

# Early Childhood Outcomes

Today we will be talking about the early childhood outcomes, and the process of rating the Childhood Outcome Summary Forms.

## 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.

The ECOs or COSFs are the forms we fill out on any student ages 3-6 receiving special education services in our district. These forms are required by the Office of Special Education Programs (OSEP) in Washington to aid in determining progress for students receiving services and assess program effectiveness.

The first time you complete these forms is upon the student's enrollment to your program. The student may have an entry and/or exit from a previous program, but it is still best practice to complete a new COSF for a student entering your program. While it does not have to be completed at an official meeting, the input of all individuals involved in the student's programming, *including the family*, is required and documented. The second time you complete these forms is upon either the student's exit from your program or as close to the student's sixth birthday as possible. If the student's sixth birthday falls in the summer, you may complete these forms prior to the end of the school year.

## 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.

The COSFs are filled out on any child ages 0-6 that receives special education services. For the 0-3 population, the forms are completed by SoonerStart personnel. SoonerStart will complete separate entry and exit forms to demonstrate progress within their program. Upon the student's enrollment in school, a new entry form is completed. Any time a student moves from the district, an exit form must be completed. The only exception to this rule is if the child has received *less than six months* of services. COSFs are not required for those students receiving less than six months of service. Due to the short time frame, these students may not have made sufficient progress to increase their number score. There are many child development scales, choose the one that you like best, just remember the Outcomes are rated on typical child development, not by comparing one child with a disability to another child with a disability.

## 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

There are three outcomes scored: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Taking Appropriate Action to Meet Needs. All three outcomes should be scored for every student, whether there is a concern in the area or not.

# 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

Let's start by looking at the different outcome areas on the COSFs. It may help you as we go through the presentation to have a student in mind on which you need to complete these forms. Outcome 1 covers positive social-emotional skills. This includes social relationships with peers and adults, pragmatic skills such as interacting with others, appropriate eye contact, personal space, following rules and procedures, expressing emotions, and attachment issues.

## 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)?

Here are some example questions to help you identify social-emotional skills in various settings.

## 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 relates to the acquisition of knowledge and skills. This includes academic areas as well as early 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?

Here are some questions to help you think about academic skills in various settings.

## 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 considers the use of appropriate actions to meet individual needs. You might consider this outcome to address adaptive and/or functional skills.

## 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)?

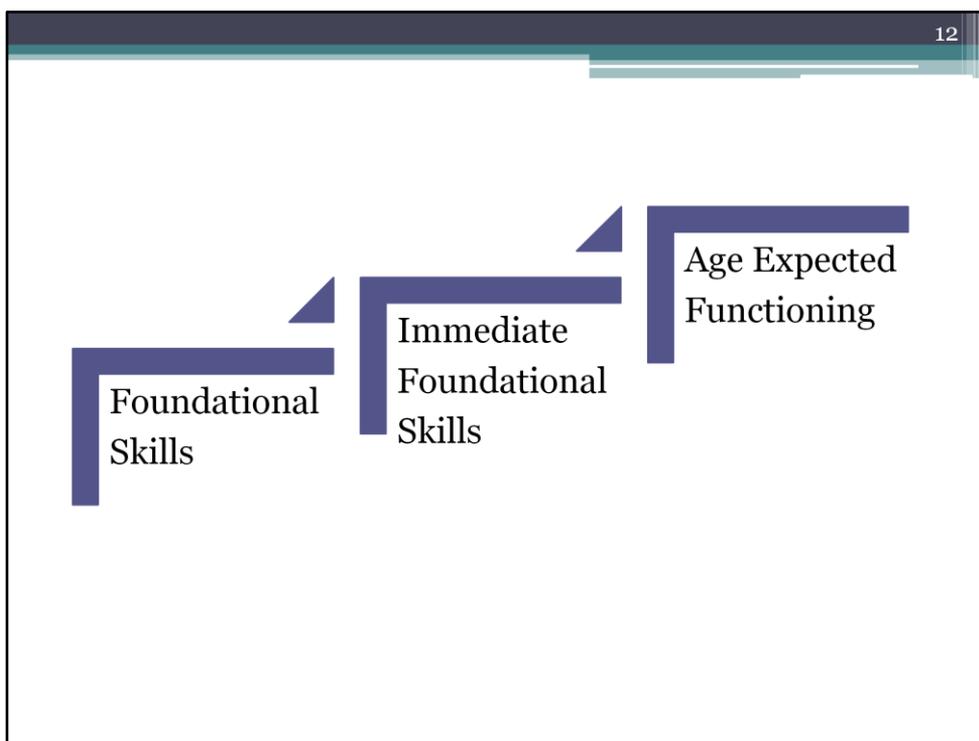
Here are some example questions to help use think about taking appropriate action to meet needs in various settings.

