring the world around them around three to four months. They are capable of bringing interesting objects to their mouth, and they investigate by sucking on them and manipulating them. They do not yet understand that some objects shouldn't be in the home environment free of potentially harmful items while s...

[Click here for references](#)

[http://www.talaris.org/timeline\\_use.htm](http://www.talaris.org/timeline_use.htm)

## Parenting Center

### Child Development Timeline



1 - 2 Months



2 - 3 Months



4 - 5 Months

PREV

NEXT

Send to a friend



*Involuntary smiles and gurgle sounds*

#### 1 to 2 Month Developmental Milestones Physical

- Growth
  - 20g/day (1.5 lbs/month) weight gain
  - 2 cm/month length increase
- Movement and Activity
  - More deliberate movements
  - Limbs more extended
  - Can lift head temporarily when lying on stomach
  - Some delay in raising head when pulled to a sitting position from lying on back
  - Hands tightly fist most of the time
- Sensory
  - Follows moving object with eyes

#### Social

- Smiles involuntarily
- Responds to sounds
- Communication
  - Throaty noises, gurgles

The following guideline describes the various physical, cognitive, emotional, and social developmental changes and milestones to be expected during the first year of life. It is of utmost importance to remember that the timeline is *approximate*, not absolute. Each child develops at his or her own pace, and some stages may occur earlier or later.

Differences between the timing in this guideline and your child may exist, but do not necessarily mean that there is a problem with your baby's development. Any concerns, however, should be discussed with your physician.

| Purpose  | Contents | Implementation Instructions | Background Information | Evaluation/ Assessment Tools | Resources References |              |
|--|----------|-----------------------------|------------------------|------------------------------|----------------------|---|
| <b>13 months</b>   |          |                             |                        |                              |                      | <b>Typical Development</b><br>1 - 6 Months<br>7 - 12 Months<br>13 - 24 Months<br>27 - 36 Months |
| <p><b>General Impression:</b><br/> <i>Child's mobility is continuing to open up his world. He is beginning to communicate using words for Mom, Dad, and simple food items, such as cup, juice, or cracker. Babbling is very common and child may pretend to imitate parents doing activities such as talking on the phone.</i></p>   |          |                             |                        |                              |                      |   |
| <p><b>Positive Social-Emotional Skills (including social relations)</b><br/>           Child engages in early conversation and follows directions to please adults. He is communicating with babbles and jargon and a few early words.</p>   |          |                             |                        |                              |                      |   |
| <p><b>Acquisition and Use of Knowledge and Skills (including early language/communication)</b><br/>           Child is showing an increase in receptive language and cognition. He can point and will often point to pictures with the expectation that his caregiver will label the picture. He is following more simple one-step directions and will look around to find the object that is named by his parent.</p> <p>Child is also showing better command of expressive language, as he will repeat simple sounds and words on request. Early words are emerging.</p>   |          |                             |                        |                              |                      |   |
| <p><b>Ability to Take Actions to Get Needs Met</b></p> <p><u>Controls Body to Get Wants and Needs Met</u><br/>           Child's mobility has increased and he is all over the house, following behind parent and exploring on his own. For children who are already walking, they may resort to crawling if it will get them someplace quicker. Child can use his hands in a coordinated manner which is seen both in eating and play skills. Cause/effect toys or busy boxes are easier for the child to manipulate now. Child can purposefully throw a ball from a sitting or standing position.</p> <p><u>Self Care (Feeding, Dressing &amp; Toileting)</u><br/>           Child is still cooperating with dressing and takes just a very few items off. He can finger feed himself a good portion of the meal / snack. Transition to an open or sippy cup and reduction / elimination of the bottle should be occurring.</p> <p><u>Makes Wants and Needs Known</u><br/>           Child will use mostly pointing and gestures to request items, but may have a word or two to request his cup, juice, milk or a favorite snack, such as cookie/cracker.</p> |          |                             |                        |                              |                      |   |
| <b>14 months</b>   |          |                             |                        |                              |                      |   |

## Developmental Assessment Grid (DAGR)

### Outcome 1: Positive social relationships

relating to adults, relating to other children, following rules related to groups or interacting with others (if older than

|  |   |
|--|---|
| <p><b>S= Score:</b> 0- no, 1- sometimes, 2- consistently</p> <p><b>N= Notes:</b> Ob- observed, R- Reported</p> <p><b>L= Location:</b> H- Home, D- Daycare, R- Relative, C- Church, O= Outings (shopping, restaurant, park, etc.)</p> | <p>Respondent: _____</p> <p>Date: _____</p> |
|--|---|

| Social and Emotional   | S | N | L |
|--|---|---|---|
| • Visually recognizes caregiver (1 mo)   |   |   |   |
| • Smiles back when parent smiles (2 mo)  |   |   |   |
| • Enjoys eye contact (0-2)   |   |   |   |
| •Smiles at self in mirror (4 mo)   |   |   |   |
| •Laughs (4 mo)   |   |   |   |
| •Socializes with anyone (3-5)  |   |   |   |
| •Reacts differently to strangers (e.g., initially studies face of stranger and doesn't smile) (3-6)          |   |   |   |
| • Responds to own name consistently (6-8)  |   |   |   |
| •Overtly different reaction to family members versus strangers (stranger anxiety) (6-9)                      |   |   |   |
| •Participates in simple interactive games with caregiver (6-9)   |   |   |   |
| •Repeats actions that get a reaction (6-9)   |   |   |   |
| •Initiates playing simple games (9-12)   |   |   |   |
| •Shows strong preference toward primary caregiver to provide needs (9-12)                                    |   |   |   |
| •Spontaneously shares toy with adult (12-15)   |   |   |   |
| •Plays along side other children (parallel play (15-18)  |   |   |   |
| •Simple cooperative games with other children (e.g., chase each other) (15-18)                               |   |   |   |
| •Expresses variety of behaviors showing affection (e.g. holding hands, patting back, offering a toy) (18-24) |   |   |   |

