

Early Childhood Outcomes

What are ECOs/COSFs?

- Early Childhood Outcomes (ECOs) or Childhood Outcome Summary Forms (COSFs) are those required by the Office of Special Education Programs (OSEP) in Washington, D.C. to determine progress for children in preschool special education programs.
- You will complete these twice. Once at entry to your program and once at exit from your program.

COSFs

- Complete on all children, birth to age six, receiving early intervening or early childhood special education services.
- COSFs are completed based on [typical child development](#).

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Outcome Areas

- There are three outcome areas measured on the COSFs. All three outcomes are completed on every student.
- Outcome 1: Positive Social-Emotional Skills
- Outcome 2: Acquisition and Use of Knowledge and Skills
- Outcome 3: Taking Action to Meet Needs

Outcome 1

- Positive Social-Emotional Skills (including social relationships)
- Involves:
 - Relating with adults
 - Relating with other children
 - Following rules related to groups or interacting with others.
- Includes areas like:
 - Attachment/separation/autonomy
 - Expressing emotions and feelings
 - Learning rules and expectations
 - Social interactions and play

Outcome 1 Example Questions

- How does the student interact with teachers, parents, or other adults?
- How does the student interact with same aged peers in both structured and unstructured settings (playground, playgroups, etc.)?
- How does the student follow rules related to groups and others?
- How does this student handle transition (e.g. activity, places, and people)?

Outcome 2

- Acquisition and use of knowledge and skills (including early language/communication)
- Involves:
 - Thinking and reasoning
 - Problem-solving
 - Understanding physical and social worlds
- Includes:
 - Early concepts (numbers, classification, etc.)
 - Imitation
 - Expressive language and communication

Outcome 2 Example Questions

- How does this student exhibit that he is able to recall previously learned information or skills?
- How does this student approach situations that require a solution?
- How does this student functionally communicate via language?
- How does this student use alternative means of communication?
- How does this student use toys and/or objects?

Outcome 3

- Taking appropriate actions to meet needs.
- Involves:
 - Taking care of basic needs
 - Getting from place to place
 - Using tools
- Includes:
 - Integrating motor skills to complete tasks
 - Self-help skills (e.g. dressing, feeding, etc.)
 - Acting on the world to get what she wants

Outcome 3 Example Questions

- What basic self-help tasks can the child do for himself?
- How does the student move from place to place and activity to activity (either inside or outside)?
- How does the student recognize and utilize resources (e.g. kitchen utensils, etc.) to meet her needs?
- How does the student display that he is aware of his surroundings and is capable of maintaining a safe environment (understands simple safety issues and rules)?

Outcomes video

• [Video](#)



Foundational Skills

Immediate Foundational Skills

Age Expected Functioning

Foundational Skills

- The building blocks that children learn to develop subsequent, higher-level skills.
- Milestones we can measure that serve as indicators of the typically developing neural networks associated with maturation.

Immediate Foundational Skills

- A skill or set of skills that occur developmentally just prior to age expected functioning (e.g. full hand grabbing motion precedes pincher grasp/finger isolation).

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Windows Help

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet	Emerging			Somewhat		Completely	
1	2	3	4	5	6	7	

Supporting evidence for answer to Question 1a

Source of Information	Date	Summary of Relevant Results

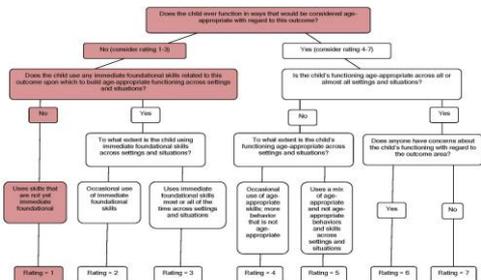
Rating Scale 1-7

- Based on typical child development.
- All three outcomes must be completed.
- Answer Yes or No to the question as to whether or not the child has made *any* progress. The majority of the time, this will be yes.
- Overall numbers 1-5 are not considered age-appropriate.
- Overall numbers 6-7 are considered age appropriate.

Rating Scale: 1

- 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**.

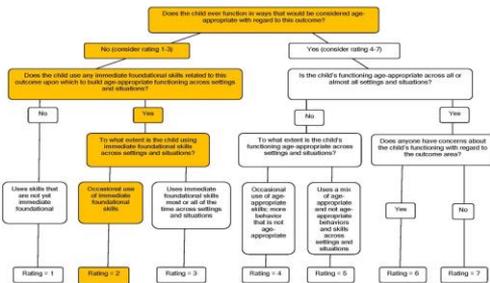
Decision Tree for Summary Rating Discussions



Rating Scale: 2

Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational.

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center

5/19/09

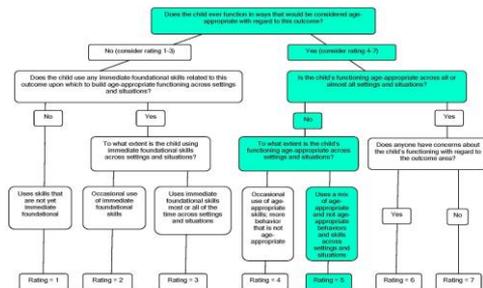
Rating Scale: 3

- 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 that of a **younger child**.

Rating Scale: 5

- 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**.

Decision Tree for Summary Rating Discussions



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Rating Scale: 6

- 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.

OSEP Progress Category (a)

- (a): Children who did not improve functioning.
 - Those children who acquired no new skills or regressed during their time in the program.
 - Rated lower at exit than entry; OR Rated 1 at both entry and exit; AND score “No” on the progress question.

OSEP Progress Category: (b)

- (b): Children who improved functioning, but not sufficient to move nearer to functioning comparable to same aged peers.
 - Children who acquired new skills but continued to grow at the same rate throughout their time in the program.
 - Rated 5 or lower at entry; AND rated the same or lower at exit; AND “Yes” on the progress question.

OSEP Progress Category: (c)

- (c): Children who improved functioning to a level nearer to same aged peers but did not reach it.
 - Children who acquired new skills but accelerated their rate of growth during their time in the program. They were making progress toward catching up with their same aged peers but were still functioning below age expectations when they left the program.
 - Rated higher at exit than entry; AND Rated 5 or below at exit.

OSEP Progress Category: (d)

- (d): Children who improved functioning to reach a level comparable to same aged peers.
 - Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they left.
 - Rated 5 or lower at entry; AND rated 6 or 7 at exit.

OSEP Progress Category: (e)

- (e): Children who maintained functioning at a level comparable to same aged peers.
 - Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.
 - Rated 6 or 7 at entry; AND rated 6 or 7 at exit.

- These categories are not ordinal (1st, 2nd, 3rd best).
- These categories are nominal (one is not better than another).

Name	Entry 2a	Exit 2a	Exit 2b	OSEP category
Maria	7	7	Yes	e
Joseph	6	7	Yes	e
Jonas	3	5	Yes	c
Phoenix	4	4	Yes	b
Angela	1	1	No	a
Juan	2	4	Yes	c
Ethan	1	1	Yes	b
Adrian	4	5	Yes	c
Brittany	4	7	Yes	d
Landon	5	3	Yes	b

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category

Looking at our example , we see these scores are for Outcome 2: Knowledge and Skills. Entry 2a is in response to the question: to what extent does the child show **age-appropriate** functioning across a variety of settings and situations on thinking, reasoning, remembering, and problem solving; understanding symbols ; and understanding the physical and social worlds at entry.

Exit 2b is how the child is functioning at exit.

Exit 2b is a yes/no response to whether the child has made *any* progress. The responses to these three items yield an OSEP rating category.

Name	Entry 2a	Exit 2a	Exit 2b	OSEP category
Angela	1	1	No	a

- Let’s consider these individually for each OSEP category.
- Angela entered at a **1** and exited at a **1**. The answer to the progress question was **no**, so this placed her in the **(a)** category because:
 - She did not improve functioning, and
 - She rated 1 at both entry and exit: AND score “No” on the progress question.

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category
Phoenix	4	4	Yes	b
Ethan	1	1	Yes	b

- Both Ethan and Phoenix entered and exited at the **same number** with a 'yes.' This gives them a **(b)** rating because:
 - They improved functioning, but not sufficient to move nearer to functioning comparable to same aged peers.
 - Rated 5 or lower at entry; AND rated the same or lower at exit; AND "Yes" on the progress question.

