



District of Columbia
Office of the State Superintendent of Education
Child Outcomes Summary (COS) Process Guidance

Measuring the Progress of Preschool Children with
Developmental Delays and Disabilities

Issued: August 26, 2014

Table of Contents

Section I: Introduction to the..... 2

Child Outcomes Summary (COS) Process 2

 Outcome 1: Positive Social-Emotional Skills 4

 Outcome 2: Acquiring and Using Knowledge and Skills..... 5

 Outcome 3: Taking Appropriate Action to Meet Needs 5

Section II: Early Childhood Development and Developmental Milestones 7

Section III – District of Columbia Early Childhood Outcomes Process..... 14

 Sources of Information for Each of the Three Outcome Areas 15

 Rating Scores..... 18

 State Education Agency (SEA) Procedures and Responsibilities..... 21

 Demographic information..... 22

 Staff Identification Information 23

Section IV. Assessment Tools..... 24

Section V – Appendices..... 28

Appendix A..... 29

 Frequently Asked Questions 30

Appendix B..... 37

 At a Glance: Child Outcomes 38

Appendix C..... 41

 Decision Tree of Summary Ratings and Selection of Descriptor Statements 42

Appendix D..... 44

 Child Outcome Summary (COS) Team Discussion Prompts..... 45

**Section I: Introduction to the
Child Outcomes Summary (COS) Process**

Purpose of Guidance

The Office of the State Superintendent of Education's (OSSE's) Division of Specialized Education issues this guidance to ensure that all District of Columbia Local Education Agencies (LEAs) are provided with resources related to the Child Outcomes Summary (COS) process and evaluating the developmental trajectory of students, ages 3-5, receiving special education services under the Individuals with Disabilities Education Act (IDEA). This guidance document has been prepared in an effort to provide state-level standards and criteria to educators and staff members working with children with disabilities ages 3-5 in the District of Columbia.

Federal, State, and Local Requirements Related to the Child Outcomes Summary Process

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires each state, including the District of Columbia, to report annually on 17 performance measures outlined in the Annual Performance Report (APR). OSSE is required to monitor LEAs for compliance and outcomes.

Indicator 7 relates to early childhood outcomes; OSSE must collect and report child-level progress data from preschool special education programs in the areas of positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills, and use of appropriate behaviors by the child to meet his or her needs. **This data should only be submitted for children ages three, four, and five receiving special education services under IDEA who are in preschool or pre-kindergarten. This data collection should be completed before a child turns 6 years old.**

Beginning in 2009, all LEA preschool programs providing services under IDEA, Part B in the District of Columbia were required to use the COS form to measure the required outcomes outlined above. Programs are required to collect and report performance data within 90 calendar days of a child's entry into a preschool program, and within 60 calendar days prior to a child's exit. Entry and exit data must be reported to OSSE on a regular, rolling basis.

The COS data collection process is a mechanism to:

- Document the ongoing assessment for individual children for a specific time period and over time.
- Gather input from the family and all service providers.
- Document child progress for a specific time period and over time.
- Assess functional outcomes across multiple domains.
- Provide a discussion summary format to determine what will be reported for federal reporting purposes.¹

¹ Ohio Department of Education, Office of Early Learning and School Readiness. (May 2010). "Use of the Child Outcomes Summary Form for Reporting Child Progress for Preschool Special Education."

Why Do We Measure Child Outcomes?

COS is measured to give the state and LEAs information on how well special education programs help children with disabilities build positive social emotional skills, acquire knowledge and skills and use appropriate behavior to get their needs met. The process uses information from assessments and observations to get a global sense of how the child is functioning across settings and situations at two different points in time in three different areas.

What is Measured?

Some points about COS:

- COS is not an assessment tool itself.
- COS uses a 7-point Likert scale to summarize a child's functioning at two different points in time within 3 outcome areas.
- COS measures the progress made for each child between these two data points (entry and exit).
- Ratings are based on a child's functioning compared with what is expected given the child's age, using multiple sources of data.

Indicator 7 of the APR measures the degree to which the District's programs are successfully ensuring that:

1. Children have positive social-emotional skills (including social relationships with peers and adults);
2. Children acquire knowledge and skills (including early language/communication and early literacy); and
3. Children use appropriate behaviors to meet their needs.

Things to consider while determining a score for a child include but are not limited to:

Outcome 1: Positive Social-Emotional Skills

This child outcome area involves the child's functioning in:

- How they relate with adults
 - How they relate with other children
 - The extent to which a child follows rules related to groups or interacting with others
-

Outcome 2: Acquiring and Using Knowledge and Skills

This child outcome area involves the child's functioning in:

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

Outcome 3: Taking Appropriate Action to Meet Needs

This child outcome area involves the child's functioning in:

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects if older than 24 months)
- Getting from place to place (mobility and using tools (e.g., forks, strings attached to objects, etc.)

The child's level of functioning in these areas is reviewed twice—once at the time of entry **into a preschool special education program (a baseline score) and once at the exit of a preschool special education program.**

What Are Functional Skills?

The Child Outcome Summary scores are a measure of functional skills across the outcome areas. Functional skills are behaviors that integrate skills across domains. These skills are not measured in isolation; rather, they are meaningful behaviors in meaningful contexts of everyday living. For example, self-feeding is a functional skill. Below, Figure 1 provides examples of isolated and functional skills and shows the comparison between them.

Figure 1. Isolated and Functional Skills.

| Isolated Skills | Functional Skills |
|--|--|
| Discrete behaviors | Meaningful behaviors in meaningful context |
| Child uses finger in pointing motion | Child points to indicate needs or wants |
| Child speaks a full sentence | Child uses a full sentence to ask for something |
| Child performs task in structured test setting | Child performs in natural environment to accomplish a task |

The COS process requires that teams look at the child’s actions and behaviors across all settings, not only the test environment or the classroom setting.

How the COS Data Is Used for Federal Reporting

OSSE’s mission is to improve outcomes for children with disabilities. COS is one way for OSSE to measure how the District of Columbia improves outcomes for children in preschool special education by reporting the percentage of children who have demonstrated improvements in the three COS areas. OSSE compares each child’s entry and exit scores to determine if that child has made progress. From there, OSSE reports the percentage of children who made progress out of the total population reported. More information on federal reporting can be found in Appendix C under *Progress Categories*. The following sections of this guidance document will provide practitioners with detailed information regarding use of the COS tool. For additional information and resource documents, please reference the “Child Outcomes Summary” section of the documents tab on the Division of Specialized Education’s District of Columbia Corrective Action Tracking System (DC CATS) located at the following web address: <https://dccats.spedsis.com>.

Please note that login information is needed to access these resources.

Section II: Early Childhood Development and Developmental Milestones

The COS process is anchored in the examination of the rate at which children with disabilities develop in comparison to their typically-developing peers. Therefore, it is important to become familiar with developmental milestones for children **ages three, four, and five**.

During early childhood, the brain develops rapidly and children acquire physical, social, and emotional skills at a quick rate. The first five years of life are the most critical for developing fine and gross motor skills, language acquisition, and cognitive development. The COS process is used to assist those working with preschool children with disabilities in assessing program effectiveness at both the individual child and system levels. Having knowledge of developmental milestones is essential to the completion of COS scores.

Developmental milestones are a set of functional skills or age-specific tasks that most children can perform at a certain age^{2,3}. These skills are typically arranged by domains: gross motor skills and fine motor skills (as physical/motor development); language skills; cognitive skills; and social skills. The following is an outline of representative developmental milestones by age.