# Podcasts



## PODCASTS

Search Health Topics

Search entire Web site



### YourChild

#### 2008

**Jul 1:** [Toy Safety](#) (MP3 9:30)

**Jun 1:** [ADHD Part 6](#) (MP3 12:30)

**May 1:** [ADHD Part 5](#) (MP3 10:05)

**April 3:** [ADHD Part 4](#) (MP3 09:14)

**Mar. 3:** [ADHD Part 3](#) (MP3 07:33)

**Feb 5:** [ADHD Part 2](#) (MP3 09:27)

**Jan. 1:** [ADHD Part 1](#) (MP3 06:35)

#### 2007

**July 7:** [Early childhood development, birth to age 2](#) (MP3 21:15)

**March 5:** [Making toilet training a little bit easier](#) (MP3 16:07)

**Feb. 12:** [Turning 'yuck' into 'yum' for picky eaters](#) (MP3 20:44)

#### 2006

**Nov. 6:** [Kids and the Internet - Part 2](#) (MP3 21:37)

**Oct. 9:** [Kids and the Internet - Part 1](#) (MP3 24:03)

**Sept. 5:** [Tantrums](#) (MP3 31:53)

[www.med.umich.edu/podcast/Archive.htm#YC](http://www.med.umich.edu/podcast/Archive.htm#YC)

# At what age does a child...

- |  |          |
|--|----------|
| a. At wake up child raises arms to be picked   | a. 5-6   |
| b. In diapering child struggles when laid back   | b. 6-12  |
| c. At breakfast child holds own bottle   | c. 4-6   |
| d. At dressing child helps by extending arms/legs for shirt/<br>pants  | d. 10-12 |
| e. In play, child entertains self with a single toy for a bit longer<br>(2-3 mins)   | e. 6-9   |
| f. In play child names familiar objects (car, ball...)   | f. 13-19 |
| g. At home child walks about without support to play & explore   | g. 13-15 |
| h. At home child repeats actions to gain attention – can be<br>demanding for attention   | h. 12-18 |
| i. In play, child combines related objects in play (spoon-cup,<br>stick-drum...)   | i. 9-12  |
| j. Child has a vocabulary of 1-3 words   | j. 12-15 |
| k. At daycare child interacts with peers using gestures push,<br>pull, grab, aggressive with an occasional pat or toy offering | k. 18-24 |

# How old am I?



# Essential Knowledge

Between them, team members must:

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

# What is Assessment?

A tool?

A process?

A process not just a tool.

# Standardized vs. Authentic

“...the science of the strange behavior of children in strange situations with strange adults for the briefest possible period of time”

*Bronfenbrenner, 1977*

“The best way to understand the development of children is to observe their behavior in natural settings while they are interacting with familiar adults over prolonged periods of time.”

*Urie Bronfenbrenner, 1977*

# DEC Recommended Practices for Assessment

## ■ Involve multiple sources

### ◆ Examples:

- Family members
- Professional team members
- Service providers
- Caregivers

## ■ Involve multiple measures

### ◆ Examples:

- Naturalistic observations
- Criterion- or curriculum-based instruments
- Norm-referenced scales
- Parent/Caregiver report
- Informed opinion
- Interviews (E.g., RBI)

\* Division for Early Childhood

# Functional Assessment

- What the child usually does.
- Actual performance across settings and situations.
- How the child uses skills to accomplish tasks.
- **NOT** child's capacity to function under unusual or ideal circumstances
- **NOT** necessarily the child's performance in a structured testing situation (compliant or noncompliant)

