

## **Illinois CFC Procedure Manual**

### **Child Outcomes Summary Appendix**

- 1- Team Discussion
- 2- Definition of Ratings
- 3- Decision Tree (one sided)
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## **“Script” for Team Discussion of Outcomes Rating**

The following text provides guidance for discussing a child’s functioning that:

- gets the information needed for a rating determination without using numbers,
- is based on the child’s strengths,
- uses a tone that is family-friendly.

It was designed for training teams in the use of the Child Outcomes Summary Form (COSF), especially with families at the table during the rating discussion

### **Discussing the Outcomes**

Discuss the outcome areas one at a time, although not necessarily in any particular order. The suggestions in this document focus on Outcome 1: positive social relationships. Use the same format for Outcomes 2 (acquisition and use of knowledge and skills) and 3 (taking action to meet needs), substituting words to reflect the content of each outcome, as appropriate. Refer to the “COSF Discussion Prompts” resource for suggested questions and language to use for the discussion of all three outcome areas.

Begin the discussion as follows, filling in the child’s name and the content appropriate to the outcome area (as noted above, these examples illustrate Outcome 1).

- One of the important things we want \_\_\_\_ to learn is how to get along well with the people in his/ her life. Let’s talk about how \_\_\_\_ is doing in social relationships. We want to talk about how \_\_\_\_ interacts with adults and with other children. We also want to look at how s/he follows rules and participates in routines with groups.
- Who are the adults in \_\_\_\_’s life?
- Is s/he around other children? [Who?]
- [if child is old enough] Is s/he in situations where she/he is expected to participate in routines with others or to follow rules related to being with others?

### **Strengths**

- Let’s start by talking about \_\_\_\_’s strengths in this area. What are some of \_\_\_\_ strengths in social relationships and getting along with others? For example,
  - What are the things that \_\_\_\_ does well when it comes to relating to adults? (See COSF Discussion Prompts)
  - What are some of his/her strengths in relating to other children?
  - What are some of his/her strengths when it comes to following rules or routines?

### **Areas of concern**

- What are some of the things we are concerned about/would like to work on with \_\_\_\_ in the area of social relationships? For example,
  - What are the things that we are concerned about with regard to how \_\_\_\_ relates to adults? (COSF Discussion Prompts)
  - What are some of our concerns with regard to how \_\_\_\_ relates to other children?

- What are some of our concerns with regard to how \_\_\_\_ follows rules or routines?

### **Expectations**

- We know that as children develop they learn to do different things at different ages. Some of the things we would like to see children doing in this area at \_\_\_\_[child's age] are.....
- Looking for age appropriate functioning
- Is \_\_\_\_ doing any of the things related to social relationships that we expect to see at his/her age?
- Possible answers:
  - Yes, he is doing \_\_\_\_
  - No, not yet.

### **Extent of age appropriate functioning**

- [if yes] Would we say that all or almost all of \_\_\_\_'s functioning for this outcome is what we would expect to see for a child this age?
  - [if yes] \_\_\_\_ is doing really well in this area. Is there any thing related to how \_\_\_\_ interacts with others that we are concerned about and that we think we should monitor or give him some help with?
    - If no. "This means we want to say his development in this area is "completely" what we expect for a child this age.
    - If yes. This means we want to say his development in this area is "between completely and somewhat" for what we expect of a child this age.
  - [If no] Would we say that \_\_\_\_ rarely shows examples of what we expect to see for children this age or that she/he shows a solid mix of functioning that is age appropriate and not age appropriate yet?
    - If a solid mix. This means we will say that his development in this area is "somewhat" age appropriate.
    - If rarely. This means we will say that his development is between "emerging and somewhat".

### **Looking for immediate foundational skills**

- [if not yet] Just before children learn to \_\_\_\_[age expected functioning], they \_\_\_\_[immediate foundational skills]?
- Is \_\_\_\_ doing anything related to social relationships at this level?
- Possible answers:
  - Yes, he is doing \_\_\_\_
  - No, not yet. This tells us we need to work with \_\_\_\_to help him/her develop some skills such as [immediate foundational skills] to help him improve in this area. Since \_\_\_\_ hasn't yet developed what we call immediate foundational skills, we will code his development in this outcome as "Not Yet."

**Extent of immediate foundational skills**

- [if yes] Would we say that just about most or all of \_\_\_\_'s functioning in this area is showing the kind of skills that develop just before what children do at this age?
  - [if yes] That helps us know where \_\_\_\_ is functioning so we can work with the skills he/she has and help him/her move to the next step. It means the rating should be "Emerging."
  - [If no] That helps us know where \_\_\_\_ is functioning so we can work with the skills he/she has so we can help him/her move to the next step and suggests the rating should be between "Not Yet" and "Emerging."

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## Definitions for Outcome Ratings:

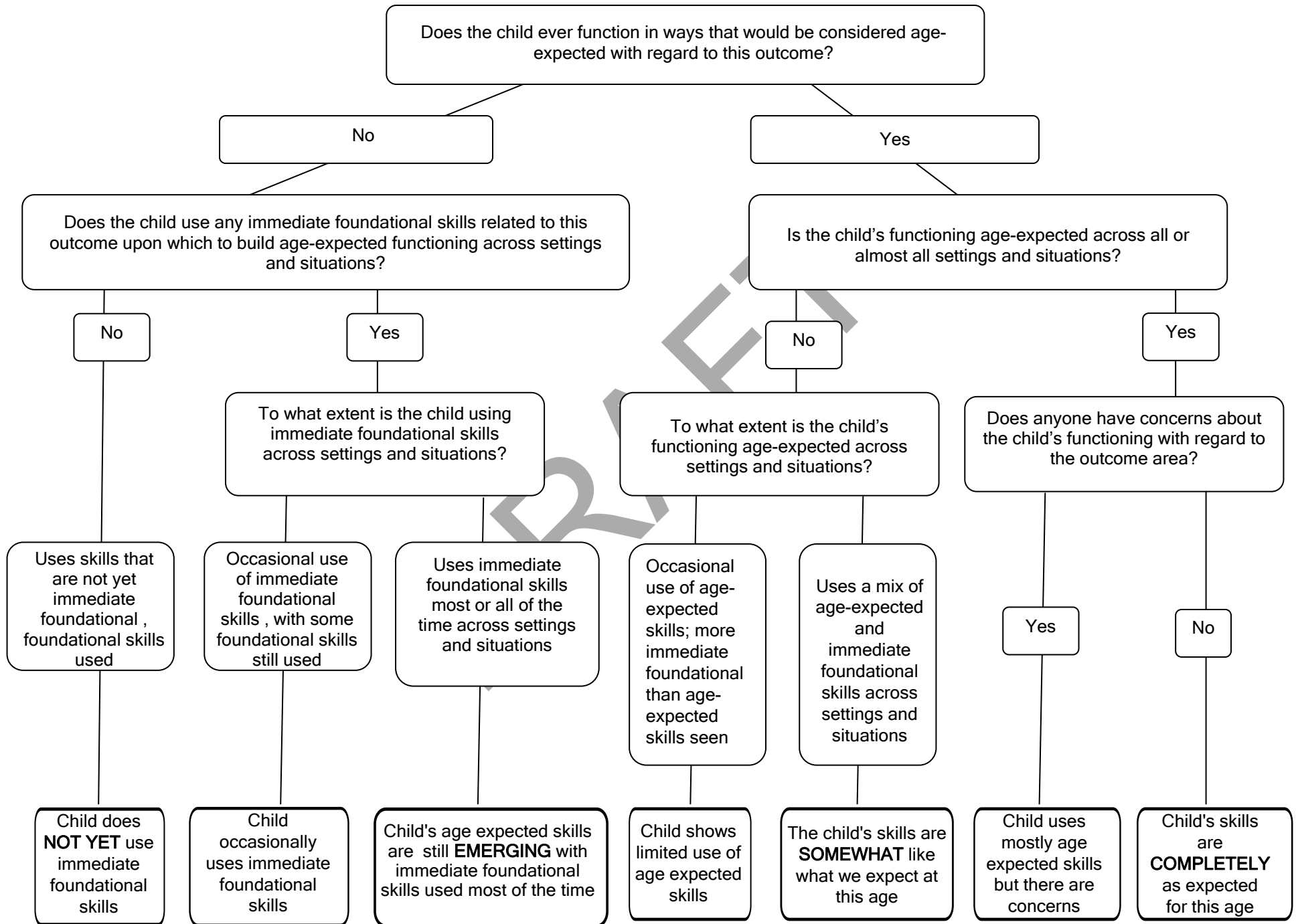
### For Use with the Child Outcomes Summary (COS) Form