² University of Michigan Health System www.med.umich.edu/yourchild/topics/devmile.htm.

³ Petty, K. (2010). *Developmental milestones of young children*. St. Paul, MN: Redleaf Press.

Figure 2. Developmental Milestones for Children: Ages 3-5 Years Old

| Domain | Age | Characteristics | |
|---|-----|---|---|
| <u>PHYSICAL/MOTOR</u> <u>DEVELOPMENT</u> | 3 | <ul style="list-style-type: none"> ▪ Swings arms when walking ▪ Jumps with both feet ▪ Rides three-wheeled toys ▪ Walks on a balance beam or line ▪ Can use scissors | <ul style="list-style-type: none"> ▪ Makes marks or strokes with brushes, pens, pencils and markers ▪ Attempts to dress self ▪ Begins to stay dry while sleeping ▪ Naps less frequently ▪ Completes toilet training ▪ Balances or hops on one foot ▪ Bounces a ball and catches it |
| | 4 | <ul style="list-style-type: none"> ▪ Dresses with little assistance ▪ Runs with ease and stops quickly ▪ Throws a ball overhand and with more accuracy | <ul style="list-style-type: none"> ▪ Pedals and steers preschool-sized bikes with ease ▪ Writes own name ▪ Shows interest in developing large muscles ▪ Puts puzzles together with ease |
| | 5 | <ul style="list-style-type: none"> ▪ Balances well ▪ Throws a ball to a target overhand and underhand ▪ Catches a ball when thrown or bounced | <ul style="list-style-type: none"> ▪ Jumps over objects eight to ten inches high without falling ▪ Is learning to jump rope ▪ Is learning to tie shoes ▪ Rides two-wheeler ▪ Uses left or right hand with dominance |

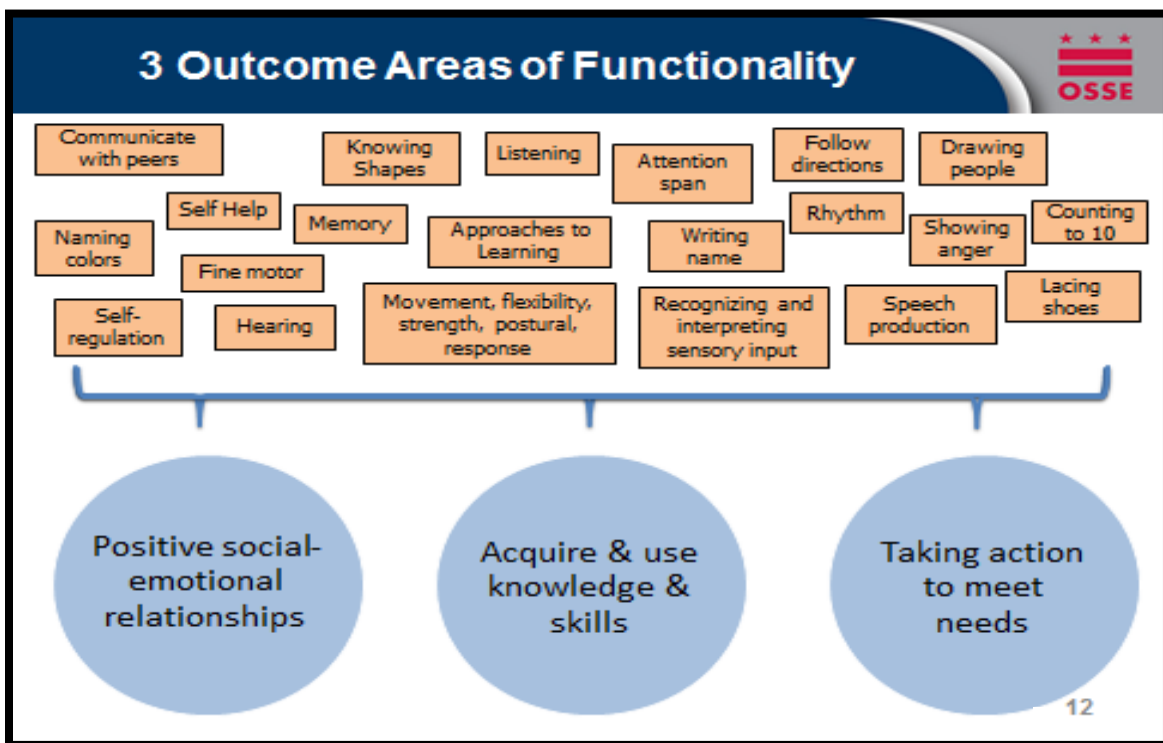
| Domain | Age | Characteristics | |
|---|-----|--|--|
| <u>SOCIAL/EMOTIONAL</u> <u>DEVELOPMENT</u> | 3 | <ul style="list-style-type: none"> ▪ Shows independence ▪ Engages in solitary play ▪ Engages in parallel play ▪ Begins to engage in associative play ▪ Plays with familiar peers often ▪ Plays with unfamiliar peers ▪ Enjoys playing with adults as well as peers ▪ Begins to show perspective when talking | <ul style="list-style-type: none"> ▪ Is happy most of the time ▪ Enjoys helping with household tasks ▪ Likes to be silly and to make others laugh ▪ Begins to understand some limits and rules ▪ Begins to seek adult attention and approval ▪ Shows fear ▪ Cries easily ▪ Begins to understand danger ▪ Makes simple choices (between two objects) |
| | 4 | <ul style="list-style-type: none"> ▪ Is becoming more responsible ▪ Engages primarily in associative play ▪ Has an increasing attention span ▪ Is developing patience ▪ Understands “boyiness” and “girliness” | <ul style="list-style-type: none"> ▪ Engages in turn taking and waiting ▪ Engages in group play ▪ Role-plays ▪ Uses words to solve problems ▪ Shows fear ▪ May use kiddie profanity (e.g. “poo poo head”) ▪ Is developing friendships ▪ Is becoming a perspective taker |
| | 5 | <ul style="list-style-type: none"> ▪ Takes turns and shares more easily ▪ Plays simple games with rules ▪ Follows and makes simple rules | <ul style="list-style-type: none"> ▪ Tries new things without much reservation ▪ Responds to appropriate praise ▪ Is self-directed ▪ Is sensitive to the feelings of others |

| Domain | Age | Characteristics | |
|------------------------------|-----|--|---|
| <u>COGNITIVE DEVELOPMENT</u> | 3 | <ul style="list-style-type: none"> ▪ Uses toys to symbolize real objects ▪ Engages in fantasy play ▪ Can stay with same activity for five to ten minutes (increasing concentration) ▪ Uses real objects as props during pretend play | <ul style="list-style-type: none"> ▪ Uses color names appropriately ▪ Recognizes name in print ▪ Identifies and names body parts ▪ Uses positional terms (over, under above, outside, etc.) ▪ Shows an interest in numbers and names of numbers ▪ Puts interlocking puzzles together ▪ Begins to notice patterns |
| | 4 | <ul style="list-style-type: none"> ▪ Begins to reason ▪ Engages in more developed play themes ▪ Understands simple concepts ▪ Begins to sort or categorize | <ul style="list-style-type: none"> ▪ Counts objects out loud ▪ Is interested in the alphabet ▪ Is developing early literacy ▪ Identifies colors ▪ Puts things in order or sequence ▪ Notices patterns |
| | 5 | <ul style="list-style-type: none"> ▪ Counts twenty or more objects with accuracy ▪ Uses measurement terms (long, heavy) ▪ Understands whole and half and uses them in a sentence | <ul style="list-style-type: none"> ▪ Estimates numbers in a group ▪ Draws basic shapes and more ▪ Sorts and organizes ▪ Expresses interest in creative movement ▪ Matches objects with ease ▪ Knows some names of coins and bills (money) |

