Child Outcomes Summary

EI/ILP Training
February 2007

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Presentation of Kathy Hebbeler & Lynne Kahn, ECO Center

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Using the Child Outcomes Summary Form

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The Early Childhood Outcomes (ECO) Center

Prepared for the Alaska Infant Learning Program
February 2007

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U.S. Office of Special Education Programs

What We Will Cover

- Why collect outcome data?
- Understanding the three child outcomes
- Assessing the accomplishment of the three child outcomes
- Using the Child Outcomes Summary Form
- Practice with the Child Outcomes Summary Form

Goal of Early Intervention

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

(from Early Childhood Outcomes Center, http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf)

Why Collect Outcome Data?

Public Policy Context

- Age of accountability
- Accountability increasingly means looking at results, not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcome data on children participating in early intervention and early childhood special education programs

PART Review Findings for Part C and Part B Preschool

- Results not demonstrated
  - Part C
    - "While the program has met its goal relating to the number of children served, it has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served."
  - Part B Preschool
    - "The Department has no performance information on preschool children with disabilities served by this program."
- Read more at ExpectMore.gov

OSEP's Response

- Required states to submit outcome data in their Annual Performance Report (APR)
- Funded the Early Childhood Outcomes Center to do research, make recommendations, and assist states

The ECO Center's Early Work

- Convened stakeholders to identify child and family outcome areas and develop outcome statements

- Received input from state Part C and 619 Coordinators, researchers, families, administrators, and the general public

Result of Process: ECO Center Made Recommendations to OSEP

Recommendations on:

- Child and family outcome statements (February 2005, revised April 2005)
- Categories of information that should be collected about these outcomes (May 2005)

Read more at www.the-eco-center.org

OSEP Reporting Requirements: Child Outcomes

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
- Use of appropriate behaviors to meet their needs

OSEP Reporting Categories

Percentage of children who:

a. Did not improve functioning
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
c. Improved functioning to a level nearer to same-aged peers but did not reach it
d. Improved functioning to reach a level comparable to same-aged peers
e. Maintained functioning at a level comparable to same-aged peers

3 outcomes x 5 “measures” = 15 numbers

Reporting Schedule

- Entry information (Age expected? Yes, No)
  - Must be reported for children entering between July 1, 2005, and June 30, 2006
  - Due February 2007

- Data in reporting categories at exit for all children who have been in the program for at least 6 months
  - Must be reported for the year beginning July 1, 2006
  - Due February 2008
  - Repeat with next year's data in 2009, etc.

Why Collect Outcome Data?

- Federal government is the driving force behind the move to collect outcome data

- However, providing data for the federal government is not the only reason to collect outcome data

Why Collect Outcome Data?

Data on outcomes are important for state and local purposes.

- To document program effectiveness
  - Increase in funding?
- To improve programs
  - Identify strengths and weaknesses
  - Allocate support resources, such as technical assistance

And, ultimately to better serve children and families

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Understanding the Three Child Outcomes

Three Child Outcomes

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

A Puzzle

- 8, 5, 4, 1, 7, 6, 3, 2
- Where does 9 go?
- Where does 0 go?

Outcomes Are Functional

Functional outcomes:

- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allow the child to achieve the important everyday goals

Functional Outcomes are *NOT*

- A single behavior
- The sum of a series of discrete behaviors or splinter skills

such as…..

*Knows 10 words

*Smiles at mom

*Stacks 3 blocks

*Pincer grasp (picks up a raisin)

*Goes up and down stairs with one foot on each stair

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Functional Outcomes

- Not domains-based, not separating child development into discrete areas (communication, gross motor, etc.)
- Refer to behaviors that integrate skills across domains
- Can involve multiple domains
- Emphasize how the child is able to carry out meaningful behaviors in a meaningful context

Thinking Functionally
(within age-expected bounds)

- Isolated skill
  - Knows how to imitate a gesture when prompted by others
  - Uses finger in pointing motion
  - Uses 2-word utterances
- Functional skill
  - Watches what a peer says or does and incorporates it into his/her own play
  - Points to indicate needs or wants
  - Engages in back and forth verbal exchanges with caregivers using 2-word utterances

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Thinking Functionally

- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can't point, do you know that the child can't communicate his wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

Thinking Functionally

- Discrete behaviors (e.g., those described by some items on assessments) may or may not be important to the child's functioning on the outcome
- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items

Children Have Positive Social Relationships

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

- Includes areas like:
  - Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play

Children Acquire and Use Knowledge and Skills

- Involves:
  - Thinking
  - Reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds
- Includes:
  - Early concepts—symbols, pictures, numbers, classification, spatial relationships
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy

Children Take Appropriate 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

Taking Action to Meet Needs

- Includes
  - Integrating various skills (gross motor, fine motor, communication skills) to complete tasks
  - Self help skills (feeding, dressing, toileting, household task)
  - Acting on the world to get what he or she wants
  - Not JUST acting on the world: takes APPROPRIATE action to meet needs

Thinking about Each Outcome

- How does the child show affection?
- Does the child knows that an object continues to exist when it is out of sight?
- How does the child interact with others?
- How does the child indicate hunger?

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Thinking about Each Outcome

- Does the child understand and avoid danger?
- Does the child know his or her name?
- How does the child interact with siblings?
- Does the child know where things are kept in the house (e.g., what cabinet the cereal is in)?

Outcomes Reflect Global Functioning

- Each outcome is a snapshot of:
  - The whole child
  - Status of the child's current functioning
  - Functioning across settings and situations

- Rather than:
  - Skill by skill
  - In one standardized way
  - Split by domains

Issues

- There is overlap across the outcomes
- 3 Outcomes and IFSP Outcomes
- There are important processes and body functions that contribute to the outcomes but are not the same as the outcomes
  - paying attention, listening, curiosity, persisting,
  - seeing, maintaining balance, reaching, etc.

Alternative Ways of Thinking about Child Outcomes

Overarching Goal:	**Children will be active and successful participants now and in the future in a variety of settings**

Functional Outcomes:	Children have positive social relationships	Children acquire and use knowledge and skills	Children take appropriate action to meet their needs

Domains:

- Communication
- Cognition
- Social-Emotional
- Self Help
- Motor
- Approaches to Learning

Content Areas:

- Language Arts
- Math
- Music
- Science
- Social Studies
- Art

Note: Each of these can be broken down further into sub-areas

Processes:

- Memory
- Self-regulation
- Recognizing and interpreting sensory input
- Listening
- Attending
- Etc.

Body Functions:

- Hearing
- Seeing
- Movement
  - -flexibility
  - -strength
  - -postural response
- Speech production
- Etc.

Issues Related to Accountability

- Even in the best system, some children will not achieve all of the outcomes at the desired level
  - Early intervention cannot “fix” all children
  - Children with severe disabilities will make very slow progress toward these outcomes
  - But we do not know what any individual child is capable of achieving

The Bottom Line Related to Achievement of the Three Outcomes

Early intervention strives to achieve all three of the outcomes for ***all*** of the children receiving services

The Overarching Goal

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

Assessing the Accomplishment of the Three Child Outcomes

What Is Assessment?

"Assessment is a generic term that refers to the process of gathering information for decision-making."

McLean, Wolery, and Bailey (2004)

What Is Assessment?

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

Bagnato and Neisworth (1991)
Quoted in DEC Recommended Practices (2005)

DEC Recommended Practices for Assessment

- Involve multiple sources
  - Examples: family members, professional team members, service providers, caregivers
- Involve multiple measures
  - Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples

Assessment Instruments

- 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

Assessment Tool Lens

- Each assessment tool carries its own organizing framework, or lens
- Many are organized around domains
- But the content in the domains isn't always the same, even if the names are the same

Currently Available Assessment Tools

- Each assessment tool sees children through its own lens
- Each lens is slightly different
- There is no right or wrong lens
- Key question:
  - How much and what information will a given tool provide about the attainment of the three child outcomes?

You will be assessing the child's level of functioning for each outcome

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- ***Not*** the child's capacity to function under unusual or ideal circumstances
- ***Not*** necessarily the child's performance in a structured testing situation ("noncompliant")

...and thinking about what is expected for a child that age

- Each outcome is achieved differently by children of different ages.
  - E.g., what we expect of a 12 month old with regard to knowledge and skills differs from what we expect of a 24 month old
- There are many ways that children can demonstrate (and you can learn about) functioning in an outcome area
- There are many pathways to competence for children with atypical development (e.g., using sign language, wheelchair).
- You will need to decide how much a given assessment tells you about *functioning* (in addition to giving a score in a domain area)

Making Use of Assessment Tool Information

- Information from formal or published assessment tools can be very useful, but it needs to be understood and used in the context of achievement of the three outcomes

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

Remember This

- Flexibility is required in applying assessment tool results to the outcomes
- Teams need to decide what information from an assessment tool is relevant for this child

What is Age-Expected Functioning?

Using the Child Outcomes Summary Form (COSF)

Why Is the Child Outcomes Summary Form Needed?

- No assessment instrument assesses the three outcomes directly
- Different programs will be using different assessment instruments, and outcome data will need to be aggregated across programs

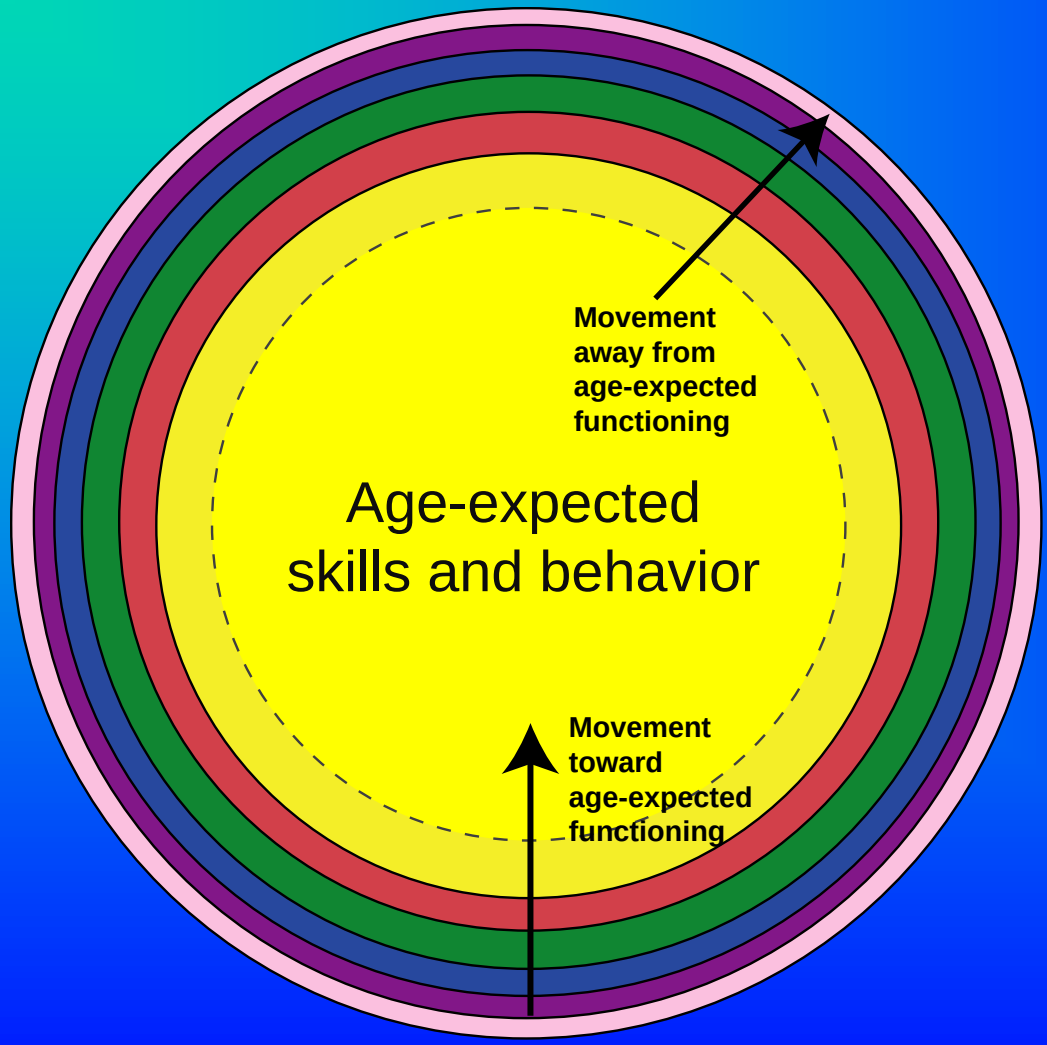
Features of the Child Outcomes Summary Form

- It is ***not*** an assessment tool
- It uses information from assessment tools and observations to get a ***global*** sense of how the child is doing at one point in time

Features of the Child Outcomes Summary Form

- Seven possible ratings
- Rating is based on the child's functioning:
  - What the child does across settings and situations
  - Compared with what is expected given the child's age

Thinking About the Achievement of Each Child Outcome



Key Points

- Assumption: Children can be described with regard to how close they are to age-expected functioning for each of the three outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- Over time, some children will move farther away from age-expected functioning (skills at older ages are more demanding)
- By providing services and supports, programs are trying to move children closer to age-expected functioning
- Some children will never achieve this

Essential Knowledge for Completing the COSF

Between them, team members must:

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

The Form

- Information about the child
- Who participated in the process
- Sources of evidence
- For each outcome:
  - Rating question
  - “New skills” question
  - Space to document the basis for the rating

Child Outcomes Summary Form

Date: _____/_____/_____
Month Day Year

Name: _____

DOB: _____/_____/_____
Month Day Year

Persons involved in deciding the summary ratings

Name	Role

Source of Supporting Evidence	Date
1.	
2.	
3.	
4.	
5.	

