DELAWARE

BUILDING BLOCKS

EARLY CHILDHOOD

MONITORING INSTRUCTION ACCOUNTABILITY

SYSTEM FOR YOUNG CHILDREN

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Delaware Department of Education
Teaching and Learning
Early Development and Learning Resources
401 Federal Street Suite 2 Dover, Delaware 19901
302-735-4295

DELAWARE BUILDING BLOCKS
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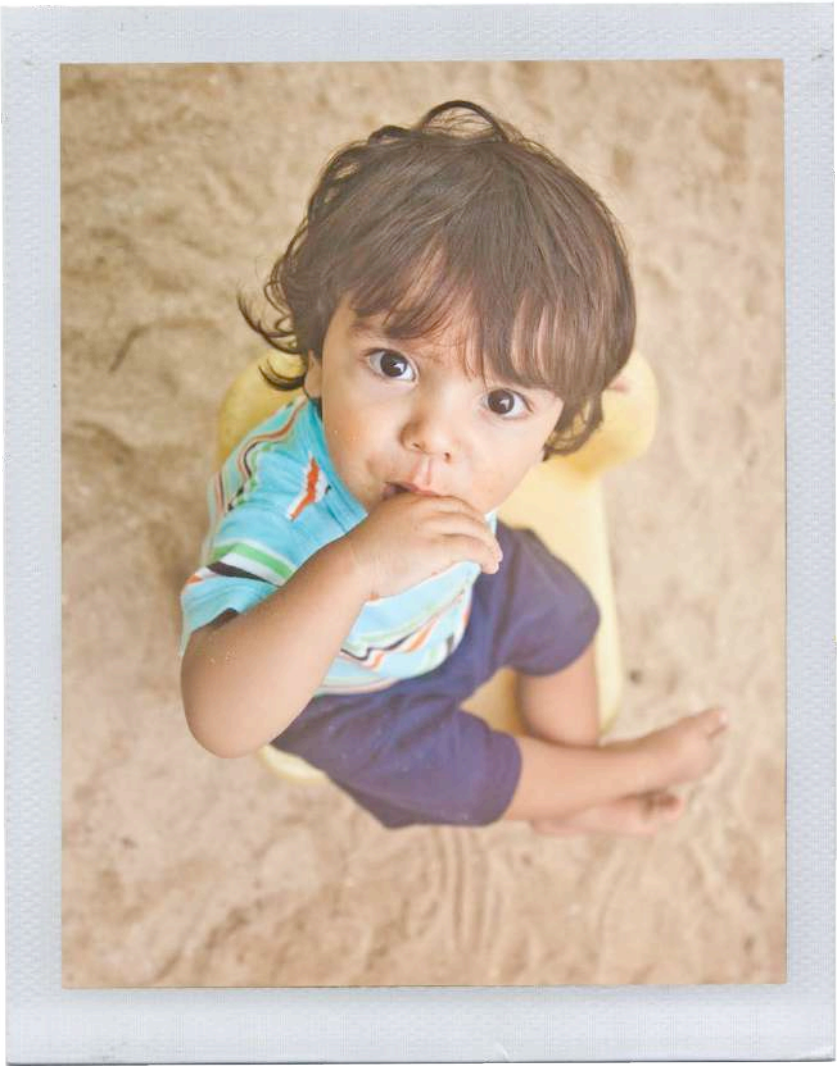
SECTION 1:



INTRODUCTION

DELAWARE BUILDING BLOCKS
BETTER LASTING OUTCOMES FOR CHILDREN
KEYS TO SUCCESS

The State of Delaware is committed to supporting early education for all young children. The Office of Early Development and Learning Resources was established in 2002 to support the development of a quality early care and education system. Considerable effort has taken place to bring together the many distinct elements that make a good system.

Delaware has established an early childhood outcomes (accountability) system, Delaware Building BLOCKS intended to respond to the federal requirements for reporting child outcomes to the Office of Special Education Programs (OSEP) and to enable the state to monitor children's development to support effective instruction and inform decisions about program improvement.

The federal government has established a set of outcomes for programs providing early intervention services to children with IFSPs and IEPs. States are now **required** annually to collect assessment data and report this information to the Office of Special Education Programs (OSEP). OSEP has established three functionally-stated outcomes upon which states must report. The outcomes are measured according to the extent to which children are making or not making progress as a result of receiving early intervention. The outcomes are:

- **Children have positive social-emotional skills**
  (including social relationships)
- **Children acquire knowledge and skills**
  (including early language/communication and early literacy)
- **Children use appropriate behavior to meet their needs**

Curriculum and instruction is one important aspect to a quality education system. The Delaware Early Learning Foundations: Preschool and the Delaware early Learning Foundations: Infant Toddler were developed as curriculum guides for programs (see Appendix). The Foundations are meant to provide a structure and guide for planning instructional experiences that are essential to facilitate children's development. Assessment and ongoing monitoring is another important aspect to a quality education system. Assessment serves the purposes of monitoring the effectiveness of instruction, making sure developmental growth is being made, and ensuring that the outcomes targeted for instruction are being met. Assessment can and should be a positive component to any educational process.

Linking assessment and instruction is a critical component to an effective system. Identifying specific outcomes and using assessment and instruction as a basis for determining effectiveness are essential to current educational practice. Bringing together these elements will further support effective instructional practices.

Audience

The Delaware Building Blocks Manual is intended for professionals who are responsible for collecting and reporting child outcomes for preschool children with disabilities with IEPs served by the Delaware

Department of Education. As the outcomes measurement process continues to evolve, the procedures and forms within this guide are updated.

Purpose

The purpose of the Delaware Building Blocks Manual is to assist professionals in developing an understanding of:

- the federal and state requirements for collection of information on three specific child outcomes;
- the components of the Delaware preschool program's outcomes measurement process;
- the three child outcomes and the purpose for measuring child outcomes;
- the importance of looking at a child's ability to function in the three outcome areas and how the outcome ratings will benefit the child and family; and
- how to summarize a child's functioning on the three outcomes using the Child Outcomes Summary (COS) process
- how to report the child outcomes data on E-School Plus

Early Outcomes Manual Development Committee

The Delaware Department of Education wishes to thank the committee members who contributed to the development of this manual. Each member of the committee dedicated time and effort in assuring the DE outcomes measurement process was a high quality and comprehensive process which enables young children to be active and successful participants during their early childhood years and in the future in a variety of settings. Special thanks also to Nancy Skorheim and the North Dakota Early Childhood Outcomes Committee for sharing their Early Childhood Outcomes Process Guide as an example for this manual.

Verna Thompson	Section 619 Coordinator Early Development and Learning Resources Delaware Department of Education
Tina Albanese	Educational Diagnostician, Early Years Preschool Richardson Park Learning Center Red Clay Consolidated School District
Tracie Bruno	Smyrna Early Childhood Coordinator
June M. Cagiwa	Laurel School District School Psychologist 619 Coordinator
Kathy Gerstley	Educational Diagnostician Appoquinimink School District
Rosanne Griff-Cabelli	Part C Coordinator Birth to Three Early Intervention System Div. of Management Services, Delaware Dept. of Health and Social Services
Pamela Nichols	Capital School District Early Childhood Specialist
Tony Ruggiero	Education Specialist Early Development and Learning Resources Delaware Department of Education

Section 2:

Early Childhood Outcomes Federal Requirements

DELAWARE BUILDING BLOCKS
WHY DO WE MEASURE CHILD OUTCOMES?

IDEA Overview

The Individuals with Disabilities Education Act (IDEA) is a Federal law that guarantees a free, appropriate public education to each child with a disability throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to approximately 7 million eligible infants, toddlers, children, and youth with disabilities. States receive more than $12 billion in Federal IDEA funds each year to support these services.

Parts of the IDEA

Infants and toddlers with disabilities (birth–2) and their families receive early intervention services under Part C of the IDEA. Children and youth (ages 3–21) receive special education and related services under Part B of the IDEA. To learn more about the history and specific parts of the IDEA, go to: *http://idea.ed.gov*

Oversight of the IDEA

The Office of Special Education Programs (OSEP) at the U.S. Department of Education monitors how Parts B and C of the IDEA are implemented by States. Each State must supervise the implementation of Part B of the IDEA by local educational agencies (LEAs), and of Part C by early intervention services (EIS) programs. OSEP oversees these general supervision activities by each State, and the State's progress in a State Performance Plan which shows its overall efforts in implementing the IDEA.

State Performance Plan

When the IDEA was reauthorized in 2004, the law was amended to require that each State develop a State Performance Plan (SPP). The SPP helps the State evaluate its efforts in implementing the requirements and purposes of the IDEA, and describes how it will improve its implementation over a period of six years. For Part B, the SPP includes baseline data, measurable and rigorous targets, and improvement activities for 20 indicators such as graduation rate, dropout rate, participation and performance on assessments, meeting evaluation timelines, and ensuring that complaints and hearings are resolved within required timelines.