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category
Landon	5	3	Yes	b

- Let's take a look at Landon. Landon's scores at first glance are a little confusing. Why would his exit number be lower than his entry number?
 - Because we are making the number choice based on *age-appropriate* functioning. When Landon entered, say at age 3, he was functioning closer to age-appropriate, giving him an entry score of **5**.
 - At exit, Landon is now 6 years old, but has not made a lot of progress, so he is even farther from age-appropriate peers, so we give him a score of **3**.
 - However, we can answer **yes** to 2b, which puts him in category **(b)**.

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category
Jonas	3	5	Yes	c
Juan	2	4	Yes	c
Adrian	4	5	Yes	c

- These three students exited at a higher score than they entered and **yes** progress was made. This places them in the **(c)** category since they:
 - improved functioning to a level nearer to same aged peers but did not reach it, and
 - rated higher at exit than entry AND rated 5 or below at exit.

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category
Brittany	4	7	Yes	d

- Brittany entered with a **4** and exited at a **7**. She made progress in skills (**yes**). This places her in OSEP category (**d**) because:
 - She was functioning below age expectations when she entered the program but was functioning at age expectations when she exited.
 - Rated 5 or lower at entry AND rated 6 or 7 at exit.

(remember....these categories are not ordinal)

Name	Entry 2a	Exit 2a	Exit 2b	OSEP Category
Maria	6	7	Yes	e
Joseph	7	7	Yes	e

- These two students are both in the range of age-appropriate, one moved from **6 to 7** the other stayed the same. Both had '**yes**', so they fall into category (**e**) because:
 - were functioning at age expectations when they entered the program and were functioning at age expectations when they left.
 - Rated 6 or 7 at entry; AND rated 6 or 7 at exit.

Category	%
A	10
B	30
C	30
D	10
E	20

Based on the preceding data, this is how our 'class' fell in the OSEP rating categories. Remember that this chart only shows data for Outcome 2.

CHILD OUTCOMES SUMMARY FORM

Date: ____/____/____
Mon Day Yr

Child Information

Name: _____

Date of birth: ____/____/____
Mon Day Yr

ID: _____

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



1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? *(Circle one number)*

Yes	1 → Describe progress:
No	2

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

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

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	1 → Describe progress:
No	2

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- 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)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	1 → Describe progress:
No	2

Instructions for Completing the Child Outcomes Summary Form

Directions for Completing the Form

1. Page 1: Provide all the requested information. It is strongly recommended that the family be asked to provide information about the child's functioning, but if the family's information was not included, check "not included." Additional state-specific information also may be requested.
2. Questions 1a, 2a, 3a: Circle only **one** number for each outcome. Definitions for the scale points are provided at the end of the instructions.
3. Supporting evidence: Provide the evidence that supports the rating. Indicate the source of the evidence (e.g., parent, speech therapist, teacher, XYZ assessment) and the nature of the evidence from the source. For example, if a child's functioning receives a rating of '5', relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors. A sample completed evidence table is provided below.

Source of information	Date	Summary of Relevant Results
Candace's mom	4/12/06	Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
Candace's child care provider	4/5/06	Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06	Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
Developmental specialist	Observed over a 4 week period in March 2006	Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

4. Questions 1b, 2b, 3b: Complete questions 1b, 2b, and 3b only when questions 1a, 2a, and 3a have been answered previously. Circle one number to indicate if the child has made progress since the previous outcomes rating. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Describe the general nature of the progress in the space provided.



To Help You Decide on the Summary Rating for Questions 1a, 2a, and 3a:

This outcomes summary asks you to consider and report on what is known about how this child behaves across a variety of settings and situations. * Children are with different people (for example, mother, big brother, child care provider) and in different settings (for example, home, grocery store, playground). The summary rating provides an overall picture of how the child behaves across the variety of people and settings in his or her life at this particular time in his or her life.

In addition to summarizing across settings and situations, the rating process asks you to compare a child's skills and behaviors to those of his or her same-age peers. For each of the three summary questions, you need to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.

The summary scale is based on a developmental framework that assumes:

1. Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;
2. These skills and behaviors emerge in a somewhat predictable developmental sequence in most children, thus allowing for descriptions of what 2 year olds generally do, what 3 year olds generally do, etc.;
3. The development of children with disabilities can be compared to the development of their same-age peers.
4. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**immediate foundational skills.**" For example, children play along side one another before they interact in play.
5. Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.
6. Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

Use the following information to help you answer each question:

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

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



assessments, norm-referenced assessments, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

- Depending on the assessment tool, assessment tools can be a useful source of information for reaching a summary decision but resulting information should be placed in context with other information available about a child. Many assessment tools are domain-based and were not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information but the information should be used in conjunction with what else is known about the child. A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.
- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. Ratings should convey the child's functioning across multiple settings and in everyday situations, *not* his/her capacity to function under unusual or ideal circumstances.
- A standardized testing situation is an unusual setting for a young child. If the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.
- If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.
- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age. Presumably over time and with support, many children born prematurely eventually will perform like same age peers.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology.

Additional Information

The outcomes reflect several beliefs about young children:

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



- Programs for young children and their families are working to ensure that all children will have the best possible chance of succeeding in kindergarten and later in school – even though school might be several years off for some children. Children who have achieved the outcomes at a level comparable to their same aged peers prior to kindergarten entry have a high probability of being successful in kindergarten.
- Learning and development occur continuously in the years preceding kindergarten. There is much variation in how children develop but children whose development is consistently below what is expected for their age are at risk of not being successful in kindergarten and later school years.



