

Special Education Services Best Practices

Early Childhood Outcomes (ECOs)

Each child receiving special education services who is 3 to 5 years of age is required to have Early Childhood Outcomes (ECOs) documented on the Child Outcome Summary Form (COSF). To document an ECO score, data must be provided to indicate student growth by describing how a child is performing at the beginning and at the end of receiving services through a school-based special education program. Therefore, students will receive an entry score and exit score.

Why does the team complete and document ECOs on the COSF?

Data gathered from ECOs provide information on the effectiveness of early intervention as well as early childhood programs. Also, the data helps guide professional development in order to meet the needs of students.

Who contributes to and/or completes ECOs/COSFs?

The IEP team completes ECOs/COSFs. The team may consist of:

- Service providers (i.e. Occupational Providers, Physical Therapists, Speech Pathologists)
- General educators
- Administrative representatives
- Parents/Family
- Others (i.e. Head Start Personnel, Daycare Providers)

The IEP team discusses how the child's progress will be measured, what interventions and/or services will be provided to meet the student's needs, when the student's progress will be measured, and what tools will be used for assessing the student's progress.

What are the ECO outcome areas and what does each area look like?

There are three outcome areas (Outcome 1: Positive Social-Emotional Skills, Outcome 2: Acquisition and Use of Knowledge and Skills, and Outcome 3: Taking Action to Meet Needs) measured on the COSF. All three outcome areas are to be completed for each child receiving special services who is 3 to 5 years of age.

For more information about these three outcome areas, see [The Child Outcomes](#) overview.

Resources

Child Outcomes Summary Free Online Learning Module
https://unc.az1.qualtrics.com/jfe/form/SV_8k8MRoa4doTjDHT

Decision Tree for Summary Rating Discussions
https://ectacenter.org/eco/assets/pdfs/Decision_Tree.pdf

Decision Tree for Summary Rating Discussions in Spanish
http://ectacenter.org/~pdfs/eco/COS-Decision%20Tree-Spanish_11-7-17.pdf

Accommodations (LD Online)
<http://www.ldonline.org/indepth/accommodations>

Child Development Resources
<https://sde.ok.gov/early-childhood-resources>

<http://agesandstages.com/wp-content/uploads/2016/11/ASQSE2-Development-Guide-Poster.pdf>

http://ectacenter.org/eco/assets/pdfs/Age-expected_Resources.pdf

<https://www.cdc.gov/ncbdd/actearly/milestones/index.html>



What are some questions that can help the team complete the ECO/COSF?

To complete the COSE, it may be helpful to ask questions about the child's present abilities and answer those questions as they relate to how the child is progressing towards typically developing outcomes (where is the child currently in relation to his/her typically developing peers). [Child Outcome Summary \(COS\) Process Discussion Prompts](#) can be used to elicit conversation in regards to how a student is functioning in each outcome area.

How is each ECO area scored?

Each ECO area is measured with a [COS 7-Point Scale](#) from 1 to 7 and should be based on typical child development. Typically numbers 1 to 5 are not considered age-appropriate while numbers 6 to 7 are considered age appropriate.

When measuring a child's rating in each ECO area, the team will need to discuss the child's present levels and analyze different types of data (i.e. observation data, family feedback, evaluation data, etc.). The team may consider using the [Decision Tree for Summary Rating Discussions](#) to assist with rating discussions.

Are there required timelines for completing ECOs?

Yes, there are required timelines for completing the entry and exit ECO/COSF.

- If a student will receive at least 6 months of service, ECO scores are required.
- **NEW for FALL 2020:** For students that enter kindergarten, enter exit ratings as soon as possible regardless of age.
- **BEGINNING SPRING 2021:** For children advancing to kindergarten or turning six over the summer, ECO ratings will be required and will need to be completed in late spring.

Tips for Teachers

- Include data from different sources to measure ratings on ECO/COSF (data and input from achievement tests, family observations, formal observations by staff, previous testing, etc.)
- Include summary of relevant results. Example (Outcome 2): "student can count to 13 and say some colors, but does not know any letters."
- Involve the entire IEP team as much as possible in the process. Make sure to include parents, families, and other service providers in the process.
- Explain the ECO/COSF in ways that are understandable for all involved in the child's education. Interpret formal scores (standard, scales, etc.) and explain in language that is understandable to all IEP team members.



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