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

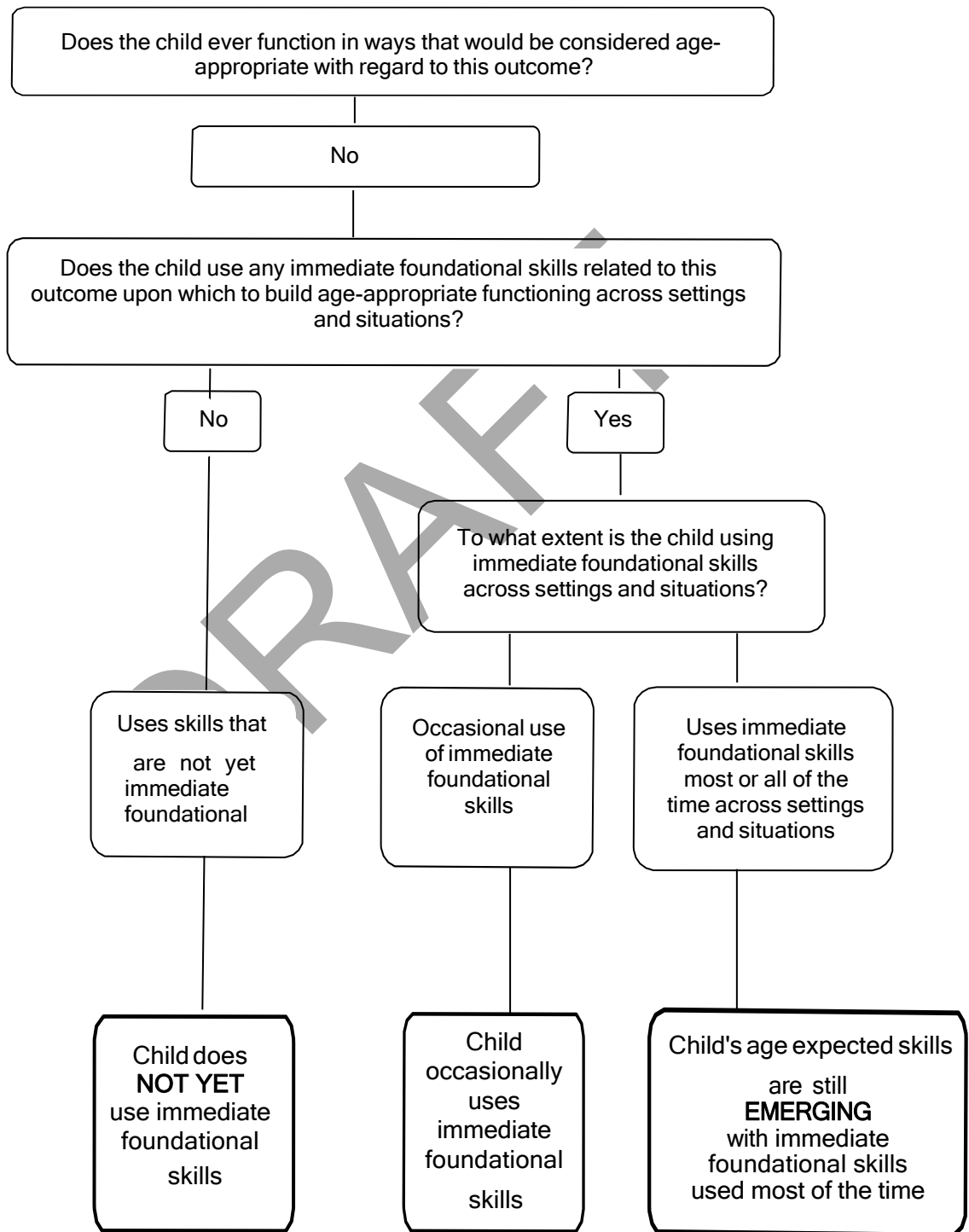
\* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.



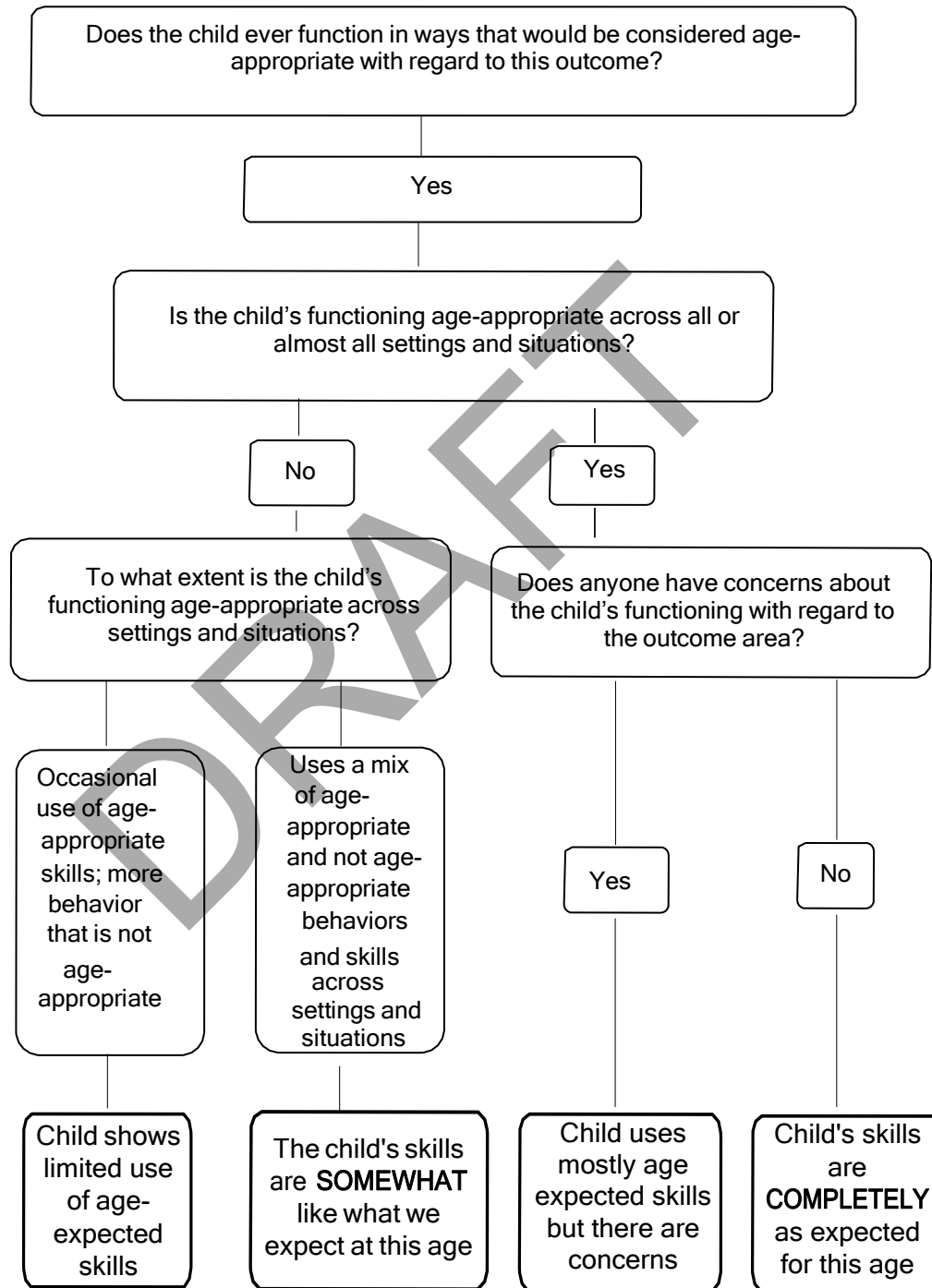
# Decision Tree for Summary Rating Discussions