Annual Performance Report

The IDEA also requires each State to report annually to the U.S. Secretary of Education on the progress it has made that year in meeting the measurable and rigorous targets established in its six-year SPP. This is known as the Annual Performance Report (APR). After reviewing each State's APR and assessing its progress, the Secretary is required to issue an annual determination letter—essentially, a report card—which documents the State's overall progress in meeting the requirements of the IDEA. This determination letter is an important tool for States in their ongoing efforts to improve education for children with disabilities. For more information, please refer to the OSEP brochure online:

- *http://uploads.tadnet.org/groups/115/assets/708/download*

Child Outcomes Indicator

Indicator 7 of the State Performance Plan (SPP) and Annual Performance Report (APR) focuses on measuring the outcomes of preschool children with IEPs.

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

The DE Department of Education, Early Development and Learning and local education agencies (LEAs), that serve preschool children with disabilities are required to report data on Indicator 7 each year as part of the APR. OSEP uses each state's data to determine how well the state's programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families. The Department of Education, Early Development and Learning reports the LEA data to the public annually that includes the local performance on each APR indicator.

A complete copy of the Delaware State Performance Plan and Annual Performance Report is available online at:

- *http://www.doe.k12.de.us/infosuites/students_family/specialed/Rep_Forms_Pub/default.shtml*

Section 3:

Delaware Early Child Outcomes Process

INTRODUCTION

The Delaware Department of Education, Early Development and Learning utilizes the Child Outcomes Summary (COS) process to collect and report child outcomes data to the federal government. The COS process is part of a child's participation in the preschool special education program and can be integrated into the overall IEP process from intake through exit or transition. Local programs may find child outcomes measurement more efficient and more effective by integrating the COS data collection and IEP development and implementation. For additional information about how these processes can be integrated, see the IEP flow chart in the Appendix and visit the ECO resources available online at:

- *http://www.fpg.unc.edu/~eco/pages/integration.cfm*

The following is a brief description of the Delaware child outcomes process. Additional information relating to this process is provided throughout the manual.

The key steps in measuring child outcomes:

1) **Introduction to Parents**: When a child enters into early childhood special education services, discuss the DE child outcome process and how this information is used with parents and professionals. The DE Early Childhood Outcomes Project Brochure, located in the Appendix, provides general information that will assist in this discussion. Entry into Part B early childhood special education services could be when a child: 1) is newly identified as eligible for preschool services; 2) transitions from Part C to Part B; 3) enters a DE ECSE program from another state; or 4) withdrawals and then reenters the program .

2) **Administer Approved Tools**: As part of the process to gather information needed to determine the child's outcome ratings, the team determines and administers the most appropriate Approved Assessment Tool. (See section on Approved Assessment Tools). The approved assessment tool will be one of the team's multiple data sources used to determine the child's outcomes ratings.

3) **Discuss 3 Areas**: As part of the IEP process, the team should discuss the three child outcomes areas and identify the COS rating that most accurately represents the child's current skills and behaviors using information from multiple data sources including the family, professional observations, Early Learning Foundations, assessment scores and other valuable information from IEP Team Members.

4) **Complete Entry COS form:** The team should engage in the COS process and complete the Child Outcomes Summary form by determining the appropriate ratings that characterize the child's skills and behaviors in each outcome area and provide evidence to support these ratings. Entry ratings must be determined no later than the first 60 days after entrance to early childhood special education services.

5) **Complete Exit OR Progress Monitoring COS form:** The DE child outcomes measurement process must be completed at the end of each year or at the time of exiting if the exit is mid-year, if they have been receiving services for at least 6 consecutive months. Again, the team will determine and administer the most appropriate Approved Assessment Tool. The exit COS form should be completed during the time period right before the child leaves early childhood special education services.

6) **Enter Into eSchool Plus:** The COS data should be entered into eSchool Plus, on the Test History Page. Information on birth mandate children should be reported to Part C Service Coordinators.

7) **Data Quality:** The State Early Learning Department will conduct regular reviews of the data to identify data quality issues. Local programs may be contacted if there are concerns about data submitted. LEAs should implement strategies for checking their own data quality (see strategies presented in the QA section of this report) to ensure the highest quality data are submitted to the state.

8) **Data Use:** The state will report the statewide child outcomes data to the federal government through the Annual Performance Report (APR). The state will also report LEA data to the public on an annual basis. The state and local programs are to use the child outcomes data, along with other program data, for program improvement.

CHILDREN INCLUDED IN THE CHILD OUTCOMES SYSTEM

Children birth to five with IEPs

Part B

Children three to five with IEPs will participate in the Part B accountability outcomes process.

Part C / Birth Mandate Children in Delaware

Some of the children referred or served by the Birth to Three Early Intervention Program, who receive initial evaluations from Part C require additional observations and evaluation procedures. Most often further examinations are necessary to determine eligibility for services available through the Birth Mandate regulations. If the child is determined to be eligible for a school district or statewide program for children who are Deaf, Hard of Hearing, Deaf Blind or Autistic, the child is classified as a Birth Mandate child. The child's parents can choose to continue services with Part C or to enroll the child in a Part B school district or statewide program.

It is the responsibility of the program providing services to complete the child outcome performance evaluations. It is then the responsibility of the program to forward the child outcome data for those children who are birth to three to the Delaware Part C Birth to Three Early Intervention Program. School districts and statewide programs must follow the Child Outcomes procedures for collected and reporting entry, progress monitoring and exit information for children with disabilities. It is the responsibility of the school district or statewide program to forward, in a timely manner the completed Child Outcome Summary Form to the child's Part C Service Coordinator.

Children receiving six months of service

Children need to have received six consecutive months of service to be involved in the accountability process. There needs to be at least six months between the first assessment and the conclusion of the second assessment during the first year. Children who temporarily withdraw from services are included in the system if they return and continue services within 30 days of the date they withdrew.

Break in service

The federal government has made a policy decision that children with more than a 30 day break in service need to be considered dropped from the program. Therefore, when this occurs and the child re-enrolls, the 60-day assessment process must be initiated again. Summer break does not constitute a break in service.

POLICY ON CHILDREN WHO TRANSFER

Children will transfer between school districts/programs using the same and/or different assessment as well as transfer from out of state. In each case, different rules may apply. Please review the procedures outlined below.

Transfers – When same assessment is used

- **Child Outcomes Summary form completed by the sending district**
  The new school district should use the completed Child Outcomes Summary form for the first collection point. New assessment information should be collected for the next data point.
- **Child Outcomes Summary form <u>not</u> completed by the sending district**
  A new COS form must be completed. The receiving district can request assessment information [including documented observations, interviews and anecdotal notes] from the school district that the child transferred from. However – a new assessment period will begin. Information that is current (within six months) can be incorporated into new assessment information. The assessment should be completed within 60 calendar days beginning with the child's first day of services in the new school district.

Transfers - Different Assessments used by Districts

- **Child Outcomes Summary form completed**
  The new school district should use the completed Child Outcomes Summary form for the first collection point. (The COS formenables different assessments to be used for different data collection points) New assessment information should be collected for the next data point using the new assessment instrument.
- **Child Outcomes Summary form not completed**
  Assessment information including documented observations, interviews and anecdotal notes should be requested from the school district that the child transferred from. Information that is current (within six months) can be incorporated into new assessment information. The assessment should be completed by 60 calendar days beginning with the child's first day of services in the new school district.

Transfers – From Out of State

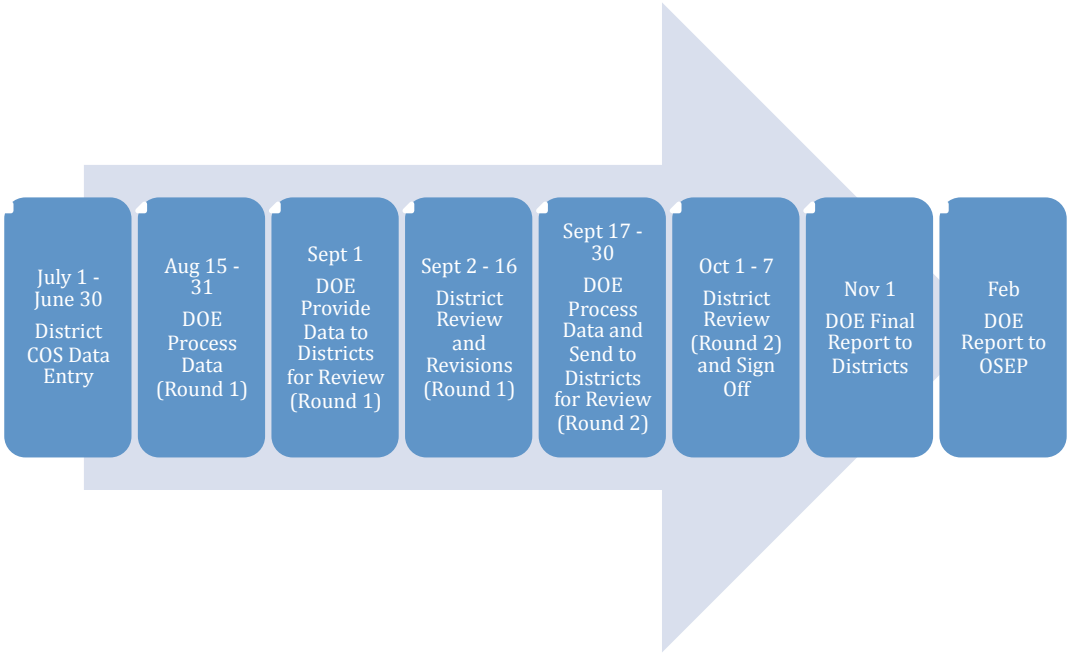
- When a child transfers from out of state, a new assessment period needs to begin. Assessment information including documented observations, interviews and anecdotal notes should be requested from the sending school district that the child transferred from. Information that is current (within six months) can be incorporated into new assessment information. The assessment should be completed by 60 calendar days beginning with the child's first day of services in the new school district.

