

**MN ECSE CHILD OUTCOMES SUMMARY FORM: DRAFT**



**Child Information**

Name: \_\_\_\_\_ Date of Rating: \_\_\_\_\_ School Year: \_\_\_\_\_

Date of birth: \_\_\_\_\_ 13 Digit MARSS ID: \_\_\_\_\_

**Purpose of Rating** (Check all that apply):

Entrance to Part C       Exit from Part C       Entrance to Part B       Exit from preschool special education

**Persons involved in deciding the summary ratings:**

Name	Role

**Family information on child functioning** (Check all that apply):

Received in team meeting       Collected separately  
 Incorporated into assessment(s)       Not included



**COSF Record:** Record the COSF rating for each of the three outcomes in the appropriate spaces below to facilitate later data entry:

**Outcome 1:**  
1b: Yes/No

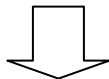
**Outcome 2:**  
2b: Yes/No

**Outcome 3:**  
3b: Yes/No

**Outcome 1: Positive Social Emotional Skills (including social relationships)**

**Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?**

No, not yet.

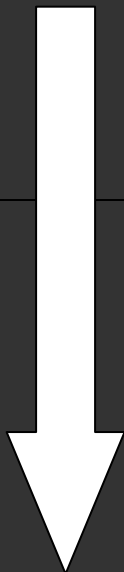


Yes. Describe the child's age-appropriate skills and go to Q2b.

**Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?**

**Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?**

**NO**



Yes. Describe the immediate foundational skills and proceed to Q3a.

No, not yet. Proceed to Q3b.



Yes. Describe use of age appropriate skills across settings/situations.

**Q 3a To what extent does the child use immediate foundational skills across settings and situations?**

**Q3b. To what extent does child use age-appropriate skills across settings and situations?**

**Q3c. Does anyone have concerns about the child's social emotional skills, including social relationships?**

Sometimes.

Describe:

Most or all of the time.

Describe:

More skills are **not** age-appropriate than age-appropriate,

Describe:

Skills are a mix of age-appropriate & not age-appropriate.

Describe:

Yes. Describe concerns

**NO**



**Rating 1**

**Rating 2**

**Rating 3**

**Rating 4**

**Rating 5**

**Rating 6**

**Rating: 7**

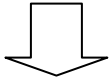
1b. (Required for exit ratings): Has the child shown **any** new skills or behaviors related to positive social-emotional skills (including positive social

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relationships) since the last outcomes summary? \_\_\_No \_\_\_Yes. Describe:

**Outcome 2: Acquisition and use of knowledge and skills (including early language/communication [and early literacy])**  
**Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?**

\_\_\_No, not yet.



\_\_\_Yes. Describe the child's age-appropriate skills and go to Q2b.

**Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?**

**Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?**

**\_\_NO**



\_\_\_Yes. (Describe the immediate foundational skills)

\_\_\_No, not yet.



\_\_\_Yes. Describe use of age appropriate skills across settings/situations.

**Q 3a To what extent does the child use immediate foundational skills across settings and situations?**

**Q3b. To what extent does child use age-appropriate skills across settings and situations?**

**Q3c. Does anyone have concerns about the child's ability to acquire and use knowledge and skills?**

\_\_\_Sometimes.  
Describe:

\_\_\_Most or all of the time.  
Describe:

\_\_\_ More skills are **not** age-appropriate than age-appropriate,  
Describe:

\_\_\_ Skills are a mix of age-appropriate & non age-appropriate.  
Describe:

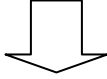
\_\_\_Yes. Describe concerns

**\_\_NO**




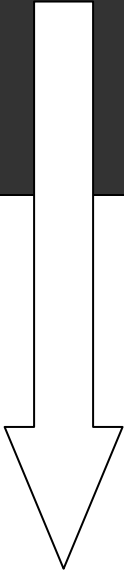
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating: 7
2b. (Required for exit ratings): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? ___No ___Yes. Describe:						


**Outcome 3: Use of appropriate behaviors to meet their needs.**  
**Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?**

___No, not yet.  	___Yes. Describe the child's age-appropriate skills and go to Q2b.
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<b>Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?</b>	<b>Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?</b>
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<input type="checkbox"/> <b>NO</b>	___Yes. (Describe the immediate foundational skills)	___No, not yet.  	___Yes. Describe use of age appropriate skills across settings/situations.
<b>Q 3a To what extent does the child use immediate foundational skills across settings and situations?</b>		<b>Q3b. To what extent does child use age-appropriate skills across settings and situations?</b>	<b>Q3c. Does anyone have concerns about the child's ability to use appropriate behavior to meet needs?</b>



	___ Sometimes. Describe:	___ Most or all of the time. Describe:	___ More skills are <b>not</b> age-appropriate than age-appropriate, Describe:	___ Skills are a mix of age-appropriate & non age-appropriate. Describe:	___ Yes. Describe concerns	___ <b>NO</b> 
<b>Rating 1</b>	<b>Rating 2</b>	<b>Rating 3</b>	<b>Rating 4</b>	<b>Rating 5</b>	<b>Rating 6</b>	<b>Rating: 7</b>
3b. (Required for exit ratings): Has the child shown <b>any</b> new skills or behaviors related to taking appropriate behavior to meet his/her needs since the last outcomes summary? ___ No ___ Yes. Describe:						

### Age-Expected and Immediate Foundational Skills

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

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

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

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

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

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

### **How Foundational Skills Lead to Age-Expected Functioning:**

Age expected functioning

Immediate foundational skills

Foundational skills

Foundational skills

Foundational skills

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