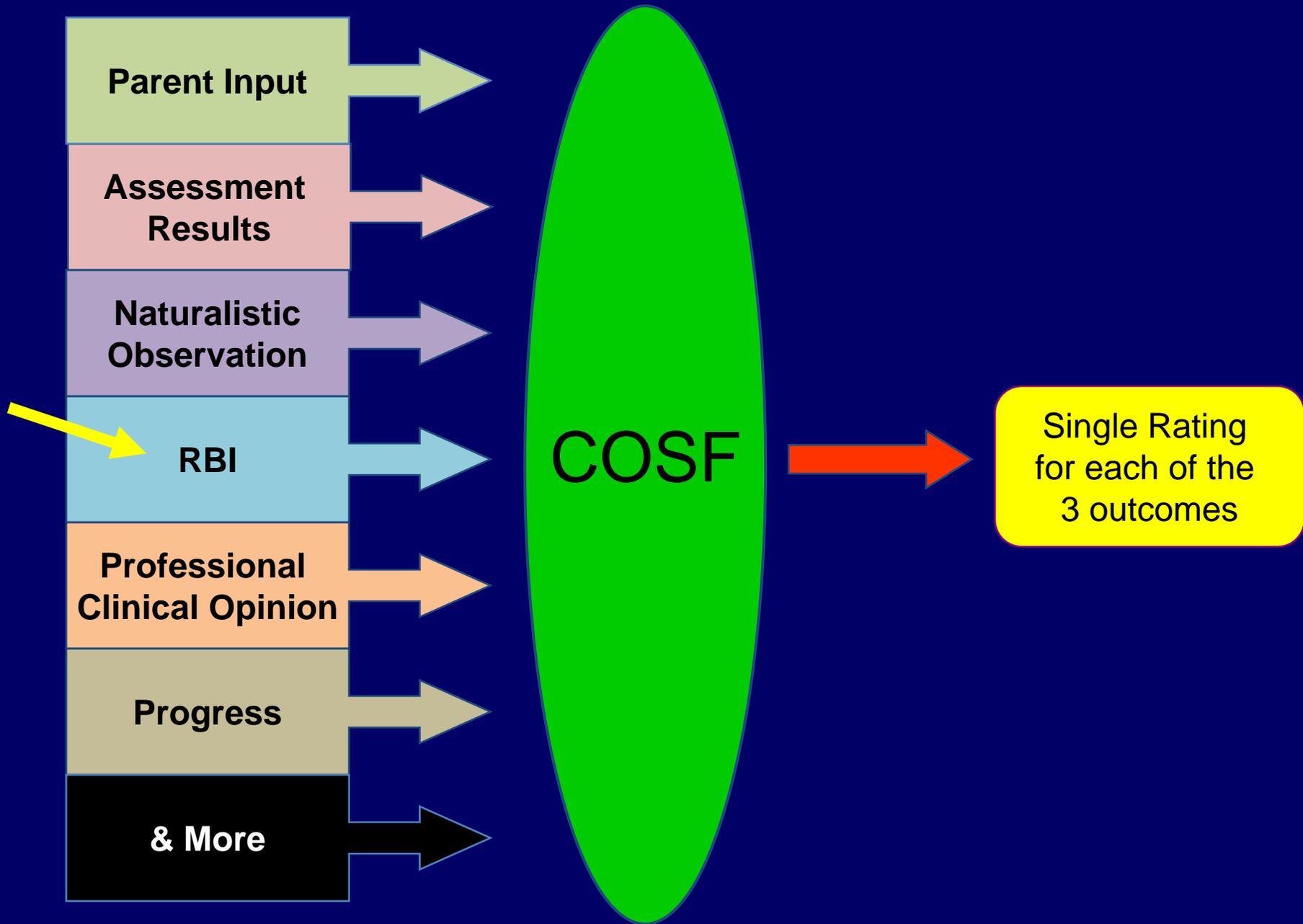
# Assessment Instruments

- Assessment *the tool* vs. Assessment *the process*
- Assessment tools can inform us about children's functioning in each of the three outcome areas
- *Challenge:*
  - ◆ There is no assessment tool that assesses the three outcomes directly

# ECO Crosswalks

- ASQ
- AEPS
- Battelle
- Brigance
- Carolina Curriculum
- Creative Curriculum
- DAYC
- ELAP
- HELP
- High/Scope
- IGDI
- LAP
- The Ounce

<http://www.fpg.unc.edu/~eco/crosswalks.cfm>



# The Routines-Based Interview

- Functional intervention planning process
- RBI structure - go through each routine
  - ◆ How does your day begin... what happens next...
    1. What is everyone else doing?
    2. What does the child do?
      - **Engagement?**
      - **Independence?**
      - **Social relationships?**
    3. How satisfactory is this routine?

# Engagement

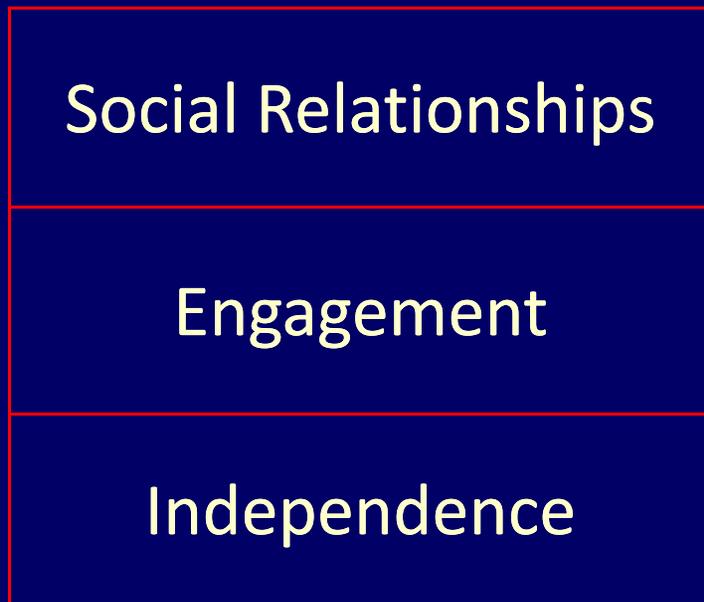
“The amount of time a child spends interacting with the environment (*adults, other children, materials*) in a developmentally and contextually appropriate manner, at different levels of competence.”

R. A. Mc William

# The Association

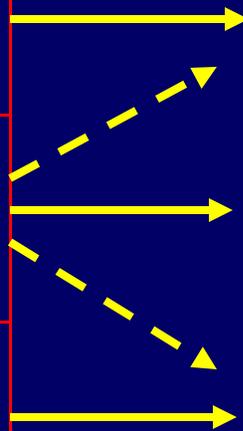
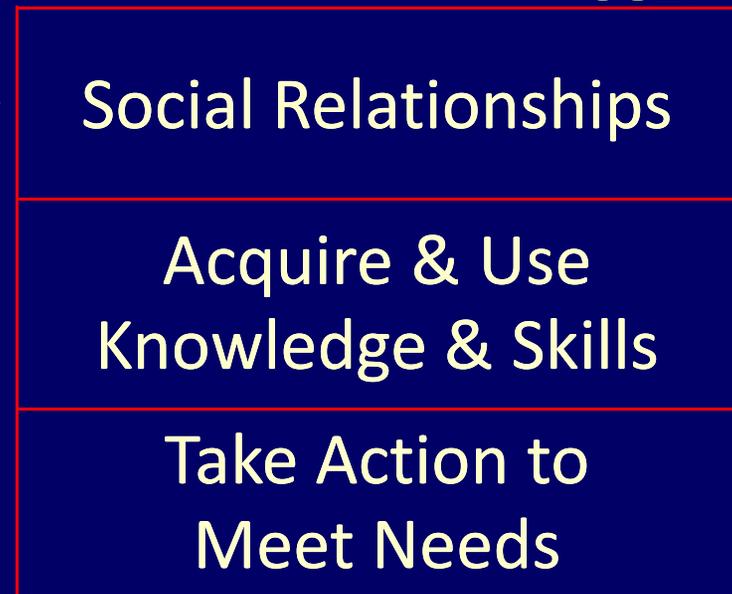
## Foundations of Learning