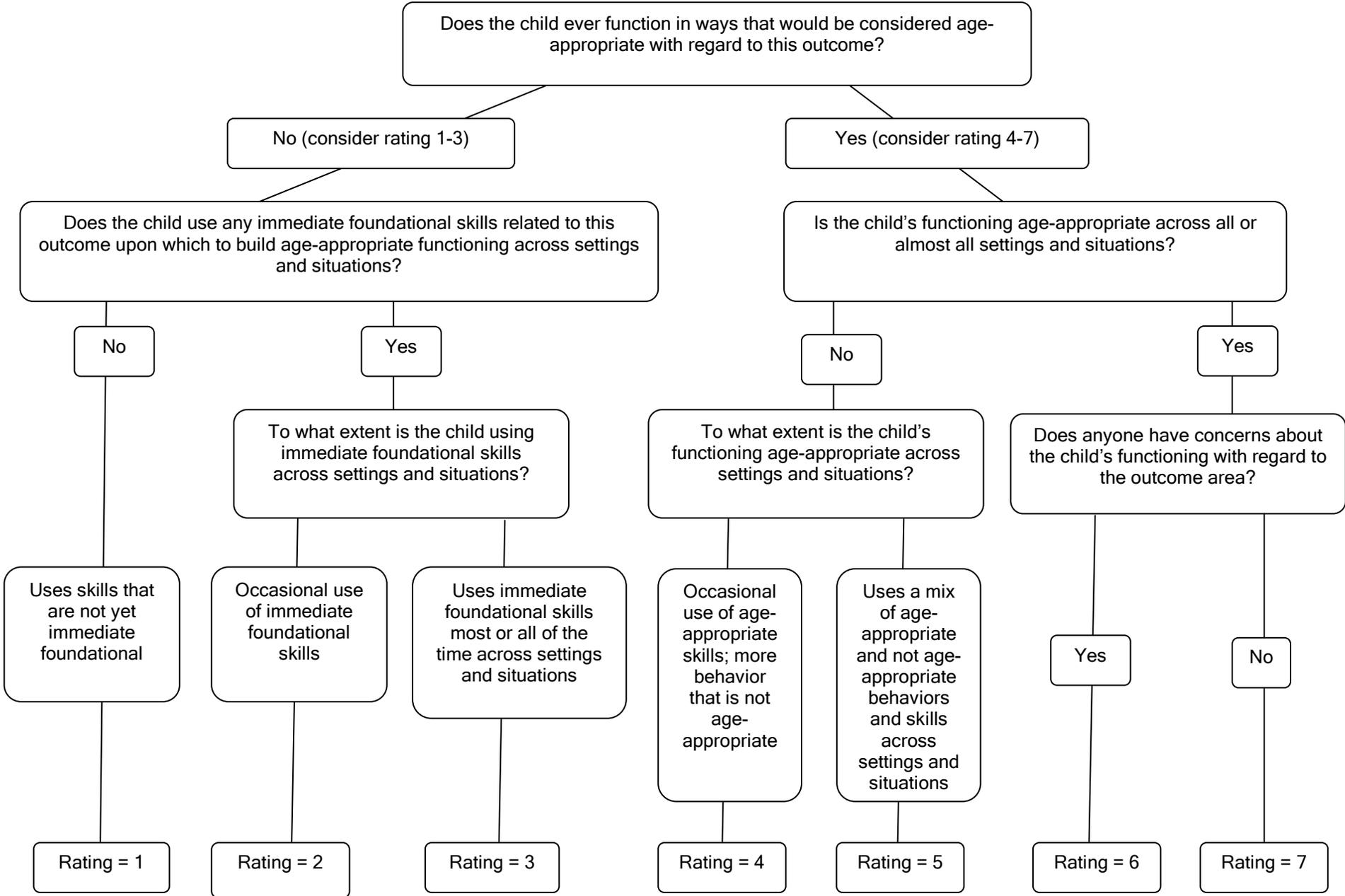
Definitions for Outcome Ratings

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 only will apply to some children receiving special services, such as children with developmental delays



Decision Tree for Summary Rating Discussions



Name of Activity: Small Group COS Process Practice Activity

Preparation Time: 1 hour

Activity Time: 30 - 40 minutes

Preparation:

1. Prior to the training, contact either the training coordinator or participants and request that 1-3 participants come prepared to share assessment information about a child with whom they work. The purpose of this preparation is to have a description of and discussion about the child's skills and behaviors in each of the three child outcome areas that will result in determining a rating for the child in each area. The following paragraph may be used to explain the activity to others:

"Please come prepared to discuss and describe the functioning of at least one child with whom you work, who has entered services in the last 2 or 3 months, and whom you know fairly well. Bring any information you have about the child or children, including recent assessment data, observation notes, or other records that might help you remember and think about the child's functioning. We will be using the example in an exercise to practice thinking about the child's social relationships, learning and problem solving, and ability to get his or her needs met across various settings. You will NOT be sharing the records or any written materials with others, so one copy is enough, and you may remove the child's name from any files you bring if you are worried about revealing confidential information."

2. Print the "Child Outcomes Summary (COS) Form", "Instructions on the Use of the COS Form", "Decision Tree" and the "COS Discussion Prompts". Copy for each participant.

Activity Instructions:

1. Divide the group into small groups of 4 or 5.
2. For the first 20 – 30 minutes, instruct the group to do the following:
 - a. The individual(s) who brought assessment information will verbally present information about the child with whom s/he works to their small group.
 - b. The group will discuss the child's skills and behaviors in each outcome area relative to age expectations. Encourage the groups to use the COSF Discussion Prompts to get additional information as needed.
 - c. The group will collaborate to determine the COS ratings in each outcome area.
3. In the remaining 10 – 20 minutes, debrief as a large group. Ask the small groups to share information about their group process (i.e. what was easy? What was hard?). **Note:** During the debrief, it may be helpful to remind participants that in an actual team meeting to determine COS ratings, all team members at the table would know something about the child's skills and abilities.

Jeopardy Score Sheets

For use with 'Outcome Jeopardy' and 'Rating Scale Jeopardy' slides

Outcomes Jeopardy

Item #	My answer (Outcome 1, 2, or 3)	Correct answer	Were you right? (score 1 for correct answer, 0 for incorrect answer)
1		Outcome 3	
2		Outcome 2	
3		Outcome 3	
4		Outcome 1, 2 or 3, depending upon how biting is affecting this child's functioning (Outcome 1 if no one will play because he/she bites, Outcome 2 if he or she is always in time out for biting and misses the learning activities, Outcome 3 if it's associated with feeding issues)	
5		Outcome 1	
6		Outcome 2	
7		Outcomes 1 and 2 (playing with a friend=Outcome 1 and representational play=Outcome 2)	
8		Outcome 1, 2 or 3, depending upon how lack of sleep affects this child's functioning (Outcome 1 if he/she is too sleepy to interact with others, Outcome 2 if he/she is too sleepy to participate in learning activities, Outcome 3 if he or she is too sleepy to get his or her needs met)	
9		Outcomes 1 and 3 (sharing=Outcome 1 and participating in lunch=Outcome 3)	
My total score			___ of a possible 9 points



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<http://www.the-eco-center.org>

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Jeopardy Score Sheets

For use with 'Outcome Jeopardy' and 'Rating Scale Jeopardy' slides

Rating Scale Jeopardy

Item #	My answer (Rating of 1-7)	Correct answer	Were you right? (score 1 for correct answer, 0 for incorrect answer)
1		A rating of 7	
2		A rating of 5	
3		A rating of 1	
4		A rating of 4	
5		A rating of 3	
6		A rating of 6	
7		A rating of 4	
8		A rating of 2	
9		A rating of 6 or 7	
My total score			___ of a possible 9 points



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Jeopardy Score Sheets

For use with 'Outcome Jeopardy' and 'Rating Scale Jeopardy' slides

Outcomes Jeopardy

Item #	My answer (Outcome 1, 2, or 3)	Correct answer	Were you right? (score 1 for correct answer, 0 for incorrect answer)
1			
2			
3			
4			
5			
6			
7			
8			
9			
My total score			

Rating Scale Jeopardy

Item #	My answer (Rating from 1-7)	Correct answer	Were you right? (score 1 for correct answer, 0 for incorrect answer)
1			
2			
3			
4			
5			
6			
7			
8			
9			
My total score			



**Practice using the Child Outcomes Summary Form (COSF)
with written child example: Ava**

Instructions for small groups

1. Read assessment data for Ava

Assign 1-2 persons to read:

- Family report
- Preschool classroom observation
- Child care provider
- Formal assessment

2. Discuss assessment data per outcome area

- What skills and behaviors did Ava demonstrate for Outcome 1?
- Outcome 2?
- Outcome 3?

Record skills and behaviors on blank summary of relevant results, including source of information.

3. Code Ava's skills and behaviors for Outcome 1 by approximation to age expectations

- AA=age appropriate
- IF=immediate foundational
- F=foundational

4. Based on coding, what is an approximate rating for Outcome 1?

Discuss and compare your thoughts to others' at the table.

5. Compare your coding to the Documentation Worksheet for Outcome 1

- Is your assignment of skills and behaviors to AA, IF, and F similar to those found on the Documentation Worksheet for Outcome 1?
- What differences, if any, did you see?
- What are implications?

6. Repeat 1-5 with Outcome 2.

7. Repeat 1-5 with Outcome 3.

Documentation Worksheet
Outcome 1
Ava – 3 years, 4 months

**Functioning that will lead to
immediate foundational skills**

- Doesn't try to play with other children, doesn't talk much which makes it hard (fam)
- Mostly played alone. Chose to sit near others, but did not invite them to play. (*mostly parallel play*) (obs)
- Difficulty interacting with other children. Example of peer request to buy ice cream. Ava followed child, said "ice cream", but didn't answer which kind or pretend to get money out (provider)
- Not yet able to self-regulate tantrums or use a signal/symbol system to communicate with others in ways other than tantrums. (fam, provider)
(Note: tantrums aren't so severe, frequent, or interfering as to fit in bottom box)

**Functioning that shows immediate
foundational skills**

- Happy girl, likes to play with toys and games (fam)
- Affectionate with everyone in family, greets mom at door with hug (fam)
- Plays with older brothers when they try to include her. Tries to keep it up. Doesn't last long. (fam)
- Claps and finds her dad when pleased (fam)
- Sometimes will call brother's name to show him a toy (fam)
- Expresses when she is happy, worried, or doesn't like something (fam)
- No conflict observed with other children (obs)
- When another child enthusiastically brought her some pretend food in the kitchen area, she smiled and said "yum" and pretended to eat it. Did not ask for more from child or join child in kitchen area to extend play. (obs)