## Decision Tree for Summary Rating Discussions








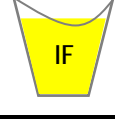

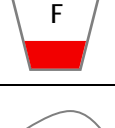



## Decision Tree for Summary Rating Discussions





## EDIS - COSF Rating Scale Descriptor Statements

(for use as culminating statements of IFSP present levels of development [PLOD] descriptions in respective outcome areas)

COSF Rating		Culminating Statements	
Age Expected Skills	7		<ul style="list-style-type: none"> <li>Relative to other children Calvin's age, there are <b>no concerns</b>; he has <b>all of the skills that we would expect</b> of a child his age in the area of <i>(outcome [e.g., taking action to meet needs])</i>.</li> <li>Calvin has <b>age expected skills</b>, with <b>no concerns</b>, in the area of <i>(outcome)</i>.</li> </ul>
	6		<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the <b>skills that we would expect of his age</b> in regard to <i>(outcome)</i>; however, <b>there are concerns</b> with how he <i>(functional area of concern/quality/lacking skill)</i>. It will be good to watch this closely, because without continued progress he could fall behind.</li> <li>Aside from <b>the concern</b> regarding Calvin's _____ he is demonstrating <b>skills expected of a child his age</b> in the area of <i>(outcome)</i>.</li> </ul>
Decreasing Degree of Age Expected Skills	5	 	<ul style="list-style-type: none"> <li>For an # month old child, Calvin has <b>many skills expected of his age</b> but he also demonstrates <b>some skills slightly below</b> what is expected at this age in the area of <i>(outcome)</i>.</li> <li>Relative to same age peers, Calvin shows <b>many age expected skills</b>, but continues to show <b>some functioning that might be described like that of a slightly younger child</b> in the area of <i>(outcome)</i>.</li> <li>Calvin is <b>somewhat</b> where we would expect him to be at this age. This means that Calvin has <b>many skills we would expect</b> at this age in regard to <i>(outcome)</i>, but he does <b>not yet have all of the age expected skills</b> <i>(it is possible to highlight a few of non-age expected functional skills)</i>.</li> </ul>
	4	 	<ul style="list-style-type: none"> <li>At # months, Calvin shows <b>occasional use of some age expected skills</b>, but more of his skills are <b>not yet age expected</b> in the area of <i>(outcome)</i>.</li> <li>At # months, Calvin shows <b>occasional use of some age expected skills</b>, but has <b>more skills that are younger</b> than those expected for a child his age in the area of <i>(outcome)</i>.</li> <li>Calvin has a <b>few of the skills we would expect</b> in regard to <i>(outcome)</i>, but he shows <b>more skills that are not age appropriate</b>.</li> </ul>
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	3	 	<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin is <b>not yet using skills expected of his age</b>. He does however use <b>many important and immediate foundational skills</b> to build upon in the area of <i>(outcome)</i>.</li> <li>In the area of <i>(outcome)</i>, Calvin has <b>nearly age expected skills</b>. This means that he does <b>not yet have the skills we would expect</b> of a child his age, but he <b>has the immediate foundational skills</b> that are necessary to build upon to achieve age appropriate skills <i>(it is possible to include a few functional skills as examples)</i>.</li> </ul>
	2	 	<ul style="list-style-type: none"> <li>At # months, Calvin shows occasional use of <b>some immediate foundational skills</b>, but <b>more of his abilities represent earlier skills</b> in the area of <i>(outcome)</i>.</li> <li>Relative to same age peers, Calvin is showing <b>some nearly age expected or immediate foundational skills</b>, but has <b>more skills that developmentally come in earlier</b> in the area of <i>(outcome)</i>.</li> <li>For a # month old little boy, Calvin <b>occasionally uses immediate foundational skills</b> but has a <b>greater mix of earlier skills</b> that he uses in the area of <i>(outcome)</i>.</li> <li>Overall in this outcome area, Calvin is <b>just beginning to show some immediate foundational skills</b> which will help him to work toward age appropriate skills.</li> </ul>
	1		<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the <b>very early skills</b> in the area of <i>(outcome)</i>. This means that Calvin has the skills we would expect of a <b>much younger child</b> in this outcome area.</li> <li>For a # month old little boy, Calvin's functioning might be described <b>as like that of a much younger child</b>. He shows <b>early skills, but not yet immediate foundational</b> or age expected skill in the <i>(outcome)</i> area.</li> </ul>

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## Age-Expected Child Development from Birth to 5 Years

The following are resources providing different kinds of information about age-expected skills and behaviors observed in children from birth to five years. Additional resources may be found on the Outcomes section of the ECTA Center website (<http://ectacenter.org/eco/index.asp>) under Training Resources.

### **Albert Einstein College of Medicine (Yeshiva University)**

In this public service video for parents, Lisa Shulman, M.D., uses video of babies and toddlers to show the communication milestones expected in typically developing children. She also discusses what parents should do if they suspect their child is developmentally delayed. Watch the video at <http://www.youtube.com/watch?v=pZSjm0drIGM>.  
<http://www.einstein.yu.edu/>

### **American Academy of Pediatrics:**

Offers health and developmental milestones for different stages, and developmental signs which may need further evaluation.  
<http://www.healthychildren.org/English/ages-stages/Pages/default.aspx>

### **Centers for Disease Control**

This webpage provides bulleted information on developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive charts and checklists by age, video on milestones, and select areas of development, and examine expected changes in milestones over time.  
<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

### **Colorado Age-Anchoring Resources**

These materials, developed by Larimer County, CO, provide examples of age-expected development according to the three child outcome areas. They cover child skills and functioning from birth to 36 months.  
<http://www.eicolorado.org/index.cfm?fuseaction=Professionals.content&linkid=720>

### **First Signs**

*First Signs* is a public awareness and training program addressing early detection and intervention of autism and other developmental disorders. This site provides information on monitoring development, typical milestones, video clips of children with ASD, and tips on sharing concerns.  
<http://www.firstsigns.org/healthydev/healthydev.htm>





### **Illinois Child Development Modules: Understanding Young Children's Development**

Two narrated modules were developed by training personnel in Illinois based on content developed by the University of Connecticut Center for Excellence in Developmental Disabilities. The modules correspond to the child outcome areas and are focused on identifying age-appropriate skills:

- **Understanding Young Children's Development: A Focus on Positive Social Emotional Skills** [https://ucpnet.adobeconnect.com/\\_a47435447/p59659093/](https://ucpnet.adobeconnect.com/_a47435447/p59659093/)
- **Understanding Young Children's Development: Acquiring and Using Knowledge and Skills** [https://ucpnet.adobeconnect.com/\\_a47435447/p9bq60bntyx/](https://ucpnet.adobeconnect.com/_a47435447/p9bq60bntyx/)

### **Infant and Toddler Connection of Virginia**

For children birth to age three:

<http://cte.jhu.edu/onlinecourses/HealthyBeginnings/HBFINAL.pdf>

### **The Infant Mental Health Program (IMHP) (Canada)**

IMHP created *Comfort, Play & Teach* (CPT) materials that include a list of developmental milestones for children birth - 60 months. The full set is available at:

[http://www.imhpromotion.ca/Portals/0/IMHP%20PDFs/Comfort%20Play%20Teach/CPT%20Ages&StagesMilestones\\_Full%20Set.pdf](http://www.imhpromotion.ca/Portals/0/IMHP%20PDFs/Comfort%20Play%20Teach/CPT%20Ages&StagesMilestones_Full%20Set.pdf).

IMHP also created a *Hand in Hand* series resource kit that provides more detail about social-emotional milestones and help providers identify how to use developmental information to build individualized support plans and activities that support development among children with delays or disabilities. It also includes the list of developmental milestones in 6 age increments for infants, toddlers and preschoolers.