| Domain | Age | Characteristics | |
|-----------------------------|-----|--|--|
| <u>LANGUAGE DEVELOPMENT</u> | 3 | <ul style="list-style-type: none"> ▪ Speaks when spoken to ▪ Tells stories without prompting ▪ Likes to learn new words ▪ Asks questions ▪ Speaks in three- or four-word sentences (young three-year-olds) ▪ Uses up to seven words in sentences (older three-year-olds) | <ul style="list-style-type: none"> ▪ Understands the meaning of most preschool words (semantics) ▪ Uses language socially (pragmatics) ▪ Enjoys books that have photographs of real things ▪ Enjoys picture books ▪ Enjoys singing simple, repetitive songs ▪ Begins to use correct grammar (syntax) |
| | 4 | <ul style="list-style-type: none"> ▪ Speaks in five- to six-word sentences ▪ Sings more complicated songs; enjoys finger plays and rhymes ▪ Tells simple stories in sequence ▪ Spells name | <ul style="list-style-type: none"> ▪ Follows three-step directions ▪ Refers to yesterday and tomorrow correctly ▪ Knows first and last name ▪ Pronounces words and sounds correctly ▪ Uses appropriate speech |
| | 5 | <ul style="list-style-type: none"> ▪ Speaks in six- to ten-word sentences ▪ Answers questions about familiar stories ▪ Speaks clearly and fluently | <ul style="list-style-type: none"> ▪ Makes up stories ▪ Has an expanding vocabulary ▪ Asks lots of questions ▪ Argues, reasons, and uses “because” |

The above listed skills in each of the developmental domains are discrete skills that can be observed out of context. The child outcomes summary process asks the team to identify the discrete skills and then think about in what ways the child uses them in a functional way—perhaps the skill helps the child foster positive social-emotional relationships, facilitates the acquisition and use of new knowledge and skills or demonstrates that the child uses appropriate actions to meet his or her needs. Figure 3 is an organizational map that is designed to assist practitioners in thinking about the above developmental milestones and functional skills in the context of the COS outcome areas. It demonstrates that many of the isolated skills, when looked at through a functional skill lens, are indicators of the child’s progress in one or more of the three outcome areas.

Figure 3. Developmental Milestones and the Three Child Outcomes



The next section describes the District of Columbia (DC) process for completing the COS data collection process. Specifically outlined are the phases of the DC COS process and the technical requirements for completing the COS in the District of Columbia Corrective Action Tracking System (DC CATS).

Section III – District of Columbia Early Childhood Outcomes Process

Overview

Completion of COS is an ongoing process and ratings should be done in teams. As students ages 3-5 enter or exit preschool special education services, LEAs should use the COS process to document their progress in the special education program. The COS process allows LEAs to identify the developmental milestones that a child reaches in the three areas of functioning specified earlier in this document. Teams shall use evidence from a variety of sources including assessments, parent information, and student Individualized Education Program (IEP) progress data. The Office of the State Superintendent of Education (OSSE) has secured a web-based system for monitoring and compliance monitoring tools known as the District of Columbia Corrective Action Tracking System (DC CATS). LEAs are required to enter COS data in the Early Childhood Outcomes Summary data collection tool, which is part of the DC CATS web-based portal. DC CATS allows for ease of entering data on a rolling basis during appropriate 60 or 90-day entry and exit windows for each child. Again, this is an ongoing process and should occur as each child enters and exits the preschool special education program in the District of Columbia.

Sources of Information for Each of the Three Outcome Areas

LEAs may use several types of data to inform COS ratings. Including multiple sources ensures that LEA data is valid and robust. In addition, involving parents or family members in the COS process is highly encouraged, similar to IEP meetings. LEAs may use the following types of data as the source of evidence for ratings:

- Observations and notes from the child's teacher and related services provider(s)
- Observations and notes from the child's parents and family members
- Data from the child's IEP or IEP meeting notes
- Formal assessments administered to the child (including commercial and non-commercial, see Section IV)
- Informal assessments

Phases of the District of Columbia COS Data Collection Process

Figure 4, below, explains the five phases of the Child Outcomes Summary Process in the District of Columbia.

Phase 1 encourages educators and service providers to identify and recognize the developmental milestones appropriate for the age group with which they work.

Phase 2 explains the importance of using multiple sources of information for each child when collecting data.

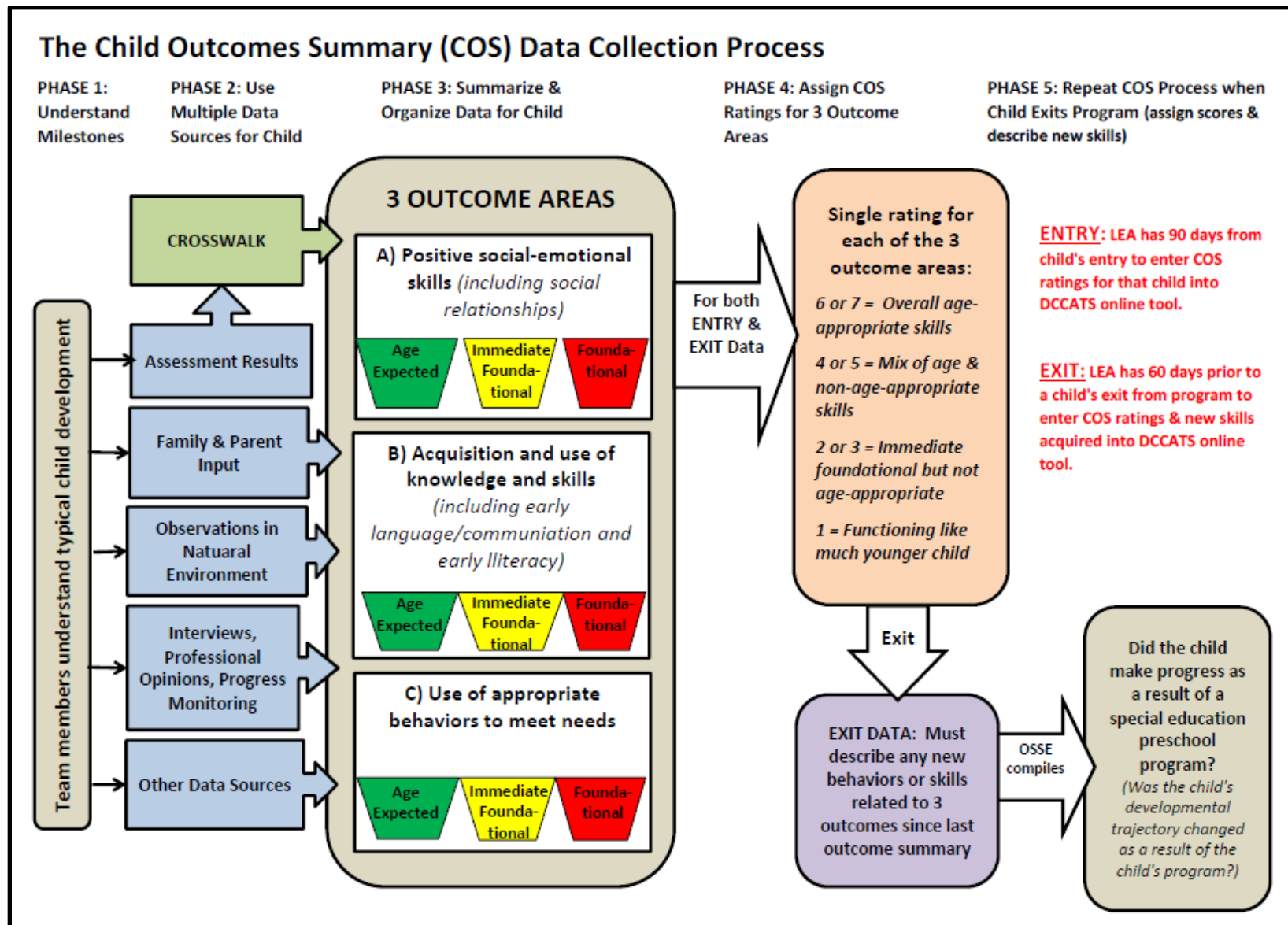
During **Phase 3** of the COS process, educators organize and summarize data for each child in the three outcome areas.