**Functioning that is age
appropriate**

- Shows mom toy to play with and plays for long period of time with mom sharing well (fam)
- Her brother was crying and said "Aiden sad" (*notices and labels prominent feelings of others*); notices and responds to feelings of other children in classroom (fam & provider)
- Plays collaboratively with mom to organize and construct dollhouse, sharing toys and working toward common goal for an extended period of time (fam)
- Easily separated from mom at classroom. Hugged mom and said goodbye, but didn't get upset when mother left. (obs)
- When another child asked her to share, gave toy to him and picked up another one. (obs)
- Positive interactions with teachers. Noticed when teacher left the room, looked for her, and was pleased when she returned. (obs)

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

**Documentation Worksheet
Outcome 1 (Continued)
Ava – 3 years, 4 months**

**Functioning that will lead to
immediate foundational skills**

**Functioning that shows immediate
foundational skills**

- After teacher's two step direction about activities (toys away and line up), Ava imitated other children putting away toys. She lined up after teacher came and individually prompted her again. (*less responsive to verbal than nonverbal prompts to participate in classroom routine*) (obs)
- Uses eye contact, though less well with peers than teachers (provider)
- Creative curriculum – mix of age appropriate and immediate foundational. IF strengths were recognizes own feelings and manages appropriately, follows classroom rules, plays well with other children
- PLS 4 - receptive and expressive lang below average (aud comp 69; exp comm 82)
Relevant: participated in play routine with peer 1-2 minutes, used words to indicate wanted something to happen again, used words for a variety of pragmatic functions, answered yes/no questions. Did not pose questions on BSID.

Functioning that is age appropriate

- Initiated activity with teacher by bringing a book to her to read. Engaged with teacher as she read by pointing to objects spontaneously and on request, sometimes labeling them if she knew the word (obs)
- Affectionate and responsive with the teachers. Uses eye contact well with teachers. (provider)
- Creative curriculum – mix of age appropriate and immediate foundational. AA strengths were shows ability to adjust to new situations, demonstrates appropriate trust in adults.
- Bayley Scales of Infant Development – within average range for mental and motor, though showed some difficulty in expressive and receptive language. Attended to and engaged in a story read by an adult.

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

Documentation Worksheet
Outcome 2
Ava – 3 years, 4 months

**Functioning that will lead to
immediate foundational skills**

- Gets upset when something is broken because doesn't understand (fam)
- Doesn't understand when mom asks her to do something; won't follow directions; throws tantrum if mom keeps at her to do something (fam)
- Doesn't follow directions at child care (fam/provider)
- Anticipates some routines at home—e.g. when mother says it's time for bed she knows it's time to put her pajamas on (fam)
- PLS-4: Receptive language skills were lower than expressive language; did not demonstrate understanding of descriptive concepts such as one, first, off, etc; did not identify uses/functions of objects when asked "tell me what you do with a spoon"; areas of difficulty in expressive language included limited naming in response to pictures and challenges with word structure, such as adding "s" for plural or -ing to verbs. (formal assessment)

**Functioning that shows immediate
foundational skills**

- Used a play phone by dialing buttons, holding it to her ear, nodding, and saying hello but did not carry on a pretend conversation or try to engage another child in a play conversation using the phones (*limited symbolic play with realistic toys by her self*)
- When the teacher asked her to 'go put the toys away and then line up,' she imitated other children putting away toys, but she did not line up until a teacher came over and prompted her again. (*Understands and follows one step verbal directions, but not two step reminders of rules/directions*) (obs)

Functioning that is age appropriate

- Organizes furnishings in dollhouse in appropriate rooms and uses blocks to add on space/other rooms with additional functions (garage) (fam)
- Good at figuring things out—new toys and games. Can do interlocking puzzles, likes to look at books (fam)
- Played appropriately with a variety of different toys and games, including easily manipulating smaller toys. (*Problem solving different toys and games*) (obs)
- Figured out how to unscrew with a nut and bolt and could then repeat it. (*Problem solving different toys and games*) (obs)
- Without assistance, strings beads with red beads first followed by yellow ones (obs)
- Put together 8-piece puzzle by herself (obs)
- Would sometimes watch other children and copy them to figure out how to use some of the toys to solve a problem she was having (obs)

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

**Documentation Worksheet
Outcome 2 (Continued)
Ava – 3 years, 4 months**

**Functioning that will lead to
immediate foundational skills**

- Ava used mostly two-word sentences often in repetition of what she was just asked or what was said to her; she had difficulty with the concept of “one” (e.g., she didn’t respond to the directive, “Give me one block.”); she could not count objects with one-to-one correspondence; she had difficulty identifying a picture by discriminating against three pictures; she had difficulty recalling objects, identifying their sizes, and with spatial concepts (e.g., under, behind, etc.) (formal assessment)
- PLS4 Auditory Comprehension 69; PLS4 Expressive Communication 82 (formal assessment)

**Functioning that shows immediate
foundational skills**

- Ava “has a hard time understanding directions. I tell her how to do something, but she just doesn’t seem to understand. It’s easier when all the children are doing something because then she’ll just watch them and try to follow along. But sometimes she gets real frustrated and throws a tantrum. (provider)
- Uses phrases or a couple words or shows adult to convey meaning (fam, obs)
- Flipped through pages of book slowly with interest, but not yet pretending to read or telling the story from pictures
- Bayley Cognitive Score were within average range, but showed some difficulty in expressive and receptive language (*Bayley Cognitive 87*) (formal assessment)
- Creative Curriculum – Cognitive Development – A few AA but mostly IF or F (formal assessment)
- Creative Curriculum – Language Development – No AA, mix of IF and F (formal assessment)

Functioning that is age appropriate

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

Documentation Worksheet
Outcome 3
Ava – 3 years, 4 months

Functioning that will lead to immediate foundational skills

- Doesn't seem aware of danger when crossing the street (fam)
- The provider expressed concern about Ava's limited awareness of danger. For example, in the gym or on the play ground she might climb too high or otherwise not be safe on the equipment. "She doesn't understand that she could fall and get hurt." (provider)

Functioning that shows immediate foundational skills

- Will try to put on pajamas, but still needs help to get dressed and help to put on coat (fam)
- Not toilet trained. Ava does "show some awareness about when she is about to go and goes to another area of the classroom by herself to do this." (fam & provider)
- Comes to mom for help all the time; good that she asks for help when wants or needs something (like when she's hungry), but seems like she should be doing more on her own (fam)
- Seeks adult assistance using one or two words to communicate her need or she took a teacher by the hand to show her what she wanted. (fam, obs, & provider)

Functioning that is age appropriate

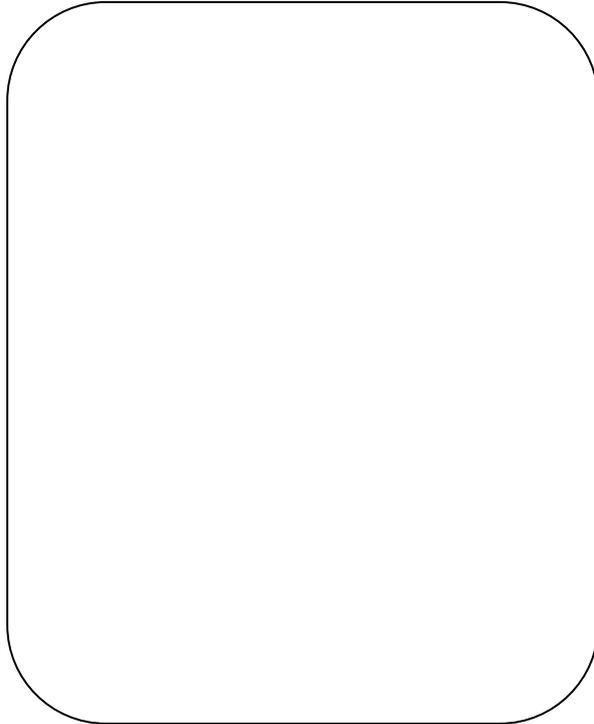
- Eats well. Uses a fork and spoon to eat and drinks out of a cup with little spilling or mess (fam, provider)
- Ava's fine and gross motor skills were within the average range (formal assessment)
- Was running around, jumping, and playing with toys (obs)
- Bayley Motor Scores were within average range (88) (formal assessment)
- Creative Curriculum – items related to independence and motor- mix of age appropriate and immediate foundational skills. AA skills: Some of her strengths were in Demonstrates self-direction and independence and controls small muscles in hands (formal assessment)