POLICY ON CHILDREN WHO TRANSFER FROM PART C EARLY INTERVENTION

School districts/programs are encouraged to collaborate with Part C staff during the transition process when a child transitions from Part C early intervention to the preschool special education program. The Part C staff may know the child well and will be able to provide information about the child's skills and behaviors across settings and situations. If the Part C program has completed an exit COS form, those data are a good source of information to inform the entry COS formfor the preschool program (although a new Part B COSform must be completed unless it is a birth mandate child).

TIMELINES FOR STATE AND REGIONAL OUTCOMES MEASUREMENT ACTIVITIES

Dates	Activity	Activity Description
July 1st – June 30th	COS Data Entry	The Part B 619 programs are responsible for data entry of the COS data. This is a continuous process.
August 15th – August 31st	Process Data (Round 1)	DOE will create a list of exiting students who have entry and exit score. DOE will provide each Part B 619 program a list.
September 1st	Provide Data to Part B 619 Programs for Review (Round 1)	DOE will provide each Part B 619 program a list of exiting students who have entry and exit score for the first review.
September 2nd – September 16th	District Review and Revisions (Round 1)	Districts will review their list provided by DOE and make needed revisions on eSchoolPlus.
September 17th – September 30th	Process data and send to districts for review (Round 2)	DOE will re-create the list of exiting students who have entry and exit score. DOE will provide each Part B 619 program a list.
October 1st – October 7th	District Review (Round 2) and Sign off	Districts will review their list provided by DOE and sign off indicating their data is accurate.
November 1st	DOE Send Final Report to Districts	DOE will send the final COS reports to each Part B 619 program prior to submitting for federal reporting.
February	Federal Reporting	DOE will submit COS data to the U.S. Department of Education's Office of Special Education Programs (OSEP).



EARLY CHILD OUTCOMES

The Early Childhood Outcomes (ECO) Center was funded by the Office of Special Education Program to develop an approach for collecting data on child and family outcomes for the Part C early intervention and Part B preschool programs of IDEA (Individuals with Disabilities Education Act). The child outcomes that all Part C and Section 619 programs are required to measure were developed through a year-long consensus-building process that involved input from and review by numerous stakeholders including federal, state, and local policy-makers and administrators, local providers, family members of children with disabilities, and researchers.

The ultimate goal of early intervention and early childhood special education support for children is to enable young children to be active and successful participants during their early childhood years and in the future in a variety of settings. The three early childhood outcomes that all programs are required to measure are: 1) Children have positive social-emotional skills; 2) Children acquire and use knowledge and skills; and 3) Children use appropriate behavior to meet their needs. These three outcomes were intentionally designed as functional outcomes.

The following excerpt from the ECO Center Paper *Family and Child Outcomes for Early Intervention and Early Childhood Special Education* provides a brief explanation of each child outcome area along with examples of the behavior or skills that are part of achieving the outcome. It is available online at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/ECO_Outcomes_4-13-05.pdf* .

Note: The bulleted items in each section below are intended to provide examples and not to be used as a checklist.

1. Children have positive social relationships.

As noted in the discussion of the first family outcome, a caring, warm relationship between a parent and the child is the foundation for all subsequent development. From this foundation, the young child begins to develop a positive sense of self and can begin to build more relationships with other family members and those outside of the family such as peers. Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to behave accordingly. All children need support from adults in learning how to be successful participants in their social world but some children who face challenges in this area need additional or specialized support.

Children who achieve this outcome show a variety of behaviors related to making and maintaining positive social relationships in age-appropriate ways. For example, they:

- Demonstrate attachment with the significant caregivers in their lives.
- Initiate and maintain social interactions with a variety of adults and peers.
- Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in child care, etc.
- Demonstrate trust in others. Build and maintain relationships with children and adults.
- Regulate their emotions.
- Understand and follow rules.
- Solve social problems.

2. Children acquire and use knowledge and skills.

Over the early childhood period, children display tremendous changes in what they know and what they can do. Everyday life can present children with a wide variety of natural learning opportunities that serve to help children acquire progressively more advanced skills. Parents and other adults support children's acquisition of knowledge and skills by providing children with safe, nurturing and stimulating environments in which learning can flourish. Children with special needs can face a variety of challenges related to acquiring knowledge and skills and may need additional supports to realize their potential. The knowledge and skills acquired in the early childhood years, especially those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years.

Children who achieve this outcome show a variety of behaviors related to acquiring and using knowledge and skills across a variety of everyday routines and activities. For example, they:

- Display curiosity and an eagerness for learning.
- Explore their environment.
- Explore and play with people and objects including toys, books and other materials.
- Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner.
- Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form.
- Learn new skills and use these skills in play, for example, by completing a puzzle or building a fort.
- Acquire and use the precursor skills that will allow them to begin to learn reading, mathematics, and other academic content in kindergarten.
- Show imagination and creativity in play.

3. Children take appropriate action to meet their needs.

As children develop, they become increasingly more capable of acting on their world. Babies cry to communicate hunger whereas an older child can ask for something to eat. Children have a variety of needs – to eat, sleep, play, move, explore, and communicate to name but a few.

With the help of supportive adults, young children become able to address their needs in more sophisticated ways and with increasing independence over the course of the early childhood years. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve a goal that is of value to them, such as showing their artwork to an adult and describing what it is or pointing to a toy and asking for it. Children with disabilities may use specialized technology or may need assistance from adults to allow them to meet their needs.

Children who take appropriate action to meet their needs show a variety of behaviors related to this outcome. For example, they:

- Use gestures, sounds, words, signs or other means to communicate wants and needs.
- Meet their self care needs (feeding, dressing, toileting, etc.). Their ability to meet self care needs allows them to participate in everyday routines and activities.
- Use objects (for example, forks, sticks, pencils, crayons, clay, scissors, switches, other devices, etc.) as tools in appropriate ways.
- Move from place to place to participate in everyday activities, play, and routines.
- Seek help when necessary to move from place to place.
- Seek help when necessary to assist with basic care or other needs.
- Follow rules related to health and safety.

Functional Outcomes

The three early childhood outcomes previously described are functional outcomes. Functional outcomes refer to things that are meaningful to the child in the context of everyday living. Functional outcomes place an emphasis on "how" the child is able to carry out meaningful behaviors in a meaningful context.

Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns. Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.

Functional outcomes refer to behaviors, often multiple behaviors that integrate skills across domains. Functional outcomes can also involve multiple domains. Skills are domain-based, separating a child's development into discrete areas. An example of this would be gross motor skills, involving large muscle movement and fine motor skills, involving small muscle movement. Other discrete skills are found in the domains of expressive communication, receptive communication, social skills, cognitive skills, and interaction skills.

For example, a functional outcome for a 3-year-old child might be to "play interactively with other children for a period of 30 minutes." Many discrete, domain-specific skills are required in order to accomplish this outcome.

More information about functional outcomes and thinking functionally is available in the Appendix.

CHILD OUTCOMES SUMMARY (COS) PROCESS

The Child Outcomes Summary (COS) process, developed by the Early Childhood Outcomes Center, includes a 7-point rating scale for describing children's functioning compared to age expectations in each of the three outcome areas required by OSEP. The COS process provides a way for teams to summarize the child's level of functioning using information from many sources including assessment measures and parent and provider reports.

The COS process provides DE with the data to address the OSEP reporting requirement as well as look at the child outcomes data in other ways. Using the COS process does not require that programs collect more data about children's progress; it is a mechanism to summarize assessment information for federal reporting as well as for accountability, program planning, and program improvement.