1. POSITIVE SOCIO-EMOTIONAL SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

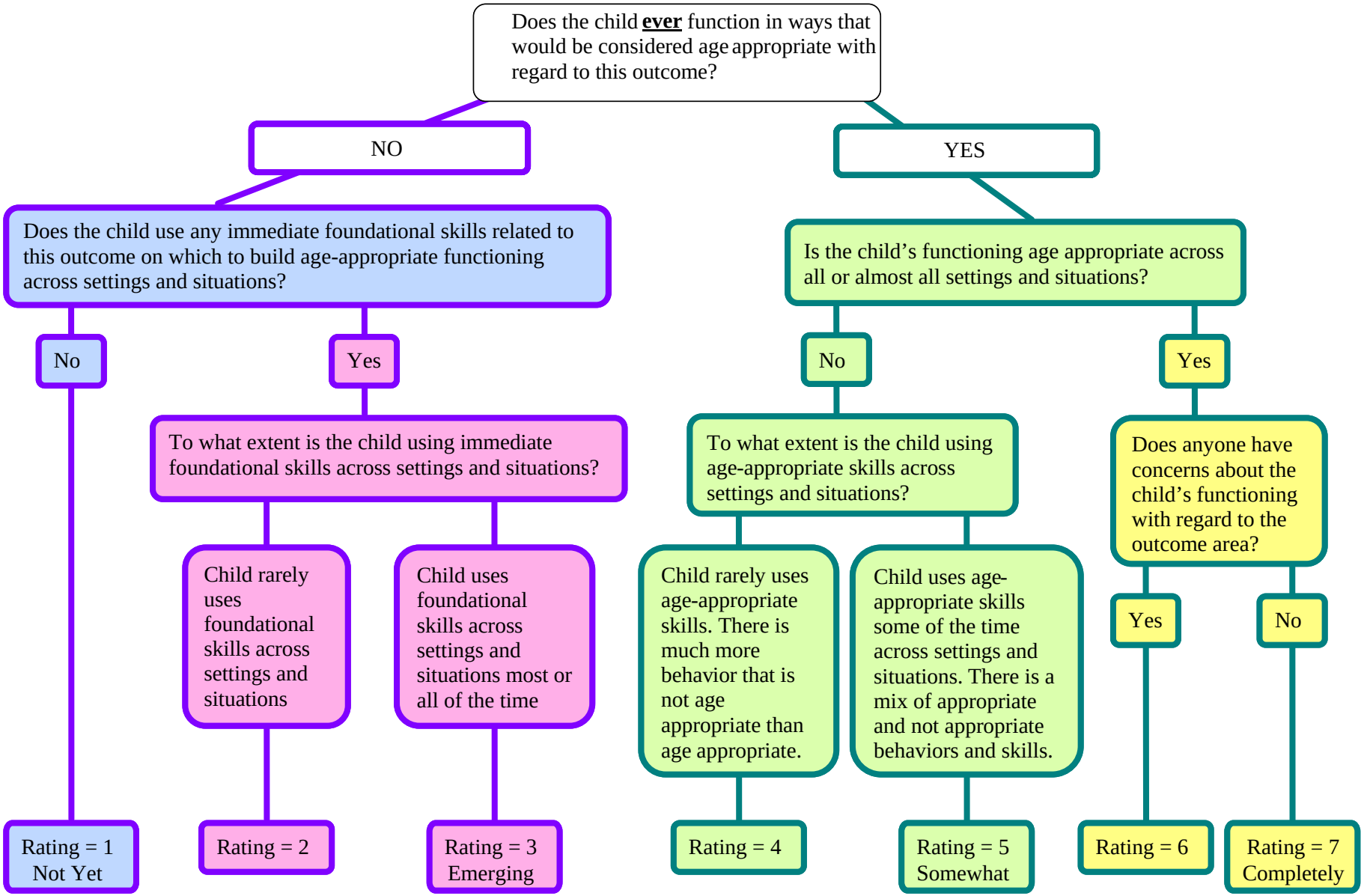
B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

Adapted for Alaska EI/ILP, 2/12/07, From the Early Childhood Outcomes Center

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07

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: Completely to Not Yet)

b. Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)

Summary Ratings (Completely to Not Yet)

- Provide an overall sense of the child's current functioning in three areas
- Reduce rich information from assessment and observation into ratings to allow a summary of progress across children
- Do not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes

Summary Ratings Reflect Global Functioning

- Ratings on each outcome are a snapshot of:
  - The whole child
  - Status of the child's current functioning
  - Functioning across settings and situations

- Rather than:
  - Skill by skill
  - In one standardized way
  - Split by domains

Using Information from Assessment Tools

- The ECO Center has "crosswalked" assessment tools to the outcomes
- Crosswalks show which sections of assessment tools are related to each outcome
- Having many items does not necessarily mean the assessment captures functioning across settings

Batelle Developmental Inventory—Second Edition (BDI-2)
Crosswalk with Child Outcomes

Note: Because the BDI-2 is a norm-referenced, standardized assessment, the sub-scale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 sub-scales map to the three outcomes. Under each sub-scale, the X indicates the outcome area to which the sub-scale score contributes information. The item information under the X provides the rationale for why the sub-scale was classified as providing information for that outcome.

	Outcome 1 **Positive social relationships**	**Outcome 2** **Acquire and use skills and knowledge**	**Outcome 3** **Takes action to meet needs**
Subscale: PERSONAL-SOCIAL	X		X
Personal-Social: Adult Interaction	▪ AI1-30 (looks at, responds to adults, initiates social contact)		
Personal-Social: Peer Interaction	▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively)		
Personal-Social: Self-Concept and Social Role	▪ SR1-45 (prescursors to self awareness and self awareness, describes own feelings)		▪ SR1-45 (prescursors to self awareness and self awareness, asserts himself, copes independently)
Subscale: COMMUNICATION	X	X	X
Communication: Receptive	▪ RC5-8; 27 (responds to person, converses)	▪ RC1-4; 5-9 (precursors to understanding language ▪ RC9-26 (associates words with objects, actions; recalls events from a story) ▪ RC28-40 (understands grammar, identifies sounds in words)	

Note: This is a preliminary draft developed by the Early childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>. 1

A Domain Score on an Assessment Tool Does *Not* Necessarily Translate Directly Into an Outcome Rating

Ratings require:

- Looking at functional behaviors
- Collecting and synthesizing input from many sources familiar with the child in many different settings and situations

Child may display problem behaviors that are not age appropriate but are not captured by the assessment (e.g., biting, head-banging)

Summary Ratings Are Based on…

Types of Information

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages & Stages)
- Observation and report

Sources of Information

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all of the settings and situations that he/she is in

The Basis for the Ratings

- Scale runs from Completely to Not yet.
- Completely and < completely indicate age appropriate functioning
- Lower ratings indicate distance from age appropriate functioning

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 significant concerns about the child's functioning in this outcome area

< Completely = Between Completely and Somewhat

The 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

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***

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< Somewhat

- 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***

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***

< Emerging

- 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***

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

What are immediate foundational skills?

- Foundational skills are....
  - Skills and behaviors that occur earlier in development and serve as the foundation for later skill development
  - Teachers and interventionists often use foundational skills to help children move to the next level developmentally
- *Immediate* foundational skills are...
  - Skills that are conceptually linked to later skills and immediately precede the later skills developmentally
  - Example: Children play alongside one another before they interact in play

"Concerns" That Distinguish Ratings of Completely or < completely

- All children have strengths and weaknesses. Families and providers identify areas to work on to support ongoing growth (some call these "concerns")
- What types of concerns would result in a rating of 6?

"Concerns" Continued

- Concerns raised for which families and providers may want to offer extra support and strategies to promote development, but the area of concern is not a possible indicator or precursor of a significant developmental problem (Completely)

vs.

- Developmental concerns—weaknesses significant enough to watch closely and definitely support. Although age expected now, the child's development borders on not keeping pace with age-expected levels or shows early signs of possible developmental problems (< completely)

Where to Focus in Deciding the Rating

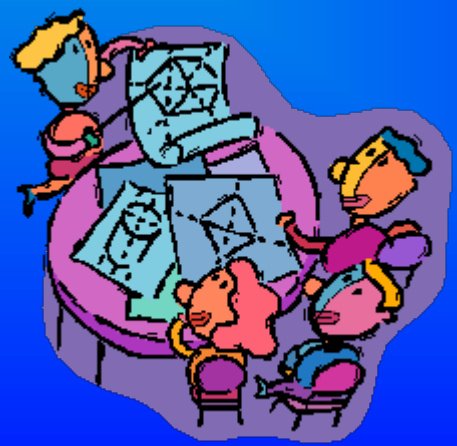
- Focus on the child's overall functioning across settings and situations
- Functioning that is displayed rarely and/or when the child is provided with a lot of unusual support or prompts is of little significance for the rating

The Process for Answering Questions 1A, 2A, 3B

For each outcome…

1. Discuss the child's current functioning in this outcome area across settings and situations
2. Identify areas where the child's functioning is age appropriate
3. If not all functioning is age appropriate, identify areas where the child's functioning reflects immediate foundational skills
4. Decide which rating best describes the child's current functioning

Practice Example with the Child Outcomes Summary Form



Special Considerations

- Children with no concerns related to that outcome
- Correcting for prematurity
- Ratings for very young children
- Children who have only articulation problems
- Can a child have all “Completely’s”? (AKA, why are we serving this child?)
- Assistive technology

Always Provide Ratings for All Three Outcomes

- Ratings on all three outcomes should be reported for ***every*** child enrolled

- Ratings are needed in ***all*** areas even if:
  - No one has concerns about a child's development.
  - A child has delays in one or two outcome areas, but not in all three outcome areas

Correcting for Prematurity

- The purpose of the rating is to document current functioning
- The ECO Center recommends ***not correcting*** for prematurity
- At a later age, the child's functioning may show a higher rating, reflecting that the child has now caught up with age expectations

Ratings for Very Young Children

- It is very difficult to identify 7 points of difference for a 4 week old.
- Possible solutions:
  - Use a limited number of points (1,3, and 7)
  - Don't use the rating scale with children younger than a certain age, e.g., 4 months.

Children Who Have Only Speech Articulation Problems

- Discussion needs to examine whether and how articulation difficulties are affecting the child's functioning with regard to each of the three outcomes
- Examples:
  - Will anyone play with him/her?
  - Can others understand him/her on the playground?
  - How does he/she convey critical needs (e.g., safety needs)?
- Depending on the child, discussion could yield ratings of Somewhat, <completely, Completely in any of the three areas
  - Ex. Outcome 3: because of potential impact for safety

Completely in 3 outcomes?

- Rating is completely distinct from eligibility
- What kind of children could receive the highest rating in all three outcome areas?
- Does this mean you should not be serving this child?

Assistive Technology and Accommodations

Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings

Implications of Considering Available Assistive Technology in Ratings

- Children who could benefit from assistive technology but don't have it will get lower ratings
- These lower ratings do not reflect a child's inability as much as the fact that the child does not have the necessary equipment/services
- Over time, the change in ratings tells us how much actual difference the program makes for this child
- It may tell us that we could do more for some children

Including Parents in the Discussion

- Parent input about the child's functioning is critical
  - Family members see the child in situations that professionals do not
  - Need to ask family members about what the child does at home
- The team will need a way to learn what family members know about the child
- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate

Explaining the Rating to Parents

- Because parents also will be included in deciding on a rating, professionals will need to be able to explain this process to parents
- Even if a parent does not participate in deciding on a rating, professionals need to be able to explain why the rating is being done and what it means
- The ECO Center is developing materials to help with this discussion

What If a Team Cannot Reach Consensus?

- Team disagreement is a common concern, but this doesn't happen often
- Structure the discussion to minimize the likelihood of reaching an impasse
- Adopt a policy/procedure for dealing with these situations