McWilliam



## Child Outcome Measures

OSEP



# Involving Families in a Conversation about Their Child

- Avoid jargon
- Limit questions that can be answered with a yes or no
  - ◆ “Does Anthony finger feed himself?”
- Limit multiple choice questions.
  - ◆ “So does he drink from a regular cup or a sippy cup?”
- Ask questions that allow parents to tell you what they have seen
  - ◆ “Tell me about how Anthony eats”

# RBI

The  
Routines-Based Interview  
(McWilliam)  
&  
Child Outcomes  
(OSEP)

Watch video in Module 2

# Essential Questions to Consider

*Considering all the information gathered through the assessment process...*

- ❑ Are the skills and behaviors demonstrated **what one would expect** for a child this age?
- ❑ 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?
- ❑ 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)

# Considering Chrissa

- 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 showing early turn taking with peers. (Age-Expected)
- 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. (Immediate Foundational)
- A much younger child (12 months or so) would stay very close to his or her primary caregiver, showing early awareness of other children. (Foundational)
- 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.

# AE-IF-F Exercise

- Handout - 30 month old child

# Essential Knowledge

Between them, team members must:

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

# Overarching Goal

“To enable young children to be active & successful participants during the early childhood years & in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, & in the community.”

# Global Functioning

- Outcomes are a snapshot of the whole child
  - ◆ the status of functioning across settings and situations
- Not isolated skills in one standardized way split by domains
- Requires authentic assessment – naturalistic assessment of child **FUNCTIONAL FUNCTIONING**

# Outcomes 1, 2, or 3?

|  |   |                                |
|--|---|--------------------------------|
| Pointing to the cabinet for cereal       | Remembering the next picture in the book. | Washing hands before lunch     |
| Biting                                   | Playing by himself in the classroom       | Playing with making new sounds |
| Building a tower of blocks with a friend | Having trouble sleeping                   | Sharing a cookie at lunchtime  |

# 1) Positive Social Relationships

## ■ Involves:

- ◆ Relating with adults
- ◆ Relating with other children
- ◆ For older children, following rules related to groups or interacting with others

## ■ Includes:

- ◆ Attachment/separation/autonomy
- ◆ Expressing emotions and feelings
- ◆ Learning rules and expectations
- ◆ Social interactions and play



## 2) Acquire & Use Knowledge & Skills

### ■ Involves

- ◆ Thinking
- ◆ Reasoning
- ◆ Remembering
- ◆ Problem solving
- ◆ Using symbols and language
- ◆ Understanding physical and social worlds



### ■ Includes:

- ◆ Early concepts—symbols, pictures, numbers
- ◆ Imitation
- ◆ Object permanence
- ◆ Expressive language and communication
- ◆ Early literacy

# 3) Take Action to Meet Their Needs

## ■ Involves:

- ◆ Taking care of basic needs
- ◆ Getting from place to place
- ◆ Using tools (e.g., fork, toothbrush, crayon)
- ◆ In older children, contributing to their own health and safety



## ■ Includes:

- Integrating motor skills to complete tasks
- ◆ Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- ◆ Acting on the world to get what one wants

# How does the child...

- respond when she can't get or doesn't have what she wants?
- respond to directions and requests from others?
- maintain interactions with others?
- respond to challenges?
- imitate other's actions to learn or try new things?
- participate in games?
- modify play approaches or show persistence?
- interact in games with others?
- use language to communicate?
- move about to explore her surroundings?
- respond to touch?
- eat?

# At what age does a child...

- |  |          |     |
|--|----------|-----|
| a. At wake up child raises arms to be picked   | a. 5-6   | (1) |
| b. In diapering child struggles when laid back   | b. 6-12  | (3) |
| c. At breakfast child holds own bottle   | c. 4-6   | (3) |
| d. At dressing child helps by extending arms/legs for shirt/<br>pants  | d. 10-12 | (3) |
| e. In play, child entertains self with a single toy for a bit longer<br>(2-3 mins)   | e. 6-9   | (2) |
| f. In play child names familiar objects (car, ball...)   | f. 13-19 | (2) |
| g. At home child walks about without support to play & explore   | g. 13-15 | (3) |
| h. At home child repeats actions to gain attention – can be<br>demanding for attention   | h. 12-18 | (1) |
| i. In play, child combines related objects in play (spoon-cup,<br>stick-drum...)   | i. 9-12  | (2) |
| j. Child has a vocabulary of 1-3 words   | j. 12-15 | (2) |
| k. At daycare child interacts with peers using gestures push,<br>pull, grab, aggressive with an occasional pat or toy offering | k. 18-24 | (1) |

## EDIS Child Outcome Prompts for Documenting Present Levels of Development

### POSITIVE SOCIAL RELATIONS

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

| Describe how the child...   | Consider how the child... across different settings?  |
|---|---|
| <ul style="list-style-type: none"> <li>• Demonstrates attachment</li> <li>• Initiates &amp; maintains social interactions</li> <li>• Behaves in a way that allows them to participate in a variety of settings &amp; situations</li> <li>• Demonstrates trust in others</li> <li>• Regulates emotions</li> <li>• Understands &amp; follows social rules</li> <li>• Complies with familiar adult requests</li> <li>• Shares toys &amp; materials with others</li> <li>• Initiates, responds to, &amp; sustains interactions with others</li> <li>• Listens, watches, &amp; follows activities during groups</li> </ul> | <ul style="list-style-type: none"> <li>• interact with &amp; relates to others in day-to-day happenings</li> <li>• display, read &amp; react to emotions</li> <li>• initiate, maintain, &amp; close interactions</li> <li>• express delight or display affection</li> <li>• transition in routines or activities (familiar &amp; new)</li> <li>• engage in a joint activities/interactions</li> <li>• show awareness of contextual rules expectations</li> <li>• respond to arrivals &amp; departures of other</li> </ul> |