The key steps in measuring child outcomes:

1) **Introduction to Parents**: When a child enters into early childhood special education services, discuss the DE child outcome process and how this information is used with parents and professionals. The DE Early Childhood Outcomes Project Brochure, located in the Appendix, provides general information that will assist in this discussion. Entry into Part B early childhood special education services could be when a child: 1) is newly identified as eligible for preschool services; 2) transitions from Part C to Part B; 3) enters a DE ECSE program from another state; or 4) withdrawals and then reenters the program.
2) **Administer Approved Tools**: As part of the process to gather information needed to determine the child's outcome ratings, the team determines and administers the most appropriate Approved Assessment Tool (See section on Approved Assessment Tools). The approved assessment tool will be one of the team's multiple data sources used to determine the child's outcomes ratings.
3) **Discuss 3 Areas**: As part of the IEP process, the team should discuss the three child outcomes areas and identify the COS rating that most accurately represents the child's current skills and behaviors using information from multiple data sources including the family, professional observations, Early Learning Foundations, assessment scores and other valuable information from IEP Team Members.
4) **Complete Entry COS form:** The team should engage in the COS process and complete the Child Outcomes Summary Form by determining the appropriate ratings that characterize the child's skills and behaviors in each outcome area and provide evidence to support these ratings. Entry ratings must be determined no later than the first 60 days after entrance to early childhood special education services.
5) **Complete Exit COS form:** The DE child outcomes measurement process must be completed at the end of each year or at the time of exiting if the exit is mid-year, if they have been receiving services for at least 6 consecutive months. Again, the team will determine and administer the most appropriate Approved Assessment Tool. The exit COS formshould be completed during the time period right before the child leaves early childhood special education services.
6) **Enter Into eSchool Plus:** The COS data should be entered into eSchool Plus, on the Test History Page. Information on birth mandate children should be reported to Part C Service Coordinators.

7) **Data Quality:** The State Early Learning Department will conduct regular reviews of the data to identify data quality issues. Local programs may be contacted if there are concerns about data submitted. LEAs should implement strategies for checking their own data quality (see strategies presented in the QA section of this report) to ensure the highest quality data are submitted to the state.

8) **Data Use:** The state will report the statewide child outcomes data to the federal government through the Annual Performance Report (APR). The state will also report LEA data to the public on an annual basis. The state and local programs are to use the child outcomes data, along with other program data, for program improvement.

Understanding The 7-Point Rating Scale

The Child Outcome Summary form uses a 7 point scale to characterize a child's current level of functioning in each of the three child outcome areas compared to the skills and behaviors expected at the child's chronological age. Each point on the scale is defined by the extent to which the child demonstrates age appropriate or immediate foundational skills. The summary ratings are determined by the child's team, including the family, and provide an overall picture of how the child functions in everyday life for each outcome area across a variety of settings and situations.

Two documents provide additional information and instructions on how to complete the Child Outcome Summary form along with information relating to the 7-point rating scale. Included in these documents are *Definitions of Outcomes Ratings* chart, which are also found in this manual.

Overview to the Child Outcomes Summary form is online at:

- *http://www.fpg.unc.edu/~eco/assets/docs/COSF_overview.rtf*

Instructions for Completing the Child Outcomes Summary form are online at:

- *http://www.fpg.unc.edu/~eco/assets/docs/COSF_Instructions.rtf*

Information about how the 7-point ratings translate to the OSEP Progress Categories and summary statements for the APR can be found in Section 6 of this document.

Outcome Ratings Definitions:

For Use with the Child Outcomes Summary (COS) Form

Overall Age-Appropriate	**Completely** *means*:	**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.
		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.
Overall Not Age-Appropriate	**Somewhat** *means:*	**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***.
		4	• Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.
	Nearly *means:*	**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 like that of a **younger child***.
		2	• Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational.
	Not yet *means*:	**1**	• Child does **not yet** show functioning expected of a child his or her age in any situation. • Child's functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a **much younger child***.

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

Table Provided by: **Early Child Outcomes Center 5/21/09**

AGE EXPECTED, IMMEDIATE FOUNDATIONAL AND FOUNDATIONAL SKILLS

During the Child Outcomes Summary process, the team selects one of 7 rating points that best represents 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. Between them, team members must:

1. Know about the child's functioning across settings and situations
2. Understand age-expected child development
3. Understand the content of the three child outcomes
4. Know how to use the rating scale
5. Understand age expectations for child functioning within the child's culture

The team needs to understand the developmental continuum that leads to age-expected functioning, asking:

1. Are the child's skills and behaviors what one would expect for a child this age? Does he or she use those skills and behaviors functionally in the way expected for that 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 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 functioning 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, although 3-year-olds continue to use eye contact effectively, being able to make eye contact is not an immediate foundational skill for a three year old because that skill emerges in most children at a much younger age. Additional examples and information can be found in the Appendix.

CHILD OUTCOMES SUMMARY (COS) FORM

(updated October 2011)

Check one: **ENTRY COS** ☐ **Progress Monitoring COS** ☐ **EXIT COS** ☐

I. Child Information

Name: _____

Date of Birth:_____/____/_____ **ID:** _____
Month Day Year

Primary Disability: _____

Secondary Disability: _____

Child Exiting Program (Check if yes)____
(Please check box on eSchool Plus if child is exiting from School District Three to Five program)

II. Intervention Period:

Rating Date: _____/_____/_____ **Consecutive Months in Service** _____
(not required for initial rating)

III. Rating Summary:

Outcome 1: _____ **1b Progress made since previous assessment (Y/N)** _____

Outcome 2: _____ **2b Progress made since previous assessment (Y/N)** _____

Outcome 3: _____ **3b Progress made since previous assessment (Y/N)** _____

IV. Primary Assessment _____

Secondary Assessment (Preschool Speech Delay only) _____

V. Sources of Information:

Observations _____ **Interviews** _____ **Classroom Data** _____ **Anecdotal Notes** _____

VI. Persons involved in completing the form:

Name	Role

Family information on child's functioning (check all that apply):

____ **Received in team meeting** ____ **Collected separately**
____ **Incorporated into assessment(s)** ____ **Not included**

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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 to adults
- Relating to 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		Nearly		Somewhat		Completely
1	**2**	**3**	**4**	**5**	**6**	**7**

Supporting evidence for this outcome rating

Age-appropriate functioning Concerns? No Yes_____(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate but approaching age appropriate
Functioning that is not yet age appropriate or immediate foundational

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

Yes	**1→ Describe progress:**
No	**2→ Describe why no progress:**

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2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

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

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

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

Not Yet		Nearly		Somewhat		Completely
1	**2**	**3**	**4**	**5**	**6**	**7**

Supporting evidence for this outcome rating

Age-appropriate functioning Concerns? No Yes_____(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate but approaching age appropriate
Functioning that is not yet age appropriate or immediate foundational

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

Yes	**1→ Describe progress:**
No	**2 → Describe why no progress:**

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3. TAKING APPROPRIATE ACTION TO MEET NEEDS

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

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

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

Not Yet		Nearly		Somewhat		Completely
1	**2**	**3**	**4**	**5**	**6**	**7**

Supporting evidence for this outcome rating

Age-appropriate functioning Concerns? No Yes_____(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate but approaching age appropriate
Functioning that is not yet age appropriate or immediate foundational

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

Yes	**1→ Describe progress:**
No	**2→ Describe why no progress:**

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CHILD OUTCOMES SUMMARY (COS) PROCESS: INSTRUCTIONS

Who Completes the ECO Child Outcomes Summary (COS) Process?

The COS processis best completed by those who know the child, those who see the child in various settings and situations and understand his/her everyday skills and behaviors. The multidisciplinary team, including the family, is responsible for providing input and completing the COS form.

What Types Of Sources Of Information Should The Team Consider?

Many types of information could be considered in selecting a rating. In addition to using one of the state approved assessment tools listed, information from other data sources may include but are not limited to: parent and clinical observations, curriculum-based assessments, norm-referenced assessments, service provider notes about performance in difference situations, and progress and issues identified in the IEP present level of educational and functional performance. Any data source that provides the team with information about the child's everyday functioning across settings and situations may be considered.

What Is Included In The Supporting Evidence Section Of The COS form?

The Supporting Evidence is the rationale that explains the rating and should: correspond to the specific outcome area; cover all appropriate aspects of the outcome; provide examples of the child's everyday functioning in the outcome area; provide discipline specific evidence to support the outcome area; and provide an overall picture of how the child functions for the outcome area across settings and situations. The revised DE COS formincludes separate boxes for the team to write evidence that includes examples of skills and behaviors that are considered age appropriate, immediate foundational, and foundational. It is NOT required that teams provide examples in all three boxes for every rating. Whether and how much the team writes in each box is dependent upon the rating itself. For example, if a team selects a rating of '7' one would expect to see evidence of age expected behaviors only. If a team selects a rating of '2' one would expect to see evidence of foundational skills and one or two immediate foundational skills. More information about the evidence that should be provided according to the revised COS formcan be found online in the following two documents:

Guidance for Documenting the Rating on the Childhood Outcomes Summary (COS) form with Evidence Organized by Level of Functioning:

- *http://www.fpg.unc.edu/~eco/assets/docs/Cosfdocumentationguidance12-13-10.docx*

One-page Documentation Key:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/Documentation_Key-Mecklenburg.pdf*

How do you know if the child made Progress (answering question 1b, 2b, or 3b on the COS form)?

The Question reads: Has the child shown *ANY* new skills or behaviors related to (outcome 1, 2 or 3)since the last outcomes summary?