<http://www.imhpromotion.ca/Resources/HandinHandDevelopmentalSupportPlanning.aspx>

### **Maryland's Part C Age-Anchored Early Learning Guidelines**

For children birth to age three:

<http://cte.jhu.edu/onlinecourses/HealthyBeginnings/HBFINAL.pdf>

### **The National Institute on Deafness and Other Communication Disorders**

This site provides background information on speech and language development from birth to 5 years. Interactive checklists for different ages are available.

<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>





### **North Dakota DPI Age Expectation Developmental Milestones**

This document was developed by North Dakota's Department of Public Instruction and presents age-expected functioning according to the three child outcomes:

[https://www.nd.gov/dpi/uploads/83/full\\_version.pdf](https://www.nd.gov/dpi/uploads/83/full_version.pdf)

They also have a three-page milestones quick reference:

[https://www.nd.gov/dpi/uploads/83/quick\\_ref.pdf](https://www.nd.gov/dpi/uploads/83/quick_ref.pdf)

### **Parenting Counts Developmental Timeline**

This online resource from Talaris Institute provides research-based information about children's developmental milestones from birth to age 5.

<http://www.parentingcounts.org/information/timeline/>

### **Pathways**

An online resource for information and activities related to infant and child development.

<http://www.pathwaysawareness.org>

### **University of Connecticut Center for Excellence in Developmental Disabilities**

An online training module on social-emotional development in infants and toddlers related to the three OSEP child outcomes.

<http://www.uconnucedd.org/>

### **Zero to Three**

Brain development, challenging behaviors, mental health topics, play, social development, temperament, and more. Each section has interactive tools, parent handouts, tip Sheets, FAQ's, articles, PowerPoint slides, and other resources.

<http://www.zerotothree.org/child-development/>



## Child Outcomes Age Anchors- Year 1

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
<p><b>Birth to 3 Months</b></p> <ul style="list-style-type: none"> <li>• Fixating on the human face and maintaining gaze with caregiver</li> <li>• Turning their head and eyes in the direction of the parent voice</li> <li>• Being comforted and appearing to enjoy touch and being held by a familiar adult</li> <li>• Draws attention to self when in distress</li> </ul> <p><b>• 4-6 Months</b></p> <p>Anticipating being lifted/fed and moving toward adult when being approached</p> <ul style="list-style-type: none"> <li>• Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror</li> <li>• Vocalizes to express pleasure/displeasure sounds in addition to crying/cooing</li> <li>• Is able to stop unexplained crying</li> <li>• Enjoying games with others such as “Where is your nose?” and “So Big!”</li> <li>• Vocalizing in response to babbling behavior, vocalizations and speech produced by an adult</li> </ul>	<p><b>7-9 Months</b></p> <ul style="list-style-type: none"> <li>• Smiling and laughing during turn-taking</li> <li>• Participating in simple games (pat-a-cake, peek-a-boo)</li> <li>• Demonstrating anticipation of play activities</li> <li>• Exhibiting anxious behavior around unfamiliar adults</li> <li>• Using gestures and vocalizing to protest</li> <li>• Shouting or vocalizing to gain attention</li> <li>• Shows anxiety over separation from parents</li> <li>• Repeating a behavior (shows off) to maintain adult attention</li> </ul> <p><b>10-12 Months</b></p> <ul style="list-style-type: none"> <li>• Imitating familiar words in turn-taking</li> <li>• Showing sensitivity to the mood of others</li> <li>• Performing for social attention</li> <li>• Responding to a request of “come here”</li> <li>• Stopping when name is called</li> <li>• Maintaining attention to speaker</li> </ul>	<p><b>Birth to 3 Months</b></p> <ul style="list-style-type: none"> <li>• Lifts head while on tummy</li> <li>• Clasp hands together and hands to mouth</li> <li>• Grasping finger if placed in palm</li> <li>• Kicking legs while lying on back</li> <li>• Begins cooing</li> </ul> <p><b>4-6 months</b></p> <ul style="list-style-type: none"> <li>• Beginning to reach for objects</li> <li>• Looking to place on body where being touched</li> <li>• Trying to cause things to happen such as kicking a mobile and smiling</li> <li>• Dropping a ball and observing the fall</li> <li>• Developing more precise imitation skills of facial movements and speech sounds</li> <li>• Securing an object that is partially hidden with a cloth</li> <li>• Pushing up through extended arms while on tummy</li> </ul>	<p><b>7-9 Months</b></p> <ul style="list-style-type: none"> <li>• Shows desire to get to things that are not within reach</li> <li>• Sitting unsupported while playing</li> <li>• Plays 2-3 minutes with a single toy</li> <li>• Reaching for and grasping small toys</li> <li>• Reaching for objects while on tummy</li> </ul> <p><b>10-12 months</b></p> <ul style="list-style-type: none"> <li>• Pointing with index finger</li> <li>• Imitating behaviors initiated by caregiver (playing peek-a-boo; smiling and laughing during turn-taking)</li> <li>• Banging blocks or small toys together</li> <li>• Repeatedly throwing or dropping objects to watch the movement</li> <li>• Stirring with a spoon in a cup</li> <li>• Banging a spoon on inverted cup or tabletop</li> <li>• Demonstrates emerging problem solving skills such as (pushing/pulling adult’s hands to have a behavior instigated; using a stick to play a xylophone)</li> </ul>	<p><b>0-3 Months</b></p> <ul style="list-style-type: none"> <li>• Hands begin to open more and rest in open position</li> <li>• Holds small objects or toys when placed in hand</li> <li>• Follows moving object in range of 30 degrees either side of midline</li> <li>• Responds to loud noise with startle or upset</li> <li>• Responds to human voice more readily than any other sound</li> <li>• Begins to produce different cries for different reasons</li> <li>• Turning head to either side when lying on back</li> <li>• Rooting-reflexive turning of mouth toward hand rubbing cheek</li> <li>• Lifting and rotating head when lying on tummy or when held at shoulder</li> <li>• Primary Standing-extending legs for weight bearing when held upright with feet contacting surface</li> <li>• Walking-reflexive stepping when held upright with feet contacting surface</li> </ul>	<p><b>7-9 Months</b></p> <ul style="list-style-type: none"> <li>• Holds an object in each hand and bangs them together</li> <li>• Reaches for objects with either hand, one at a time, when lying on tummy</li> <li>• Rakes at tinier objects with fingers</li> <li>• Turns to look when name is called</li> <li>• Begins to imitate sounds, often in conversational way</li> <li>• Moves body to music</li> <li>• Shows desire to get to things that are not within reach</li> <li>• Rolling in both directions and may use sequential rolling to get somewhere</li> <li>• Crawling on belly using both arms and legs symmetrically to propel 3+ feet</li> <li>• Pulls up into standing position when holding hands and supports all of weight on legs</li> <li>• Sitting on own once placed in that position</li> <li>• Begins to participate when being dressed, pulls off socks or hat</li> </ul>