In **Phase 4**, LEA staff assign COS ratings for the three outcome areas as described in Section 1 of this manual.

Phase 5 requires repeating the entire COS process when the child exits the preschool special education program, making note of the progress the child made in all three outcome areas. Any new skills that the child has should be considered in this phase.

The final phase, **Phase 6** (not shown in diagram), is when data analysis at the state-level occurs to determine the percentage of children who demonstrate improvement in the three outcome areas.

Figure 4. Phases of the Child Outcomes Summary (COS) Data Collection Process



Rating Scores

When rating a child on the three COS developmental outcomes, it is required that the person(s) completing the process include rating scores for all 3 outcome areas when compiling “Entry” data. Then, upon exit from a preschool special education program, the process repeats and ratings scores are collected again, this time as “Exit” data. Exit data and exit scores should only be completed for children who have received **at least 6 months** of preschool special education services and who are leaving the special education program for the following reasons:

- The child transitions from a preschool program to Kindergarten;
- The child no longer requires preschool special education services; or
- The child has aged out of the program (when they turn 6 years old).

When assigning ratings, there are important things to keep in mind:

1. **Ratings should not be assigned by someone who does not know the child.** The preschool special education teacher or supervisor should take the lead on determination of summary ratings that are reported.
2. **Discussion about the ratings should occur in settings where consensus can be reached.** At a minimum, the summary ratings should include the participation of a core group of individuals including the parent, the preschool special education teacher, the child/care or preschool teacher, and the related service provider. Other individuals involved with the child should also be considered.
3. **The core group of individuals should have face-to-face time for discussing behaviors across multiple settings, conditions and time.** Information may be gathered prior to an in-person discussion. Input from others may be obtained and used by the core group.
4. The core group must **include a professional with knowledge and expertise of early childhood development** and age appropriate behaviors in order to make a determination of how well the child performs in relationship to nondisabled peers.
5. **Sensitivity to cultural expectations must be addressed in the determination of ratings.**

Please see Appendix E, “Child Outcomes Summary Form (COS) Discussion Prompts”, for more on working in teams and reaching consensus on a child’s outcome rating.

Once the child’s data has been gathered, the team will determine whether the child’s skills are age-appropriate, immediate foundational or foundational. The proportion of each skill level in each area guides the team to select a number, 1-7, that most accurately describes the child’s level of functioning in that outcome area. OSSE has provided two tools to assist teams in the sorting and ranking process, found in Appendix D. Ratings are based on the following definitions:

Figure 5. Definitions for Outcome Ratings: For Use with the Child Outcomes Summary (COS) Form⁴

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

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

⁴ Early Childhood Outcomes Center <http://projects.fpg.unc.edu/~eco/pages/>.

Figure 6. Distinguishing between a Rating Score of 6 and 7

| | |
|----------|---|
| 7 | 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. |
| 6 | 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. |

It is important for teams to review this rating rubric together prior to beginning the COS process, so that team members are evaluating data and applying the rating scale consistently across students. In order to support a robust COS process, teams should develop a shared definition of data quality and explicitly discuss what constitutes sufficient evidence for each rating using quantitative and qualitative data. These discussions will assist teams in ensuring that their ratings are objective rather than subjective.

Figure 7. Determining Subjectivity of COS Rating Scores

| | |
|-------------------------------|--|
| Subjective Ratings | Based strictly on opinion or purely subjective data. COS ratings assigned by one person’s opinion or assessment of the data. |
| Non-Subjective Ratings | The ratings involve clinical decision-making by the team, which is much like the decision-making used to decide on goals and intervention strategies. Appropriate tools are used to assist in assigning ratings for each child. Both subjective and objective data is considered and utilized. |

State Education Agency (SEA) Procedures and Responsibilities

To assist LEAs with addressing their COS responsibility, OSSE supports regular data submissions by:

Step 1

Providing monthly reminders to LEAs regarding entry of COS scores into the DC CATS system; Uploading the USI, first and last name, date of birth, LEA and race/ethnicity for all children that require entry scores into DC CATS on a monthly basis;

Step 2

Providing annual trainings and technical assistance sessions on the Child Outcome Summary process, as well as the District of Columbia Corrective Action Tracking System (DC CATS);

Step 3

Monitoring the data submitted in the system for completion through bi-annual status checks, which includes sending a list of anomalies to LEAs and requiring prompt reply and follow up on any confirmed errors;

Step 4

Providing LEAs with resource documents and targeted technical assistance to aid in the completion of COS forms; and

Step 5

Notifying LEAs when data is certified as complete.

LEA Procedures and Responsibilities

In order to successfully submit COS data to OSSE's Division of Specialized Education (DSE), please follow the steps outlined below in addition to Phases 1-5 of the COS data collection process (discussed on page 15).

Step 1

Ensure that a Preschool Special Education Coordinator (PSEC) is identified annually and communicate this designation to OSSE DSE, by contacting osse.cosfaq@dc.gov, before the first COS data submission to ensure that he/she receives all relevant communication and training.

Step 2

Once the PSEC has been identified, he or she is responsible for ensuring that the COS is complete for ALL preschool/prekindergarten students in the LEA's special education program. The PSEC is responsible for ensuring that those who will enter data into DC CATS have appropriate training and access.

Step 3

Review DC CATS and the LEA's SEDS roster no less than monthly to identify which students need entry and exit scores. Complete the COS process according to the guidelines and phases outlined by OSSE. When determining summary ratings for all students, please see the information outlined on pages 17-19.

Step 4

Follow technical requirements to enter information into the DC CATS system once rating scores and supporting evidence are ready for entry.

Required Information

Please refer to the OSSE DC CATS Early Childhood Outcomes B-7 Administrator Manual⁵ for more information. Four types of information are required for successful submission of COS data into DC CATS. Information includes student demographic information; staff identification information; rating scores for the three outcome areas; and the source or evidence on which the outcome scores are based. Rating scores, as well as the evidence for determining rating scores are explained above. Data requirements for the demographic section as well as the staff identification information section are outlined below.