- The Yes/No progress question on the COS formshould be answered on the annual and exit COS form (not the initial/entry COS form) and is used to indicate whether or not a child has made ANY progress while in the program.
- If a child has shown one new skill or behavior, the team should answer 'Yes" to the progress question.
- The Yes/No progress question is independent of the 7-point rating. In other words, a child may not have a change in his/her rating but the team can still report that "Yes" the child has made some progress.
- Remember that when answering the Yes/No progress question, the team is comparing the child's current skills and behaviors to his/her previous skills and behaviors (unlike the 7-point rating scale which is comparing the child's skills and behaviors to those that are expected for his/her age).

What Additional Resources Are Available To Assist The Team In Determining The Child's Rating Scale?

The ECO Center has developed a variety of resources to support programs in using the COS process available on the ECO Center web site *http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#COSFandInstructions*. A few key resources to highlight include:

Overview to the Child Outcomes Summary form includes frequently asked questions and answers illustrate the ECO Center's thinking on the use of the Child Outcomes Summary process online at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_overview.pdf*

Instructions on the use of the COS Form provides instructions from ECO on how to use the Child Outcomes Summary process including: basic directions for filling out the form, definitions of the outcomes ratings, and scoring methods and considerations online at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_Instructions.pdf*

The *Decision Tree for Summary Rating Discussions* was created as a tool for training in the use of the COS process. The decision tree is a series of questions about the extent to which a child exhibits age-appropriate skills and behaviors in each outcome area. Responses guide the team to a specific rating category on the 7-point rating scale. The decision tree is available in the Appendix or online at:

- *http://www.fpg.unc.edu/~eco/assets/docs/Decision_Tree.rtf*

Child Outcome Summary (COS) form Discussion Prompts developed to assist teams with asking key questions about the child's everyday skills and behaviors related to each outcome area.

- *http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_discussion_prompts_4-4-07.pdf*

What if We Can't Reach Consensus? Developed to assist teams with decision-making when reaching consensus on a rating is difficult online at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/Consensus.pdf*

EDIS – COSF Rating Scale Descriptor Statements is a resource developed by The Department of the Army to assist professionals in understanding the 7-point rating scale and to communicate a child's status of functioning with a family. This resources is available in the Appendix or online at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_Scale_Descriptors_w-buckets.pdf*)

DATA QUALITY CHECKS

State administrators, LEAs, teachers, providers and others involved in the outcomes measurement process should be actively helping to ensure the highest quality of data. The ECO Center has developed some tools to assist professionals in checking on the quality of their data.

Quality Review of COS Team Discussion

To assure high quality team discussions, professionals can reflect on a recent COS team discussion and reflect on these quality questions:

1. Did all team members participate in the discussion?
2. Was the parent input considered in the rating? Give examples.
3. Was the team able to document evidence to support the rating? Give examples.
4. Did the team discuss multiple assessment sources? What were they?
5. Did the team describe the child's functioning, rather than just test scores and isolated skills? Give examples.
6. Did the team discuss the child's full range of functioning, including skills and behaviors that are age appropriate, immediate foundational, and leading to immediate foundational? Give examples.

Quality Assurance Checklist

To assure consistent high quality data on the Child Outcomes Summary form, Delaware has adopted a Quality Assurance Checklist that may be used by individuals to check the quality of the team ratings. The Quality Assurance Checklist (available in the Appendix) can be used by individuals or teams for self-assessment of their own work, by supervisors to review and support staff development, in training to increase learning about the COS process, by administrators for monitoring of overall data quality.

Pattern Checking

The state office of Early Learning and Development conducts data analysis and pattern checking as part of their process to ensure high quality child outcomes data. The first step is to ensure that all children with at least 6 months service are included in the data. If a large percentage of children are 'missing' from the data, the data are not representative of the program. Further data analysis can help a state identify strange patterns that may be due to bad data and deserve further investigation. LEAs are encouraged to review their own data patterns to look for potential data quality issues.

The **ECO Pattern Checking Table** is available as a resource to support LEAs with looking at their child outcomes data for predicted patterns as well as a variety of presentations that focus on looking at data as a strategy for ensuring data quality.

- *http://www.fpg.unc.edu/~eco/pages/quality_assurance.cfm*

TIMELINE FOR DATA COLLECTION ON INDIVIDUAL CHILDREN

Assessment Administration

- Children will be assessed at a minimum in the fall and in the spring.
- Children returning for a second year will only be assessed in the spring [the previous (first) spring assessment will be used as the fall benchmark]. Information on children birth to three needs to be reported to Part C Service Coordinators.

Timeline for Assessments

- **Beginning of the Year**

  At the beginning of the school year the team needs to:

  1. Complete the initial assessment within 60 calendar days of beginning services.
  2. The team needs to complete the Child Outcomes Summary process. (See instructions in previous section)
  3. Information for Part B children needs to be entered on the eSchool Plus web site.
  4. Information on birth mandate children ages birth to three needs to be reported to Part C Service Coordinators for entry onto the ISIS data system.

- **Conclusion of the Year**

  At the conclusion of the year of services, the team will need to:

  1. Complete the administration of the same assessment instrument that was used initially. This needs to be completed by the end of school and reflect at least 6 consecutive months of intervention.
  2. Complete theChild Outcomes Summary process to document the child's progress using the 7 Point Rating Scale. (See instructions). The information for Part B children who are three to five needs to be entered online on the eSchool Plus website. Information for birth mandate children ages birth to three should be reported to the Part C Service Coordinators for entry into the ISIS data system.
  3. All related information should be placed in the child's file. The Child Outcomes Summary form should be placed in the Audit File.
  4. Teachers and therapists who are using the Callier-Azusa and DASH-2 assessments should send copies of the assessment protocols to Verna Thompson at the Delaware Department of Education at the conclusion of each data collection period.

- **Conclusion of the Second Year (if appropriate)**

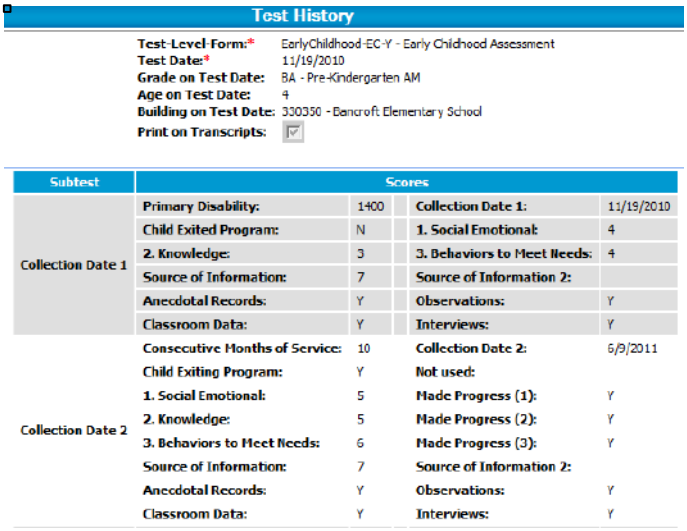
  At the conclusion of the second year, the team will follow the same "Conclusion of the Year" procedures.

ENTERING EARLY CHILDHOOD ASSESSMENT DATA ON E-SCHOOL PLUS

Note: E-school plus is the data system for Part B children.
Information on children birth to three should be reported to the Part C Service Coordinators.

To enter data on the e-school plus data system:

- Log onto eSchool Plus
- Click on *Student Center*
- Click on *Testing*
- Click on *Test History*
- Search for and select child



Test History

Test-Level-Form:*	EarlyChildhood-EC-Y - Early Childhood Assessment
Test Date:*	11/19/2010
Grade on Test Date:	BA - Pre-Kindergarten AM
Age on Test Date:	4
Building on Test Date:	330350 - Bancroft Elementary School
Print on Transcripts:	☑

Subtest	Scores			
Collection Date 1	Primary Disability:	1400	Collection Date 1:	11/19/2010
	Child Exited Program:	N	1. Social Emotional:	4
	2. Knowledge:	3	3. Behaviors to Meet Needs:	4
	Source of Information:	7	Source of Information 2:	
	Anecdotal Records:	Y	Observations:	Y
	Classroom Data:	Y	Interviews:	Y
Collection Date 2	Consecutive Months of Service:	10	Collection Date 2:	6/9/2011
	Child Exiting Program:	Y	Not used:	
	1. Social Emotional:	5	Made Progress (1):	Y
	2. Knowledge:	5	Made Progress (2):	Y
	3. Behaviors to Meet Needs:	6	Made Progress (3):	Y
	Source of Information:	7	Source of Information 2:	
	Anecdotal Records:	Y	Observations:	Y
	Classroom Data:	Y	Interviews:	Y

To enter an initial assessment on eSchool Plus

- Select *child*
- Click on *New*
- Click on drop down arrow for *Test-Level-Form*
- Select Early Childhood Test
- Click on *OK*
- Enter test date
- Press *Tab* on keyboard
- Enter assessment information