### ACQUIRES & USES KNOWLEDGE & SKILLS

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

| Describe how the child...   | Consider how the child... across different settings?  |
|---|---|
| <ul style="list-style-type: none"> <li>• Displays curiosity &amp; eagerness for learning</li> <li>• Explores their environment</li> <li>• Explores &amp; plays with people &amp; objects (toys, books, etc.)</li> <li>• Engages in appropriate play with toys &amp; objects</li> <li>• Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form</li> <li>• Learns new skills &amp; uses these skills in play (e.g., completing a puzzle or building a fort)</li> <li>• Acquires &amp; uses the precursor skills that will allow them to begin to learn reading &amp; mathematics in kindergarten</li> <li>• Shows imagination &amp; creativity in play</li> </ul> | <ul style="list-style-type: none"> <li>• imitate others &amp; learn to try new things</li> <li>• persist or modify strategies to achieve a desired end</li> <li>• solve problems &amp; attempt solutions others suggest</li> <li>• use the words/skills he has in everyday settings</li> <li>• understand &amp; respond to directions/requests</li> <li>• display awareness of the distinction between things</li> <li>• interact with books, pictures, print</li> <li>• demonstrate understanding of familiar scripts in play</li> </ul> |

### 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...  | Consider how the child... across different settings?  |
|--|---|
| <ul style="list-style-type: none"> <li>• Move from place to place to participate in activities, play, &amp; routines</li> <li>• Seek help when necessary to move from place to place</li> <li>• Manipulate materials to participate in learning opportunities &amp; be as independent as possible</li> <li>• Uses objects (e.g., forks, sticks, crayons, clay, switches, other devices, etc.) as tools in appropriate ways</li> <li>• Uses gestures, sounds, words, signs or other means to communicate wants &amp; needs</li> <li>• Meets self-care needs (feeding, dressing, toileting, etc.)</li> <li>• Seeks help when necessary to assist with basic care or other needs</li> <li>• Follows rules related to health &amp; safety</li> </ul> | <ul style="list-style-type: none"> <li>• get from place to place</li> <li>• assist with or engage in dressing, eating, toileting, hygiene tasks</li> <li>• convey needs &amp; desires &amp; preferences</li> <li>• respond to challenges</li> <li>• respond to delays in getting what he wants</li> <li>• get what he wants (e.g., toys, food, attention...)</li> <li>• show awareness of or respond to situations that may be dangerous</li> <li>• amuse himself or seeks out something fun</li> </ul> |

# PLOD by 3 Outcomes vs. 5 Domains

- ◆ Facilitates holistic picture of the child while addressing all areas
- ◆ Reinforces integrated development
- ◆ Emphasizes functionality
- ◆ Promotes family-centered over domain/discipline-based intervention
- ◆ Eases outcome rating process

## Sample Present Levels Of Development Written in Functional Outcome Areas

Nathan, 18 months

### Social-Emotional skills including social relationships:

Nathan responds to greetings by adults and warms up fairly quickly to new people. However, he does not like it when his mother leaves the room. He has recently begun to notice that he can pet the family dog, and he is more interactive with him. Jessica reports that Nathan greets his father when he comes home in the evening and they enjoy about an hour of play together. He was observed playing a hide and seek game with his mother in which she hid and he found her. Nathan is beginning to show pride in his accomplishments by looking to his mother for praise or, on occasion, clapping for himself. He likes to read books with his mother and sometimes, he will initiate the activity by bringing her a book. At this time Nathan has limited opportunities to play with peers. Although he is aware of other children, he is content to play on his own when he is with his peers. Yet if another child attempts to take what he has, he will defend his possessions by holding onto them. Nathan's mother is helping him learn to trade toys (you can have this and I'll take what you have) when she wants him to play with something else. His moods appear to range from content, to upset, and then angry. When he is angry, he requires adult assistance to calm. Nathan gets frustrated when he is not understood or when what he wants is not granted (e.g., to go down stairs when he wants or when he can't have something he wants). He seeks hugs from his mother by crawling up in her lap – this is an enjoyable time for both of them.

### Acquiring and using knowledge and skills:

Nathan enjoys musical/sound toys as well as books. He has favorite books that he will bring to his mother to have her read. He will look at the pictures, and he likes to motion for his mother to point to them. Nathan engages in reading activities and seems to have favorite pages in some books. He does not identify pictures in a book when asked (e.g., "show me the frog"). Nathan plays with a variety of toys in their intended manner, but does not yet demonstrate early pretend play with objects. He solves problems using trial and error. For example, he successfully completed the graduated ring stacker by trying the rings until he got the one that fit next. He sticks with such activities until he completes them, showing persistence and attention. However, he was not successful with completing a shape puzzle. Nathan is mostly quiet in play, but he can make a variety of sounds. He does not yet imitate sounds or words, but does imitate some gestures, including song actions. Nathan has about three words he uses ("mama," "nein," and an approximation of "go"). He most often communicates by pulling his mother to what he wants. He is learning two languages (German and English). Nathan demonstrates understanding of some familiar requests (e.g., "give me....," "get the...") if there are obvious cues (e.g., part of a routine, overt gesturing toward the item). He does not respond to the requests "no" or "stop," rather he needs physical redirection when he gets into something. Nathan also needs assistance and prompting to follow less familiar directions.

### Taking appropriate action to get needs met:

Nathan is an active little guy who primarily walks, runs, or climbs to get around. He is sometimes unstable in walking and running, but he does not fall down often. He crawls up the stairs, and his mother is helping him learn how to use the railing to hold on as he goes up the stairs. He does not go down yet on his own. Nathan successfully climbs up on furniture and reportedly climbs on low playground equipment. He has a Bobby Car (small ride-on toy) that he rides around the house. Nathan drinks from an open cup, sometimes spilling, and can self-feed small pieces of food, but he is a picky eater. He mostly likes bread products and potatoes. Nathan can use a spoon to eat foods like yogurt, but he is messy. When scooping up food, he turns the spoon over causing some to fall off the spoon. He takes off his shoes and socks, and he assists his mother when she undresses him. He does not assist much with dressing. Nathan enjoys bath time and will splash and play with toys. He does not however tolerate teeth brushing. He fights that part of the evening routine. He makes persistent attempts to get his point across, mostly by taking his mother to what he wants or bringing things to her. He is starting to show frustration when his requests and efforts are not understood.