Minimizing the Likelihood of Reaching an Impasse

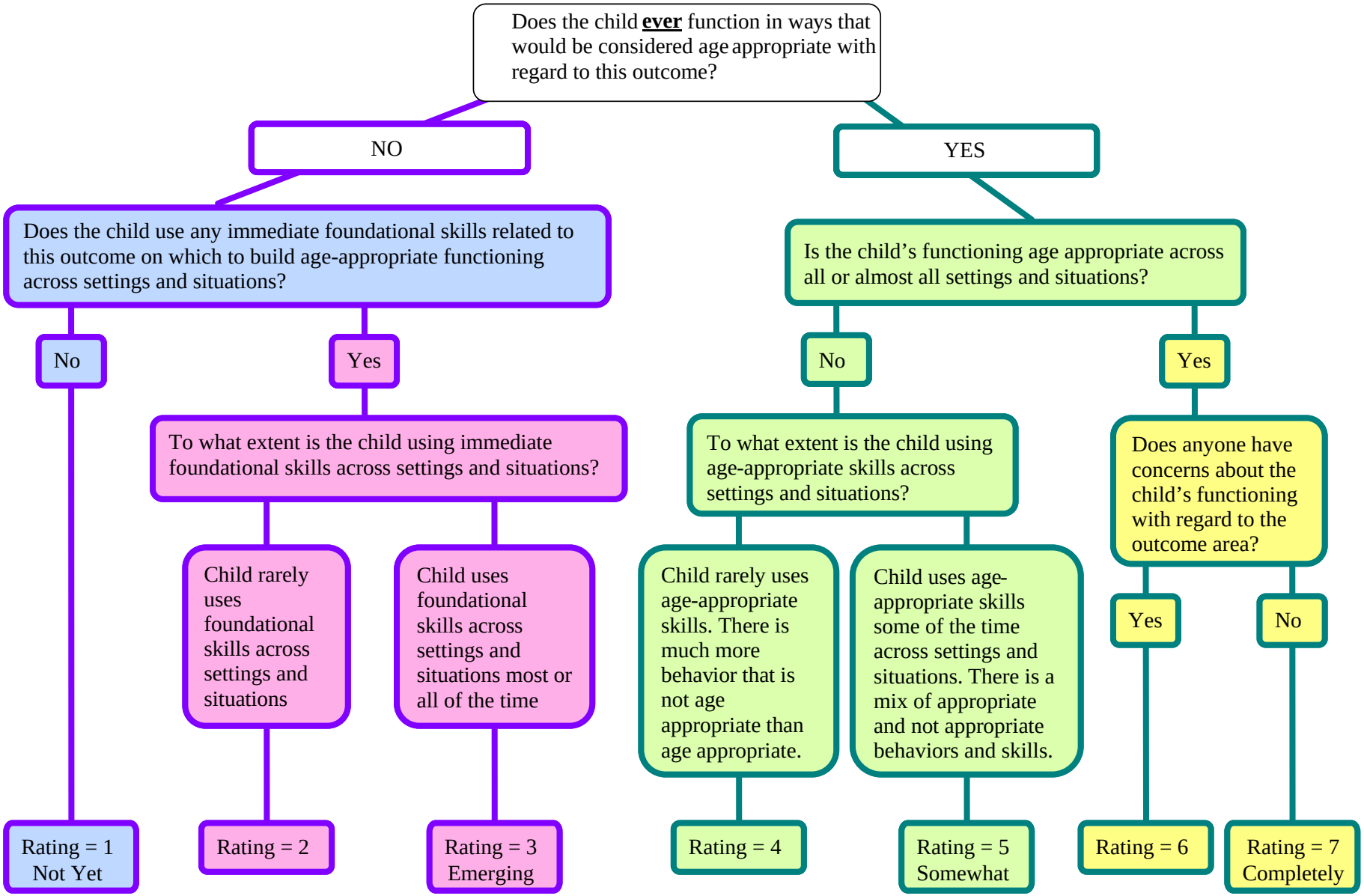
- Focus most of the discussion on the child's skills related to the outcome; don't go to selecting a rating number too quickly
- Discuss the rationales for the differing ratings; focus on concrete descriptions and explore how these support a rating
- Include more discussion on what skills and behaviors you would see in a typically developing child this age to provide more background for the discussion of this child

Policy for Handling Disagreements

- Possible options
  - Majority rules
  - Supervisor decides
  - No rating is given

- If unresolvable differences are occurring fairly frequently, revisit how the rating is being decided

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills

Functioning that shows immediate foundational skills

Functioning that is age appropriate

Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills

Functioning that shows immediate foundational skills

Functioning that is age appropriate

Information, information, information, information, information, information, information, information, information, information, information, information, information, information

Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

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Functioning that shows immediate foundational skills

Information, information, information, information, information, information, information, information, information, information

Functioning that is age appropriate

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Documenting the Basis for the Rating

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Functioning that is age appropriate

Behavior that is not age appropriate but not like that of a younger child

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills

Information, information

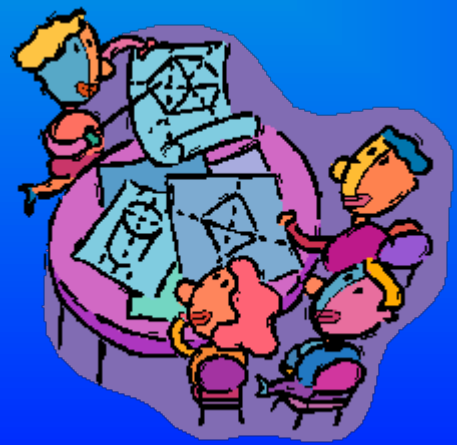
Functioning that shows immediate foundational skills

Information, information, information, information, information, information, information, information, information, information

Functioning that is age appropriate

Behavior that is not age appropriate but not like that of a younger child

More Practice with the Child Outcomes Summary Form



Instructions to Small Groups

- Present what is known about child with regard to outcome 1.
- Examine (and record) the child's functioning with regard to age expectations.
  - What is age appropriate? What is not?
  - What should be considered immediate foundational skills?
- Decide on a rating and record it.
- Repeat for outcomes 2 and 3.
- Note issues, "sticky points," or questions that arise.
- Be prepared to share a case with the large group.

Documenting the Rating

- On the form, you will need to document:
  - What evidence led to the selected rating, evidence of …..
    - Age expected functioning?
    - Immediate foundational skills
    - Skills and behaviors that will lead to foundational skills
  - Who participated in the conversation and the decision.
- Documentation provides a record of the rationale for the rating decision

Why is it important to document the rating?

- Evidence can be reviewed to see whether people are using the system properly (i.e., rating similar children in the same ways)
- Documentation helps identify needs for future training and technical assistance
- Documentation may be useful for new team members reviewing the file

Child Outcomes Summary Form

Date: _____/_____/_____
Month Day Year

Name: _____

DOB: _____/_____/_____
Month Day Year

Persons involved in deciding the summary ratings

Name	Role

Source of Supporting Evidence	Date
1.	
2.	
3.	
4.	
5.	

1. POSITIVE SOCIO-EMOTIONAL SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?

(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ( ) No ( )

Summary of Evidence:

Adapted for Alaska EI/ILP, 2/12/07, From the Early Childhood Outcomes Center

Source: Who or What Contributed Information

- Speech therapist
- Psychologist
- Mother
- Battelle Developmental Inventory
- Carolina Curriculum for Infants and Toddlers with Special Needs

The Progress Questions (1B, 2B, 3B)

- Apply only if a Child Outcomes Summary Form has been completed previously
- Compare the child's current and past behavior
- Has the child shown ***any*** new skills or behaviors in the goal area since the last rating? (Yes or No)
- Small steps of progress count!
- Examples…
- Most will select "Yes."

Practice with the Documenting the Ratings

Group Sharing

- Questions? Needed clarifications?
- Comments?
- What worked?
- What didn't?
- Does this seem feasible?
- Do you envision using the full range of ratings?

ECO Center Next Steps for Work on Child Outcomes

Additional information, including additional crosswalks, training slides, and materials for parents, will be posted on our website

www.the-eco-center.org

Using the Child Outcomes Summary Form

Kathy Hebbeler
Lynne Kahn
The Early Childhood Outcomes (ECO) Center

Prepared for the Alaska Infant Learning Program
February 2007

What We Will Cover

- Why collect outcome data?
- Understanding the three child outcomes
- Assessing the accomplishment of the three child outcomes
- Using the Child Outcomes Summary Form
- Practice with the Child Outcomes Summary Form

Goal of Early Intervention

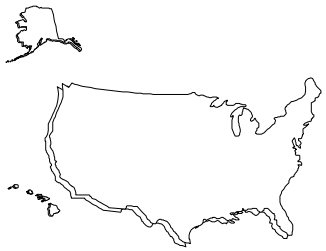
"…To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community."

(from Early Childhood Outcomes Center, http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf)

Why Collect Outcome Data?

Public Policy Context

- Age of accountability
- Accountability increasingly means looking at results, not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcome data on children participating in early intervention and early childhood special education programs



PART Review Findings for Part C and Part B Preschool

Results not demonstrated

Part C

"While the program has met its goal relating to the number of children served, it has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served."

Part B Preschool

"The Department has no performance information on preschool children with disabilities served by this program."

Read more at ExpectMore.gov

OSEP's Response

- Required states to submit outcome data in their Annual Performance Report (APR)
- Funded the Early Childhood Outcomes Center to do research, make recommendations, and assist states

The ECO Center's Early Work

- Convened stakeholders to identify child and family outcome areas and develop outcome statements
- Received input from state Part C and 619 Coordinators, researchers, families, administrators, and the general public

Result of Process: ECO Center Made Recommendations to OSEP

Recommendations on:

- Child and family outcome statements (February 2005, revised April 2005)
- Categories of information that should be collected about these outcomes (May 2005)

Read more at www.the-eco-center.org

OSEP Reporting Requirements: Child Outcomes

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
- Use of appropriate behaviors to meet their needs

OSEP Reporting Categories

Percentage of children who:

a. Did not improve functioning
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
c. Improved functioning to a level nearer to same-aged peers but did not reach it
d. Improved functioning to reach a level comparable to same-aged peers
e. Maintained functioning at a level comparable to same-aged peers

3 outcomes x 5 "measures" = 15 numbers

Reporting Schedule

- Entry information (Age expected? Yes, No)
  - Must be reported for children entering between July 1, 2005, and June 30, 2006
  - Due February 2007
- Data in reporting categories at exit for all children who have been in the program for at least 6 months
  - Must be reported for the year beginning July 1, 2006
  - Due February 2008
  - Repeat with next year's data in 2009, etc.

Why Collect Outcome Data?

- Federal government is the driving force behind the move to collect outcome data
- However, providing data for the federal government is not the only reason to collect outcome data

Why Collect Outcome Data?

Data on outcomes are important for state and local purposes.

- To document program effectiveness
  - Increase in funding?
- To improve programs
  - Identify strengths and weaknesses
  - Allocate support resources, such as technical assistance

And, ultimately to better serve children and families

Understanding the Three Child Outcomes

Three Child Outcomes

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

A Puzzle

- 8, 5, 4, 1, 7, 6, 3, 2
- Where does 9 go?
- Where does 0 go?

Outcomes Are Functional

Functional outcomes:

- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allow the child to achieve the important everyday goals

Functional Outcomes are *NOT*

- A single behavior
- The sum of a series of discrete behaviors or splinter skills
  such as…..

*Knows 10 words

*Smiles at mom

*Stacks 3 blocks

*Pincer grasp (picks up a raisin)

*Goes up and down stairs with one foot on each stair

Functional Outcomes

- Not domains-based, not separating child development into discrete areas (communication, gross motor, etc.)
- Refer to behaviors that integrate skills across domains
- Can involve multiple domains
- Emphasize how the child is able to carry out meaningful behaviors in a meaningful context

Thinking Functionally
(within age-expected bounds)

- Isolated skill
  - Knows how to imitate a gesture when prompted by others
  - Uses finger in pointing motion
  - Uses 2-word utterances
- Functional skill
  - Watches what a peer says or does and incorporates it into his/her own play
  - Points to indicate needs or wants
  - Engages in back and forth verbal exchanges with caregivers using 2-word utterances

Thinking Functionally

- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can't point, do you know that the child can't communicate his wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

Thinking Functionally

- Discrete behaviors (e.g., those described by some items on assessments) may or may not be important to the child's functioning on the outcome
- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items

Children Have Positive Social Relationships

- Involves:
  - Relating with adults
  - Relating with other children
  - For older children, following rules related to groups or interacting with others
- Includes areas like:
  - Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play

Children Acquire and Use Knowledge and Skills

- Involves:
  - Thinking
  - Reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds
- Includes:
  - Early concepts—symbols, pictures, numbers, classification, spatial relationships
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy

Children Take Appropriate 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

Taking Action to Meet Needs

- Includes
  - Integrating various skills (gross motor, fine motor, communication skills) to complete tasks
  - Self help skills (feeding, dressing, toileting, household task)
  - Acting on the world to get what he or she wants
  - Not JUST acting on the world: takes APPROPRIATE action to meet needs

Thinking about Each Outcome

- How does the child show affection?
- Does the child knows that an object continues to exist when it is out of sight?
- How does the child interact with others?
- How does the child indicate hunger?

Thinking about Each Outcome

- Does the child understand and avoid danger?
- Does the child know his or her name?
- How does the child interact with siblings?
- Does the child know where things are kept in the house (e.g., what cabinet the cereal is in)?

Outcomes Reflect Global Functioning

- Each outcome is a snapshot of:
  - The whole child
  - Status of the child's current functioning
  - Functioning across settings and situations
- Rather than:
  - Skill by skill
  - In one standardized way
  - Split by domains

Issues

- There is overlap across the outcomes
- 3 Outcomes and IFSP Outcomes
- There are important processes and body functions that contribute to the outcomes but are not the same as the outcomes
  - paying attention, listening, curiosity, persisting,
  - seeing, maintaining balance, reaching, etc.

Alternative Ways of Thinking about Child Outcomes

Overarching Goal:	**Children will be active and successful participants now and in the future in a variety of settings**
Functional Outcomes:	Children have positive social relationships; Children acquire and use knowledge and skills; Children take appropriate action to meet their needs
Domains:	Communication; Cognition; Social-Emotional; Self Help; Motor; Approaches to Learning
Content Areas:	Language Arts; Math; Music; Science; Social Studies; Art
	Note: Each of these can be broken down further into sub-areas
Processes:	Memory; Self-regulation; Recognizing and interpreting sensory input; Listening; Attending; Etc.
Body Functions:	Hearing; Seeing; Movement -flexibility -strength -postural response; Speech production; Etc.

Issues Related to Accountability

- Even in the best system, some children will not achieve all of the outcomes at the desired level
  - Early intervention cannot "fix" all children
  - Children with severe disabilities will make very slow progress toward these outcomes
  - But we do not know what any individual child is capable of achieving

The Bottom Line Related to Achievement of the Three Outcomes

Early intervention strives to achieve all three of the outcomes for ***all*** of the children receiving services

The Overarching Goal

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

Assessing the Accomplishment of the Three Child Outcomes

What Is Assessment?

"Assessment is a generic term that refers to the process of gathering information for decision-making."

McLean, Wolery, and Bailey (2004)

What Is Assessment?

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

Bagnato and Neisworth (1991)
Quoted in DEC Recommended Practices (2005)

DEC Recommended Practices for Assessment

- Involve multiple sources
  - Examples: family members, professional team members, service providers, caregivers
- Involve multiple measures
  - Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples

Assessment Instruments

- 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

Assessment Tool Lens

- Each assessment tool carries its own organizing framework, or lens
- Many are organized around domains
- But the content in the domains isn't always the same, even if the names are the same

Currently Available Assessment Tools

- Each assessment tool sees children through its own lens
- Each lens is slightly different
- There is no right or wrong lens
- Key question:
  - How much and what information will a given tool provide about the attainment of the three child outcomes?