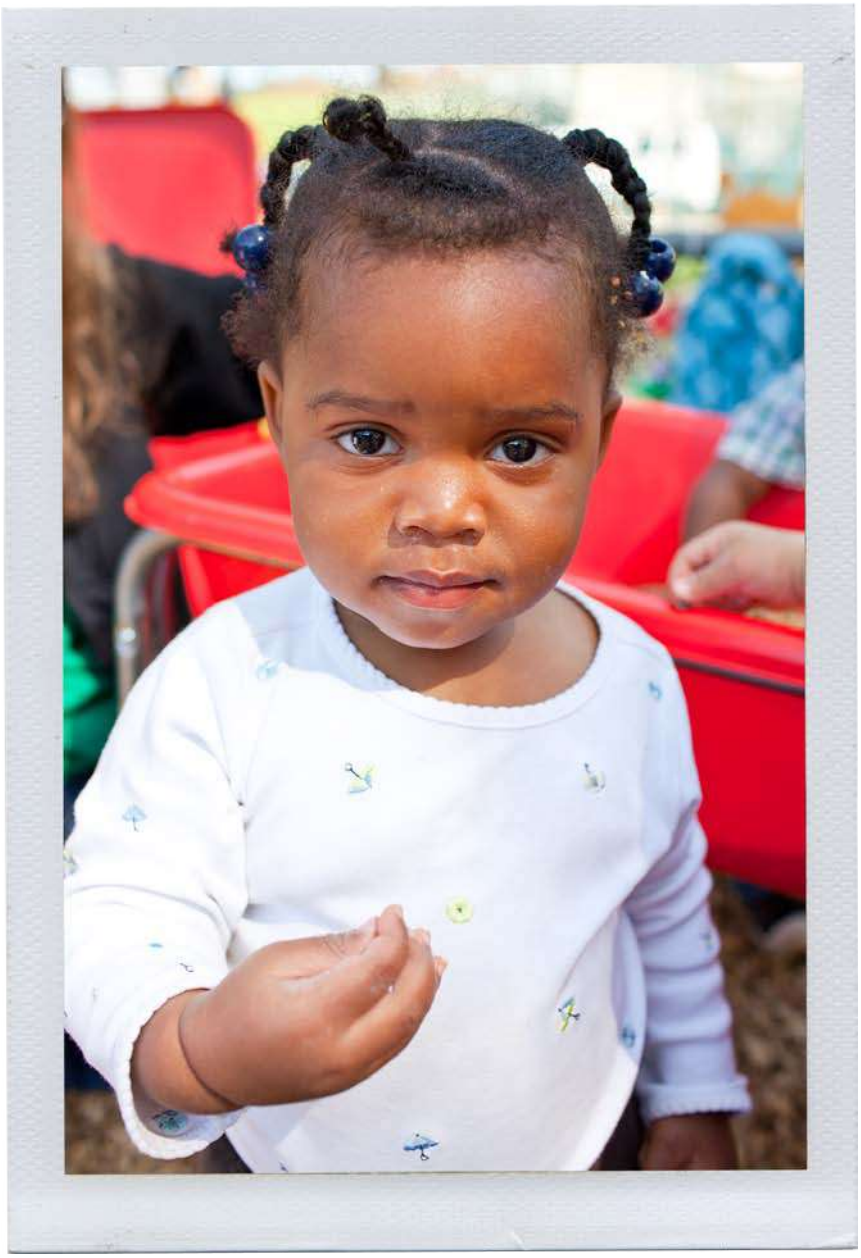
To enter follow up assessment information on eSchool Plus:

- Select child
- Select most current assessment
- Enter assessment information

Things you can do on the eSchool Plus Web Site:

- *Search* – Use to find children and list existing test data
- *List* – shows list of children found in last search
- *New* – Enter new test data
- *Test List* – shows list of existing test data for current child – click on test to edit existing data
- *Save* – Save current test data

Section 4:



Teaming Process

INTRODUCTION

The ECO Center developed the Child Outcomes Summary (COS) process as a team process so that ratings would be determined by a team, including family members and professionals, who work with the child and know the child best. The accuracy of the ratings are dependent upon a high quality COS process that includes input from a variety of sources about the child's functioning across settings and situations. As such, Delaware school district teachers and providers are encouraged to collaborate with families and all the professionals that may be important in a child's life.

Individuals Responsible For Reporting Children's Progress

Delaware school district teachers and therapists who work with three to five year old children receiving early childhood special education services are responsible for collecting and reporting child outcomes data as part of the accountability process.

COS as a Multidisciplinary Team Process

Teachers and therapists are encouraged to collaborate with families, special education professionals and other early childhood professionals in the COS process. All members of the team working or interacting with the child should have the opportunity to share information about the functional skills and behaviors of the child in the three outcome areas across settings and situations.

Teams can include but are NOT LIMITED to:

- Part C Early Intervention staff (especially at transition to inform the 'entry' COS ratings)
- Child Care providers (if child is in a program)
- Head Start teachers or preschool teachers
- Psychologists
- Therapists including Occupational, Physical, Speech or Language Pathologist, or other related service providers
- Classroom aids and paraprofessionals
- Family Members, including foster families as appropriate

Children who are enrolled in childcare centers have caregivers or teachers that should be part of the child's Multidisciplinary Team for the Child Outcomes System.

Many early care and education sites including Head Start and Early Head Start Programs are using criterion referenced assessment tools, such as the Teaching Strategies GOLD, to document and report children's ongoing progress. It is recommended that special education teachers and therapists collaborate with childcare center staff to collect and compare information on the child's present levels of performance in a variety of settings.

It would be acceptable to use the assessment protocols from another early education site. Best practice suggests reviewing the protocol with the site practitioner(s) to ensure the accuracy and appropriateness of the test data.

Family Members As Critical Team Members

Family members are critical members of their child's IEP team, and play a critical role in the COS rating process. Parents are keen observers of their child's behavior and have the greatest investment in their progress. Parents and other family caregivers have unique insights about their child's capabilities across settings and daily routines, and therefore provide important information that will inform the child's overall assessment and the COS ratings (See page 24). Involving the family in determining the rating on the child outcome summary form will increase the accuracy of the data because of the variety and array of information parents have about their children. However, keep in mind that although the parent knows the child, he/she should not be expected to understand child development.

To assist parents and other interested individuals in developing a basic understanding of the early childhood outcomes process, a brochure has been developed to share with families (available in the Appendix). It is recommended that the brochure be shared with parents and family members prior to the 'entry' COS discussion in order to help the family understand and better participate in the process. This brochure addresses the following questions:

1. What are Early Childhood Outcomes?
2. How will the outcome date be gathered?
3. When the information about my child is compiled, will our names be included?
4. Who needs this information?
5. How will this information be used?

Parent input relating to their child's functioning can be gathered in the three child outcome areas in a variety of ways. The ECO Center has developed documents that will assist in gathering information from families to determine the extent to which their child is functioning according to expectations for his or her age. These documents include:

"*Script" for Team Discussion of Outcomes Rating* found at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/Team_discussion_of_outcomes.pdf*

and *Including Families in the Rating Discussion* found at:

- *http://www.fpg.unc.edu/~eco/assets/pdfs/Role_of_Families.pdf*

As part of the COS rating discussions, the team must remember that the ratings are part of accountability system evaluating the program, not the individual child. The parent must be made aware that assigning a rating to their child is necessary for determining the impact those services have had on their child at the end of their preschool services. Since these data are needed for federal accountability for early childhood special education services, child's assessment data must be included in the aggregation of the data.

Parent participation is critical to the work of the team. When the parent is involved as a team member, the team is capable of gathering all relevant information, reviewing the information with thorough interpretation, and making decisions based on common understanding.

Section 5:

Assessment Tools

INTRODUCTION

Multiple sources of information that measure the child's progress are required when completing the COS process. Recommended sources include but are not limited to observations, interviews with the child's family or caregiver, work samples, other assessment tools, IEP progress notes and checklists. At least one of the formal assessment tools, from the list below, must be used as a data source in the COS processat both entry and exit or any time the COS process is completed.

DELAWARE APPROVED ASSESSMENT TOOLS

Primary Assessment Tools

The following assessments are criterion-referenced, performance/observation based assessment measures identified as Primary Assessment Tools for ALL 619 children, with the exception of Preschool Speech Delayed and Children with severe and profound disabilities (see below)

- Carolina Curriculum Assessment for Infants and Toddlers
- Carolina Curriculum Assessment for Preschoolers
- Teaching Strategies GOLD (Birth to Five)
- California Desired Results Access (Birth to Five)
- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

Assessments for Children with Severe and Profound Disabilities

Children with severe and profound disabilities present unique challenges to measure progress in development. Most early childhood assessment measures are not designed for use with children with severe disabilities. Often the assessments are not sensitive to the incremental changes that may be presented. The Delaware Department of Education piloted three assessments during the 2006-2007 school year to determine their usefulness for the system.