Again, all three outcomes are completed for each child. For a child whose only concern is speech-language, you must still complete Outcome 1 and Outcome 3, even though the area of concern lies in Outcome 2.

## Outcomes video

- [Video](#)





The next thing to consider when beginning the COSF process is the child's use of Foundational and Immediate Foundational skills. This graphic shows how the process works, although the number of steps and the length of time for each step will vary for each child/developmental accomplishment.

## 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.

Foundational skills are those skills needed sequentially or developmentally to get to the next level when performing a task. For instance, when a child is learning to use a pincher grasp, the foundational skill would be whole arm, open palmed swiping. What other Foundational skills can you think of?

## 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).

Immediate foundational skills are those skills that immediately precede the desired skill. Continuing with our pincher grasp example, the immediate foundational skill would be to grab the desired object with all fingers rather than isolating the thumb and forefinger.

Window Help

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**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

This is the layout of the Outcome pages. For the next slides, reference the numbers indicated by the red oval.

## Rating Scale 1-7

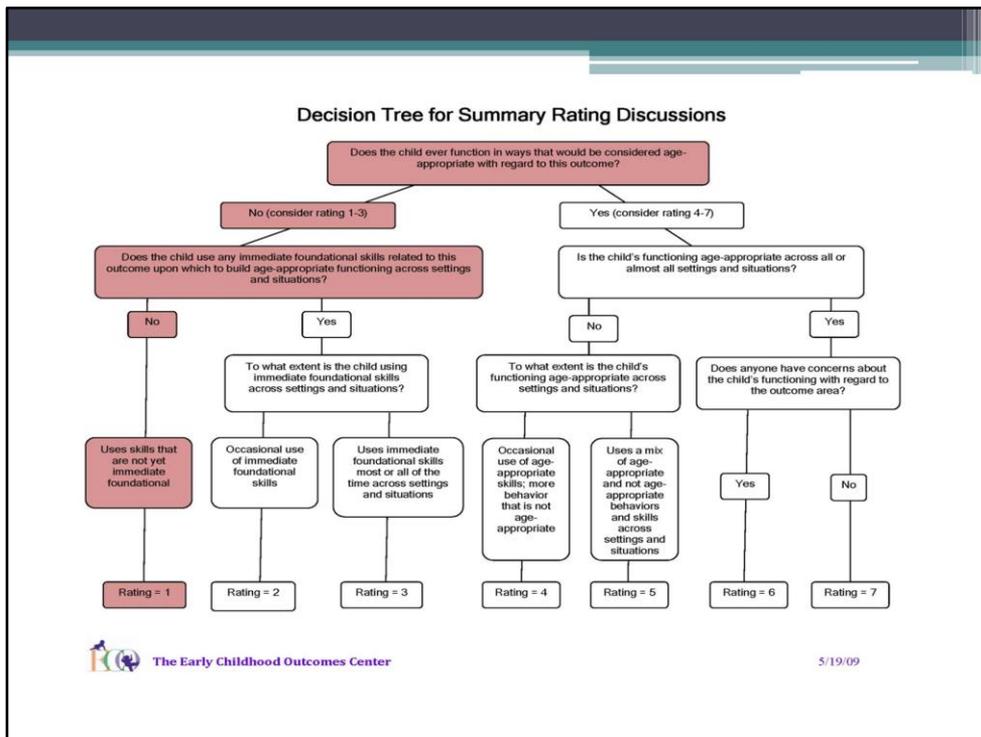
- Based on typical child development.
- All three outcomes must be completed.
- Answer Yes or No to the question as to whether or not the child has made *any* progress. The majority of the time, this will be yes.
- Overall numbers 1-5 are not considered age-appropriate.
- Overall numbers 6-7 are considered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

The next few slides will cover the rating scale used for the COSF forms. The rating scale uses numbers 1 through 7, with 1 being the lowest and 7 being the highest. The score rating is based on typical child development. Rating numbers 1-5 are not considered age-appropriate, ratings 6-7 are considered age-appropriate. All three outcomes should be completed, even if there is not a concern in that particular area. There is also an additional question that must be answered when completing the exit forms. It asks whether or not the child has made any progress. Sometimes, the entry number and the exit number may be the same, however the student has made progress toward that skill, just not enough to move them closer to age-appropriate level.