You will be assessing the child's level of functioning for each outcome

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- ***Not*** the child's capacity to function under unusual or ideal circumstances
- ***Not*** necessarily the child's performance in a structured testing situation ("noncompliant")

…and thinking about what is expected for a child that age

- Each outcome is achieved differently by children of different ages.
  - E.g., what we expect of a 12 month old with regard to knowledge and skills differs from what we expect of a 24 month old
- There are many ways that children can demonstrate (and you can learn about) functioning in an outcome area
- There are many pathways to competence for children with atypical development (e.g., using sign language, wheelchair).
- You will need to decide how much a given assessment tells you about *functioning* (in addition to giving a score in a domain area)

Making Use of Assessment Tool Information

- Information from formal or published assessment tools can be very useful, but it needs to be understood and used in the context of achievement of the three outcomes
- Teams may have additional information that paints a picture of the child that differs from one provided by an assessment. Teams may "override" the results from an assessment tool

Remember This

- Flexibility is required in applying assessment tool results to the outcomes
- Teams need to decide what information from an assessment tool is relevant for this child

What is Age-Expected Functioning?

Using the Child Outcomes Summary Form (COSF)

Why Is the Child Outcomes Summary Form Needed?

- No assessment instrument assesses the three outcomes directly
- Different programs will be using different assessment instruments, and outcome data will need to be aggregated across programs

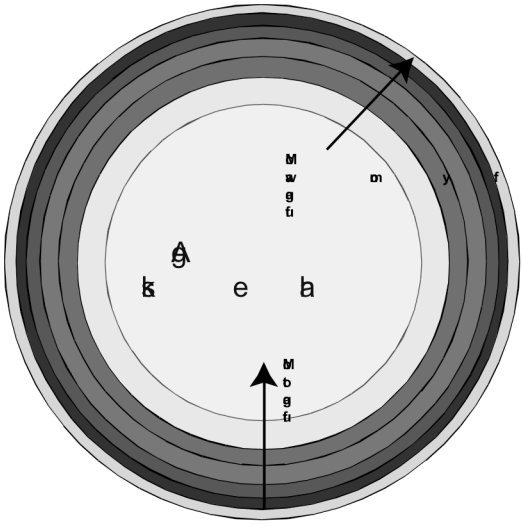
Features of the Child Outcomes Summary Form

- It is ***not*** an assessment tool
- It uses information from assessment tools and observations to get a ***global*** sense of how the child is doing at one point in time

Features of the Child Outcomes Summary Form

- Seven possible ratings
- Rating is based on the child's functioning:
  - What the child does across settings and situations
  - Compared with what is expected given the child's age

Thinking About the Achievement of Each Child Outcome



Key Points

- Assumption: Children can be described with regard to how close they are to age-expected functioning for each of the three outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- Over time, some children will move farther away from age-expected functioning (skills at older ages are more demanding)
- By providing services and supports, programs are trying to move children closer to age-expected functioning
- Some children will never achieve this

Essential Knowledge for Completing the COSF

Between them, team members must:

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

The Form

- Information about the child
- Who participated in the process
- Sources of evidence
- For each outcome:
  - Rating question
  - "New skills" question
  - Space to document the basis for the rating

Child Outcomes Summary Form

Date: ____/____/____ (Month Day Year)

Name: _____

DOB: ____/____/____ (Month Day Year)

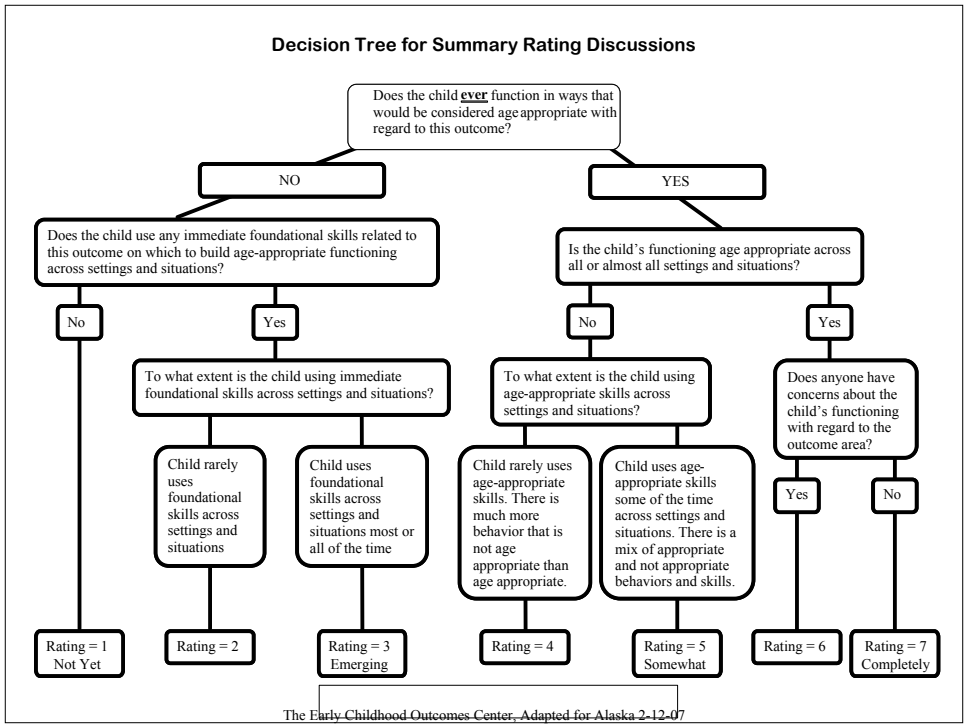
Persons involved in deciding the summary ratings

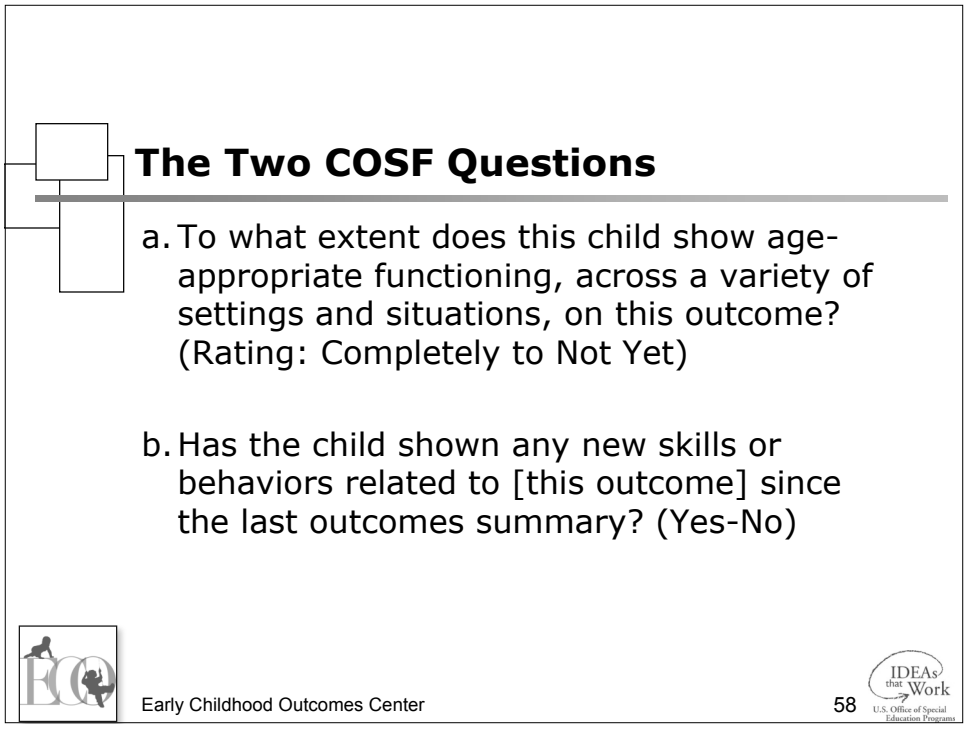
Name	Role

Source of Supporting Evidence	Date
1.	
2.	
3.	
4.	
5.	

1. POSITIVE SOCIO-EMOTIONAL SKILLS	2. ACQUIRING AND USING KNOWLEDGE AND SKILLS	3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS
A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? *(check one rating box)*	A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? *(check one rating box)*	A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? *(check one rating box)*
Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet	Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet	Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet
B. Progress since last outcomes summary.	B. Progress since last outcomes summary.	B. Progress since last outcomes summary.
Check One: Yes ( ) No ( )	Check One: Yes ( ) No ( )	Check One: Yes ( ) No ( )
Summary of Evidence:	Summary of Evidence:	Summary of Evidence:

Adapted for Alaska EI/ILP, 2/12/07, From the Early Childhood Outcomes Center


Decision Tree for Summary Rating Discussions
Does the child ever function in ways that would be considered age appropriate with regard to this outcome?
NO
YES
Does the child use any immediate foundational skills related to this outcome on which to build age-appropriate functioning across settings and situations?
Is the child's functioning age appropriate across all or almost all settings and situations?
No
Yes
No
Yes
To what extent is the child using immediate foundational skills across settings and situations?
To what extent is the child using age-appropriate skills across settings and situations?
Does anyone have concerns about the child's functioning with regard to the outcome area?
Child rarely uses foundational skills across settings and situations
Child uses foundational skills across settings and situations most or all of the time
Child rarely uses age-appropriate skills. There is much more behavior that is not age appropriate than age appropriate.
Child uses age-appropriate skills some of the time across settings and situations. There is a mix of appropriate and not appropriate behaviors and skills.
Yes
No
Rating = 1 Not Yet
Rating = 2
Rating = 3 Emerging
Rating = 4
Rating = 5 Somewhat
Rating = 6
Rating = 7 Completely
The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07


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: Completely to Not Yet)
b. Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)
Early Childhood Outcomes Center
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IDEAs that Work
U.S. Office of Special Education Programs

Summary Ratings (Completely to Not Yet)

- Provide an overall sense of the child's current functioning in three areas
- Reduce rich information from assessment and observation into ratings to allow a summary of progress across children
- Do not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes

Summary Ratings Reflect Global Functioning

- Ratings on each outcome are a snapshot of:
  - The whole child
  - Status of the child's current functioning
  - Functioning across settings and situations
- Rather than:
  - Skill by skill
  - In one standardized way
  - Split by domains

Using the Child Outcomes Summary Form

Kathy Hebbeler & Lynne Kahn, ECO Center

Using Information from Assessment Tools

- The ECO Center has "crosswalked" assessment tools to the outcomes
- Crosswalks show which sections of assessment tools are related to each outcome
- Having many items does not necessarily mean the assessment captures functioning across settings

DRAFT BDI-2 Crosswalk 10-24-05

Batelle Developmental Inventory—Second Edition (BDI-2)
Crosswalk with Child Outcomes

Note: Because the BDI-2 is a norm-referenced, standardized assessment, the sub-scale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 sub-scales map to the three outcomes. Under each sub-scale, the X indicates the outcome area to which the sub-scale score contributes information. The item information under the X provides the rationale for why the sub-scale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: PERSONAL-SOCIAL	X		X
Personal-Social: Adult Interaction	▪ AI1-30 (looks at, responds to adults, initiates social contact)		
Personal-Social: Peer Interaction	▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively)		
Personal-Social: Self-Concept and Social Role	▪ SR1-45 (prescursors to self awareness and self awareness, describes own feelings)		▪ SR1-45 (prescursors to self awareness and self awareness, asserts himself, copes independently)
Subscale: COMMUNICATION	X	X	X
Communication: Receptive	▪ RC5-8; 27 (responds to person, converses)	▪ RC1-4; 5-9 (precursors to understanding language ▪ RC9-26 (associates words with objects, actions; recalls events from a story) ▪ RC28-40 (understands grammar, identifies sounds in words)	

Note: This is a preliminary draft developed by the Early childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>. 1

A Domain Score on an Assessment Tool Does *Not* Necessarily Translate Directly Into an Outcome Rating

Ratings require:

- Looking at functional behaviors
- Collecting and synthesizing input from many sources familiar with the child in many different settings and situations

Child may display problem behaviors that are not age appropriate but are not captured by the assessment (e.g., biting, head-banging)

Summary Ratings Are Based on…

Types of Information

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages & Stages)
- Observation and report

Sources of Information

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all of the settings and situations that he/she is in

The Basis for the Ratings

- Scale runs from Completely to Not yet.
- Completely and < completely indicate age appropriate functioning
- Lower ratings indicate distance from age appropriate functioning

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 significant concerns about the child's functioning in this outcome area

< Completely = Between Completely and Somewhat

The 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

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***

< Somewhat

- 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***

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***

< Emerging

- 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***

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

What are immediate foundational skills?

- Foundational skills are….
  - Skills and behaviors that occur earlier in development and serve as the foundation for later skill development
  - Teachers and interventionists often use foundational skills to help children move to the next level developmentally
- *Immediate* foundational skills are…
  - Skills that are conceptually linked to later skills and immediately precede the later skills developmentally
  - Example: Children play alongside one another before they interact in play

"Concerns" That Distinguish Ratings of Completely or < completely

- All children have strengths and weaknesses. Families and providers identify areas to work on to support ongoing growth (some call these "concerns")
- What types of concerns would result in a rating of 6?

"Concerns" Continued

- Concerns raised for which families and providers may want to offer extra support and strategies to promote development, but the area of concern is not a possible indicator or precursor of a significant developmental problem (Completely)

vs.