Demographic information

The online portal for COS data collection asks LEAs to submit additional information about students served than what is required by COS guidelines. This will allow OSSE to disaggregate data by factors such as eligibility category, race, or even gender. It is imperative that LEAs provide as much detailed information as possible for each child served. This will assist in longitudinal and cross-sectional data analysis. The demographic data that OSSE is requesting is listed below:

- Student's Unique Student Identifier (assigned to each school age child)
- Student First Name and Last Name
- Student Date of Birth
- Gender
- Student Race/Ethnicity
- Previous Educational Experience (if known)
- Nonpublic Attendance (if the student attends a nonpublic school)

⁵ <http://osse.dc.gov/publication/cosfinstructions>.

- Name of Nonpublic Agency (if applicable)
- Name of LEA
- Name of School/Program
- Location of Service (where the child receives the majority of his or her special education services)
- Program Entry Date (if applicable)
- Program Exit Date (if applicable)
- Eligibility Category
- Student Primary Language

Staff Identification Information

Student COS records in DC CATS are linked to staff by email address. DC CATS allows staff members to save progress and return to complete a COS form for a child at a later time. In order to do so, the Student USI and staff information section must be accurate and complete, including:

- Staff First Name and Last Name
- Staff Email Address
- Staff Role (primary role in relation to this student)

Section IV. Assessment Tools⁶

⁶ Early Childhood Outcomes Center <http://projects.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks>.

OSSE requires that LEAs consider utilization of the following (or similar) assessment tools for COS data collection purposes. Again, these tools should not be used in isolation as the sole source of information for the COS process, but rather, in conjunction with other data sources, including informal assessment data:

The Assessment, Evaluation, and Programming System (AEPS)

The purpose of the AEPS is to identify children's strengths across developmental areas; identify functional goals and objectives for IFSPs or other individualized plans; assist in planning and guiding intervention; and monitor children's progress. The age range for the assessment is birth to 36 months. The areas included in this assessment are:

- Fine motor
- Gross motor
- Adaptive
- Cognitive
- Social-Communication
- Social

Ages and Stages Questionnaire (ASQ)

The ASQ is a screening questionnaire designed to identify children in need of additional assessment for possible developmental delays. The age range for the assessment is 4 to 60 months of age. It takes 10-15 minutes to complete and 2-3 minutes to score this assessment. The areas included in this assessment are:

- Communication
- Gross Motor
- Fine Motor
- Problem Solving
- Personal-Social

Battelle Developmental Inventory –Second Edition (BDI-2)

The BDI-2 is a developmental assessment for early childhood that screens and evaluates early childhood developmental milestones. The age range for this assessment is birth to 7 years 11 months. If used as a screening test, it takes 10-30 minutes to complete. The complete BDI-2 takes 60-90 minutes to complete. The Early Childhood Outcomes Center recommends using the BDI as one of multiple sources of information for measuring child outcomes. The five areas measured with this assessment are:

- Motor
- Adaptive

- Cognitive
- Personal-Social
- Communication

Bayley Scales of Infant and Toddler Development—Third Edition (Bayley-III)

The Bayley-III measures developmental delays for infants and toddlers up to 42 months. The assessment includes five scales: Three scales administered with child interaction and two scales conducted with parent questionnaires. The Bayley-III assesses:

- Adaptive Behavior
- Cognitive
- Language
- Motor
- Social-Emotional

Brigance Inventory of Early Development II (IED-II)

The purpose of the IED-II is to assess the strengths and needs of students functioning below the developmental age of 7. With the Brigance IED-II, teachers are able to use this tool to diagnose delays, disabilities, giftedness, and other exceptionalities in children; determine present levels of performance; determine readiness for school; provide a range of scores needed for documenting eligibility for special education services; assist with program evaluation; enable a comparison of children's skills within and across developmental domains in order to view strengths and weaknesses. The assessment measures:

- Fine Motor
- Gross Motor
- Academic-Cognitive and Graphomotor Development
- Daily Living Skills
- Social-Emotional
- Adaptive Behavior

Developmental Assessment of Young Children (DAYC)

Developed in 1998, the DAYC measures the five areas of assessment mandated by the Individuals with Disabilities Education Act. The DAYC is used to identify developmental delays or deficits in children (from birth through 5 years, 11 months) who may benefit from intervention. The assessment measures:

- Cognition
- Communication

- Social-emotional Development
- Adaptive Behavior
- Physical Development

Teaching Strategies GOLD

The Teaching Strategies GOLD assessment can be used with any developmentally appropriate early childhood curriculum and is based on 38 research-based objectives, aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts
- English Language Acquisition

Section V – Appendices

Appendix A

Frequently Asked Questions

| | |
|--|---|
| <p><i>Early Childhood Outcomes Overview</i></p> | <p><i>The Early Childhood Special Education Outcomes are a requirement put forth by the Office of Special Education Programs (OSEP) as part of each State’s Performance Plan (SPP). There are 20 indicators for the SPP. Indicator 7 requires that each LEA assess all preschoolers (children ages 3-5) with IEPs to determine outcomes in the following areas:</i></p> <p><i>Positive social/emotional skills</i></p> <p><i>Acquisition and use of knowledge and skills (including early language/communication and early literacy), and</i></p> <p><i>Use of appropriate behaviors to meet their needs.</i></p> |
| <p>1. Who Must Be Assessed?</p> | <p>All preschoolers (ages 3-5) years old who have been determined eligible for special education and who are receiving services under an IEP must be assessed. This is true regardless of the child’s eligibility category or placement. For example, a preschool child with a Speech IEP who is seen twice a week will need to be assessed on all three outcome areas. Likewise, a preschool child with an IEP who has more significant disabilities will also need to be assessed on all three outcome areas.</p> <p>In some Local Education Agencies (LEAs), parents decide to enroll their children in private schools, where in some cases, the IEP is not implemented and a service plan is created. In these instances, the LEA is not required to assess those children for entry or exit data.</p> |
| <p>2. When Are Children Required To Be Assessed?</p> | <p>Typically, children will be assessed at two points. They will be assessed upon entry to preschool special education and at exit from preschool special education (e.g., move to kindergarten, exit special education through re-evaluation, etc.). (However, a student must be in the program a minimum of six months for the data to be included in the calculations for the state or LEA.) Entry assessment MUST be conducted on a child within 90 calendar days or after – the child’s first day of special education services. Additionally, exit assessment MUST be conducted within the 2 months prior to a child’s exit date; for example, at the end of the school year before the child leaves preschool to enter kindergarten.</p> |
| <p>3. Who Conducts the Assessment?</p> | <p>The child’s teacher and/or assigned LEA professional personnel should conduct the assessment(s) at both entry and exit. DC CATS refers to this person as the Primary Service Provider (PSP).</p> |
| <p>4. What Assessments Can LEAs Use?</p> | <p>The Office of State Special Education (OSSE), along with the assistance of a statewide task force, selected seven preferred assessments to collect these data. If the preferred assessments are not used, text fields to enter up to four other assessments are provided.</p> |