		<p><b>4-6 months (cont.)</b></p> <ul style="list-style-type: none"> <li>• Repeating arm movements to keep a toy activated, keep mom singing, or causal event</li> <li>• Visually studies hands and objects, looks at mirror image</li> </ul>	<p><b>10-12 months (cont.)</b></p> <ul style="list-style-type: none"> <li>• Singing along with a familiar song</li> <li>• Using gestures and/or vocalizing to protest</li> <li>• Shouting or vocalizing to gain attention</li> <li>• Responding to a request to “come here”</li> <li>• Maintaining attention to speaker</li> <li>• Responding with gesture to “want up”</li> <li>• Waving in response to “bye-bye”</li> <li>• Saying “mama” or “dada” meaningfully</li> <li>• Imitating consonant and vowel combinations</li> <li>• Imitating non-speech sounds</li> <li>• Vocalizing with intent frequently</li> <li>• Using a word to call a person</li> <li>• Giving objects upon verbal request</li> <li>• Performing a routine activity upon verbal request</li> <li>• Looking at familiar objects and people when named</li> <li>• Understanding simple questions</li> <li>• Identifying two body parts on self</li> </ul>	<p><b>Birth to 3 mos. (cont.)</b></p> <ul style="list-style-type: none"> <li>• Kicks feet in bicycle motion when lying on back</li> </ul> <p><b>4-6 Months</b></p> <ul style="list-style-type: none"> <li>• Brings hands together in midline over chest when lying on back, i.e. places hands on bottle while eating,</li> <li>• Begins to reach and grasp or bat at objects, shakes or bangs toys on surface</li> <li>• Brings objects to mouth, i.e. toys, pacifier</li> <li>• Moves objects back and forth from one hand to the other</li> <li>• Babbles with wide variety of sounds</li> <li>• Rolling-tummy to back</li> <li>• Raises head and shoulders by resting on forearms/hands when on tummy to look around</li> <li>• Sits with less and less support, tries to prop forward on arms to stay sitting or tries to raise self to sitting when leaning back</li> <li>• Reaches for and plays with feet</li> <li>• Holds head up well in many positions to see all around</li> <li>• Enjoys bath</li> </ul>	<p><b>7-9 months (cont.)</b></p> <ul style="list-style-type: none"> <li>• Grabs for spoon/cup when being fed</li> </ul> <p><b>10-12 Months</b></p> <ul style="list-style-type: none"> <li>• Points with index finger and activates toys using one finger</li> <li>• Begins to develop more refined grasp using tips of finger and thumb to pick up smaller things</li> <li>• Learns to voluntarily let go of what is being held, may throw objects</li> <li>• Raises arms up when wanting to be picked up</li> <li>• Expresses full range of emotion including resistive behavior</li> <li>• Raises self to sitting position</li> <li>• Creeps on hands and knees to get around</li> <li>• Pulls up on furniture</li> <li>• Cruises along furniture and/or walks with hands-on help</li> <li>• Tries to climb to get to higher surfaces, crawls up stairs</li> <li>• Fusses when diaper is soiled</li> <li>• Feeds self with fingers/sippy cup and tries to use small utensil</li> </ul>
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## Child Outcomes Age Anchors- Year 2

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
<b>13-18 Months</b> <ul style="list-style-type: none"> <li>• Pretending to talk on phone, feed a baby, clean a spill</li> <li>• Discriminating between familiar and unfamiliar people</li> <li>• Showing awareness of feelings of others</li> <li>• Initiating familiar turn-taking routines</li> <li>• Requesting assistance from adult</li> <li>• Hugging/kissing parents</li> <li>• Demonstrating functional use of objects such as trying to use a brush or drinking from a cup</li> <li>• Giving a toy to caregiver spontaneously &amp; upon request</li> <li>• Having temper tantrums when frustrated</li> <li>• Sometimes doing the opposite of what is asked of them</li> </ul>	<b>19-24 Months</b> <ul style="list-style-type: none"> <li>• Showing a wide variety of emotions i.e., fear, anger, sympathy, modesty, guilt, joy</li> <li>• “Checking-in” with familiar adults while playing</li> <li>• Resisting change, making transitions difficult</li> <li>• Showing jealousy of attention given to others, especially own family</li> <li>• Using vocalizations and words during pretend play</li> <li>• Playing alone for short periods</li> <li>• Recognizing self in photograph</li> <li>• Using “mine” to denote possessiveness</li> </ul>	<b>13-18 Months</b> <ul style="list-style-type: none"> <li>• Exploring the environment independent of caregiver</li> <li>• Turning the pages in a book</li> <li>• Looking at, pointing to, and naming pictures in a book</li> <li>• Imitating scribbling motions</li> <li>• Initiating familiar turn-taking routines</li> <li>• Imitating sounds often, in turn-taking way</li> <li>• Pointing to two action words in pictures</li> <li>• Pointing to, showing, and giving an object</li> <li>• Handing a toy to an adult for assistance</li> </ul>	<b>19-24 Months</b> <ul style="list-style-type: none"> <li>• Identifying 6 body parts</li> <li>• Choosing 2 familiar objects upon request</li> <li>• Sorts objects by type (kitchen vs. animals)</li> <li>• Can follow 2 different directions with a toy (put it in, turn it over)</li> <li>• Asking “What’s that?”</li> <li>• Demonstrating symbolic play, using one object as a signifier for another</li> <li>• Attempting to repair broken toys</li> <li>• Choosing 1 object from a group of 5 upon verbal request</li> <li>• Stacking 5 or 6 blocks</li> <li>• Using 2 word utterance sometimes with gestures to communicate</li> <li>• Using 3 word phrases occasionally</li> <li>• Imitating words overheard in conversation</li> <li>• Naming 5 to 7 objects upon request</li> <li>• Using new words regularly (adding 2 to 5 words a week)</li> <li>• Spontaneously naming objects, person, and actions</li> </ul>	<b>13-18 Months</b> <ul style="list-style-type: none"> <li>• Picking up items of varying sizes and weights using either hand and precision with fingers</li> <li>• Removing objects while holding on to container</li> <li>• Placing objects into large containers</li> <li>• Using wider variety of gestures to communicate wants and needs</li> <li>• Beginning to say words for most familiar things/people</li> <li>• Following simple directions, i.e. “Find your shoes.”</li> <li>• Correctly matching sound to object, i.e. doorbell, telephone</li> <li>• Standing without support briefly</li> <li>• Walking independently with good quality, using assistance with stairs</li> <li>• Climbing up on couch</li> <li>• Removing loose clothing partially/ completely</li> <li>• Using child-sized fork and spoon to eat (non-liquids)</li> <li>• Helping with tooth brushing</li> </ul>	<b>19-24 Months</b> <ul style="list-style-type: none"> <li>• Trying to take things apart</li> <li>• Marking/ drawing on paper with crayons or other writing tools</li> <li>• Placing objects in containers with smaller openings</li> <li>• Using two word utterances, plus gestures, to express wants and needs</li> <li>• Answering questions with “yes” or “no” using head shake, gestures or words</li> <li>• Expressing need for independence with doing things on own or asking for help</li> <li>• Following 2 or 3 step directions</li> <li>• Imitating adult actions especially to “help out”</li> <li>• Garnering someone’s attention or leading someone to something they want or want to show them</li> <li>• Demonstrating more advanced movement and motor skills, i.e. running, more proficient climbing</li> <li>• Identifying 6 body parts</li> </ul>



			<b>19-24 Months (cont.)</b> <ul style="list-style-type: none"> <li>• Following novel commands</li> <li>• Tells about personal experience</li> <li>• Referring to self by name</li> <li>• Using early pronouns occasionally</li> <li>• Engaging in adult-like dialogue</li> <li>• Using speech understood by others 50% of the time</li> <li>• Using sentence-like intonation patterns</li> <li>• Making a horizontal and vertical stroke with crayon</li> </ul>		<b>19-24 Months (cont.)</b> <ul style="list-style-type: none"> <li>• Choosing 2 familiar objects upon request</li> <li>• Sorts objects by type (kitchen vs. animals)</li> <li>• Can follow 2 different directions with a toy (put it in, turn it over)</li> <li>• Asking "What's that?"</li> <li>• Jumping down from step or raised surface</li> <li>• Positioning body more automatically to help put on clothing</li> <li>• Developing more skills with spoon and fork, less spilling</li> <li>• Trying to wash own hands and comb hair</li> </ul>
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### Child Outcomes Age Anchors- Year 3