- Developmental concerns—weaknesses significant enough to watch closely and definitely support. Although age expected now, the child's development borders on not keeping pace with age-expected levels or shows early signs of possible developmental problems (< completely)

Where to Focus in Deciding the Rating

- Focus on the child's overall functioning across settings and situations

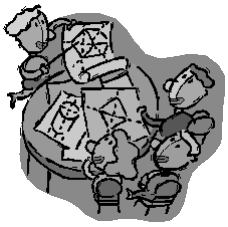
- Functioning that is displayed rarely and/or when the child is provided with a lot of unusual support or prompts is of little significance for the rating

The Process for Answering Questions 1A, 2A, 3B

For each outcome…

- Discuss the child's current functioning in this outcome area across settings and situations
- Identify areas where the child's functioning is age appropriate
- If not all functioning is age appropriate, identify areas where the child's functioning reflects immediate foundational skills
- Decide which rating best describes the child's current functioning

Practice Example with the Child Outcomes Summary Form



Special Considerations

- Children with no concerns related to that outcome
- Correcting for prematurity
- Ratings for very young children
- Children who have only articulation problems
- Can a child have all "Completely's"? (AKA, why are we serving this child?)
- Assistive technology

Always Provide Ratings for All Three Outcomes

- Ratings on all three outcomes should be reported for ***every*** child enrolled
- Ratings are needed in ***all*** areas even if:
  - No one has concerns about a child's development.
  - A child has delays in one or two outcome areas, but not in all three outcome areas

Correcting for Prematurity

- The purpose of the rating is to document current functioning
- The ECO Center recommends ***not correcting*** for prematurity
- At a later age, the child's functioning may show a higher rating, reflecting that the child has now caught up with age expectations

Ratings for Very Young Children

- It is very difficult to identify 7 points of difference for a 4 week old.
- Possible solutions:
  - Use a limited number of points (1,3, and 7)
  - Don't use the rating scale with children younger than a certain age, e.g., 4 months.

Children Who Have Only Speech Articulation Problems

- Discussion needs to examine whether and how articulation difficulties are affecting the child's functioning with regard to each of the three outcomes
- Examples:
  - Will anyone play with him/her?
  - Can others understand him/her on the playground?
  - How does he/she convey critical needs (e.g., safety needs)?
- Depending on the child, discussion could yield ratings of Somewhat, <completely, Completely in any of the three areas
  - Ex. Outcome 3: because of potential impact for safety

Completely in 3 outcomes?

- Rating is completely distinct from eligibility
- What kind of children could receive the highest rating in all three outcome areas?
- Does this mean you should not be serving this child?

Assistive Technology and Accommodations

Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings

Implications of Considering Available Assistive Technology in Ratings

- Children who could benefit from assistive technology but don't have it will get lower ratings
- These lower ratings do not reflect a child's inability as much as the fact that the child does not have the necessary equipment/services
- Over time, the change in ratings tells us how much actual difference the program makes for this child
- It may tell us that we could do more for some children

Including Parents in the Discussion

- Parent input about the child's functioning is critical
  - Family members see the child in situations that professionals do not
  - Need to ask family members about what the child does at home
- The team will need a way to learn what family members know about the child
- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate

Explaining the Rating to Parents

- Because parents also will be included in deciding on a rating, professionals will need to be able to explain this process to parents
- Even if a parent does not participate in deciding on a rating, professionals need to be able to explain why the rating is being done and what it means
- The ECO Center is developing materials to help with this discussion

What If a Team Cannot Reach Consensus?

- Team disagreement is a common concern, but this doesn't happen often
- Structure the discussion to minimize the likelihood of reaching an impasse
- Adopt a policy/procedure for dealing with these situations

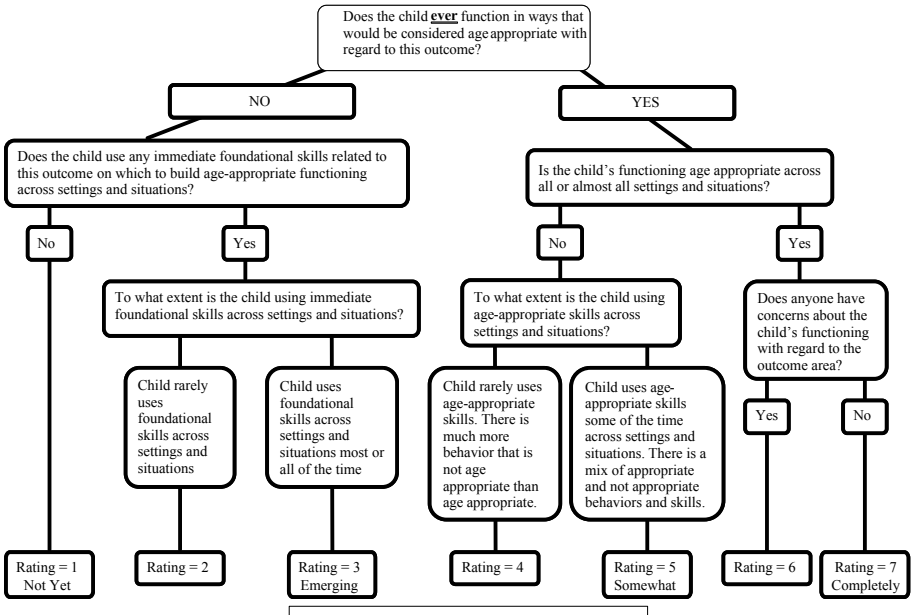
Minimizing the Likelihood of Reaching an Impasse

- Focus most of the discussion on the child's skills related to the outcome; don't go to selecting a rating number too quickly
- Discuss the rationales for the differing ratings; focus on concrete descriptions and explore how these support a rating
- Include more discussion on what skills and behaviors you would see in a typically developing child this age to provide more background for the discussion of this child

Policy for Handling Disagreements

- Possible options
  - Majority rules
  - Supervisor decides
  - No rating is given
- If unresolvable differences are occurring fairly frequently, revisit how the rating is being decided

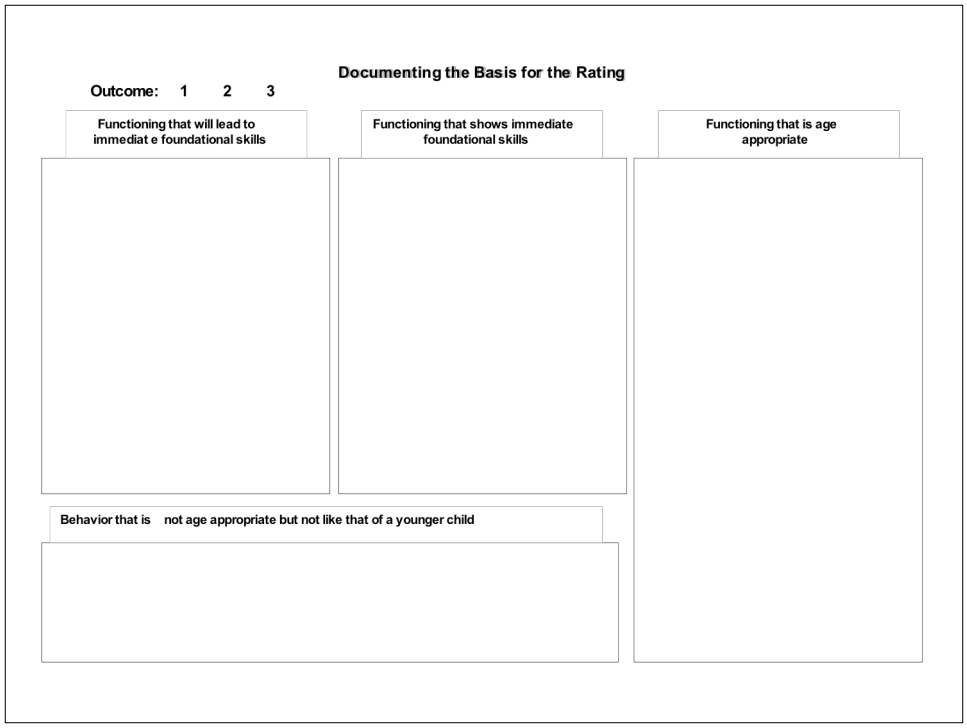
Decision Tree for Summary Rating Discussions

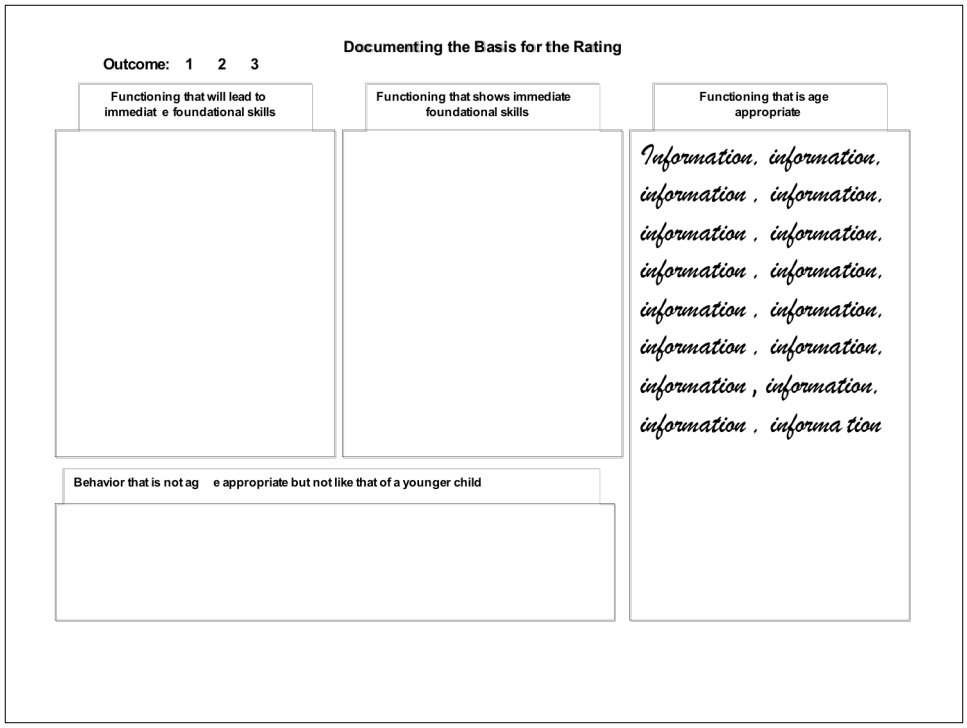


The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07

Using the Child Outcomes Summary Form

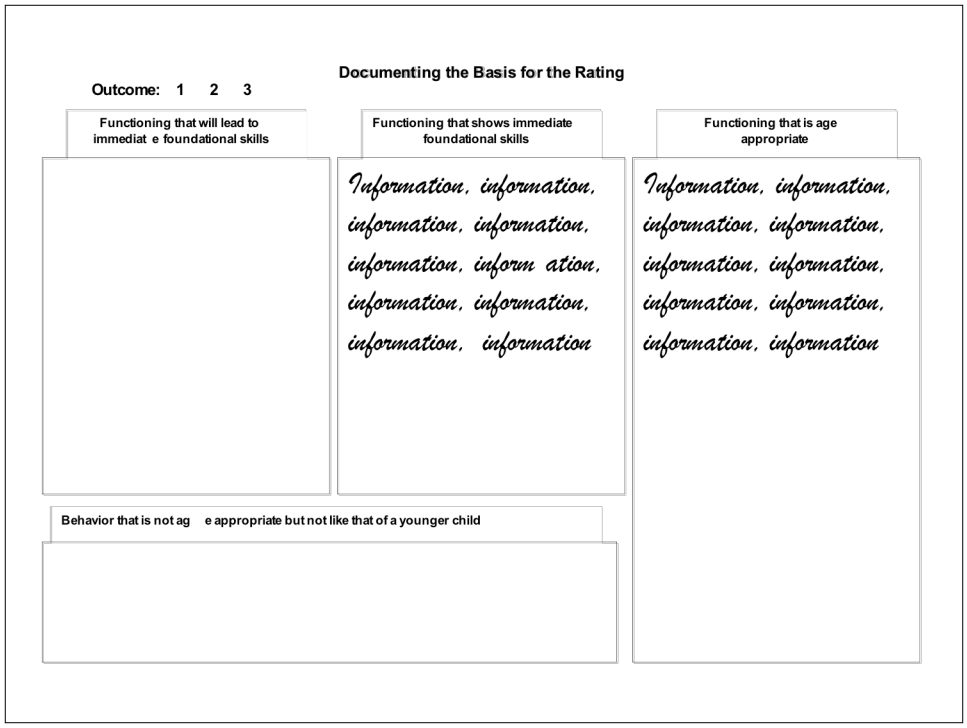
Kathy Hebbeler & Lynne Kahn, ECO Center

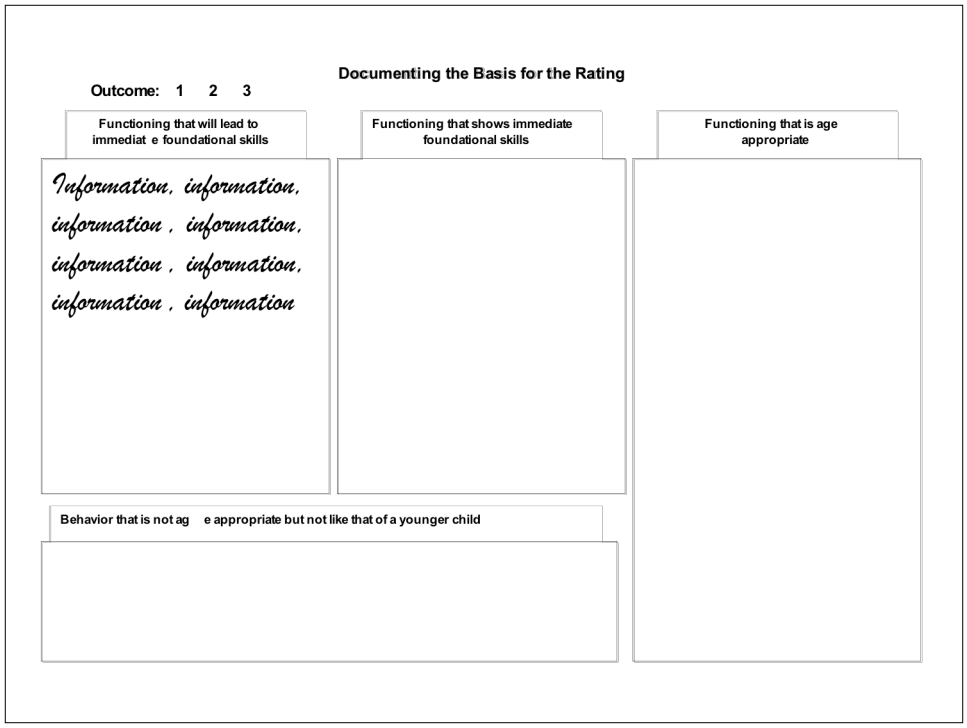




Using the Child Outcomes Summary Form

Kathy Hebbeler & Lynne Kahn, ECO Center





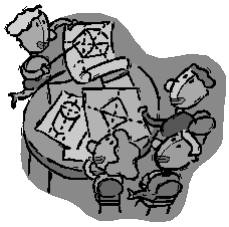
Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediat e foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
Information, information	*Information, information, information, information, information, information, information, information, information, information*	