## 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**.

Let's talk about the rating of a one. You might consider this rating "not yet." Assigning the student a score of one means that they are not yet showing age-appropriate behavior in any area of that outcome. We might think of this student's functioning as that of a much younger child.

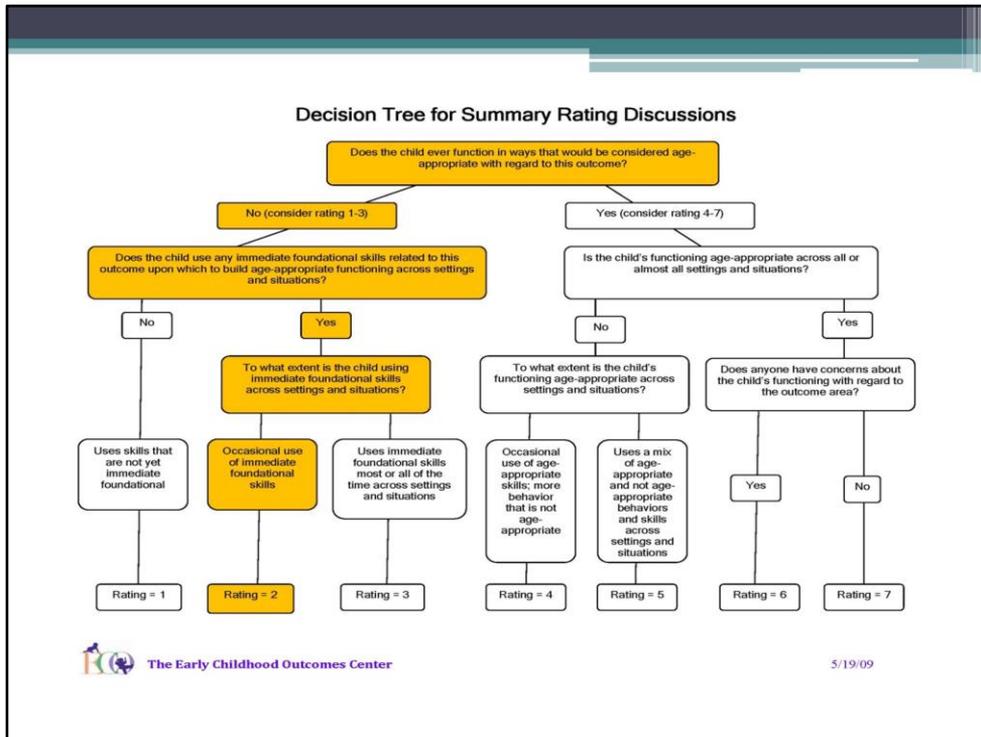


Here is the Early Childhood Technical Assistance Center’s (ECTA) decision tree with the route to a rating scale of one highlighted. On the decision tree, the first question to answer is: “Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?” This is a yes/no question. If you answer no, you will be assigning a 1-3 rating. If you answer yes, then you would move to the 4-7 range. But for rating one, we would answer no, so the next yes/no question we need to answer is “Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?” to which we answer no. The next box reinforces our choice by stating “Uses skills that are not yet immediate foundational.” Following this progression, we arrive at the rating of one.

## Rating Scale: 2

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

For a rating of two, the student uses some immediate foundational skills across settings and situations, but most activities still do not have the immediate foundational skills present.