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

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**Documentation Worksheet
Outcome 3 (Continued)
Ava – 3 years, 4 months**

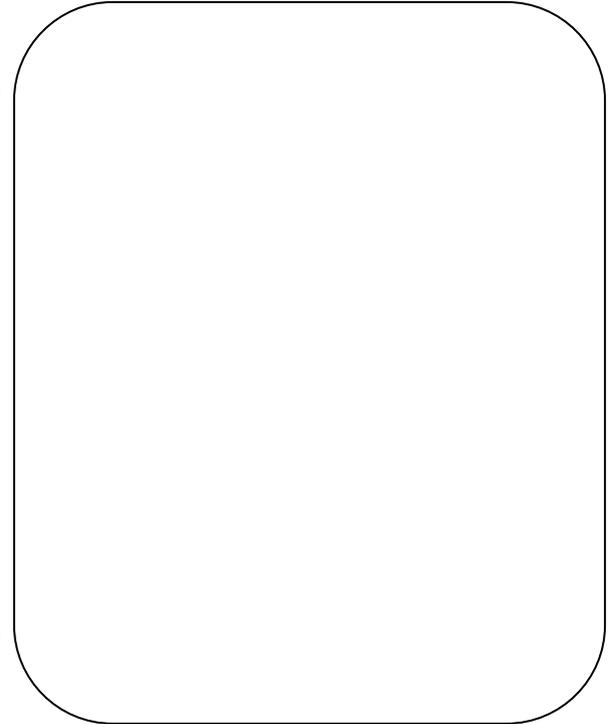
**Functioning that will lead to
immediate foundational skills**



**Functioning that shows immediate
foundational skills**

- The staff also have to help Ava with hand washing (pushing the soap dispenser, doing hand-over-hand to get all the soap off, and helping with drying because she wouldn't completely dry her hands all the way by herself, etc.) (provider)
- Creative Curriculum: Some of the things we need to work on were Takes responsibility for own well being-allows adult to attend to personal needs and uses self help skills to meet needs with help from adults; Demonstrating appropriate trust in adults – shows confidence in parent/teacher abilities to keep her safe/healthy and summons them for help, but not yet seeking advice or use adult as a resource or role model to imitate (formal assessment)

Functioning that is age appropriate



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



**Ava Skills Coded:
Evidence Supporting Summary Rating**

Outcome 1 – Rating of “5” (some social/emotional skills and behaviors are age appropriate, some are not)

Source of information	Date	Summary of Relevant Results
Family Report	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) long periods of cooperative, goal-oriented play with mom, sharing well • (AA) notices and labels feelings of others, e.g. when brother was crying, said “Aiden sad” • (AA) Relates to adults in immediate social network, notices when they are absent, and greets by name upon return with big hug at the door • (F) doesn’t try to play with other children • (F) when frustrated throws a tantrum (Not yet able to self regulate tantrums; not using signal or symbol system for communicating frustration)
Creative Curriculum	Observed 8/1-25/07	<p>Social/Emotional Section had mix of age appropriate (AA) and immediate foundational (IF) skills, e.g.</p> <ul style="list-style-type: none"> • (AA) adjusts to new situations; shows appropriate trust in adults, respects and cares for classroom environment and materials, participates in classroom routines with nonverbal prompts • (IF) cries to express feelings, not yet label own feelings; follows simple rules with physical help and picture cues; plays beside other children but not much interaction with peers, answers questions with yes/no response or short words to maintain interactions. • (F) Some participation in conversations – initiating communication through eye contact, smiling, waving, saying “Hi” with familiar adults and responds to other children in a limited verbal way, but rarely initiates those contacts.
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) responds to nonverbal prompts to participate in classroom routines, e.g. will go sit in the circle when the music starts to play. • (IF) responds to verbal prompts to participate in classroom routines with individual reminders after group directions. • (F) affectionate and responsive with adults, including eye contact; difficulty interacting with other children (mostly parallel play) • (F) looks at and sometimes follows other children, but rarely initiates play or interactions with peers
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) separated from mom without a problem and selected activity • (AA) noticed when the teacher left the room and was pleased to see her when she returned • (AA) responds to prompts such as music or seeing the circle time materials in place by sitting down in her spot for circle time • (AA) Initiated activity with teacher by bringing a book to read and engaging the teacher by pointing to objects spontaneously or labeling with words she knew. • (IF) maintains brief interaction play when peers initiate, e.g. played in kitchen area, pretended to eat, used imitation or brief word, but not sustained play with peer • (F) mostly played alone; chose to sit near other children but did not invite them to play

Note: Letters in parenthesis indicate whether the evidence is Foundational (F), Immediate Foundational (IF), or Age Appropriate (AA) for the child given her age.



Outcome 2 – Rating of “4” (rarely uses age appropriate skills and behaviors, but has immediate foundational and foundation skills for thinking, reasoning, and problem solving)

Source of information	Date	Summary of Relevant Results
Family	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) completes interlocking puzzles • (AA) organizes furnishings in dollhouse and uses blocks to add on space/other rooms collaboratively with mom • (IF) looks at books, likes coloring in coloring books • (IF) anticipates some routines at home—e.g. at bedtime she knows it's time to put on pajamas • (F) doesn't follow directions—e.g. pick up and put toys in toy box
Bayley	8/5/07	<ul style="list-style-type: none"> • (AA/IF) cognitive = 87 within average range, some difficulty in expressive and receptive language. (AA) She did build bridges and walls, identify gender, relate the temporal sequence of events in pictures, and complete patterns. (IF) Ava did not classify objects, compare sizes, understand 2 prepositions, display verbal comprehension, repeat three number sequences, remember sequences, or label drawings spontaneously or when asked.
PLS4	7/25/07	<ul style="list-style-type: none"> • (F) foundational skills in the areas of receptive and expressive language; below average range Auditory Comprehension=69, Expressive Communication=82 (IF) Ava used more than 10 different nouns and 10 verbs in utterances. (IF) Ava named some objects in photographs and understood some descriptive concepts. (IF) She followed one, but not two step commands without cues. She did not tell how objects were used.
Creative Curriculum	Observed 8/1-25/07	<p>Mostly IF and F skills in Cognitive Dev, e.g.</p> <ul style="list-style-type: none"> • (AA) repeats and persists varying different approaches with trial and error; imitates peers' use of objects to solve problems with toys • (IF) sorts by color, but not yet by size or shape; imitates simple actions observed, beginning to imitate routines with adult support • (F) not yet repeating patterns in sounds, songs, sentences; sometimes understands the concept of 'one' or 'more' when asked <p>Mix of IF and F in Language Dev, e.g.</p> <ul style="list-style-type: none"> • (IF) uses gestures, single words and sometimes 2-word phrases to communicate; usually answers questions with yes/no or gesture • (F) uses facial expressions to ask questions; not yet participating in songs; not yet watching others write or pretending to write
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (IF) has difficulty with verbal directions—easier if follows other children • (IF) nonverbally selects objects for appropriate function (spoon to pretend to feed doll yogurt) though did not identify object function verbally in formal assessment situation • (F) imitated “ice cream” phrase of peer, rather than conversation, in exchange reported on playground
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) completes 8 piece puzzles, figured out how to unscrew with nut and bolt, stringing beads with red first then yellow chosen • (IF) follows one step verbal directions—e.g. imitated other children putting away toys, but did not line up until teacher prompted her • (IF) brought a book to teacher, looked and pointed to simple objects; by herself, did not pretend to read • (IF) limited symbolic play, e.g. dialed on play phone, held to her ear, nodded, said hello; did not have pretend conversation or try to engage another child • (F) used a one word response in conversational exchange with other child in play kitchen area

Note: Letters in parenthesis indicate whether the evidence is Foundational (F), Immediate Foundational (IF), or Age Appropriate (AA) for the child given her age.