# Age-Expected, Immediate Foundational, or Foundational

- Review Mindy's IFSP materials
- How close is Mindy to being able to do what is expected at her age (12 months)?
- Code skills

# Coding

- 1. Are the skills and behaviors what one would expect for a child this age?**
- 2. 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)**

# Familiar?

## Documenting the Basis for the COSF Rating

Child's Name: \_\_\_\_\_

Outcome: 1 2 3

Rating: 1 2 3 4 5 6 7

| Functioning that will lead to immediate foundational skills   | Functioning that shows immediate foundational skills | Functioning that is age appropriate       |
|---|--|---|
|   |  |   |
|   |  | Age appropriate, but raises some concerns |
| Behavior that is not age appropriate but not like that of a younger child or other serious developmental concerns in this outcome |  |   |
|   |  |   |
| Key behaviors or skills that are expected of children this age but are missing  |  |   |
|   |  |   |

# Essential Knowledge

Between them, team members must:

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

# The two COSF questions

- a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Rating: 1-7)
- b. Has the child shown any new skills or behaviors related to [this outcome] since the last COSF rating (Yes-No)?

# COSF 7 point scale

- Degree of distance from age appropriate functioning is embedded in the scale points.
  - ◆ i.e., a “5” on the scale for a 1 year old has the same meaning as a “5” for a 2 year old.
- 6 and 7 indicate age appropriate functioning.

# 7 - Completely

- The child shows behaviors and skills expected in *all* or *almost all* everyday situations that are part of the child's life
  - ◆ Home, store, park, child care, with strangers, etc.
- The child's functioning is considered *appropriate* for his/her age
- No one has concerns about the child's functioning in this outcome area
- *The child is demonstrating age expected skills in this area.*

## 6 - Between completely & somewhat

- The child's functioning generally is considered *appropriate* for his or her age
- but there are *some questions* about the child's functioning in this outcome area
- *If you were just looking at this area you might re-screen or check back, but not go to evaluation.*

## 5 - Somewhat

- The child shows functioning expected for his/her age ***some of the time and/or in some situations***
- The child's functioning is a mix of age-appropriate and not appropriate functioning
- The child's functioning *might be* described as like that of a ***slightly younger child***
- *There is a MIX of age-expected and not. This is more than a single age-expected skill.*

## 4 - Between a five and a three

- Child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate.
- The child's functioning might be described as like that of a *younger child*
- *Here the mix of age-expected functioning is much less.*

## 3 - Emerging

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills include ***immediate foundational skills*** on which to build age-appropriate functioning
- The child's functioning might be described as like that of a ***younger child***
- ***The child shows many immediate foundational skills.***

## 2 - Between a three and a one

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills does have some the ***immediate foundational skills*** on which to build age-appropriate functioning but these are not displayed very often
- The child's functioning might be described as like that of a ***younger or even much younger child***
- ***The child shows less immediate foundational skills.***