| | |
|--|---|
| | <p>The Assessment, Evaluation and Programming System (AEPS)</p> <p>Ages and Stages Questionnaire (ASQ)</p> <p>Battelle Developmental Inventory ((BDI)</p> <p>Bayley</p> <p>Brigance IED-II</p> <p>Developmental Assessment of Young Children (DAYC)</p> <p>Teaching Strategies GOLD</p> <p>Note: OSSE guidelines allow LEAs to change to a new assessment (from the list above) from entry to exit if an LEA determines this is necessary.</p> |
| <p>5. Can We Use Other Assessments That Are Not Listed Above?</p> | <p>No. After careful research and consideration, the statewide stakeholder task force recommended and the OSSE determined that the assessments identified above are required. In order to make these determinations, the task force, along with OSSE staff, researched multiple assessments and consulted with national organizations and technical assistance groups that included the U.S. Department of Education (USDOE) Office of Special Education Programs (OSEP), the National Early Childhood Technical Assistance Center (NECTAC), and the Early Childhood Outcomes Center (ECO Center), as well as surveyed several states and larger school LEAs.</p> |
| <p>6. Are LEAs Required To Assess All Three Outcomes Areas As Indicated In IDEA?</p> | <p>Yes. Regardless of the area of delay or eligibility identification, all Local Education Agencies must assess all preschool children with IEPs in all three outcome areas at both entry and at exit.</p> |
| <p>7. What Is Considered “Entry” and “Exit”?</p> | <p>“Entry” is determined to be within 90 calendar days before or after a child is receiving a program or service under an IEP. Typically, for example, after a preschool child is determined to be eligible for early childhood special education services, an IEP is developed and then the child is enrolled or “entered” into the preschool program, and begins receiving services. It is this “entry date,” the date special education services begin, that is considered the entry date and official entry of that child into the preschool program.</p> <p>“Exit” is determined to be any of the following:</p> <ul style="list-style-type: none"> • exit from special education at any time prior to kindergarten entry, • leaving a public school in the District of Columbia (either District of Columbia Public School or Public Charter School), • or exiting preschool prior to kindergarten entry for any other reason. |

| | |
|--|--|
| | <p>Exit assessment should be conducted within the 60 calendar days prior to that child’s exit date, as indicated previously. It is possible that a child will leave the preschool program without notice (e.g., moves suddenly). In such instances, LEAs will be able to indicate the reason for the absence of exit data through DC CATS.</p> <p>Note: Track breaks may cause an exception to this guideline. Please contact your LEA’s Education Director for clarification if your school operates on a schedule other than the traditional nine-month calendar.</p> |
| <p>8. What If A Child Turns 3 Years Old In The Summer; When Is That Child’s Entry Date?</p> | <p>A child’s COS data entry date cannot exceed the 90 calendar day entry date window that either precedes or follows the service entry date. For example, if an eligible child turns 3 on July 15, but services will not begin until September 1, then that child’s earliest entry date could be July 15 (if an IEP is in place on the third birthday) and the latest entry date could be December 1 (counting from the first day that the child starts preschool special education services).</p> <p>Remember that the purpose of the Early Childhood Outcomes is to determine the effectiveness and impact of the preschool program with regard to the children it serves. Therefore, it is important that the child receives the full benefit of the program services between entry and exit testing. By ensuring that entry and exit dates are as close to dates where services have begun and have ended, the outcomes will have a greater likelihood of reflecting the impact of the preschool program.</p> |
| <p>9. Can The Child Be Assessed More Frequently Than Upon Entry And Exit?</p> | <p>Yes; in fact, it is recommended, though DC CATS does NOT collect interim COS scores. The best way to ensure progress is being made over time is to continuously assess a child’s development and adjust instruction in order to meet the child’s needs. This continuous, formative assessment will allow teachers to make appropriate lesson plans, adjust curriculum, and provide necessary experiences for students so that they will be provided the best opportunities for school success.</p> |
| <p>10. How Long Must A Child Receive Special Education Services Before Exit Data Can Be Collected?</p> | <p>OSEP has determined that a minimum of 6 months must occur between the entry and exit data points. For example, if a 4-year old child’s entry assessment was conducted on November 30th, then the earliest an Exit assessment can be conducted is May 30th.</p> |
| <p>11. What If A Child Exits Special</p> | <p>In such circumstances, the LEA will not have to collect exit data. Entry data will have been collected on this child but exit <i>data</i> is not required. An LEA must provide exit information on the exit section in DC CATS. The LEA shall</p> |

| | |
|--|--|
| Education Before Six Months Of Service? | indicate that the exit data was not collected and provide the reason that the data was not collected. If a child transfers to another LEA, and continues to receive preschool special education services, no exit information shall be entered. The child's new LEA will request a transfer of the student's entry data and will use this data to build upon when the time comes to collect COS exit data. |
| 12. Does The Assessment Requirement Only Apply to 3 Year Olds? | No. Entry data must be collected on any preschool child, 3-years, 4-years, or 5-years of age, who has been determined eligible for special education and related services and who has an IEP, regardless of whether they enter special education as a 3-year-old, 4-year-old, or 5-year-old and regardless of placement or types of services provided. |

| | |
|--|--|
| 13. What If A Child Enters Preschool Special Education As An Older 4-Year-Old In The Spring? | Unless the LEA is completely sure that the child will not receive ESY and will be transitioning into Kindergarten the following school year, entry data must be collected within 90 calendar days of the child's first day of service, regardless of when in the school year the child begins to receive services. |
| 14. What If A Child's Language Is Not English? | OSEP requires LEAs to assess all preschool children with IEPs to determine outcomes for Indicator 7. It is recommended that Local Education Agencies work with their selected assessment publisher or publishers to determine what accommodations can be made that do not jeopardize the standardization or impact the validity of the selected assessment(s). |
| 15. What About Children Who Turn 6 Years Old While In The Preschool Program? | Data must be collected on all preschool students who are receiving special education preschool services. In this case, it will be necessary to collect exit assessment data within 60 calendar days of that child's exit date, or 6 th birthday. |
| 16. For What Purpose Are The Assessments Used? | The purpose of this assessment process is to collect LEA-wide and statewide aggregate data to report to OSEP and to the public to answer three federally required questions about children's progress in special education. The information is about the collective results of the State and individual LEAs and not about an individual child's status. Eventually, the results will be used to evaluate program effectiveness and identify areas for program improvement. |
| 17. When Is Data Reported To OSEP? | Every February, each State must submit an Annual Performance Report (APR) regarding progress against the 2005 State Performance Plan (SPP). |
| 18. How Do LEAs Report The Data That Has Been Collected? | LEAs report the required data elements to the OSSE through a web-based data system called DC CATS. The State has developed this web-based system in order to uniformly collect the specific items required by OSEP. DC CATS is a real time data system and student data can be added at any point in time. LEA representatives will be trained in entering data into DC CATS so that timelines can be met to meet the required OSEP reports. OSSE works with leadership from each LEA to ensure the smooth collection and reporting of assessment outcomes data. The person(s) assigned to enter data will vary from LEA to LEA. |
| 19. How Does The State Ensure That The | As with many other states, OSSE has elected to utilize the Child Outcomes Summary (COS) form, developed by the Early Childhood Outcomes (ECO) Center, in order to ensure that all data collected from each LEA is submitted |