Behavior that is not ag e appropriate but not like that of a younger child

More Practice with the Child Outcomes Summary Form



Instructions to Small Groups

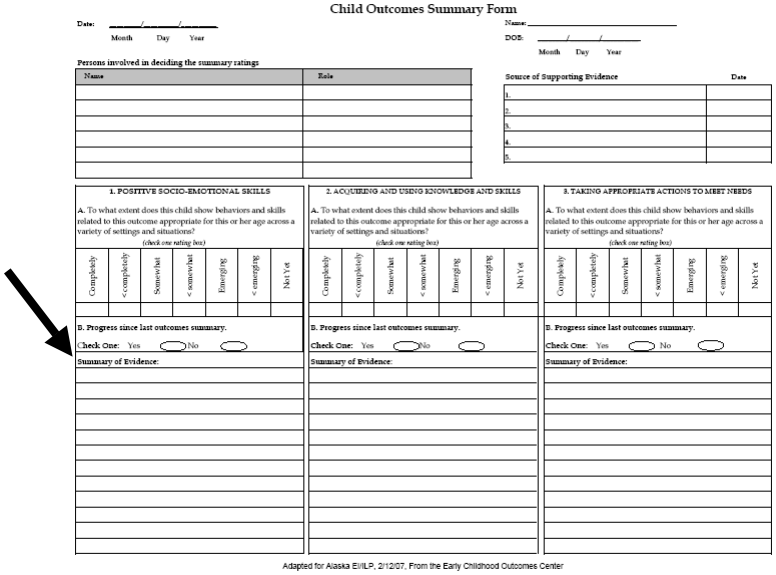
- Present what is known about child with regard to outcome 1.
- Examine (and record) the child's functioning with regard to age expectations.
  - What is age appropriate? What is not?
  - What should be considered immediate foundational skills?
- Decide on a rating and record it.
- Repeat for outcomes 2 and 3.
- Note issues, "sticky points," or questions that arise.
- Be prepared to share a case with the large group.

Documenting the Rating

- On the form, you will need to document:
  - What evidence led to the selected rating, evidence of …..
    - Age expected functioning?
    - Immediate foundational skills
    - Skills and behaviors that will lead to foundational skills
  - Who participated in the conversation and the decision.
- Documentation provides a record of the rationale for the rating decision

Why is it important to document the rating?

- Evidence can be reviewed to see whether people are using the system properly (i.e., rating similar children in the same ways)
- Documentation helps identify needs for future training and technical assistance
- Documentation may be useful for new team members reviewing the file



Child Outcomes Summary Form

Date: ____/____/____ (Month Day Year)

Name: _____

DOB: ____/____/____ (Month Day Year)

Persons involved in deciding the summary ratings

Name	Role

Source of Supporting Evidence	Date
1.	
2.	
3.	
4.	
5.	

1. POSITIVE SOCIO-EMOTIONAL SKILLS	2. ACQUIRING AND USING KNOWLEDGE AND SKILLS	3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS
A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? (check one rating box)	A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? (check one rating box)	A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations? (check one rating box)
Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet	Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet	Completely / < completely / Somewhat / < somewhat / Emerging / < emerging / Not Yet
B. Progress since last outcomes summary. Check One: Yes ◯ No ◯	B. Progress since last outcomes summary. Check One: Yes ◯ No ◯	B. Progress since last outcomes summary. Check One: Yes ◯ No ◯
Summary of Evidence:	Summary of Evidence:	Summary of Evidence:

Adapted for Alaska EI/ILP, 2/12/07, From the Early Childhood Outcomes Center

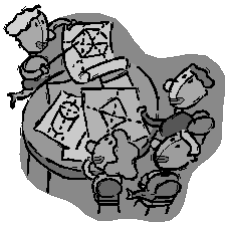
Source: Who or What Contributed Information

- Speech therapist
- Psychologist
- Mother
- Battelle Developmental Inventory
- Carolina Curriculum for Infants and Toddlers with Special Needs

The Progress Questions (1B, 2B, 3B)

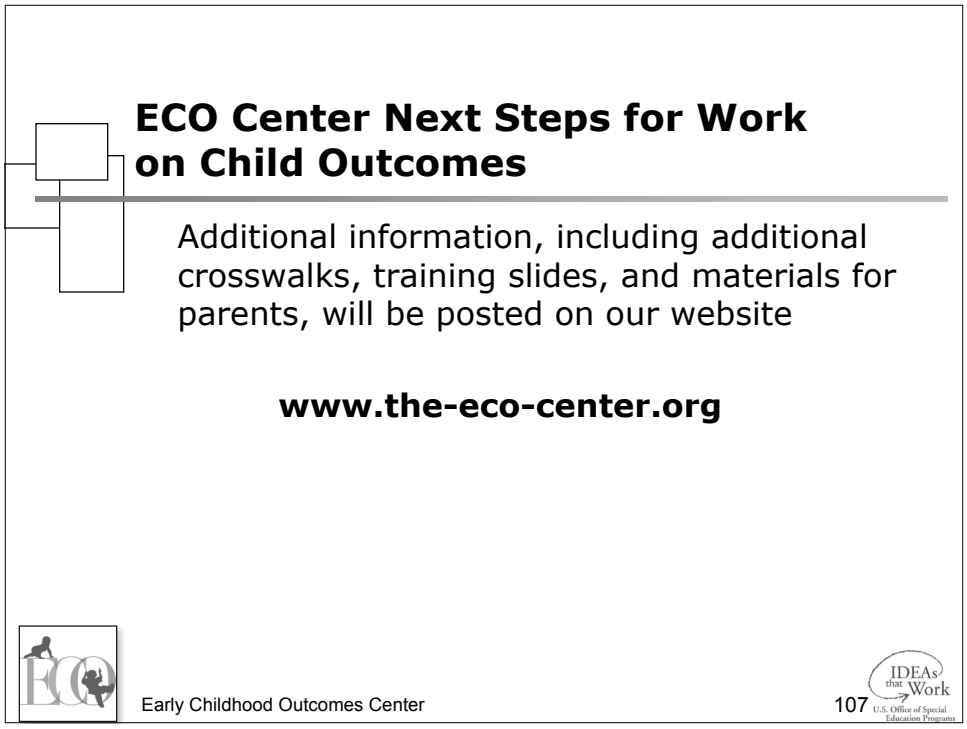
- Apply only if a Child Outcomes Summary Form has been completed previously
- Compare the child's current and past behavior
- Has the child shown ***any*** new skills or behaviors in the goal area since the last rating? (Yes or No)
- Small steps of progress count!
- Examples…
- Most will select "Yes."

Practice with the Documenting the Ratings



Group Sharing

- Questions? Needed clarifications?
- Comments?
- What worked?
- What didn't?
- Does this seem feasible?
- Do you envision using the full range of ratings?


ECO Center Next Steps for Work on Child Outcomes
Additional information, including additional crosswalks, training slides, and materials for parents, will be posted on our website
www.the-eco-center.org
Early Childhood Outcomes Center
107
IDEAs that Work
U.S. Office of Special Education Programs

Overview of the
Child Outcomes Summary Form
9-29-06

The following questions and answers reflect the ECO Center's current thinking on the use of the **Child Outcomes Summary Form (COSF)**. We continue to receive feedback on the COSF and the supporting materials and have made revisions based on that feedback. The previous overview addressed how to calculate the OSEP reporting categories from the COSF, however, that topic is now addressed in a separate document entitled "How Data from the Child Outcomes Summary Form Can Be Used to Address the OSEP Reporting Requirement". Please continue to check the ECO web site for additional revisions.

1. What is the COSF?

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

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

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

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

The following materials are available on the ECO web site:

- ***Instructions for Completing the Child Outcomes Summary Form*** – This document contains instructions for completing the form along with the definitions of the scale points.
- ***Child Outcomes Summary Form*** **–**. This form can be used to summarize information from multiple sources on the 3 outcomes. The form includes a cover sheet and 3 pages, one for each outcome.
- ***How Data from the COSF Can be Used to Address the OSEP Reporting Requirement*** – This document explains how data from the COSF at entry and at exit produces data required by OSEP.
- ***COSF to OSEP Categories Tutor*** **–** An excel sheet that demonstrates how various combinations of outcome ratings at entry and exit are converted into one of the 5 OSEP reporting categories.

- ***Child Outcome Summary Form Training Materials*** – The materials included are a sample training agenda, a power point presentation which can be used or adapted for state training sessions, and decision trees which may be used as part of the training session to guide trainees in the determination of a rating on the 7 point scale. States have also provided materials that they have adapted or created for use to meet training needs in their specific locations. These materials have not been reviewed or critiqued by the ECO center, but any materials that we have been provided are posted on our website for convenience.

3. What is the basis for the scale on the COSF?

The scale on the COSF is based on several assumptions:

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

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

4. Who completes the COSF?

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

5. How often is the COSF to be completed?

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

6. When is the COSF to be completed?

The COSF is to be completed in present time to reflect the child's current functioning. Some states are completing the form at IFSP or IEP meetings and regularly scheduled reviews when a team is assembled but it does not have to be done as part of one of

these meetings. We recommend against trying to assign ratings for past time periods, for example, trying in December to assign a rating for what the child was like in August.

7. Are training materials available?

The ECO Center, as well as several states, have developed training and guidance materials for use of the COSF. Materials are available on the ECO website (www.the-eco-center.org). These include a sample training agenda, a power point presentation, and decision trees for use with the COSF's 7-point rating scale. We plan to expand the training materials available possibly with videos or online interactive training modules. We would also welcome suggestions and/or information about training approaches that are being planned or are currently being implemented in states.

8. *How much training is required to use the COSF?*

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

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

The ECO Center is currently collecting information to examine the validity and reliability of the COSF ratings. Ideally, this information would have been available before the tool was released but the OSEP reporting timeline did not allow for this. Preliminary results from pilot data collected to date is promising, leading us to feel confident that under proper conditions (e.g., sufficient training, adequate opportunities to have questions addressed, adequate monitoring of the process), the COSF will produce valid and reliable information but the data are not yet available.

10. *Why is the COSF copyrighted?*

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

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

ECO would like to keep track of which states are using the form to learn more about how the process is working. We would appreciate a state contacting us so we have an

accurate list. At that time we will also be happy to discuss advantages and disadvantages of potential adaptations to the COSF that states are considering.

12. Can a state make changes to the COSF?

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

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

Yes. Questions and comments are encouraged. Send them to staff@the-eco-center.org.

Instructions for Completing the Child Outcomes Summary Form

Directions for Completing the Form

1. Enter today's date, the child's name and birthdate at the top of the page. List names and roles of all participants in the summary rating discussion. Under the "Sources of Supporting Evidence, list the sources of information used to determine the ratings, including assessment instruments, parent or caregiver report, provider observation, etc. Indicate the date that each source was provided, for example, the date of the assessment report, the date of meeting or home visit when caregiver report was noted or provider observations were noted.

2. Questions 1A, 2A, 3A: Check only **one** rating box for each outcome. Definitions for the scale points are provided at the end of the instructions.

3. Summary of Evidence: Provide evidence statements that support each rating. Indicate the source of the evidence by putting a reference number from the sources of evidence listed above next to each summary statement describing the nature of the evidence from the source. For example, if a child's functioning receives a rating of '5', relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors. A sample of Sources of Supporting Evidence and a completed Summary of Relevant Results for Outcome 3 is provided below. Note that each set of summarized results is referenced to its corresponding source by number in parentheses.

Source of Supporting Evidence	Date
1. Candace's mom	4/12/06
2. Candace's child care provider	4/5/06
3. Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06
4. Early Intervention Specialist	Observed over a 4 week period in March 2006

Summary of Relevant Results
(1) Mom said that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
(2) Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
(3) Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
(4) Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

4. Questions 1B, 2B, 3B: Complete questions 1B, 2B, and 3B only when questions 1A, 2A, and 3A have been answered previously. Check Yes or No to indicate if the child has made progress since the previous outcomes rating. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Describe the general nature of the progress in the Summary of Evidence.