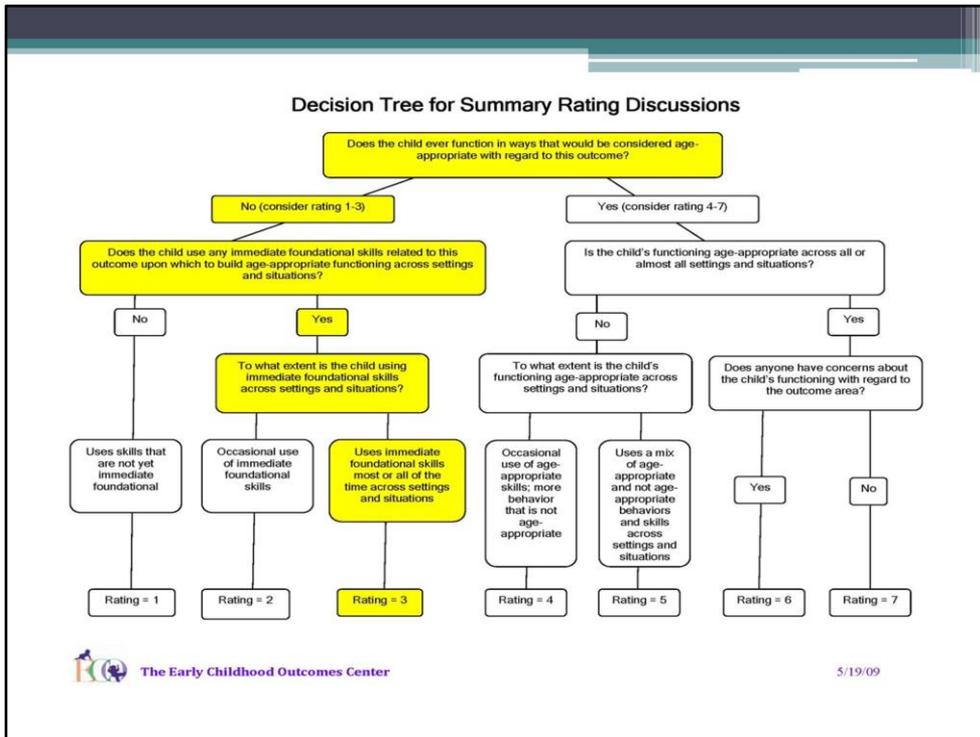


Here is our decision tree with the path to the two rating highlighted. To the second yes/no question we answered yes, so that leads us to the next question: “To what extent is the child using immediate foundational skills across settings and situations?” Our choices are ‘occasionally’ or ‘most or all of the time.’ For a rating of two, we would go with ‘occasional use of immediate foundational skills.’

## 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**.

For a rating of three, the student is using immediate foundational skills most or all of the time across settings and situations. The student may still be described as functioning like a younger child, as he is not yet show age-appropriate functioning in any situation.