Outcome 3 – Rating of “4” (rarely uses age appropriate skills and behaviors, but has immediate foundational and foundation skills with regard to taking action to get her needs met)

Source of information	Date	Summary of Relevant Results
Family	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) uses fork and spoon to eat and drinks from cup with little mess • (IF) needs assistance with dressing; will try to put on pajamas, but still needs help to put on coat • (IF) goes to mom for help, might ask or show, e.g. when she’s hungry • (IF) not toilet trained • (F) not aware of danger when crossing street
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) uses silverware without spilling and drinks out of a cup well • (IF) when she needs to go to the bathroom, she goes to another area of the classroom by herself • (IF) seeks provider when needs help—uses a word, short phrase, or pulls provider • (IF) providers need to help with hand washing • (IF) limited awareness of danger, e.g. climbs too high on equipment
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) runs, jumps, and plays with toys; motor skills allow her to do/get what she wants • (F) uses one or two words to communicate her needs or took teacher by the hand to show her • (F) requests toys out of reach
Creative Curriculum	Observed 8/1-25/07	<ul style="list-style-type: none"> • (AA) chooses and becomes involved in own activity, beginning to complete multiple tasks without adult assistance; uses materials in appropriate ways, manipulates smaller objects with increasing control • (IF) allows adult to attend to personal needs and uses self help skills to meet needs with help from adults; shows confidence in parent/teacher abilities to keep her safe/healthy and summons them for help, but not yet seeking advice or use adult as a resource or role model to imitate

Note: Letters in parenthesis indicate whether the evidence is Foundational (F), Immediate Foundational (IF), or Age Appropriate (AA) for the child given her age.



Assessment Information

Child Example: Ava

Meeting Date: 8/27/07

Background: Ava was 40 months old (3 years, 4 months) at this IEP meeting and COSF rating. She lives with her mother, father, and three older brothers. Ava has been receiving some speech and language services through another agency, but the agency recommended a re-evaluation to see if more services were needed. Ava's mother was concerned about her behavior problems. Ava has been throwing temper tantrums and screaming when she gets frustrated. Her mother also was concerned that Ava was not playing well with other children.

Family report: According to Ava's mother, Ava is a happy girl who likes to play with toys and games. She is very affectionate with everyone in the family, hugging and kissing them. Ava's mother said, "When I come home, Ava often greets me, calling my name at the door and giving me such a big hug that she just about knocks me over." But, her mother reported, "when we're around other children she doesn't try to play with them. She doesn't talk much and I think that makes it hard to play with other kids. She's quiet and doesn't play games or really play together with other children, especially if she doesn't know them. Ava does sometimes play with her older brothers, but mostly when they try to include her. She does participate and try to keep up the activity, but it usually doesn't last very long. She mostly plays by herself or shows the toys she's playing with to me so I will sit down and play with her." Ava's mother described, "With me, she does play a long time. We like to work together with the dollhouse and use the blocks to add on space, that she sometimes turns into other rooms or garages for the little cars. She shares well and hands me toys that go with the room I'm putting furniture in and goes to get other toys to make it look just the way she likes it. Then, she claps and finds her dad when she's pleased with it. Sometimes, she'll call one of her brother's names and find him to show him a toy she's playing with. But, her brothers are interested in different toys, so I do not see them play together very long." Her mother also said that Ava is good at figuring things out, especially how to play with new toys and games. She can do interlocking puzzles and she likes to look at books. She likes to color in coloring books.

When asked about Ava's behavior, her mother said that she expresses when she's happy, worried, and also when she doesn't like something. She also notices others' reactions. For instance, on a recent day her brother was crying, and she found her mother and said "Aiden sad". When she gets frustrated, instead of talking, she'll throw a tantrum. For example, she gets upset when something is broken because she doesn't understand. Her mother described her behavior, "It's so hard when we're out somewhere like at the grocery store and she doesn't understand when I ask her to do something. Or, at home, she won't follow directions. I tell her to pick up the toys and put them in the toy box and

she just doesn't do it. She'll throw a tantrum if I keep at her to do it. The child care provider tells me that she doesn't follow directions there either."

Further describing her actions at home, Ava's mother said that Ava still needs assistance with things like dressing. She's able to anticipate some routines at home, for example when mother says it's time for bed Ava knows it is time to put her pajamas on. "She'll kind of try to put on her pajamas, but I still need to help her get dressed and help her put on her coat. If she has a problem, she comes to me for help. She might use phrases of a couple words to ask me, or if she doesn't know how to say something, then she'll try to show me. Of course, if it is something she can get on her own, she will. She's not toilet trained and that makes things a lot harder. It seems like she comes to me for help all the time. It's good that she asks for help when she wants or needs something (like when she's hungry), but it seems like she should be doing more on her own. I'm glad at least that she eats well." Ava's mother said that Ava uses a fork and spoon to eat and she drinks out of a cup without making a mess. She doesn't seem aware of danger when crossing the street.

Preschool Classroom Observation (8/15/07 and 8/23/07):

The assessment team observed Ava on two occasions. Both times, when she arrived in the classroom she acted shy at first, but came into the classroom and easily separated from her mother. Ava hugged her mother and said goodbye, but she didn't get upset when her mother left and quickly engaged in an activity of interest. Before long she was running around, jumping, and playing with toys.

On both occasions, Ava explored the room and the toys. She played appropriately with a variety of different toys and games, including easily manipulating smaller toys. She especially seemed to enjoy playing with blocks and building various designs. During one of the observations, Ava figured out how to unscrew with a nut and bolt and could then repeat it. She picked out a set of beads and put them on a string by stringing first the red beads and then the yellow ones without assistance. She put together puzzles, including an 8-piece puzzle, by herself. Ava also used a play phone by dialing buttons, holding it to her ear, nodding, and saying hello, but she did not carry on a pretend conversation or try to engage another child in a play conversation using the phones.

Ava mostly played alone. She chose to sit near other children, but did not invite them to play. No conflict was observed with other children. Ava would sometimes watch the other children and then copy them to figure out how to use some of the different toys. When another child asked her to share a toy, she gave it to him and picked up another one. When another child enthusiastically brought her some pretend food in the kitchen area, she smiled, said "yum", and pretended to eat it. But, she did not ask for more from the child or move to the kitchen area to join the child and continue the play. The interaction ended there when a third peer suggested that the cooking peer make something else. Ava quickly went back to playing with her toy.

Ava also brought a book to her teacher to read. She looked at books with the teacher and pointed to some simple objects both spontaneously and upon request for specific ones, sometimes saying the single word name of the object if she knew it. She sat and listened happily when the teacher read to her. Looking at books by herself, she flipped through the pages slowly from front to back, but didn't pretend to read or show the pictures that she liked to others.

Ava's interactions with the teachers were positive. She noticed when the teacher left the room and looked for her and was pleased to see her when she returned. Ava requested the toys that she wanted that were out of reach from the teacher. When she asked for assistance, she used one or two words to communicate her need or she took a teacher by the hand to show her what she wanted. She needed help using scissors.

Ava responded to prompts such as music or seeing the circle time materials in place by sitting down in her spot for circle time. She also was able to observe the other children and copy their actions during routines or the way they were using a toy to help her figure out how to make a toys work that she couldn't get to work completely while she played. When the teacher asked her to "go put the toys away and then line up," she imitated other children putting away toys, but she did not line up until a teacher came over and prompted her again. She didn't have tantrums during the observation. She was only occasionally uncooperative by not participating in an activity when asked.

Child care provider: When asked about Ava's behavior in the classroom, the child care provider said that Ava "has a hard time understanding directions. I tell her how to do something, but she just doesn't seem to understand. It's easier when all the children are doing something because then she'll just watch them and try to follow along. But at least twice a week she gets real frustrated and throws a tantrum." The provider reported that "Ava is getting familiar with some of the signals we use to help the children transition to new activities and now will come over to walk around and sit in the circle when the music starts to play."

The provider also noted that Ava has difficulty interacting with the other children. For instance, one time another child invited Ava to buy chocolate or vanilla ice cream in a pretend game at the playground play house. Ava looked at the child, followed her, and said "ice cream", but she didn't answer which kind or pretend to get out money to pay for it. The other child got frustrated, turned away, and asked another child to play instead. The provider reported that Ava can be "affectionate and responsive" with the teachers. She maintains eye contact well, although initiates eye contact somewhat more so with teachers than she does with other children. The provider noted that Ava does recognize other children's emotions and often comments on them to the adult or comes nearer to a peer

when other children are sad, excited, surprised, or unusually happy. Sometimes, she hands the other child a toy to try to help.