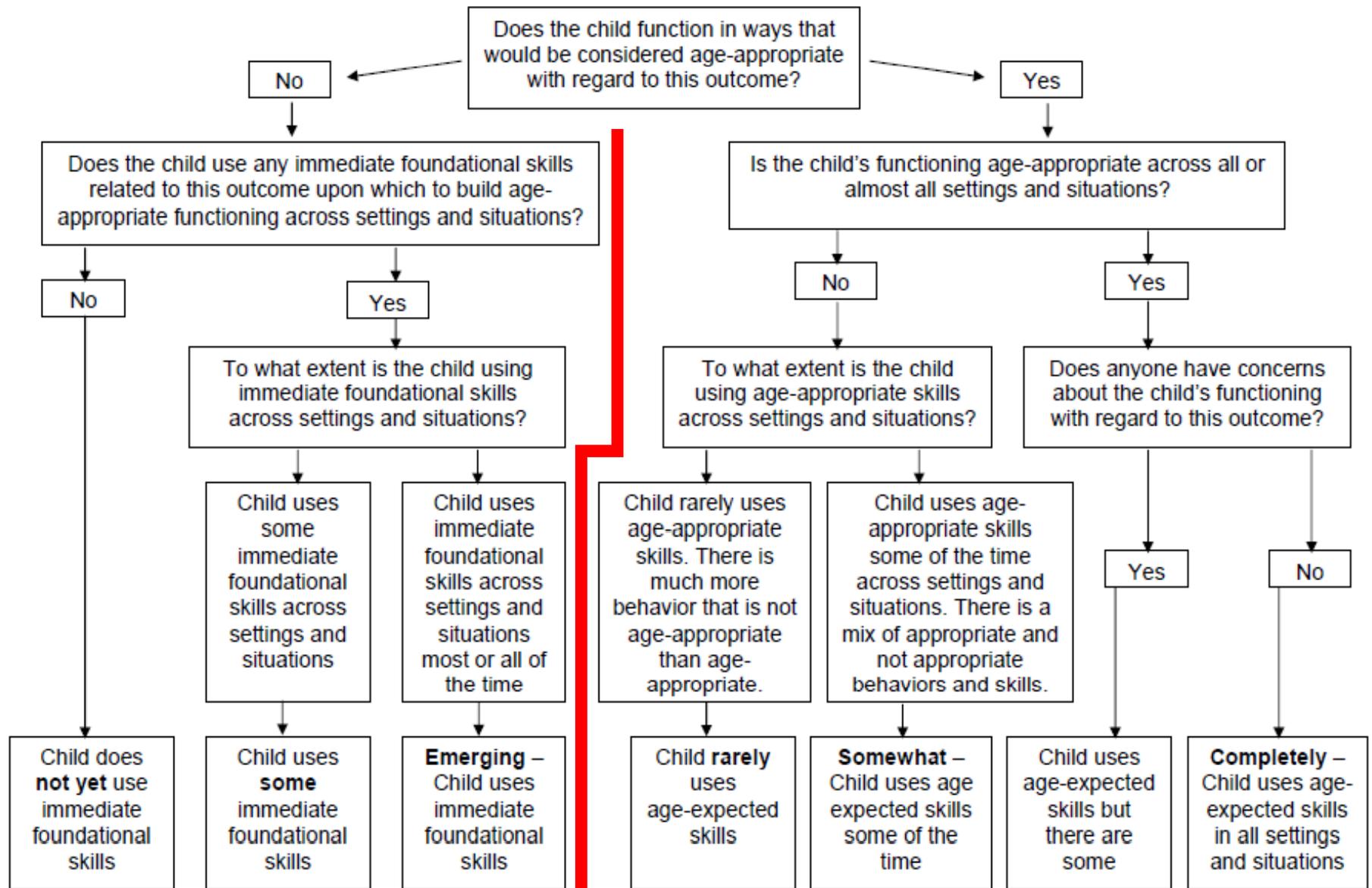
# 1 - Not yet

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's skills and behaviors also ***do not yet include any immediate foundational skills*** on which to build age-appropriate functioning
- The child's functioning might be described as like that of a ***much younger child***
- Children with 1 ratings still have skills, just not yet at an immediate foundational level
- *The child shows no immediate foundational skills.*

# Rating 1, 2, 3, 4, 5, 6, or &?

|  |   |   |
|--|---|---|
| Age appropriate functioning – no concerns        | Mix of age appropriate and not age appropriate functioning      | No age appropriate functioning – not yet showing im foundational skills |
| Some age appropriate functioning but very little | No age appropriate functioning – lots of im foundational skills | Age appropriate functioning – some concerns                             |
| Rarely shows age appropriate functioning         | No age appropriate functioning – some im foundational skills    | Age appropriate functioning   |

## Decision Tree for Summary Rating Discussions



# Rating Mindy



- Review the IFSP
- Rate the 3 outcomes using the COSF

# Reporting Categories

- % of children who demonstrated improved: [OSEP]
  - ◆ Positive social-emotional skills (social relationships).
  - ◆ Acquisition and use of knowledge and skills.
  - ◆ Use of appropriate behaviors to meet their needs.
- Reporting Categories
  - A. % who did not improve functioning.
  - B. % who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
  - C. % who improved functioning to a level nearer to same-aged peers but did not reach it.
  - D. % who improved functioning to reach a level comparable to same-aged peers.
  - E. % who maintained functioning at a level comparable to same-aged peers.

# Essential Knowledge

Between them, team members must:

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

# Points of Clarification

- Process is **NOT** about comparing groups of children – it **IS** about asking how close children are to being able to do what is expected at their age
- The focus is on **FUNCTIONALITY** for the child in the social cultural context within which he/she lives.

# The Outcomes

- They are functional
  - ◆ Things that are meaningful to the child in context of everyday living
  - ◆ Integrated series of behaviors or skills that allow the child to achieve the important everyday goals
  
- Not just whether a child can name 3 objects, but can she use words to identify the toys she wishes to play with?



# INVOLVING FAMILIES IN THE COSF PROCESS

# Informing Families

- What are you doing to inform families about the data collection?
  - ◆ Why it is occurring
  - ◆ What it involves
  - ◆ What it means for them and their child

# www.the-eco-center.org

The screenshot shows a Mozilla Firefox browser window with the address bar displaying [http://www.fpg.unc.edu/~eco/whatstates.cfm#State\\_sites](http://www.fpg.unc.edu/~eco/whatstates.cfm#State_sites). The page content is titled "What States are Doing Regarding Child Outcomes" and includes a "Back to Top" link. The main text states: "The following documents were developed by states and federal intervention systems to inform parents about the new child and family outcomes requirements, how outcomes measurement systems will be implemented in their state, and how the requirements will affect them and their children. These materials are provided to aid states and jurisdictions in the development of their own parent resource documents, and additional materials will be provided as they are donated."

The page lists resources for several states:

- Alaska**
  - [Informational Letter to Parents on the New Child Outcomes Summary Process for Alaska's Early Intervention System \[167K PDF\]](#) - July 21, 2006
  - [Child Outcomes Summary: Things Parents Want to Know \[68K PDF\]](#)
- Arizona**
  - [Frequently Asked Questions About the Child Indicators in the Arizona Early Intervention Program](#) - August, 2006
- Army Educational and Developmental Intervention Services (EDIS)**
  - [Measuring Outcomes in Early Intervention Services: Understanding How Children and Families Benefit from Early Intervention \[248K PDF\]](#) - October, 2006
- California**
  - [Introduction to Desired Results for Families of Children with IEPs \[ 214K PPT\]](#)
- Connecticut**
  - [Connecticut Birth to Three System and Preschool Special Education: Birth Through Five News \[556K PDF\]](#) - Fall, 2006 (See page 6 for information for families about outcomes measurement.)
  - [Connecticut Birth to Three System and Preschool Special Education: Birth Through Five News \[319K PDF\]](#) - Spring, 2007
  - [Sistema Para Infantes a Tres Años de Connecticut y la Educación Especial Preescolar: Noticias del Nacimiento a los 5 Años \[74K PDF\]](#) - Primavera, 2007
- Indiana**
  - [Indiana ICAN web site: Parent Information](#)
- Louisiana**
  - [Louisiana: The Early Childhood Transition Process \[256K PDF\]](#) - June, 2003
- Maryland**
  - [Letter to Parents Informing Them of the New Child Outcomes Measurement Requirements for Maryland's Early Intervention System \[230K PDF\]](#) - Dec. 20, 2006
- Missouri**
  - [Early Childhood Outcomes Reporting Guide for Parents \(Early Intervention and Preschool Education Programs\) \[196K PDF\]](#) - November, 2006
- New Hampshire**

The browser's taskbar at the bottom shows several open applications, including "Inbox for...", "C:\Docu...", "Outcome...", "What St...", "Frontier...", "Restaura...", "IL-Sept-0...", "Interacti...", and the system clock shows 12:06 AM.