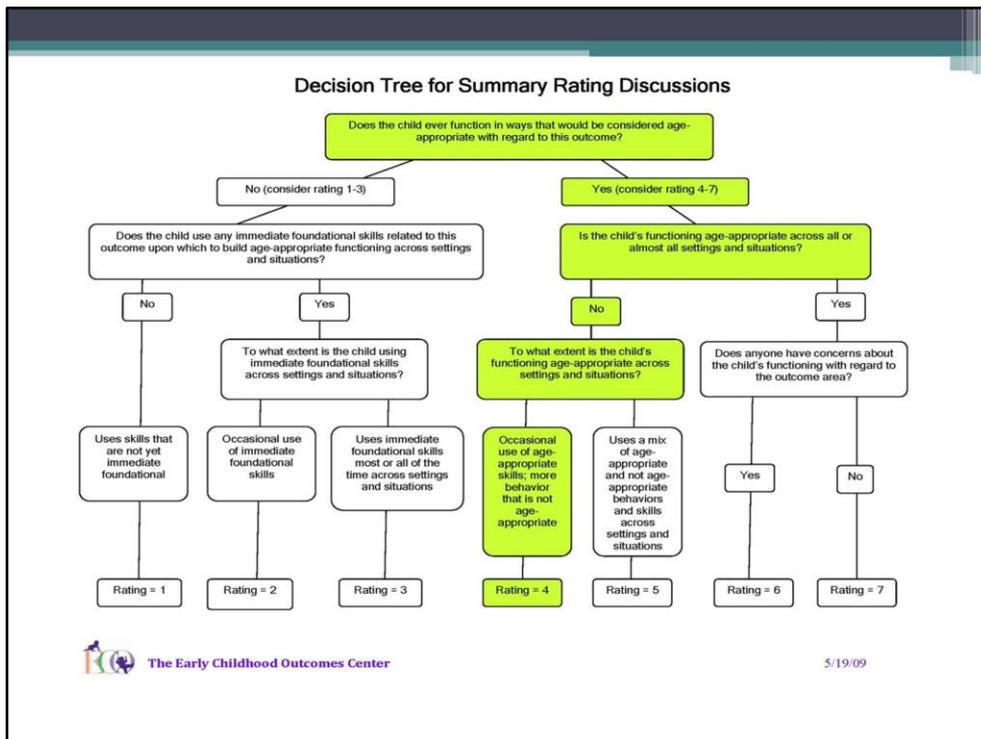


Here is the highlight track for a three rating. The answer to the last question is that the student uses immediate foundational skills most or all of the time across settings and situations.

## Rating Scale: 4

- Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.

Now we are moving closer to age-appropriate skills. While the student occasionally shows age-appropriate skills, there are still more skills that are not age-appropriate.

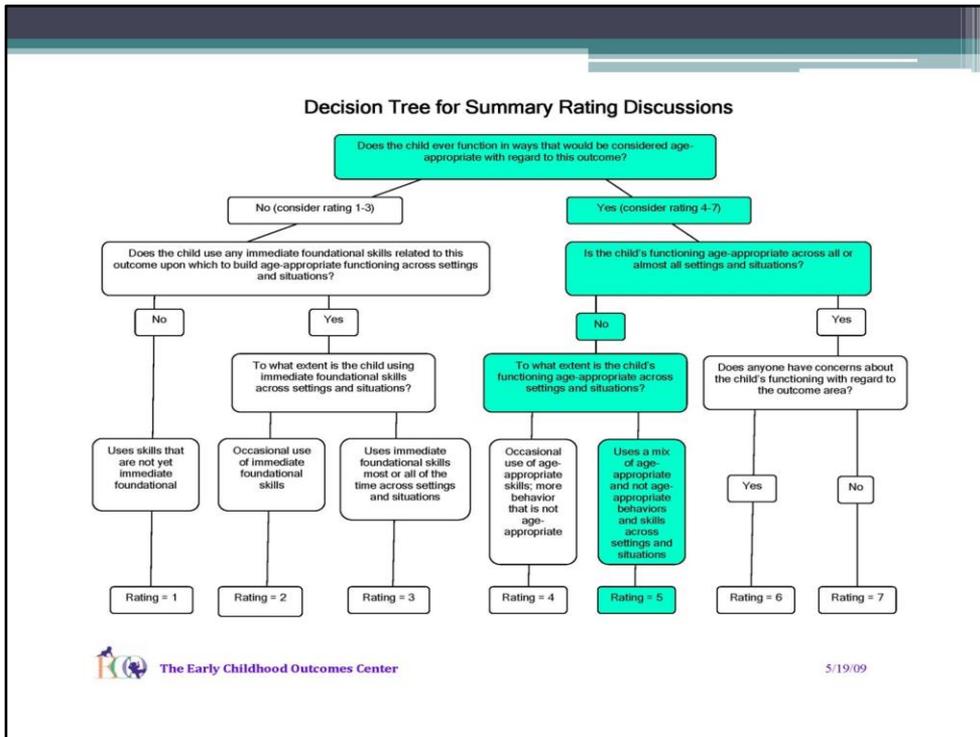


Here is the breakdown for rating four. We answered yes to question one, but no to question two. The next question poses “To what extent is the child’s functioning age-appropriate across settings and situations?” For a rating of four, our student would be doing this occasionally.

## 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.**

The next rating is five. We score a five when the child shows age-expected functioning some of the time and in some settings and situations, but not all. It is a mix of age-appropriate and not. We might think of this student as only slightly younger than their actual age.