| | |
|---|--|
| <p>Data Collected From Each Local Education Agency (LEA) Translates Into The OSEP Reporting Requirements?</p> | <p>in a reportable format. The ECO Center has developed the COS for summarizing, on a 7-point scale, information related to a child's progress on each of the 3 child outcome areas required by OSEP.</p> |
| <p>20. Are Local Education Agency (LEA)s Required To Use The Child Outcome Summary (COS) form?</p> | <p>Yes, Each LEA must report their children's COS scores per outcome indicator. Continued training and support are provided by OSSE through collaboration with leadership from each LEA. In each LEA, points of contact have been trained to understand the requirements and to assist the LEA to meet its obligations relative to this data collection and reporting requirement. OSSE will continue to collaborate with these individuals to ensure that the data collection and reporting process remains effective. To learn who the designated point of contact is for a given LEA, please contact the LEA special education director's office.</p> |
| <p>21. Who Completes The COS?</p> | <p>It is recommended that the children's teachers or service providers complete the COS. A training module, developed by the OSSE and available to all appropriate personnel, provides more detailed information on the use of the COS and its relationship to the data collection efforts (DC CATS). The PowerPoint can be found on the DC CATS website, under the documents tab.</p> |
| <p>22. When Do Local Education Agency (LEA)s Submit The Data To The State?</p> | <p>DC CATS is a real time data system. Student assessment data and COS scores should be entered as soon as possible after the student assessments have been conducted. LEAs must submit data via DC CATS each school year, which includes the entry data for all "new" children who have entered the LEA's preschool special education system and the exit data for all children who have received services for at least 6 months, and who have exited the system. DC CATS will retain all students in the system until an exit record has been submitted for the student. Based on the submission date of the exit record, the student will then be associated with the appropriate school year for reporting purposes.</p> <p>DC CATS has data validations built into the system, which should eliminate many data entry errors.</p> <p>An LEA may need to submit data for a child who will be exiting the program at the conclusion of the school year. The Local Education Agency (LEA) should go ahead and collect the exit data for these children and submit it by the date specified in OSSE's Data Calendar. The 2-month window for exit data collection should account for this consideration.</p> |
| <p>23. Must Local</p> | <p>No. Since all children receiving a program or service under an IEP will be</p> |

| | |
|---|--|
| <p>Education Agency (LEA)s Obtain Permission From Parents To Conduct These Assessments?</p> | <p>assessed, there is no requirement to obtain parent permission. However, LEAs are encouraged to discuss with as well as provide information to families about the purposes of OSEP's child outcomes data collection.</p> |
| <p>24. Can Parents Refuse To Have Their Child's Assessment Data Used For Purposes Of OSEP's Outcomes Data Collection?</p> | <p>OSEP indicates that since these data are needed for federal accountability for Part B/619 (ECSE) programs, families cannot refuse to have their children's assessment data included in the aggregate. Again, LEAs are encouraged to share information with families about the purposes of OSEP's child outcomes.</p> |
| <p>25. What is the basis for the scale on the COS?</p> | <p>The scale on the COS is based on several assumptions:</p> <ul style="list-style-type: none"> 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 this 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. <p>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.</p> |

Appendix B

At a Glance: Child Outcomes

The Early Childhood Outcomes Center (<http://www.the-eco-center.org>), January, 2011

Child Outcomes

States are required to report on the percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:

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

Positive social emotional skills (including social relationships). This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Acquisition and use of knowledge and skills (including early language/communication/early literacy). This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Use of appropriate behaviors to meet their needs. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Ultimate goals for early intervention and early childhood special education:

For children...

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, preschool or school programs, and in the community.

For families ...

to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities.

Child Outcomes are:

A snapshot – of the child’s overall functioning at one given point in time, informed by the full team of people who know the child best across settings and situations where the child spends his/her time. They provide a consistent format for programs to see the extent to which their activities are making a difference in supporting all children’s progress and offer needed information to guide program improvement. More detailed information about each specific child’s functioning and progress may be more useful to the team in developing program plans than the 3 global outcomes.

Integrated – going beyond skills in any one domain, bringing them together in complex and interconnected ways

Functional – reflecting how children use the skills they have in everyday activities to accomplish things that are meaningful to them. They go beyond actions that might be observed in a child sporadically under a specific set of ideal or unusual conditions to focus on how the child regularly uses his/her skills

Different across contexts – in many cases children’s functioning will vary across contexts, exhibiting different ways of interacting with different people and in places where different supports and expectations exist. The outcomes reflect an overall sense of how the child functions across the full range of everyday settings and situations. Include a child’s functioning with whatever assistive technology supports may routinely be available (or not) in the settings where the child spends his/her time

Considered relative to same-age peers – ratings reflect the child’s functioning relative to that of same-aged peers to help interpret the mix of functioning observed and the trajectory of the child’s progress over time

Not intended for eligibility determination – the outcomes reflect one measure of a child’s functioning. For a variety of reasons, it is not expected to mirror eligibility determination. A number of kids eligible for IDEA-funded services may demonstrate age-expected functioning in one or more of the outcome areas

Progress Categories

For OSEP, states are required to report on the percentage of children in five categories of progress for each of the three child outcomes (percentage in 5 categories X 3 outcomes = 15 numbers the state reports):

- a. Children who did not improve functioning.
- b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
- c. Children who improved functioning to a level nearer to same aged peers but did not reach it.
- d. Children who improved functioning to reach a level comparable to same aged peers.
- e. Children who maintained functioning at a level comparable to same aged peers.

States must report progress category information on children who receive services in the state for 6 months or more. Progress category information on all 3 outcomes is required for each

child, regardless of the child's reason for eligibility. Categories are derived by combining the outcomes ratings or descriptor statements given at program entry and exit.