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
<b>25-30 Months</b>	<b>31 – 36 Months</b>	<b>25-30 Months</b>	<b>31 – 36 Months</b>	<b>25 – 30 Months</b>	<b>31 – 36 Months</b>
<ul style="list-style-type: none"> <li>• Being apt to snatch, push, kick, rather than give and take in polite fashion</li> <li>• Throwing tantrums when frustrated</li> <li>• Showing facial expressions/behavior indicating pity, shame and modesty</li> <li>• Being restless/ rebellious/very active at times</li> <li>• Becoming resistant and dawdling at times</li> <li>• Separating easily in familiar surroundings</li> <li>• Wanting to do favorite activities over &amp; over</li> <li>• Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes)</li> <li>• Insisting on some choices (food, clothing, appearance)</li> <li>• Seeking and accepting assistance when encountering difficulties</li> <li>• Inventing new uses for everyday materials with assistance (using a box for a house)</li> <li>• Developing sudden fears (i.e. large animals)</li> </ul>	<ul style="list-style-type: none"> <li>• Observing other children at play; may join in for a few minutes</li> <li>• Playing well with 2 or 3 children in group</li> <li>• Having difficulty sharing</li> <li>• Throwing tantrums when thwarted or unable to express urgent needs</li> <li>• Objecting to major changes in routines</li> <li>• Verbalizing play plan for assigned role (“I am mother”; “You be baby”)</li> <li>• Verbalizing play plan with pretend props which are identified for benefit of adult (“This is our house (box)”)</li> <li>• Following simple rules</li> <li>• Taking turns in games</li> <li>• Listening and participating in group activities with adult supervision</li> <li>• Enjoying opportunities for pretend play and creating things (crafts, art)</li> <li>• Altering behavior based on a past event and building on it</li> </ul>	<ul style="list-style-type: none"> <li>• Liking to take things apart/put together again (puzzles, toys)</li> <li>• Following caregiver around &amp; copying activities in play</li> <li>• Identifying boy or girl in picture book</li> <li>• Making doll/toy act on self as though capable of performing actions (placing brush in doll’s arms &amp; moving doll’s arm as if doll is brushing hair)</li> <li>• Communicating about actions of others</li> <li>• Answering simple “what”, “where” questions about familiar people/things</li> <li>• Asking increasingly more questions (“where/what”)</li> <li>• Understanding negatives (no, don’t)</li> <li>• Formulating negative judgments (“spoon, not fork”)</li> <li>• Recognizing at least one color correctly</li> <li>• Understanding simple possessive forms (daddy’s shirt)</li> <li>• Understanding complex sentences (“when we get to the</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding concepts of “mine” and “his/hers”</li> <li>• Telling gender when asked</li> <li>• Sometimes labeling and talking about own drawings when asked</li> <li>• Giving first and last name when asked</li> <li>• Using several verb forms correctly to describe a variety of actions (-ing/-ed)</li> <li>• Expanding use of prepositions (under/behind)</li> <li>• Understanding common adjectives of color, size, and shape</li> <li>• Showing interest in explanations that involve “why” and “how”</li> <li>• Using 4 to 6 word phrases or sentences</li> <li>• Making negative statements (Can’t open)</li> <li>• Using contractions (can’t, we’ll)</li> <li>• Using some plural forms correctly</li> <li>• Using past tense</li> <li>• Dictating a story for adult to write</li> <li>• Performing multi-step tasks when playing</li> </ul>	<ul style="list-style-type: none"> <li>• Opening doors by handle/knob</li> <li>• Turning knobs on objects like radio or TV</li> <li>• Catching ball (by trapping against body) when playing with adult or peer</li> <li>• Knowing where things are kept</li> <li>• Putting things away to help clean up</li> <li>• Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc.)</li> <li>• Articulating progressively more with language to express thoughts and desires</li> <li>• Walking up steps, alternating feet while holding rail or hand for support</li> <li>• Sitting on riding toys and pushing with feet; may ride tricycle</li> <li>• Swinging leg to kick stationary ball</li> <li>• Playing on outdoor play structures (climbing, sliding)</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving &amp; carrying out a plan for getting something they need or want, i.e. prepares simple snack like getting crackers and putting in bowl.</li> <li>• Following simple rules</li> <li>• Separating easily from mother in familiar environment</li> <li>• Hopping in place on 1 foot (either foot) 3 times without losing balance</li> <li>• Standing on 1 foot (either foot) for 3 seconds</li> <li>• Jumping over object, i.e. string/rope, that is two inches high</li> <li>• Walking upstairs alternating feet</li> <li>• Walking downstairs 4 steps without support, placing both feet on each step</li> <li>• Dressing and undressing independently, including unbuttoning, with few exceptions</li> </ul>

<ul style="list-style-type: none"> <li>• Displaying understanding of how objects work together (gets dustpan when adult is sweeping)</li> <li>• Substituting similar objects (uses boxes for blocks)</li> <li>• Realizing that behaviors precede events (if mom takes things from fridge &amp; turns on stove, she is going to cook)</li> <li>• Attempting to comfort others in distress</li> <li>• Addressing listener appropriately to get attention (uses child's or adult's name to get attention)</li> </ul>	<p>("this didn't work, so I will try this")</p> <ul style="list-style-type: none"> <li>• Relating an experience today to one that happened in the past (i.e. when Grandma comes over the dog has to be in the crate)</li> <li>• Saying "please" and "thank you" when reminded</li> <li>• Stating whether they are a boy or a girl</li> <li>• Obeying &amp; respecting simple rules</li> <li>• Taking pride in achievements</li> <li>• Resisting change/wanting things done the same way</li> <li>• Participating in games that involve following simple directions and taking turns (i.e. "Duck, Duck, Goose")</li> </ul>	<p>store, I'll buy an ice cream cone")</p> <ul style="list-style-type: none"> <li>• Pointing to smaller body parts when asked (chin, elbow)</li> <li>• Recognizing family names/ categories (Grandma, Uncle)</li> <li>• Recognizing names &amp; pictures of most common objects</li> <li>• Understanding word association through function ("what do you drink with?")</li> <li>• Understanding sizes (small/large dog)</li> <li>• Following directions with common prepositions (in/out)</li> <li>• Enjoying finger plays</li> <li>• Locate objects discussed by others</li> <li>• Speaking in 2 or 3 word sentences; jargon/imitative speaking almost gone</li> <li>• Using personal pronouns correctly</li> <li>• Using regular plurals</li> <li>• Recalling parts of previously heard story</li> <li>• Requesting familiar stories</li> <li>• Changing intonation to communicate meaning</li> <li>• Understanding one/all</li> <li>• Matching object to picture</li> <li>• Matching simple shapes (circle, square)</li> </ul>	<p>(takes money, rings cash register, puts money in drawer)</p> <ul style="list-style-type: none"> <li>• Using inductive reasoning (if you do this, that happens)</li> <li>• Expressing understanding of cause and effect (it's quiet because you turned off the music)</li> <li>• Copying a circle</li> <li>• Drawing a simple face</li> <li>• Matching three colors</li> <li>• Matching objects by color, shape and size</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting to jump with two feet together</li> <li>• Putting on socks, coat and shirt</li> <li>• Taking off own shoes, socks, and some pants as well as other unfastened garments</li> <li>• Using fork to spear bite sized chunks of food</li> <li>• Knowing which faucet is hot and cold</li> <li>• Washing self in bath</li> <li>• Trying potty while still predominantly wearing diapers</li> </ul>	<ul style="list-style-type: none"> <li>• Asserting food preferences and recognizing what they are and are not allowed to eat</li> <li>• Getting drink from fountain</li> <li>• Following basic health practices when reminded (washing/drying hands)</li> <li>• Verbalizing toilet needs fairly consistently</li> <li>• Showing daytime control of toileting needs with occasional accidents</li> </ul>
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## Developmental Progressions and the Child Outcome Summary (COS) Process 7-Point Rating Scale

The COS process uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental progressions that lead to age-expected functioning, asking:

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS 7-point scale is the concept of foundational skills. 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 “**foundational skills**.” For example, children play along side one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally *just prior* to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age-expected functioning.

A child whose functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, being able to make eye contact is not an **immediate** foundational skill for a three year old.

**Example 1:** Chrissa is 30 months (2 ½ years) old. Although she does not play with other children, she watches them with great interest. A child who is 30 months of age or so should play with other children, even taking turns. A younger child (18-24 months or so) would play alone, but would be very aware of other children, such as the toys another child is using, and may snatch a toy away from another child. A much younger child (12 months or so) would stay very close to his or her primary caregiver, showing early awareness of other children. Chrissa is more than aware of other children, she visually follows their play with enthusiasm. She has immediate foundational skills on which to build the next level of relationships with peers, which would involve playing with other children and turn taking.

Because it is a continuum, developmental expectations vary by age.