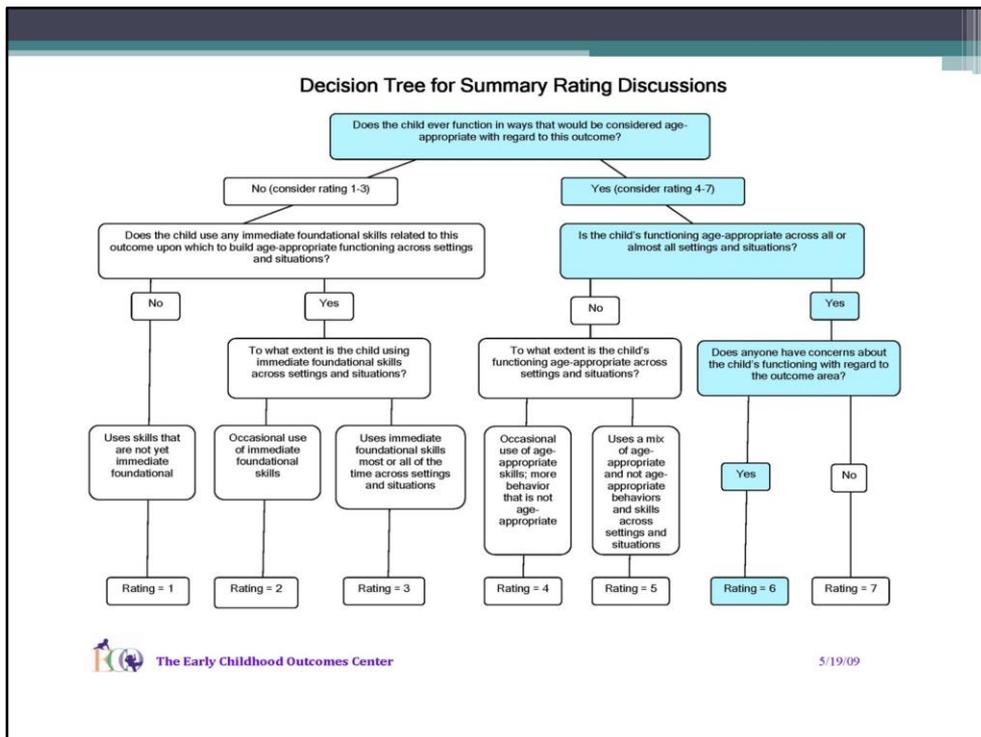


Here is our decision tree for a five rating. The difference from the four to the five rating is the student is using a mix of age-appropriate and non-age-appropriate behaviors and skills across settings and situations.

## 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.

For a rating of six, the student generally functions at age-appropriate levels, but there are some significant concerns about the child's functioning in the area. These concerns may warrant monitoring or additional supports.

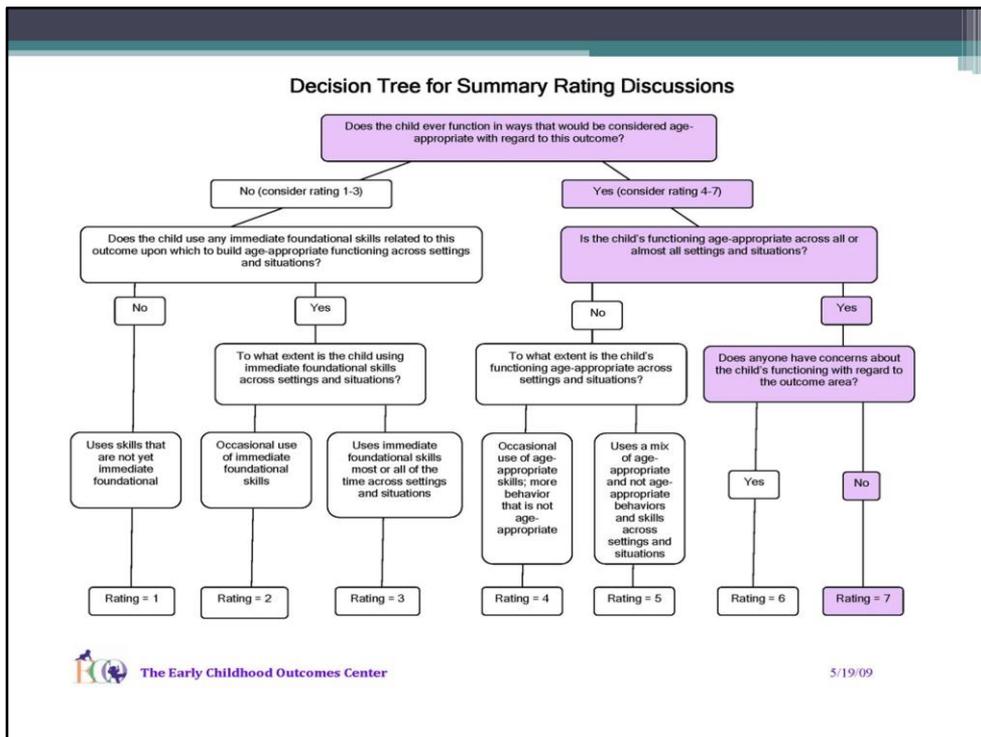


For a six rating, we answered yes to our second question, and answered yes to our third question, which is “Does anyone have concerns about the child’s functioning with regards to the outcome area?” If anyone on the decision team (all individuals involved in the child’s programming and the family) has a concern, then the answer is yes. This constitutes a rating of six.

