

## Early Childhood Accountability In Pennsylvania

### Directions for Completing the ECAP Child Outcome Summary Form

#### Overview:

The purpose of Pennsylvania's system for measuring progress is to get an overall picture of how the child performs on the three Child Outcome Indicators across a variety of settings and situations in his/her life. For each of the Child Outcome Indicators, one member of the child's early intervention team and the family will need to decide the extent to which the child displays behaviors and skills expected for his or her age. They will need to make this decision at the child's entry and exit from the early intervention program. The team will use an approved progress measurement tool, observations from service delivery sessions, IEP/IFSP goal achievement data and other measures to help make this decision.

#### When Should the Child Outcome Summary Form (COSF) Be Completed?

The COSF must be completed for children who are determined eligible for the early intervention program on or after July 1, 2007. All children will have two points of data gathered, one at entry to the early intervention program and one at exit from the early intervention program. The data should be gathered:

- **ENTRY** - Within 60 days of the development of the child's initial IFSP/IEP, one member of the IFSP/IEP team and the family should complete the COSF.
- **EXIT** - Sixty days prior to the child's anticipated exit from the early intervention program, one member of the IFSP/IEP team and the family should again complete the COSF.

#### Directions for Completing the Child Outcome Summary Form (COSF)

1. Complete the demographic information at the top of the form.
  - Date of Team Review refers to the date that the family member and the IFSP/IEP team member discussed the child's performance and the COSF rating. If the COSF was reviewed over several days, use the first day of the discussion.
  - BSU# or AUN# refers to the county/MAWA early intervention program's unique identifier for that child.
2. Gather information to help make a decision about the child's current performance. This information should include the results of one of the approved progress measurement tools. (See the ECAP Frequently Asked Questions for the complete list of approved tools.) Other information may include, but is not limited to, parent and clinical observations, early intervention case notes, information on the child's skills gathered by the service coordinator, MDE eligibility results, and baseline or progress information found in the IEP or IFSP.

3. Use the gathered information to reach consensus about the child's current performance across the three Child Outcome Indicators. Use the Team Notes side of the COSF as an optional place to record the team's discussion about the child's performance. Use the COSF Decision Tree (in the ECAP Resource Folder) to help reach consensus. Remember that:
  - The determination of the child's performance should reflect the child's current functioning across the typical settings and situations that make up his/her day.
  - The determination of performance should reflect the child's typical functioning across settings, not his/her capacity to function under ideal circumstances.
  - If assistive technology or special accommodations are available in the child's everyday environments, then the determination of performance should describe the child's functioning using those adaptations.
4. For each of the three Child Outcome Indicators, circle only one number in each Section A.
  - Do not leave any Section A blank.
  - Definitions of the 7 point scale can be found on the last page of the directions.
5. For each of the three Child Outcome Indicators, circle check either 'yes', 'no', or 'NA' in each Section B.
  - Do not leave any Section B blank.
  - Check 'yes' if the child has made any progress since the last time the COSF was completed. Progress is defined as any positive change in the child's performance related to the Child Outcome Indicator, such as an improved score on a child measurement tool; a new skill that was reached or the child needing less assistance to perform a skill.
  - Check 'no' if the child has not made any progress since the last time the COSF was completed.
  - Check 'NA' if the COSF is being used to gather entry data or if this is the first time that the child has had the COSF completed.

## Definitions of the Child Outcome Summary Form Ratings

Overall Age Appropriate	<b>Completely means:</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>
		<b>6</b>	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>
Overall Not Age Appropriate	<b>Somewhat means:</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <b>some of the time and/or in some situations</b>. Child's functioning is a mix of age appropriate and not age appropriate behaviors and skills.</li> <li>Child's functioning might be described as like that of a <b>slightly younger child.*</b></li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>Child shows <b>some but not much</b> age-appropriate functioning.</li> </ul>
	<b>Emerging means:</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child or his or her age in any situation.</li> <li>Child's behavior and skills include <b>immediate foundational skills</b> upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.</li> <li>Functioning might be described as like that of a <b>younger child.*</b></li> </ul>
		<b>2</b>	<ul style="list-style-type: none"> <li>Child's behavior and skills include some <b>immediate foundational skills</b> but these are not displayed very often across settings and situations.</li> </ul>
	<b>Not Yet means:</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li> <li>Child's skills and behaviors also <b>do not yet include any immediate foundational skills</b> upon which to build age appropriate functioning.</li> <li>Child's functioning might be described as like that of a <b>much young child.*</b></li> </ul>

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