<http://www.fpg.unc.edu/~eco/whatstates.cfm>

# What Do We Expect from Families

- Yes - That they will be able to provide rich information about their child's functioning across settings and situation.
- Maybe but not necessarily – That they will know whether their child is showing age appropriate behavior.

# Involving Families in the Rating Discussion

- What % of families are participating?
- How are you doing this?
- What is working?
- What is not working?

# Families' Right to COSF Information

All families have a right to know what ratings have given to their child -- and to the records containing the information.

**Consider Where the Rating  
Fits in the IFSP Process**

# Advantages & Disadvantages



# Intake

## ■ Advantages

- ◆ Early progress in IFSP process does not play into rating decision

## ■ Disadvantages

- ◆ Eligibility may be unknown
- ◆ Too early in process to understand child's functioning

# Evaluation/Eligibility

## ■ Advantages

- ◆ Reinforces focus on functional development
- ◆ Expedites outcome rating before intervention
- ◆ ~ If core evaluation team all children evaluated from that common lens
- ◆ ~ If using RBI as part of evaluation increased functional information is gathered

## ■ Disadvantages

- ◆ Raters may not have enough information to make rating
- ◆ Standardized evaluation alone does not yield functional information

# IFSP Development

## ■ Advantages

- ◆ Reinforces focus on functional development
- ◆ Provides increased opportunities to gather information about child's functioning
- ◆ ~ If using RBI increased functional information is gathered systematically
- ◆ Families are naturally involved in this process & review of PLOD

## ■ Disadvantages

- ◆ Raters may still need additional information to make rating

# Immediately Following IFSP

## ■ Advantages

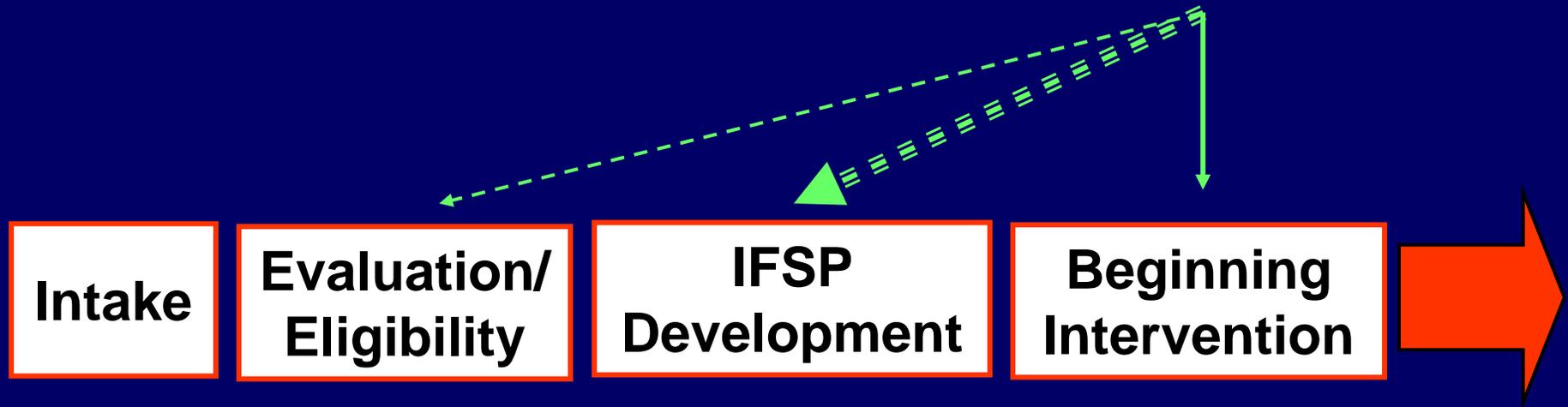
- ◆ 45-day timeline does not pressure process
- ◆ Provides opportunity to go back & gather any needed information
- ◆ ~ Provides opportunity for ongoing service providers to contribute their expertise in the rating (*good for subsequent ratings*)

## ■ Disadvantages

- ◆ Does not account for possible progress influenced by initial process
- ◆ Can get lost and exceed timeline.
- ◆ ~ If done as a separate meeting with family may seem like one more meeting before intervention

# Integrating COSF Ratings

EDIS



Annual & Exit

EDIS

# Worth a Visit

## ■ Alaska

◆ [http://hss.state.ak.us/ocs/InfantLearning/resources/COS\\_training.htm](http://hss.state.ak.us/ocs/InfantLearning/resources/COS_training.htm)

## ■ Virginia

◆ <http://www.vcu.edu/partnership/ITC/index.htm>

## ■ Army EDIS

◆ [www.edis.army.mil](http://www.edis.army.mil)

## ■ ECO

◆ <http://www.fpg.unc.edu/~eco/>



# ECO DISCOVERIES

# What ECO is Learning Nationally

“The process of training for child outcomes data collection has uncovered other areas of significant need related to professional development.”

Early Childhood Outcomes Center

# Providers need to know more about:

## ■ Assessment

- ◆ How to gather assessment data to reflect functioning across settings and situations, especially how to gather child functioning information from families
- ◆ Understanding the results of the assessment
- ◆ Sharing assessment results sensitively and honestly with families

# Providers need to know more about:

## ■ Functional outcomes

- ◆ What are they?
- ◆ How do they differ from outcomes organized around domains?
- ◆ What do they mean for how professionals from different disciplines operate as a team?

## ■ Typical child development

- ◆ What are the functional expectations for children at different ages with regard to each of the 3 outcomes statements?

# Questions, Ideas?

■ Please share...

[Naomi.younggren2@us.army.mil](mailto:Naomi.younggren2@us.army.mil)