To Help You Decide on the Summary Rating for Questions 1A, 2A, and 3A:
The outcomes summary asks you to consider and report on what is known about how this child behaves across a variety of settings and situations. Children are with different people (for example, mother, big brother, child care provider) and in different settings (for example, home, grocery store, playground). The summary rating provides an overall picture of how the child behaves across the variety of people and settings in his or her life at this particular time in his or her life.
In addition to summarizing across settings and situations, the rating process asks you to compare a child's skills and behaviors to those of his or her same-age peers. For each of the three summary questions, you need to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.
The summary scale is based on a developmental framework that assumes:

1. Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;

2. These skills and behaviors emerge in a somewhat predictable developmental sequence in most children, thus allowing for descriptions of what 2 year olds generally do, what 3 year olds generally do, etc.;

3. The development of children with disabilities can be compared to the development of their same-age peers.

4. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**immediate foundational skills**." For example, children play along side one another before they interact in play.

5. Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.

6. Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

Use the following information to help you answer each question:

- Ratings are expected to take into account the child's functioning across a full range of situations and settings. Therefore, information from many individuals in contact with the child could be considered in deciding on a rating. These may include (but are not limited to): parents and family members, caregivers or child care providers, therapists, service providers, case managers, teachers, and physicians. If there is not enough information available about a child's functioning across settings and situations, you will need to gather more information before you can decide on a rating.
- Many types of information could be considered in selecting a rating. These may include (but are not limited to): parent and clinical observation, curriculum-based assessments, norm-reference assessments, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

- Depending on the assessment tool, assessment tools can be a useful source of information for reaching a summary decision but resulting information should be

placed in context with other information available about a child. Many assessment tools are domain-based and were not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information, but the information should be used in conjunction with what else is known about the child. A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.

- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. Ratings should convey the child's functioning across multiple settings and in everyday situations, *not* his/her capacity to function under unusual or ideal circumstances.

- A standardized testing situation is an unusual setting for a young child. If the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.

- If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.

- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age. Presumably over time and with support, many children born prematurely eventually will perform like same age peers.

- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology.

Alaska EI/ILP Selected Assessment Tools as Sources of Information for the COS Process

In January 2006, a group of stakeholders met and reviewed several commonly used developmental assessment tools and selected five tools that may be used as "anchor" tools to gather information for the child outcomes ratings. The five tools are:

- *Battelle Developmental Inventory I (BDI-I)* Note: Alaska providers have found that the BDI-II does not provide an accurate representation of a child's language skills in the age range from 12 to 24 months, and recommend NOT using this later version of the Battelle.
- *Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN; 2004)*
- *Early Learning Accomplishments Profile (ELAP)*
- *Early Intervention Developmental Profile ("the Michigan")*
- *Sewell Early Education Developmental Profile (SEED)*

Crosswalks have been developed that cross-reference the functional skills assessed by various published instruments with the three child outcomes required by OSEP for Part B/619 and Part C programs, to assess the degree to which these instruments measure the required outcomes. Crosswalks and information about how they were developed is available on the ECO-Center

website at http://www.fpg.unc.edu/~eco/crosswalks.cfm. This information was used in selecting the tools on Alaska EI/ILP's recommended list in addition to information from providers on Frequency of use, ease of administration and appropriateness of the tools for the population served in Alaska EI/ILP.

It is strongly recommended that at least one of these assessment tools be completed within a few weeks of the Child Outcomes Summary Rating, so the information from the assessment can be used to inform the ratings. Additional tools are currently under consideration to be added to the list of recommended tools in the future. These include the *AEPS* and *Bayley III*.

Additional Information
The outcomes reflect several beliefs about young children:

- It is important that all children be successful participants in a variety of settings both now and in the future. Achieving the three outcomes is key to being successful participants in life.

- Programs for young children and their families are working to ensure that all children will have the best possible chance of succeeding in kindergarten and later in school – even though school might be several years off for some children. Children who have achieved the outcomes at a level comparable to their same age peers prior to kindergarten entry have a higher probability of being successful in kindergarten.

- Learning and development occur continuously in the years preceding kindergarten. There is much variation in how children develop but children whose development is consistently below what is expected for their age are at risk of not being successful in kindergarten and later school years.

Note: The outcomes summary form was not designed to determine eligibility for services. It would be inappropriate to use it in this way.

Definitions for Outcome Ratings

Overall Age Appropriate	**Completely**	◆ 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.
	< Completely	◆ 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 may be 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..
Overall Not Age Appropriate	**Somewhat**	◆ Child shows functioning expected for his or her age **some of the time and/or in some 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*.**
	< Somewhat	◆ Child shows some but not much age-appropriate functioning.
	Emerging	◆ Child does **not yet** show functioning expected of a child of his or her age in any situation. ◆ Child's behaviors and skills include i**mmediate foundational skills** upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. ◆ Functioning might be described as like that of a **younger child*.**
	< Emerging	◆ Child's behaviors and skills include some **immediate foundational skills** but these are not displayed very often across settings and situations.
	Not Yet	◆ Child does **not yet** show functioning expected of a child his or her age in any situation. ◆ Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning. ◆ Child's functioning might be described as like that of a **much younger child***.

*The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.

Thinking Functionally

(within age-expected bounds)

Early Child Outcomes are functional.

Thinking about young children's outcomes from a functional framework requires a shift from a more traditional viewpoint of child development.

Characteristics of functional outcomes…

- Include things which are meaningful to the child in the context of everyday living
- Are an integrated series of behaviors or skills that allow the child to achieve outcomes
- Emphasize how the child is able to integrate (behaviors) across developmental domains to carry out complex meaningful behaviors

Functional outcomes are NOT…

1) A single behavior
2) The sum of a series of discrete behaviors
3) Based on developmental domains (like many assessments)
4) Trying to separate child development into discrete areas (e.g., communication, gross motor, cognitive, etc.)

Thinking Functionally (within age-expected bounds)	
Not just…	*But does he/she…*
Know how to make eye contact, smile, and give a hug →	Initiate affection toward caregivers and respond to others with affection?
Know how to imitate a gesture when prompted by others →	Watch what a peer says or does and incorporate it into his/her own play?
Use finger in pointing motion →	Point to indicate needs or wants?
Show a skill in a specific situation →	Use a skill in actions across settings and situations to accomplish something meaningful to the child?
Items to Consider When Measuring Functional Outcomes	
1. What does the child typically do?	
2. What is the child's actual performance across settings and situations?	
3. How does the child use his/her skills to accomplish tasks?	
*It is **not** assessing the child's capacity to function under ideal circumstances*	

COSF Discussion Prompts

Revised 10/2/06

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!

Outcome 1: Child has positive social relationships.

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

- How does the child relate to his/her parent(s)?
- How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
- How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
- How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
- How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
- How does the child interact with/react to peers (e.g., at child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
- What is the child's eye contact with others like? Does it differ across situations or with different people?
- How does the child display his/her emotions?
- How does the child read and react to the emotions and expressions of others?
- How does the child respond to touch from others?
- How does the child maintain interactions with people?
- In what situations and ways does the child express delight or display affection?
- In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (e.g., screaming, biting, tantrums)? How often does this occur? In what situations? In what situations does it not occur?
- Does the child display awareness of routines? How?
- How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions, or different across settings or with different people?
- How and in what situations are interactions with others initiated?
- How does the child engage in mutual activity (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, follow rules for mutual games)?
- Does the child seek out others after an accomplishment? How?
- Does the child seek out others after frustration or when angry? How?
- Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? What do the child's interactions look like in these situations?
- Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)?
- Does the child attempt to resolve his/her conflicts? How? What do these actions look like with peers, parents, etc.?
- How does the child respond when others are not attending to him/her?
- How does the child respond when someone arrives? Someone new? Someone familiar? How does the child respond when someone leaves?
- Talk about the child's functioning with regard to turn-taking, showing, and sharing? With adults? With other children?

- **How is a typically developing child of the same age likely to act in these situations?**

Outcome 2: Child acquires and uses knowledge and skills.

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

- Δ How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, at child care, at the store, with other kids, at child care, in restaurants, with different people)?
- Δ Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him/her). What did he/she do?
- Δ What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- Δ How does the child understand and respond to directions and requests from others?
- Δ How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things?
- Δ How does the child display understanding of differences in roles, characteristics, and expectations across people and situations (with increasing age role understanding may change from immediate household roles and differences to more external community helper roles)?
- Δ Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest (e.g., try new strategies that they haven't thought of based on gestures or suggestions using words they know)?
- Δ Can the child answer questions of interest in meaningful ways?
- Δ Does the child use something learned at one time at a later time or in another situation?
- Δ Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?
- Δ What does the child do if an action or a strategy attempted isn't successful? (e.g., how does he/she try to modify approach, show persistence, etc.)
- Δ How does the child demonstrate her/his understanding of symbols into concepts, communication, and play?
- Δ How does the child interact with books, pictures, and print?
- Δ How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?
- Δ Does the child's play show attempts to modify strategies/approaches and to try new things? How?
- Δ Are there kinds of knowledge and skills that are not similar to same age peers and/or that might interfere with acquiring and using knowledge and skills?

- Δ **How is a typically developing child of the same age likely to act in these situations?**

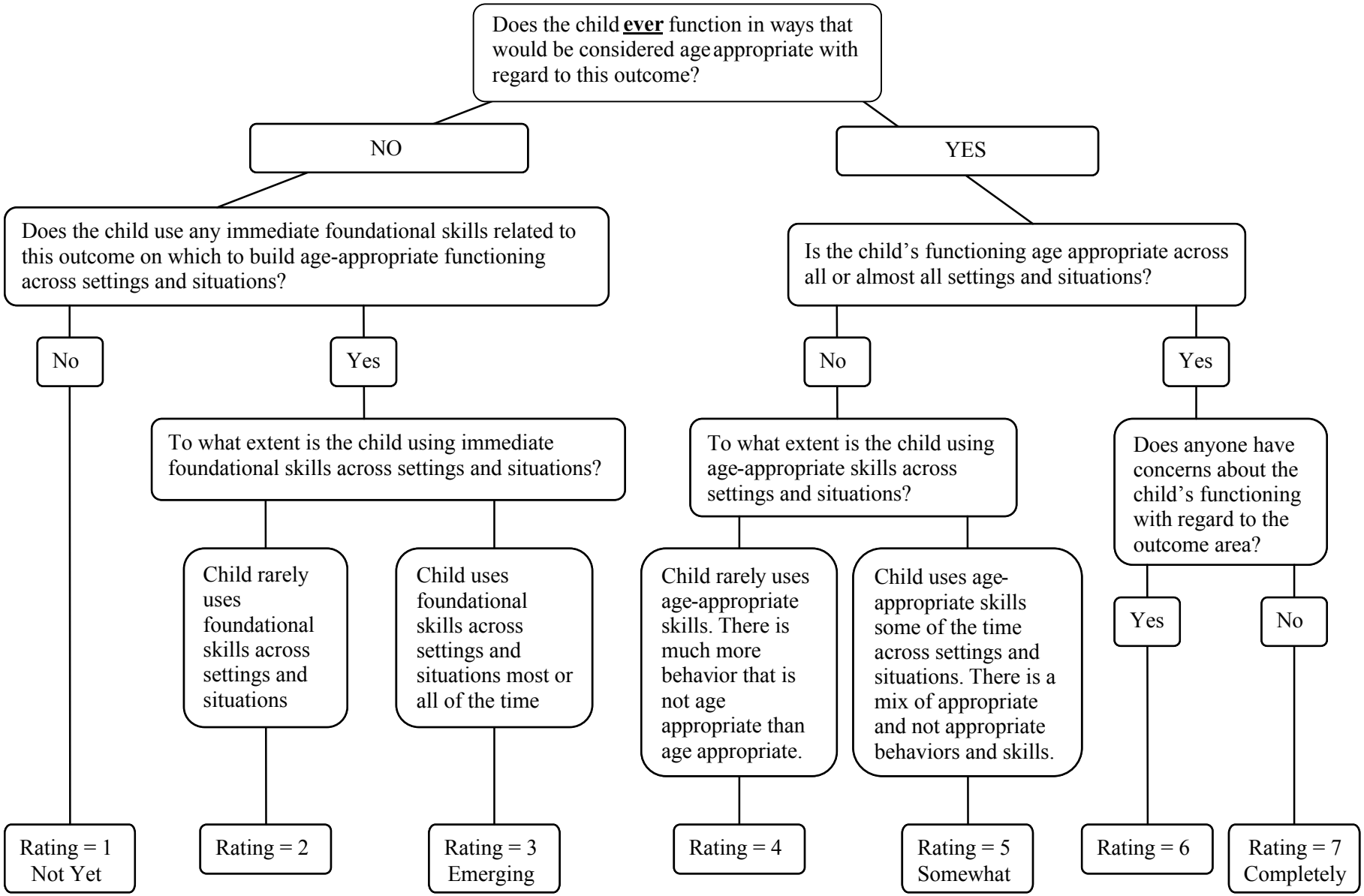
Outcome 3: Child takes appropriate action to meet his/her needs.