Sites using these measures should notify DDOE. The Department is requesting that programs share copies of the protocols [names can be omitted] so that we may complete data analysis on the utility of the instruments. The Department will also follow up with program staff to obtain first-hand information on the instruments.

- Developmental Assessment for the Severely Handicapped
- Callier Azusa Scale
- Assessment for Individuals with Severe and Profound Disabilities

Assessments for Children with ONLY Preschool Speech Delays

Children identified as Preschool Speech Delayed must still have progress monitored on the three OSEP Outcomes. This will necessitate administering speech assessments [Outcome 2] and another assessment that measures social and emotional, motor and adaptive skill development [Outcomes 1 and 3]. The data from the two forms of assessment will need to determine children's progress on the three outcomes using a pre/post test design. (If a child has a preschool speech delay and DD, then this alternate process does not apply.)

➢ Outcome 1 and 3

The speech and language pathologist will administer one of four possible assessment instruments to obtain pre/post developmental information in the areas of social/emotional, motor and adaptive skills. The assessment instruments chosen to measure these respective developmental areas fall into two categories: parent surveys and interview tools. Therapists can choose to use choose to use either the Parent Survey(s) or Interview tools to collect information on Outcome 1 and Outcome 3.

➢ Parent Survey Forms

Parent survey forms are designed to be completed by the parent independently and returned to the pathologist. The instrument will need to be administered immediately upon identification, in the spring and at the conclusion of therapy. Pathologists need to be cognizant about when a parent may need assistance completing the assessment. It may be necessary to call a parent and complete the survey over the phone. The following two surveys available for use include:

Ages and Stages Questionnaire and
Ages and Stages SE (together)

(or)

Child Development Inventory

➢ Interview Tools

Information on children's development can be obtained using one of the interview tools. Pathologists would need to interview the parents immediately following the eligibility process and then again in the spring and at the conclusion of therapy. Where it is not possible to interview the parent, interviewing the primary caregiver/practitioner would be acceptable. The two recommended interview tools are:

Vineland Scales II
Adaptive Behavior Assessment System

➢ Outcome 2:

The speech and language pathologist will administer appropriate speech assessments such as the Goldman Fristoe Test of Articulation to provide pre/post information to measure children's progress on Outcome 2.

DELAWARE POLICY ON USING OTHER ASSESSMENTS

The Department of Education is open to using other assessments. LEAs interested in requesting a new assessment tool be added to the list of approved assessment tools for the child outcomes process will need to obtain formal approval to use assessments not on the approved list. Five essential procedures are necessary:

1. The LEA will need to determine the alignment of the measurement tool to the Delaware Infant Toddler and Preschool Early Learning Guidelines.
2. The assessment tool needs to measure the areas inclusive within the three OSEP Child Outcomes.
3. The assessment tool needs to be designed for repeated use and designed for ongoing monitoring of children's development.
4. The assessment will need age anchors to allow assessment teams to compare children development with typical peers.
5. The assessment will meet all or most of the criteria in the Review Criterion for Identification of Anchor Tools (see Appendix).

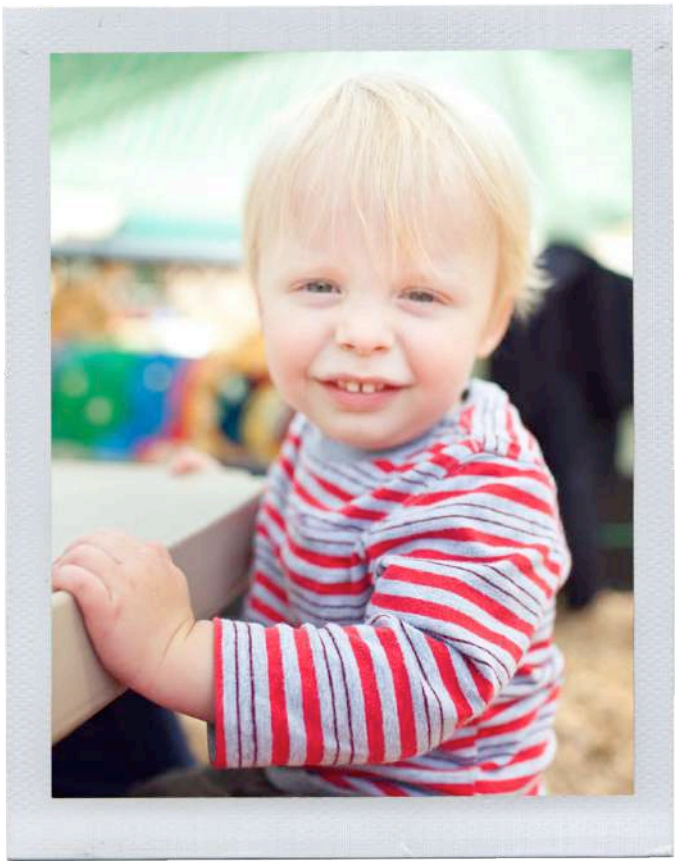
Approval Process for Using Assessments

The LEA should submit a formal request to use the assessment (see Appendix). Information should be sent to the Delaware IDEA/619 Coordinator. A formal letter from the Department responding to the request and giving approval or disapproval will be provided.

Included in the request should be:

1. A letter requesting the use of an assessment tool
2. A copy of the assessment instrument
3. Completed New Assessment Instrument Request Form and Review Criterion for Identification of Anchor Tools
4. Completed crosswalk of the assessment tool items with the Early Learning Foundations

Section 6:



Summarizing and Reporting the COS Data

HOW THE COS DATA IS USED FOR REPORTING OSEP REQUIREMENTS

The Child Outcomes Summary (COS) data can be used to classify a child into one of the 5 reporting categories that make up the Office of Special Education Programs (OSEP) reporting requirement on child outcomes. For OSEP states are required to report on five categories of progress for each of the three child outcomes:

a. Children who did not improve functioning.

b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.

c. Children who improved functioning to a level nearer to same aged peers but did not reach it.

d. Children who improved functioning to reach a level comparable to same aged peers.

e. Children who maintained functioning at a level comparable to same aged peers.

The COS process is to be completed when the child begins services. Each child will have three rating numbers (one for each outcome, the answers to questions 1a, 2a, 3a) (See pages 23-25) reflecting the child's functioning at entry. When the form is completed at exit, each child will have the three ratings that answer the "a" questions reflecting functioning at exit along with the three Yes/No answers to the "b" question (1b, 2b, 3b) about acquiring any new skills or behaviors. How the COS data relate to the a-e progress categories reported to OSEP is illustrated in the table below.

Relationship of COS Ratings to OSEP Progress Categories

Progress Category	Explanation	COS Ratings
a. Did not improve functioning	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 Scored "No" on the progress question (b)
b. 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 (b)
c. 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
d. 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
e. 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

The Table below provides hypothetical data illustrating results for 10 children on Outcome 2. The COS process was completed twice for these children, i.e., once at entry and once at exit.

Hypothetical COS Data for Outcome 2 at Entry and Exit

Child's Name	Entry Question 2a	Exit Question 2a	Exit Question 2b	OSEP Category
Tammy	7	7	yes	e
Patty	6	7	yes	e
Jonas	3	5	yes	c
Phoenix	4	4	yes	b
Angela	1	1	no	a
Juan	2	4	yes	c
Terry	1	1	yes	b
Leroy	3	5	yes	c
Maria	4	7	yes	d
Tony	5	3	yes	b

ECO Calculator

The ECO Center has developed a calculator (Tutorial version and Analytic version) to assist programs calculating OSEP categories from the COS data:

http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress

The Tutorial version is an Excel file designed to show what OSEP reporting categories are generated from all possible combinations of COS ratings at entry and exit. The tutor allows you to experiment with various combinations of outcomes ratings and progress question answers to see what OSEP category each combination produces. The Analytic version is an Excel file that can be used (or adapted for use by someone who knows Excel) with large data sets of COS ratings. It will use COS ratings data to generate OSEP progress category information on child outcomes (i.e., the data that must be submitted to OSEP every February), summary statement percentages, charts showing entry and exit COS ratings, descriptive information on "a" and "e" progress categories across all three outcomes, and some basic descriptive information about the data.

Summary Statements

In the Annual Performance Report (APR), states must report and set targets on two summary statements for each of the three outcomes. The Summary Statements are calculated using the a-e progress data. The first Summary Statement focuses on children who change their growth trajectory while in preschool services. The second Summary Statement focuses on children who exit preschool services functioning at age expectations.

- Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program (c+d)/(a+b+c+d)
- Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program (d+e)/(a+b+c+d+e)

OSEP and Public Reporting

Annually, States are required to publicly report the performance of every LEA/EIS program on every SPP/APR indicator against the State targets over the course of the SPP. Since the child outcomes indicator (B7) was a new indicator, this requirement did not go into effect until Spring 2011. If the number of children served in a particular LEA is small enough for the child and family identity to be identifiable, a State should not include that data in their public reporting. According to OSEP, a cell size of 10 or less is considered a small N. States must post SPP, APR, and LEA/EIS program reports on their state website. States are also required to make local determinations for every LEA/EIS program, however it is a State decision as to whether the child outcomes indicator (B7) will be considered in the determinations process.