## Rating Scale: 7

- 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.

For a rating of seven, no one has a concern about the student's functioning in this outcome area, and the student displays functioning expected for his or her age in all or almost all everyday situations.



Here is our highlighted decision tree getting to the seven rating. I know we have gone about this in a backward manner, but I wanted you to become familiar with the decision tree. When you and the team are discussing ratings for your student, you will begin at the top of this chart and proceed down for each rating to be determined. You will not choose the number and work backward. This tool is helpful when team members are finding it difficult to come to a number rating determination. What questions do you have?

## 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.

The next slides discuss the Progress Categories outlined by OSEP. There are five progress categories based on the entry and exit scores for each child. Progress category (a) is for those students whose functioning did not improve. There are two reasons that will yield an (a) category: if the child regressed, therefore scoring lower upon exit than entry or the student received a number 1 rating at entry and exit AND did not gain any new skills between entry and exit. This is rare.

## 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.

Progress category (b) is assigned to those students who improved their functioning, but were rated at a 5 or lower at entry and exit.

This may be because the student had a slow but steady rate of growth during their service time, and their skills did not improve enough to move nearer to same aged peers.

Referencing the previous slide, category (b) would be assigned if the student had a rating of 1 at entry and exit but made some progress during the service time.

## 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.

Category (c) is for those students who made progress, were rated higher at exit than entry, but were still below the number rating of 5 at exit. These students acquired new skills at a good rate, but still were unable to meet age expectations.

## 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.

Category (d) students were rated 5 or lower at entry but made enough progress to be rated at 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.

Category (e) students were rated a 6 or 7 at both entry and exit. This means they were functioning at or near age expectations at entry and exit. You may wonder why these students were receiving special education services if they were at or near age expectations. Remember we are rating the students in three outcome areas: Social-emotional, acquisition of knowledge and skills, and use of appropriate behaviors to meet needs. The student may be at or near age expectations in one outcome area and lower in another.

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

The Progress Categories as outlined by OSEP are not ordinal. This means category (a) is not better or worse than category (d). OSEP realizes and expects there to be some students in each category. That is why the student is receiving special education services. When we need to be concerned is when the percentage is consistently higher than the national average.

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

Here is an example class (or group) graph for Outcome 2, Use of Knowledge and Skills.

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.

Entry 2a is the number rating the student received up their entry to the program in outcome area 2. Exit 2a is the number rating they got upon exit from the program, or when they aged out of the program. Exit 2b is the question asked for each outcome: “Has the child shown *any* new skills or behaviors related to the area of \_\_\_\_\_ ? “ (whatever the outcome is measuring, in this example use of knowledge and skills). The last column gives the OSEP category that would be assigned based on the information.

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.

So using the example graph, let's look at each progress category. Angela is in category (a) for outcome 2 because she was rated a 1 at both entry and exit, and did not make *any* progress toward the goal.

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.

Here are two examples of category (b). Both boys were rated the same at entry and exit (but lower than 5) but made progress toward the goal.

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 a 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)**.

Here is another example of category (b). This one is a little tricky. Upon entry, possibly when Landon was three years old, he was rated a 5. At exit, Landon is 6 years old. Since we are comparing to *same aged peers*, his score is lower than at entry because he has not made sufficient progress to move him closer to age expectations. The answer to the progress question is yes, so this put 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.

Here we see three different examples of how to get the (c) category. These students made progress, were rated higher at exit than entry, but it was still below 5.

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)

Brittany falls into category (d) because she was functioning lower than age expectations at entry, but made good progress, enough to bring her up to age expectations at exit.

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.

These two students are in category (e). They were functioning at or near age expectations at entry and 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.

Here is a breakdown of the percentages for each category based on our example class. Are there any questions?