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

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

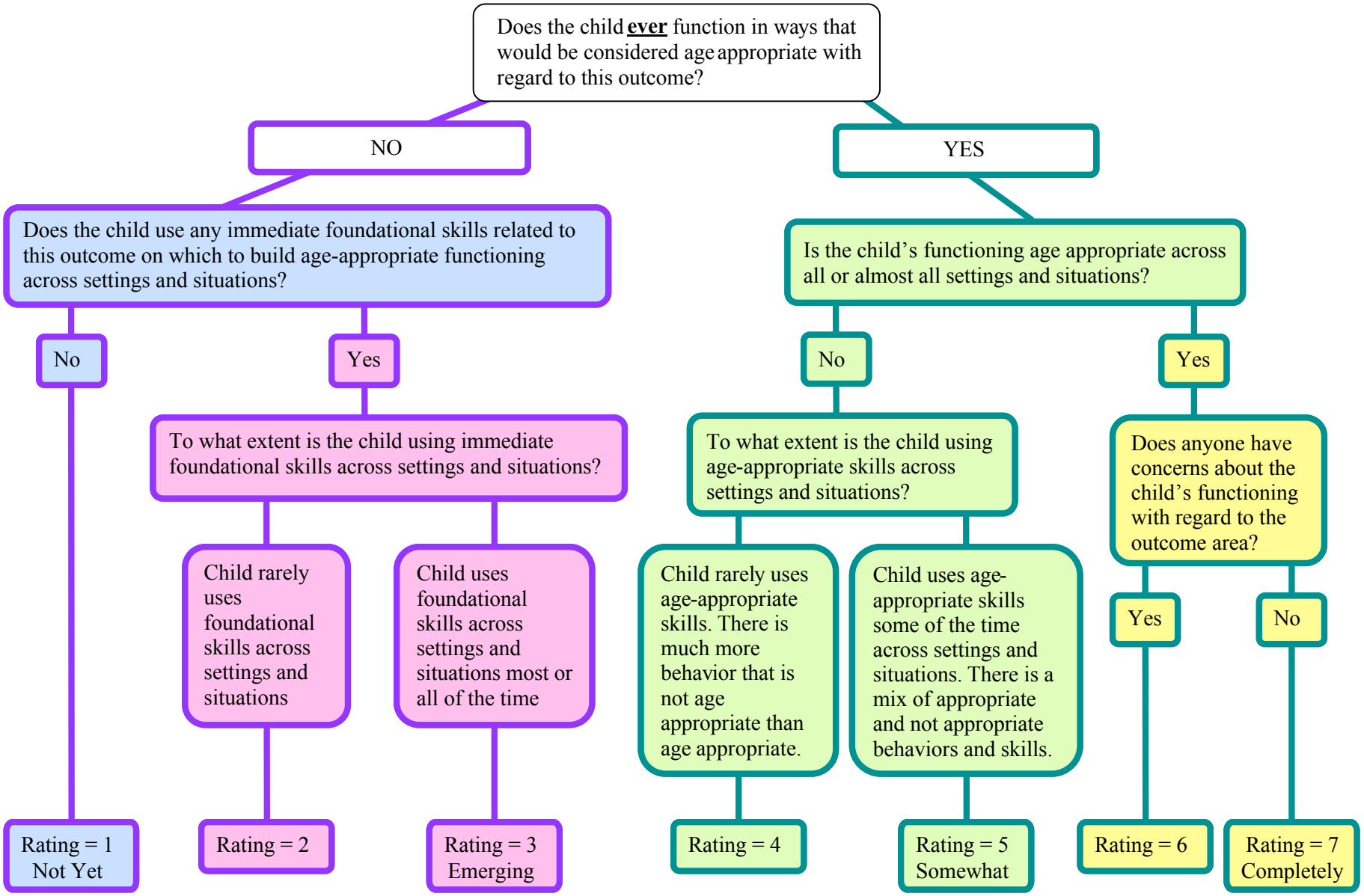
- **How is a typically developing child of the same age likely to act in these situations?**

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center, Adapted for Alaska 2-12-07

Child Outcomes Summary Form

Date: _____/_____/_____
Month Day Year

Name: _____

DOB: _____/_____/_____
Month Day Year

Persons involved in deciding the summary ratings

Name	Role

Source of Supporting Evidence	Date
1.	
2.	
3.	
4.	
5.	

1. POSITIVE SOCIO-EMOTIONAL SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?
(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ◯ No ◯

Summary of Evidence:

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?
(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ◯ No ◯

Summary of Evidence:

3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS

A. To what extent does this child show behaviors and skills related to this outcome appropriate for this or her age across a variety of settings and situations?
(check one rating box)

Completely	< completely	Somewhat	< somewhat	Emerging	< emerging	Not Yet

B. Progress since last outcomes summary.

Check One: Yes ◯ No ◯

Summary of Evidence:

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills

Functioning that shows immediate foundational skills

Functioning that is age appropriate

Behavior that is not age appropriate but not like that of a younger child

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

OFFICE OF CHILDREN'S SERVICES

SARAH PALIN, GOVERNOR

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February 15, 2007

Dear parents and other EI/ILP team members,

The Alaska EI/ILP is using a process called a Child Outcomes Summary (COS) to help evaluate desired results for children enrolled in the program. The COS will be used within a few weeks of the child's enrollment, at the yearly assessment, and again near the time of exit from the program. Your input in this process is very important.

The state of Alaska believes this child outcome summary process provides useful information for parents and providers of services, and it is an important part of assuring quality services throughout the state. All states and US territories, including Alaska, are required to report child outcome data to the federal Office of Special Education Programs.

Alaska's child outcomes, measurements, and processes were chosen by a work group of parents, providers, and regional EI/ILP coordinators. This group's goal was to design a system that will collect meaningful information, and at the same time, is not costly for local programs in terms of time, money and effort.

Child outcome data will be grouped or aggregated for reporting purposes so that individual identities will always be protected. We hope that the COS data will be useful to help parents understand their child's development, demonstrate effectiveness of the program, and help us improve the program to best serve children and families.

Sincerely,

Erin Kinavey W., M.Ed.
EI/ILP Program Manager

Early Intervention ILP Infant Learning Program

printed on recycled paper

Child Outcomes Summary

Things Caregivers Want to Know

1. **What is an "outcome" in this context?**

   An outcome is a benefit experienced by your child or your family as a result of services.

2. **Why does anyone else need outcome information about my child?**

   It is required by the Individuals with Disabilities Education Improvement Act of 2004. It is necessary to make improvements in local and statewide services, and to justify money spent on early intervention. The federal government requires each state to report about whether early intervention programs have positive results for children served. This is part of a national push for accountability. The government needs to show that federal money spent on early intervention makes a difference.

3. **What kind of information about my child is required?**

   Developmental information over time is needed to determine if progress has been made. There are three outcomes reported: 1) Children have positive social relationships, 2) Children acquire and use knowledge and skills, and 3) Children take appropriate action to meet their needs.

4. **Where does this information come from?**

   Information is gathered at the time of your initial and annual meetings with ILP teachers and other providers serving your child. Some of it comes from formal assessments, but most of the information comes from talking with you and observing your child.

5. **Will it require additional assessments?**

   No, the only assessment information needed is already collected in order to develop the IFSP.

6. **What do you need from me?**

   Parents are an invaluable part of the IFSP team. Your input into the Child Outcomes Summary process is just as important. Parents and other caregivers are the ones who know their child best and they know how the child behaves with different people and in different settings.

7. **How is our privacy protected when information is reported?**

   Individual data is separated from identifying information, and combined with information from others. Only summary information that cannot be traced back to individuals is reported.

8. **Where does the information go?**

   The information is reported by local programs to the Part C Program Manager in the Alaska Department of Health & Social Services (DHSS). DHSS reports annually to the Office of Special Education Programs in the U.S. Department of Education. Summary information is also available to parents and the general public on a state website (see below).

9. **Where do I go if I have more questions or want more information?**

   You can talk with your local Infant Learning Program representative, or contact the state Part C Program Manager:

   Erin Kinavey
   3601 C Street, Suite 978, Anchorage, Alaska 99524
   erin_kinavey@health.state.ak.us

   There is a **state ILP website** (http://hss.state.ak.us/ocs/InfantLearning/default.htm), and a **national website** (http://www.fpg.unc.edu/~ECO/index.cfm) with more detailed information about Early Childhood Outcomes.

History of Early Childhood Outcomes Initiative

Measuring Outcomes

- 1992 – *Reinventing Government* by Osbourne and Gaebler introduced concept of results-oriented government and emphasized the importance of measuring outcomes rather than inputs.
- 1993 – Results-oriented government started a revolution in public administration that organized at the federal level in the Government Performance Results Act (GPRA). The importance of measuring outcomes has become dogma at all levels of government—local, state, and federal—and the demand for good data on outcomes has permeated all public and private program areas, including housing, health, welfare, and education (Hogan, 2001; Morley, Vinson, & Hatry, 2001).

Special Education

- 1975 – The driving force behind the passage of PL 94-142 had been to provide access to a free, appropriate public education, and access remained the goal for the next decade or so (Harbin et al., 1998).
- 1993 - Concurrent with the shift in the public sector from emphasis on inputs to outcomes, findings from a national study showed that the outcomes that secondary students with disabilities were achieving fell far short of ideal (Wagner, Blackorby, Cameto, & Newman, 1993).
- 2003 - The ensuing efforts directed at this problem have resulted in substantial progress in the last 10 years, improving the quality and availability of information on outcomes for elementary and secondary students in special education (Thurlow, Wiley, & Bielinski, 2003).

Early Intervention and Early Childhood Special Education

- 1986 – PL 99-457 brought early intervention services to children with disabilities from birth to 3 and to their families.
- 2004 - Performance and management assessments employing a Program Assessment Rating Tool (PART), recently conducted by the U.S. Office of Management and Budget (OMB), gave both the Part C and Preschool Part B Program scores of "0" in results and accountability. OMB's conclusions about both programs were "results not demonstrated" and "new measures needed" (http://www.whitehouse.gov/omb/budget/fy2004/pma.html).
- 2004 - Nonetheless, we still have no system for regularly providing outcome information on children served in the Part B Section 619 (3 to 5) and Part C (0 to 3) programs of IDEA.

- Local and state programs have limited capacity to produce or use child and family outcome information to examine the effectiveness of their programs and for program improvement. Programs need clear indicators of change in child and family outcomes to make results-based program and curriculum decisions. Accountability is not just about funders holding programs responsible, but also about providers using outcome data to ensure that the needs of every child are being met.
- 2002 - President's Commission on Excellence in Special Education noted the focus for children with disabilities should be on results, not on process. Despite the ubiquitous demand for good data on outcomes, this need has not been met to date because the development of outcome-based accountability systems for young children with disabilities is a daunting task, given the technical and practical challenges involved (Carta, 2002; ECRI-MGD, 1998a, b, c, d).

Early Childhood Outcomes (ECO) Center

- The Early Childhood Outcomes (ECO) Center for Infants, Toddlers, and Preschoolers with Disabilities is a project being conducted by SRI International under a cooperative agreement to SRI International from the Office of Special Education Programs (OSEP), U.S. Department of Education.
- The ECO Center seeks to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities. These measures can be used in local, state, and national accountability systems. The Center is a collaborative effort of SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina Chapel Hill, the Juniper Gardens Children's Project at the University of Kansas, the University of Connecticut, and the National Association of State Directors of Special Education.
- A substantial initial challenge in developing an outcomes system capable of addressing the needs of users at many levels is balancing the federal government's need for information as soon as possible with the importance of collecting and incorporating input from all levels of systems users and other stakeholders.
- To address this challenge, the ECO Center has proposed a "two-track" approach for child and family outcomes. The first, or fast, track will be constructed to meet the government's immediate need for information. This track will be built around a small set of outcomes (three to five) that will serve as a common core across all states. The second track will be a slower, more comprehensive track, focused primarily on developing a system for addressing state and local needs for information. The slower track will incorporate the outcomes from the fast track but will be more comprehensive. It will include other outcomes as options for states. Because states may elect to include or not include these outcomes and the corresponding indicators, the resulting outcome data could differ from state to state.

Age-Expected Child Development from Birth to 5 Years

The Early Childhood Outcomes Center (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.

Birth to 5 Years (continued)

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.

http://www.cdc.gov/ncbddd/autism/actearly/milestones_3months.html

This information from the Centers for Disease Control and Prevention (CDC) provides bulleted information on the developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive tools for users to specify certain ages, select areas of development, and examine expected changes in milestones over time.

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

This site provides brief paragraphs summarizing what is commonly observed at various ages from birth to 18 years. It includes bulleted descriptions of specific skills in many areas, including development and feeding behavior. The site also provides considerable parenting resources and advice, with content overseen by a medical advisory board.

http://www.babycenter.com/baby/babydevelopment/index

This site provides information on development and key issues by age (birth to 8 years). Milestone charts and common questions/issues and resources are provided for each age. In many cases, milestone charts are organized by skills that most kids this age can do, emerging skills that about half of kids this age can do, and advanced skills that a few kids this age can do. There also is a section on what to expect when, with a list of common questions from parents about their children's development. Considerable information is provided about warning signs for developmental delays.

http://www.talaris.org/timeline.htm

This site provides a timeline of development of skills in children birth to 5 years, with references for further information. It also provides "Research Spotlights," many of which combine 60-second video spots with information on key parenting issues and related topics.

http://ohioline.osu.edu/hyg-fact/5000/5297.html

This site includes a short fact sheet about differences in children's play at various ages.

http://www.speechdelay.com/testrosemilestones1.htm#0-6%20MONTHS

This site was developed by a speech therapist. It identifies speech milestones from birth to 7 years and provides "Talking Tips" to teach parents how to support language development.

http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp#mychild

This site by the National Institute on Deafness and Other Communication Disorders provides an interactive checklist for users to check off a child's skills and track development from birth to 5 years. Additional information about ongoing research is also presented.

Birth to 5 Years (concluded)

http://en.wikipedia.org/wiki/Child_development

Although this site requires the caveat that its content is open to editing and addition by the general public, Wikipedia content generally has been found to be quite consistent with other sources. The site includes a detailed description of common patterns of child development across domains from birth to 5 years.

Birth to 3 Years

http://www.uvm.edu/%7Ecdci/pedilinks/index.htm

The PEDI-Links project (part of the comprehensive Child Find system) has materials in sections for families and for early interventionists that provide lists of the kinds of skills children typically display at various ages. It was developed to help identify children otherwise missed by early intervention services. The site also has information on ways to partner with families on issues related to child development.

http://www.firstsigns.org/healthydev/healthydev.htm

This site provides questions and information about warning signs suggesting that a child's development may be exhibiting some delays relative to more typical milestones. Articles, checklists, and steps to take are provided.

http://health.discovery.com/centers/kids/timeline/timeline.html

Information from the Discovery Health Channel offers basic developmental milestone information for children birth to 1 year old.