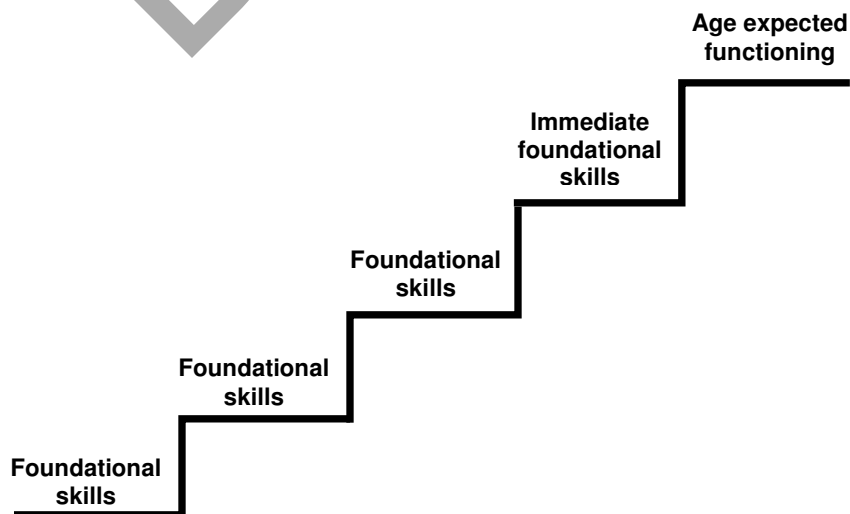
- What if Chrissa were 12 months old?
- How would you answer questions 1-3, above?
- What if Chrissa were 48 months old?

Why this is hard: child development does not progress in a neat and tidy sequence. Children spend various amounts of time in any one stage of development. Areas of development may overlap with one another. It's impossible to pin down the exact age at which every child will have achieved a specific milestone. Children manifest developmental expectations in different ways. All children follow general sequences but each child will develop in unique ways, depending upon the child's personality, context, and experiences. In determining the extent to which a child's functioning meets age expectations, the team must look at an overall pattern, rather than specific fragments, of development.

**Example 2:** Justin is 24 months (2 years) old. He uses a spoon, but often spills the food before it gets to his mouth. Without his mom's help he wouldn't get much to eat at mealtime. A child who is 2 should be able to meet his feeding needs without much help, using various kinds of tools, including his fingers. The younger child (toddler) experiments with tool use, but with limited success. The much younger child (infant) participates in feeding by opening his mouth, but does not attempt to feed himself.

- How would you describe Justin's skills and behaviors? Are they age-expected? Immediate foundational? Or not yet?
- What if Justin were 12 months old? How would you describe his skills and behaviors? What if he were 36 months old?

### How Foundational Skills Lead to Age-Expected Functioning



## Child Outcome Summary Form (COSF) Discussion Prompts

The pages that follow provide a few ideas for some types of questions or prompts that could be used to elicit conversation about a child's functioning with regard to the three global child outcome statements. As teams discuss child functioning in these outcomes areas, they generally draw on many sources of information and ask excellent questions that provide a specific description of what the child generally does with regard to each outcome. However, some teams have looked for further guidance about the kinds of questions that might help them focus on functional skills and span many of the components reflected in each outcome. The list that follows is by no means a comprehensive list of the types of questions or topics that might be discussed. It also is not intended to be used as a checklist necessary for discussion or as a checklist that will always constitute a complete discussion. However, it might provide some ideas to expand team approaches. It also may be helpful if individuals new to the COSF are quickly training other staff in using it and want more information for that purpose. As you begin to use this resource, we encourage you to share comments and additions with us at [staff@the-eco-center.org](mailto:staff@the-eco-center.org) so that we can include and circulate them as well!

## Outcome 1: Child has positive social relationships.

Thinking about relating to adults, relating to other children, and (for those older than 18 months) following rules related to groups or interacting with others.

- △ How does the child relate to his/her parent(s)?
- △ How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
- △ How does the child interact with familiar caregivers (e.g., child care providers, babysitters)?
- △ How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
- △ How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
- △ How does the child interact with/react to peers (e.g., at child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- △ How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
- △ What is the child's eye contact with others like? Does it differ across situations or with different people?
- △ How does the child display his/her emotions?
- △ How does the child read and react to the emotions and expressions of others?
- △ How does the child respond to touch from others?
- △ How does the child maintain interactions with people?
- △ In what situations and ways does the child express delight or display affection?
- △ In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (e.g., screaming, biting, tantrums)? How often does this occur? In what situations? In what situations does it not occur?
- △ Does the child display awareness of routines? How?
- △ How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions, or different across settings or with different people?
- △ How and in what situations are interactions with others initiated?
- △ How does the child engage in mutual activity (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, follow rules for mutual games)?
- △ Does the child seek out others after an accomplishment? How?
- △ Does the child seek out others after frustration or when angry? How?
- △ Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? What do the child's interactions look like in these situations?
- △ Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)?
- △ Does the child attempt to resolve his/her conflicts? How? What do these actions look like with peers, parents, etc.?
- △ How does the child respond when others are not attending to him/her?
- △ How does the child respond when someone arrives? Someone new? Someone familiar? How does the child respond when someone leaves?
- △ Talk about the child's functioning with regard to turn-taking, showing, and sharing? With adults? With other children?
- △ How would you expect other children this age to act in these situations?

## Outcome 2: Child acquires and uses knowledge and skills.

Thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds.

- △ How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, at child care, at the store, with other kids, at child care, in restaurants, with different people)?
- △ Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him/her). What did he/she do?
- △ What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- △ How does the child understand and respond to directions and requests from others?
- △ How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things?
- △ How does the child display understanding of differences in roles, characteristics, and expectations across people and situations (with increasing age role understanding may change from immediate household roles and differences to more external community helper roles)?
- △ Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest (e.g., try new strategies that they haven't thought of based on gestures or suggestions using words they know)?
- △ Can the child answer questions of interest in meaningful ways?
- △ Does the child use something learned at one time at a later time or in another situation?
- △ Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?
- △ What does the child do if an action or a strategy attempted isn't successful? (e.g., how does he/she try to modify approach, show persistence, etc.)
- △ How does the child demonstrate her/his understanding of symbols into concepts, communication, and play?
- △ How does the child interact with books, pictures, and print?
- △ How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?
- △ Does the child's play show attempts to modify strategies/approaches and to try new things? How?
- △ Are there kinds of knowledge and skills that are not similar to same age peers and/or that might interfere with acquiring and using knowledge and skills?
- △ How would you expect other children this age to act in these situations?



### **Outcome 3: Child takes appropriate action to meet his/her needs.**

Taking care of basic needs; getting from place to place and using tools; and (if older than 24 months) contributing to own health and safety.

- △ What does the child do when she/he can't get or doesn't have what she wants?
- △ What does the child do when he/she wants something that is out of reach or hard to get?
- △ What does the child do when he/she is upset or needs comfort?
- △ What does the child do when she/he is hungry?
- △ What does he/she do when he/she is frustrated?
- △ What does the child do when she/he needs help?
- △ How does the child convey his/her needs?
- △ How are the child's actions to seek help or to convey his/her needs different from one setting to another? How do they differ with different people? (e.g., child care vs. home vs. community setting, with parent vs. grandparent, familiar person vs stranger)
- △ Tell me about the child's actions when dressing and/or undressing?
- △ What does the child do before and after peeing and pooping?
- △ What does the child do at mealtime (eating, drinking)? Are there differences across settings and with different people?
- △ How does the child get started playing with toys? What does the child do when he/she is interested in a different toy than he/she has?
- △ Tell me about the child's actions/reactions with regard to hygiene (toothbrushing, washing hands/face, blowing nose, etc.)?
- △ Does the child show awareness of situations that might be dangerous? What does he/she do (give examples, (e.g., to dropoffs, hot stoves, cars/crossing streets, strangers, etc.)?)
- △ Are there situations when a problem behavior or disability interferes with the child's ability to take action to meet needs? How consistently? How serious is it? Does the child take alternative approaches? What are those?
- △ Are the actions the child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish the things that peers do?
- △ How does the child respond to delays in receiving expected attention and/or help from others?
- △ How does the child respond to challenges?
- △ Does the child display toy preferences? How do you know?
- △ How does the child get from place to place when desired or needed?
- △ What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun?
- △ How does the child respond to problematic or unwanted peer behavior?
- △ How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)?
  