Toilet training was a particular concern for the child care provider. Ava does "show some awareness about when she is about to go and goes to another area of the classroom by herself to do this." According to the provider, Ava "needs help with other tasks as well though it's good that she comes to me when she needs help. When she wants something, she might use a word or a short phrase to indicate what she wants or she might pull me over toward something she wants." Staff members also have to help Ava with hand washing (pushing the soap dispenser, doing hand-over-hand to get all the soap off, and helping with drying because she wouldn't completely dry her hands all the way by herself, etc.). When asked about eating, the child care provider said Ava "does a great job using the silverware without spilling" and drinks out of a cup well. She uses them herself and will even choose the spoon instead of a knife or fork from among the different silverware and dishes in the play kitchen to pretend to feed a doll yogurt. The provider expressed concern about Ava's limited awareness of danger. For example, in the gym or on the play ground she might climb too high or otherwise not be safe on the equipment. "She doesn't understand that she could fall and get hurt."

Formal assessment: Ava had several formal assessments as part of the re-evaluation to determine the need for additional services (see results at end of report). Results of the PLS-4 showed that her receptive language skills were lower than her expressive language. She did not demonstrate understanding of descriptive concepts, such as one, first, not, empty, cold, tall, out of, or off. Ava did not identify uses/functions of objects when asked "tell me what you do with a spoon" or "show me what you wear on your feet." She was not able to repeat a full sentence presented orally by the assessor. Areas of difficulty in expressive language included limited naming in response to pictures of objects and challenges with word structure, such as adding *s* for plural or *-ing* to verbs.

In the cognitive testing, examiners reported that Ava was pleasant and followed one-step directions during the testing. Her cognitive scores were within the normal range. She didn't show any signs of being anxious around the examiner, but sometimes didn't seem to want to do what was being asked. She expressed displeasure and threw tantrums several times around toy transitions and quickly became non-responsive on more language-based items.

Ava used mostly two-word sentences often in repetition of what she was just asked or what was said to her. She spoke in a very quiet voice that often was difficult to hear or understand. Some of her challenges were that she was not yet matching by size, and she could not demonstrate two-step/multi-scene play (e.g. if she was asked "Give the bear a drink and put the bear to bed", she could only do one of the two activities). She also had difficulty with the concept of "one" (e.g. she didn't respond to the directive, "Give me one

block.”), she could not count objects with one-to-one correspondence; she had difficulty identifying a picture by discriminating against three pictures. She had difficulty recalling objects, identifying their sizes, and with spatial concepts (e.g., under, behind, etc.). She wasn't able to follow two-step directions.

Ava's fine and gross motor skills were within the average range.

Formal Assessment Results:

Assessment	Score	Average score range
Preschool Language Scale (PLS-4) (Administered by the Hospital 7-25-07)		
Auditory Comprehension	69 below average range	85-115
Expressive Communication	82 below average range	85-115
Hearing test (Administered by the Hospital 7-25-07)	Within normal range	
Bayley Scales of Infant Development (BSID-II) (Administered by ECSE team members 8-5-07)		
Mental/Cognitive	87 (average range, showed some difficulty in expressive and receptive language)	85-115
Motor	88 within average range	85-115

**Creative Curriculum Results (expected level is I-II)
Administered by the child care provider (observations 8/1 - 8/25)**

Sense of self		
<ul style="list-style-type: none"> ▪ 1. Shows ability to adjust to new situations 	I-II	Treats arrival and departure as routine, accepts changes in routine only if appropriate action is modeled by other children or teacher
<ul style="list-style-type: none"> ▪ 2. Demonstrates appropriate trust in adults 	I	Shows confidence in parents' and teachers' abilities to keep her safe/healthy and summons help from them as needed. Does not yet seek advice or use parent as a resource or role model to imitate
<ul style="list-style-type: none"> ▪ 3. Recognizes own feelings and manages them appropriately 	Forerunner	Cries and uses facial expressions to express feelings. Does not yet identify and label own feelings
<ul style="list-style-type: none"> ▪ 4. Stands up for rights 	Forerunner-I	Cries or yells in protest when slighted or wronged. Sometimes grabs or pushes when seeking desired toy. Not yet verbally asserting needs and desires to teacher. Sometimes physically asserts needs and desires by continuing to hold tightly the desired toy.
Responsibility for self and others		
<ul style="list-style-type: none"> ▪ 5. Demonstrates self-direction and independence 	I - II	Chooses and becomes involved in own activity, beginning to complete multiple tasks in chosen project without requiring adult assistance
<ul style="list-style-type: none"> ▪ 6. Takes responsibility for own well-being 	Forerunner	Allows adult to attend to personal needs without resistance and uses self-help skills to meet needs with

		help from adults
<ul style="list-style-type: none"> 7. Respects and cares for classroom environment and materials 	I-II	Uses materials in appropriate ways. Just beginning to put away used materials before starting another activity
<ul style="list-style-type: none"> 8. Follows classroom routines 	I	Participated in classroom activities with prompting (usually nonverbal).
<ul style="list-style-type: none"> 9. Follows classroom rules 	Emerging Forerunner	Follows simple rules with physical help and picture cues. Rarely follows simple directions and limits when told by an adult.
Prosocial Behavior		
<ul style="list-style-type: none"> 10. Plays well with other children 	Forerunner - I	Tolerates being near others and playing alongside them. Enjoys simple back and forth games with them. Plays beside other children and responds with relevant comments, but rarely initiates interactions or maintains sustained cooperative play with peers.
<ul style="list-style-type: none"> 11. Recognizes the feelings of others and responds appropriately 	Forerunner-I	Notices expressions of feelings in adults. Imitates other children's expressions or feelings. Sometimes says "sad" when she sees another child crying.
<ul style="list-style-type: none"> 12. Shares and respects the rights of others 	Forerunner - I	Plays alongside other children using the same materials without conflicts. She shares with other children and may take turns with others, if prompted by a teacher.
<ul style="list-style-type: none"> 13. Uses thinking skills to resolve conflicts 	Forerunner	Generally not many conflicts with peers due to minimal interaction. But, Ava does seek adult assistance if conflict arises, usually by running to the adult in tears. . If adult intervenes, she usually accepts the adult's solution if adults use physically visible solutions like splitting the toys into two piles rather than long verbal explanations.
Gross motor		
<ul style="list-style-type: none"> 14. Demonstrates basic locomotor skills 	II	Moves with direction and increasing coordination
<ul style="list-style-type: none"> 15. Shows balance while moving 	II	Walks along wide beam, such as the edge of sandbox
<ul style="list-style-type: none"> 16. Climbs up and down 	II	Climbs up and down stairs and ladders and around obstacles
<ul style="list-style-type: none"> 17. Pedals and steers a tricycle 	I-II	Pedals in forward direction, beginning to steer around obstacles and increasingly sharp corners
<ul style="list-style-type: none"> 18. Demonstrates throwing, kicking and catching skills 	II	Throws, catches, and kicks with increasing control toward targets. Does not play ball with other children.
Fine motor		
<ul style="list-style-type: none"> 19. Controls small muscles in hands 	I -II	Mostly manipulates smaller objects with increasing control, including using a fork and fitting pegs in a pegboard. She makes some snips with scissors, but is not