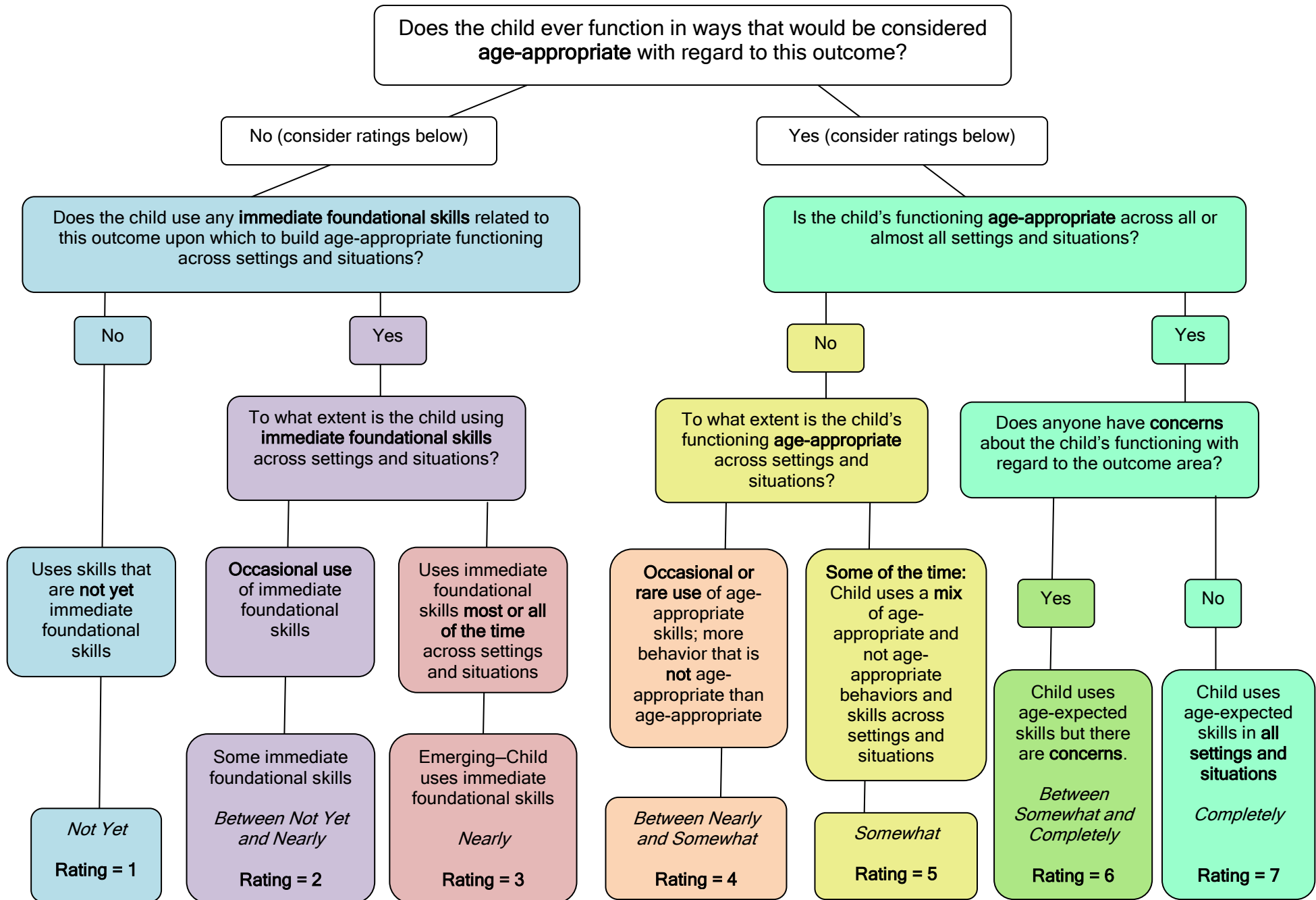
Summary Statements

For OSEP, states are required to convert information from the progress categories into two summary statement percentages for each of the three child outcomes:





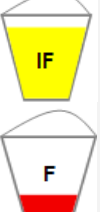


- **Summary Statement 1:** Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program. (State derives a percentage for each child outcome area.)
Formula: $[(c + d)/(a + b + c + d)] \times 100$, where letters represent the actual number of children in each progress category group.
- **Summary Statement 2:** The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. (State derives a percentage for each child outcome area.)
Formula: $[(d + e)/(a + b + c + d + e)] \times 100$, where letters represent the actual number of children in each progress category group.

Appendix C

Decision Tree for Summary Ratings & Selection of Descriptor Statements



Child Outcomes Summary (COS) Ratings and Maryland COS Descriptors w/Buckets

| | | |
|---|---|---|
| Overall Age-Appropriate | <p>Completely means:</p>  | <p>7</p> <ul style="list-style-type: none"> 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. <p>Relative to same age peers, _____ has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]).</p> |
| |  | <p>6</p> <ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. <p>Relative to same age peers, _____ has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skill).</p> |
| Some Not Age-Appropriate/Some Age-Appropriate | <p>Somewhat means:</p>  | <p>5</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child. <p>Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome).</p> |
| |  | <p>4</p> <ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. <p>Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).</p> |
| Not Age Appropriate | <p>Nearly means:</p>  | <p>3</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*. <p>Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome).</p> |
| |  | <p>2</p> <ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. <p>Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).</p> |
| | <p>Not yet means:</p>  | <p>1</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. <p>Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.</p> |

Appendix D

Child Outcome Summary (COS) Team Discussion Prompts⁷

The pages that follow provide several types of questions or prompts that teams can use to elicit conversation about a child's functioning with regard to the three global child outcome statements. It is important for teams to draw on a variety of data sources and to ask probing questions that will lead to a specific description of how a child generally functions within each outcome area. If needed, a team may draw upon this list of sample discussion questions to prompt further consideration of important components of each functional outcome area. The list that follows is not a comprehensive list of the types of questions or topics that might be discussed. Additionally, it is not intended to be used as a required checklist for discussion nor as a measure of a complete discussion. However, this list may prove useful to teams looking to expand and promote robust discussion. It may also be helpful to individuals new to the COS process, especially in cases where those staff members are asked to train additional staff. Suggestions, additions, and comments concerning this list are always welcome by contacting osse.cosfaq@dc.gov.

⁷ Questions based on resource created by The Early Childhood Outcomes (ECO) Center, entitled 'Child Outcome Summary Form (COSF) Discussion Prompts, 4/4/07 edition.

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.

1. How does the child relate to his/her parent(s)?
2. 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?
3. How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
4. How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
5. 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.)?
6. 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)?
7. How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
8. What is the child's eye contact with others like? Does it differ across situations or with different people?
9. How does the child display his/her emotions?
10. How does the child read and react to the emotions and expressions of others?
11. How does the child respond to touch from others?
12. How does the child maintain interactions with people?
13. In what situations and ways does the child express delight or display affection?
14. 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, and tantrums)? How often does this occur? In what situations? In what situations does it not occur?
15. Does the child display awareness of routines? How?
16. 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?
17. How and in what situations are interactions with others initiated?
18. 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)?
19. Does the child seek out others after an accomplishment? How?
20. Does the child seek out others after frustration or when angry? How?
21. 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?
22. 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)?
23. Does the child attempt to resolve his/her conflicts? How? What do these actions look

like with peers, parents, etc.?

24. How does the child respond when others are not attending to him/her?

25. How does the child respond when someone arrives? Someone new? Someone familiar?
How does the child respond when someone leaves?

26. Talk about the child's functioning with regard to turn-taking, showing, and sharing?
With adults? With other children?

27. How would you expect other children this age 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.

1. 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)?
2. 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?
3. What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
4. How does the child understand and respond to directions and requests from others?
5. How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things?
6. 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)?
7. 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)?
8. Can the child answer questions of interest in meaningful ways?
9. Does the child use something learned at one time at a later time or in another situation?
10. Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?
11. 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.)
12. How does the child demonstrate her/his understanding of symbols into concepts, communication, and play?
13. How does the child interact with books, pictures, and print?
14. 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?
15. Does the child's play show attempts to modify strategies/approaches and to try new things? How?
16. 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?
17. How would you expect other children this age 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.

1. What does the child do when she/he can't get or doesn't have what she wants?
2. What does the child do when he/she wants something that is out of reach or hard to get?
3. What does the child do when he/she is upset or needs comfort?
4. What does the child do when she/he is hungry?
5. What does he/she do when he/she is frustrated?
6. What does the child do when she/he needs help?
7. How does the child convey his/her needs?
8. 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)?
9. Tell me about the child's actions when dressing and/or undressing?
10. What does the child do before and after peeing and pooping?
11. What does the child do at mealtime (eating, drinking)? Are there differences across settings and with different people?
12. 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?
13. Tell me about the child's actions/reactions with regard to hygiene (tooth brushing, washing hands/face, blowing nose, etc.)?
14. Does the child show awareness of situations that might be dangerous? What does he/she do (give examples, (e.g., to drop offs, hot stoves, cars/crossing streets, strangers, etc.)?)
15. 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?
16. 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?
17. How does the child respond to delays in receiving expected attention and/or help from others?
18. How does the child respond to challenges?
19. Does the child display toy preferences? How do you know?
20. How does the child get from place to place when desired or needed?
21. What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun?
22. How does the child respond to problematic or unwanted peer behavior?
23. How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)?
24. How would you expect other children this age to act in these situations?