- △ How would you expect other children this age to act in these situations?

## **What if We Can't Reach Consensus?**

### **Suggestions for Reaching Consensus**

- Team disagreement is a common concern, but this doesn't happen often.
- Structure the discussion to minimize the likelihood of reaching an impasse.
- Adopt a policy/procedure for dealing with these situations. Possible options:
  - Majority rules
  - Supervisor decides
  - No rating is given (ECO doesn't recommend!)
- Focus most of the discussion on the child's skills related to the outcome; don't go to selecting a rating number too quickly.
- Discuss the rationales for the differing ratings; focus on concrete descriptions and explore how these support a rating.
- Include more discussion on what skills and behaviors you would see in a typically developing child this age to provide more background for the discussion of this child.
- If unresolvable differences are occurring fairly frequently, revisit how the rating is being decided.

### **Possible Conversation Prompts for Groups Having Difficulty Reaching Consensus**

Suggest that they re-visit documents that give examples of the breadth of content covered in each outcome. Have they discussed the child's skills regarding those aspects of the outcomes? Are the comments being considered relevant to the outcome up for rating discussion? Conversation prompts may include the following:

"I hear you describing the child's skills with regard to [insert content], what information do you have about the child's skills in [insert another relevant setting or situation or outcome component that hasn't yet been discussed]?"

"Tell me about the kinds of evidence that suggest to you this child has [insert modifier] age-expected behavior or has [insert modifier] immediate foundational skills?"

- When have you observed or documented those skills?
- In what situations?
- How frequently does that occur?
- Were the accommodations/supports available in that setting those that are usually available to the child? What were they?
- You identified this as an immediate foundational skill. Are there other steps in the sequence of development that need to occur between developing this skill and the age-expected skills in this area?
- Is there other information you need or want to be better equipped to make this decision?

- Has everyone on the team had a chance to talk about the skills they have observed and the evidence they are considering in reaching a rating? (Is any one person dominating conversation and that is part of the problem?)”

“What do most [insert child’s age] year olds do with regard to this skill [or this outcome area]?”

“How does the child’s disability/the child’s delay/the change in the child’s approach to these skills impact his/her ability to function in achieving this outcome RIGHT NOW?”

“Ratings are based on the child’s functioning RIGHT NOW at one point in time. Thinking about the child’s skills that have been discussed...

- Right now is the child showing skills that are expected for his/her age?
- Right now, is the child showing skills that are immediate foundations for the skills that other peers his/her age are showing?
- How often? Can you describe what they are and when and where they occur?”

“What is the key difference between a X vs a X [insert numbers of ratings that are sources of disagreement]? What skills (or lack of skills) stand out in making you choose that number [or insert differentiating language associated with number]?”

“I hear a lot of discussion about wanting ratings to agree with eligibility. With some kids and in some states there is a lot of overlap between achievement of functional outcomes and eligibility; with other kids and in other states, there is not. Eligibility may focus a lot on testing done in contexts that differ substantially from those common in everyday functioning. Eligibility may or may not allow certain kinds of accommodations or supports; to the extent that these are available to the child in everyday situations, then they would be allowed in considering outcomes ratings. Eligibility usually is organized around specific domains whereas the functional outcomes are organized in a different way that could lead to different conclusions. Eligibility may assume corrections for prematurity; while this is a state decision, in many places outcomes ratings are based on a true chronological comparison. Taking all this into account, let’s set eligibility decisions aside for a moment (though not necessarily the data you got to help make them), what do the child’s skills and actions suggest about the child’s functioning right now with regard to the outcome?”

*Was this handout useful? Please share comments, suggestions, or questions with us at [staff@the-eco-center.org](mailto:staff@the-eco-center.org).*

## Child Outcomes Summary Documentation<sup>i</sup>

Documentation provides the written rationale for the rating assigned to a child's level of functioning in each outcome area. Supporting evidence for a rating should include examples of how the child is functioning in the outcome area across settings and situations and should be included in the narrative box under the appropriate outcome. *The information in this section builds on, but does not duplicate information from the previous sections of the IFSP and therefore should not be copied directly from the present levels of development or other sections.* The evidence cited should correspond to the level of functioning and be consistent with the rating. For example, if the COS rating is 5, supporting evidence should include examples of both age-appropriate functioning and not yet age-appropriate functioning for that outcome area.

After completing the documentation, review the information for accuracy and quality. Review to ensure that the examples of skills:

- support the rating by providing evidence that is consistent with the rating,
- are placed in the appropriate outcome area,
- show that multiple sources of information were used,
- reflect various aspects of the outcome (such as, examples of functioning with peers, not just adults, for Outcome 1), and
- illustrate the child's everyday functioning across settings and situations (not just test items/scores).

**NOTE:** If the team cannot identify examples of the child's functioning that support the rating, the team needs to re-consider the rating. For example, if the team decided that the COS rating was 7, but the team is not able to identify evidence of age-appropriate functioning, then the team needs to reconsider the rating so that the rating is consistent with the evidence.

### Considerations for each rating

#### Rating of 7

- Provide examples of the child's age-appropriate functioning in the top section of the "supporting evidence" box.
- ***No 'concerns' should be noted for a rating of 7.***

#### Rating of 6

- Provide examples of the child's age-appropriate functioning.
- Note "concerns" as well.
- ***If there is evidence of functioning that is not age appropriate, a rating of 6 or 7 should not be assigned.***

#### Rating of 5

- Provide examples of the child's age-appropriate functioning.
- Provide examples of the child's functioning that is NOT age-appropriate as well.

#### Rating of 4

- Provide a few examples of the child's age-appropriate functioning.
- Provide examples of the child's functioning that is NOT age-appropriate as well.
- ***Evidence should show more functioning that is NOT age-appropriate than age-appropriate for a rating of 4.***

#### Rating of 3

- Provide examples of the child's functioning at the immediate foundational skill level.
- ***No age-appropriate functioning should be noted for a rating of 3.***

#### Rating of 2

- Provide a few examples of the child's functioning at the immediate foundational skill level.

- Provide examples of the child's functioning that is not yet age appropriate or immediate foundational as well.
- ***Evidence should show more functioning that is NOT immediate foundational than is immediate foundational for a rating of 2.***

#### Rating of 1

- Provide examples of the child's functioning that is not yet age appropriate or immediate foundational.
- ***No age-appropriate or immediate foundational functioning should be noted for a rating of 1.***

#### **Remember<sup>ii</sup>:**

- 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 when 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.
- 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 instruments, norm-referenced instruments, service provider notes about performance in different situations, and progress and issues identified in the IFSP planning process.
- 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 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.

#### **Possible example of documentation for outcome 2 for a 23 month old:**

Jamie shows age-expected skills primarily in the areas of receptive language and problem solving, such as:

- Recognizes lots of objects; shows understanding of named objects by pointing to them from pictures (AE)
- Easily solves problems, e.g., remembers where his parents hid treats (AE)

Most of Jaime's other skills are a mix of immediate foundational and foundational (particularly in use of language), such as:

- Follows two-step directions, e.g., gets shoes and brings them to his mom when he is getting ready to leave the house (IF)
- Points to items to draw others' attention to things that he wants but does this inconsistently (IF)
- Uses gestures to communicate when he is calm or at home, but in other settings/situation, he cries, screams, or grunts (F)
- Uses some single words (e.g., mama, no); showed an 11-month delay on Expressive Language subdomain of the ABC Assessment (F)

<sup>i</sup> Adapted from *Guidance for Documenting the Rating on the Childhood Outcomes Summary Form (COSF) – Evidence by Level*, The Early Childhood Outcomes Center (12/13/10)

<sup>ii</sup> Adapted from *Instructions for Completing the Child Outcomes Summary Form*, The Early Childhood Outcomes Center (5/6/09)