		yet cutting with scissors along a line.
<ul style="list-style-type: none"> 20. Coordinates eye-hand movement 	I -II	Performs simple manipulations with increasing control, such as pouring water into a funnel with accuracy. She can make part of a necklace with small beads, but tires of it quickly and often chooses medium sized beads instead.
<ul style="list-style-type: none"> 21. Uses tools for writing and drawing 	Forerunner - I	Holds large writing tool and marks with it. Makes simple strokes. Occasionally holds marker with thumb and two fingers, often still uses a palmar grasp.
Learning and problem solving		
<ul style="list-style-type: none"> 22. Observes objects and events with curiosity 	I	Examines objects in environment with attention to detail. Notices attributes, but does not ask questions or use materials in ways that convey understanding of similarities and differences
<ul style="list-style-type: none"> 23. Approaches problems flexibly 	I-II	Repeats and persists varying different approaches with trial and error, uses objects in multiple ways and experiments when things don't work. Imitates peers' use of objects to gather ideas to try to solve problems.
<ul style="list-style-type: none"> 24. Shows persistence in approaching tasks 	II	Continues to work on task even when encountering difficulties
<ul style="list-style-type: none"> 25. Explores cause and effect 	Forerunner	Notices an effect and tries to repeat it. Does not comment on effects or test possibilities of what would happen if...
<ul style="list-style-type: none"> 26. Applies knowledge or experience to a new context 	Emerging forerunner	Only beginning to follow familiar self-help routines at school with assistance. Does not yet draw on everyday experiences and apply knowledge to similar situations.
Logical thinking		
<ul style="list-style-type: none"> 27. Classifies objects 	Forerunner - I	Finds two objects that are the same and puts them together. Groups or sorts similar kinds of toys by color. Does not yet sort by size, shape, or object, use consistently..
<ul style="list-style-type: none"> 28. Compares/measures 	Forerunner	Displays excitement and curiosity when she notices that something is new or different with materials. Notices similarities in objects as well, but she rarely verbally describes or labels it to others
<ul style="list-style-type: none"> 29. Arranges objects in a series 	Forerunner - I	Uses self-correcting toys (e.g. graduated stacking rings) and sometimes notices when an object in a series is out of place
<ul style="list-style-type: none"> 30. Recognizes patterns and can repeat them 	Emerging forerunner	Usually completes a formboard. Does not repeat patterns in sounds, songs, sentences or recreate simple patterns with objects.
<ul style="list-style-type: none"> 31. Shows awareness of time concepts and sequence 	Forerunner	Demonstrates understanding of what comes next (pajamas at bedtime) and follows simple steps in routines. Does not demonstrate understanding of past and future.
<ul style="list-style-type: none"> 32. Shows awareness of position in space 	Forerunner	Moves objects between containers, but does not follow simple positional directions with assistance or show

		comprehension of positional words and concepts
<ul style="list-style-type: none"> 33. Uses one to one correspondence 	Forerunner	Places objects in their designated spaces, but does not regularly match pairs of objects in one to one correspondence.
<ul style="list-style-type: none"> 34. Uses numbers and counting 	Emerging forerunner	Sometimes understands the concept of "one" or "more" when asked.
Representation and symbolic thinking		
<ul style="list-style-type: none"> 35. Takes on pretend roles and situations 	Forerunner	Imitates simple actions observed. Beginning to imitate routines with adult support (e.g., pretend to feed or sleep)
<ul style="list-style-type: none"> 36. Makes believe with objects 	I	Interacts appropriately with objects or replicas in pretend play. Does not yet use a substitute object or gesture to represent object or talk in likely scripts associated with pretend actions.
<ul style="list-style-type: none"> 37. Makes and interprets representations 	Not yet forerunner	Not yet labeling scribbles as objects or using labels to describe construction play. Builds with blocks, but does not interact while building.
Listening and speaking		
<ul style="list-style-type: none"> 38. Hears and discriminates the sounds of language 	Forerunner	Notifies sounds in the environment. Does not yet join in nursery rhymes, songs, or play with words and sounds. Sometimes moves to the music in a group.
<ul style="list-style-type: none"> 39. Expresses self using words and expanded sentences 	Forerunner	Uses nonverbal gestures, single word, and sometimes 2-word phrases to communicate.
<ul style="list-style-type: none"> 40. Understands and follows oral directions 	Forerunner	Associates words with actions and sometimes follows oral instructions, but only if one step and if combined with a gesture.
<ul style="list-style-type: none"> 41. Answers questions 	Forerunner - I	Answers questions with yes/no response or gesture, may occasionally answer simple questions with one or two words.
<ul style="list-style-type: none"> 42. Asks questions 	Emerging forerunner	Sometimes uses facial expressions to ask a question. Does not yet use rising intonation or "wh" words to ask questions.
<ul style="list-style-type: none"> 43. Actively participates in conversations 	Forerunner	Initiates communication through eye contact, smiling, waving and saying "Hi" with familiar adults. She also responds to other children in a limited verbal way, but less frequently initiates those contacts.
Reading and writing		
<ul style="list-style-type: none"> 44. Enjoys and values reading 	Forerunner-I	Looks at books by self or with adult and listens to story being read. Points to objects, but does not complete phrases in familiar stories or participate interactively in story time.
<ul style="list-style-type: none"> 45. Demonstrates understanding of print concepts 	Emerging Forerunner	Does not point to print and ask for it to be read or recognize logos. But, she brings favorite books to parents or teachers, recognizing them by their covers.
<ul style="list-style-type: none"> 46. Demonstrates 	Not yet	Does not participate in songs, fingerplays, or point out

knowledge of the alphabet	forerunner	print in the environment
<ul style="list-style-type: none"> ▪ 47. Uses emerging reading skills to make meaning from print 	Not yet forerunner	Does not use familiar logos and words to read print or recognize own name printed.
<ul style="list-style-type: none"> ▪ 48. Comprehends and interprets meaning from books and other texts 	Emerging Forerunner	Repeats words and actions demonstrated in books. Does not yet relate story to self and share information or imitate in act of reading in play.
<ul style="list-style-type: none"> ▪ 49. Understands the purpose of writing 	Not yet forerunner	Does not yet watch others write or pretend to write.
<ul style="list-style-type: none"> ▪ 50. Writes letters and words 	Forerunner	Scribbles with crayons and experiments with writing tools, but does not yet draw simple pictures to represent something or use scribble writing and letter-like forms.

SUMMARY OF RELEVANT RESULTS – AVA

What skills and behaviors did you hear associated with each outcome?
 Are the skills and behaviors age appropriate? Immediate foundational? Foundational?

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Code*	Summary of Relevant Results

*Codes= AA—age appropriate, IF—immediate foundational, F--foundational

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

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

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 2a

Source of information	Code*	Summary of Relevant Results

*Codes= AA—age appropriate, IF—immediate foundational, F--foundational

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

- *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)*

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 3a

Source of information	Code*	Summary of Relevant Results

*Codes= AA—age appropriate, IF—immediate foundational, F--foundational

Name of Activity: Written Child Example – Ava at 40 Months Activity

Preparation Time: 30 minutes

Activity Time: 40-60 minutes

Preparation:

1. Print the “Ava’s Assessment Information” and “Summary of Relevant Results Worksheet”. Copy for each participant.
2. Print the “Instructions for the Group Activity”; make enough copies for small groups to share.
3. Print the “Documentation Worksheet” and “Ava’s Skills Coded” for the trainers and have available during the activity.

Activity Instructions:

1. Divide the group in to small groups of 5 or 6.
2. Distribute the Instructions for the Group Activity to each group. Provide participants with a brief overview of the activity; instruct them to read the instructions provided as a group. Inform the participants that they will have 20-40 minutes to complete the activity (the trainer(s) should decide based on the agenda for the day, leaving 20 minutes of the total time available for the large group debriefing).
3. During the activity, the trainer(s) should circulate among the groups to answer questions and to support the group process.
4. Provide 10 minute and 5 minute warnings to participants so that they can finish the entire activity.
5. As a large group, debrief the activity, asking for reflections, learning and observations based on the process used to make the determinations of Age Expected (AE), Immediate Foundational (IF) and Foundational (F) and the ratings for each outcome. Highlight reflections on reaching consensus in the ratings, the teaming process itself and their perceptions of their knowledge of child development as key parts of the process.

Activity Variations:

- Bring green, yellow and pink highlighters for the activity to use in the second step under Activity Instructions above. As participants are reviewing Ava’s reports, ask them to highlight age-expected skills green, immediate foundational skills yellow and foundational skills pink. Use the visual representation they create to help them think about the distribution of skills and the rating to be selected. The Bucket List or other visuals under State Examples on the ECO website (http://projects.fpg.unc.edu/~eco/pages/states_cosf_materials.cfm) may be helpful.
- If there is sufficient time, consider having the small groups work through Outcome 1 and then having a full group debrief before moving onto Outcomes 2 and 3. Suggest that observations and “aha’s” from the work rating Outcome 1 be deliberately practiced when reviewing information for Outcomes 2 and 3. A debriefing time may be added between each outcome if



time allows and if it would support participants understanding and mastery of the team rating process.

- Consider ending the discussion with specific reflections on the process of reviewing the information, the team discussion and the rating process, and implications of the exercise for practice after the training. Ask participants for specific, concrete examples of ways they might change their COS process in their program based on the exercise.