APPENDICES

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Crosswalk of the Three Outcomes and the DE Early Learning Foundations: Birth to Five

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Acquire knowledge and skills	Outcome 3: Use appropriate behaviors to meet their needs
Young Infant 0-6 Months • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situations to solve a problem • Interact with people and environment through movement and body awareness	**Young Infant 0-6 Months** • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Show interest in rhymes, books, stories, and songs • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Focus on people in their immediate world and they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interests them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects	**Young Infant 0-6 Months** • Begin to develop Independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully

Outcome 1: **Positive Social-Emotional Skills** **Older Infant (6-12 Months)**	Outcome 2: **Acquire knowledge and skills** **Older Infant (6-12 Months)**	Outcome 3: **Use appropriate behaviors to meet their needs** **Older Infant (6-12 Months)**
• Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures, and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situation to solve a problem • Interact with people and environment through movement and body awareness	• Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Show interest in rhymes, books, stories and songs • Actively participate and show appreciation for book reading, story sharing and singing • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Explore how objects can fit into a variety of spaces as they build, stack, fill and dump • Focus on people in their immediate world and they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interests them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects • Use props and people as they engage in make believe play and act out simple themes • Learn about and respect their bodies	• Begin to develop independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures, and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Organize and discriminate sensory experiences • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully • Experience and learn about hygiene routines • Experience and learn about healthy lifestyle practices

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Acquire knowledge and skills	Outcome 3: Use appropriate behaviors to meet their needs
Young Toddler (12-24 Months) • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purpose, including expressing emotions and physical states • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situations to solve a problem • Interact with people and environment through movement and body awareness	**Young Toddler (12-24 Months)** • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences • Show interest in rhymes, books, stories and songs • Actively participate and show appreciation for book reading, story sharing and singing • Interact with books appropriately • Use and experiment with different writing materials • Notice and show interest in signs and words in the classroom environment • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Explore how objects can fit into a variety of spaces as they build, slack, fill and dump • Focus on people in their immediate world and when they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interest them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects • Use props and people as they engage in make believe play and act out simple themes • Learn about and respect their bodies	**Young Toddler (12-24 Months)** • Begin to develop independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Organize and discriminate sensory experiences • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully • Experience and learn about hygiene routines • Experience and learn about healthy lifestyle practices

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Acquire knowledge and skills	Outcome 3: Use appropriate behaviors to meet their needs
Older Toddler (24-36 Months) • Express feelings, emotions and needs in a responsive environment • Recognize and respond to name • Develop self-control • Express feelings through facial expressions, gestures and sound • Build a trusting relationship with a caring adult • Engage with other children • Respond to emotions of others • Show interest in language of others • Respond to communication of others • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Engage in turn-taking back-and-forth exchanges leading to conversation • Engage people to get what they want • Notice and pay attention to objects and people of interest • Make connections with people and use what they know from other situations to solve a problem • Interact with people and environment through movement and body awareness	**Older Toddler (24-36 Months)** • Discover own body • Begin to develop a sense of accomplishment • Begin to develop calming and coping skills • Develop self-control • Show interest in language of others • Begin to understand gestures, words, routines, communication • Respond to communication of others • Imitate sounds, words, signs, facial expressions, and gestures • Communicate using words, sounds and/or signs leading to communicating using phrases and short sentences • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Show interest in rhymes, books, stories, and songs • Actively participate and show appreciation for book reading, story sharing and singing • Interact with books appropriately • Use and experiment with different writing materials • Notice and show interest in signs and words in the classroom environment • Explore people and objects through touch • Use hearing to gain information about people, places, language, and things • Explore how objects can fit into a variety of spaces as they build, stack, fill and dump • Focus on people in their immediate world and when they disappear, they no longer exist • Look for a person or object that has disappeared • Demonstrate an understanding that a specific action (Ex: cry) is caused either through their own body or their own actions • Recognize that people and specific parts of objects can cause things to happen • Notice and pay attention to objects and people of interest • Choose to stay with an activity that interests them • Explore objects to see how they work, using trial and error to meet challenges • Make connections with people and use what they know from other situations to solve a problem • Try a variety of approaches in problem solving using own body and objects • Use props and people as they engage in make believe play and act out simple themes • Interact with people and environment through movement and body awareness • Learn about and respect their bodies • Experience and learn about healthy lifestyle practices	**Older Toddler (24-36 Months)** • Begin to develop independence • Begin to develop calming and coping skills • Develop self-control • Express feelings through facial expressions, gestures and sound • Use sounds, gestures or actions to communicate wants and needs • Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states • Discover how their own bodies fit into spaces • Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) • Engage people to get what they want • Use objects as a way to get what they want • Explore objects to see how they work, using trial and error to meet challenges • Try a variety of approaches in problem solving using own body and objects • Organize and discriminate sensory experiences • Engage in sensory activities and play • Develop strength, small motor control, and coordination through daily activities • Use and manipulate objects purposefully • Learn about and respect their bodies • Experience and learn about hygiene routines • Experience and learn about healthy lifestyle practices • Learn about and demonstrate safe behaviors and accident prevention

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Acquire knowledge and skills	Outcome 3: Use appropriate behaviors to meet their needs
Preschool • Be a part of the classroom community so that each child feels accepted and gains a sense of belonging • Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc) • Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad) • Express feelings through play and artistic representation • Follow simple rules and routines with minimal help • Develop trust in familiar adults and close peers • Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them • Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.) • Develop ability to initiate and sustain play with peers • Be a helpful member of a group or household through sharing tasks or chores • Develop turn taking and negotiation skills • Respond to their names, requests for action, or information • Be aware that people communicate in a variety of ways (verbal and non-verbal) • Use language to enter play situation • Participate in turn taking conversations • Use volume and tone or ASL facial grammar appropriate to the situation • Respond appropriately to messages in conversation • Express emotions through language • Use language appropriately during play situations • Demonstrate respect for living things • Begin to develop an awareness of their family's culture • Perform simple tasks within the home, early childhood group, or community • Participate in group decision making • Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	**Preschool** • Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways • Begin to understand that actions have consequences • Follow simple rules and routines with minimal help • Attempt to solve problems in a positive manner • Respond to their names, requests for action, or information • Develop listening, watching, attention and comprehension skills • Follow two-or three-step directions • Identify particular sounds in the environment • Respond to questions • Increase vocabulary to include prepositions and basic concepts • Be aware that people communicate in a variety of ways (verbal and non-verbal) • Communicate so they will be understood by peers and adults • Play with language such as rhyming • Use language to enter play situation • Tell a story • Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL grammatical features • Use volume and tone or ASL facial grammar appropriate to the situation • Respond appropriately to messages in conversation • Express emotions through language • Experiment with patterns in words • Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities • Show increasing awareness of print, familiar signs, labels, and symbols • Identify and name letters of the alphabet • Recognize their first name in print written with the first letter in upper case followed by lower-case letters ***- continued on next page -***	**Preschool** • Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment • Participate in activities that are challenging but within their reach • Follow simple rules and routines with minimal help • Complete activities that he/she has started • Use materials purposefully, safely, and respectfully • Communicate so they will be understood by peers and adults • Develop hand-eye coordination required for written communication • Develop strength, small-motor control, and coordination through daily activities • Develop and use eye-hand coordination to perform a variety of tasks • Explore and experiment with a variety of tools • Demonstrate body and space awareness, to move and stop with control over speed and direction • Learn about and practice health and hygiene routines • Experience and learn about healthy lifestyles practices • Learn about and demonstrate safe behaviors and accident prevention • Use materials and tools appropriate for problem solving and exploration • Develop an awareness that people living in a family, early childhood group or community have roles, responsibilities, and rules to help each other • Perform simple tasks within the home, early childhood group or community • Begin to understand wants versus basic necessities • Make independent choice during play and throughout the daily routine • Approach tasks and activities with flexibility, imagination, inventiveness, and confidence • Begin to develop the ability to focus and complete a variety of tasks, activities, projects and experiences • Begin to develop and follow through with plan for play and other activities • Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults

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Outcome 2:
Acquire knowledge and skills

Preschool

- Recognize common letter sounds at the beginning, middle, and end of words
- Know the difference between upper-and lower-case letters
- Show comprehension by answering questions related to an age appropriate story that has been read or told
- Identify parts of a book and how it is used (Title, illustration, table of contents)
- Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom
- Explore different types of literature such as narrative (story) and informative (non-fiction)
- Demonstrate that print represents someone's thoughts and ideas
- Interpret pictures
- Identify/isolate words in a sentence and syllables in words
- Know that print is read and pictures are not
- Use scribbles, symbols, or drawings to share experiences
- Use a variety of writing tools and materials
- Trace and copy shapes and letters
- Begin to print the letters of their first name
- Express self through pretend writing
- Write in a variety of formats
- Practice writing left to right and top to bottom
- Use inventive spelling
- Develop an awareness of numbers and counting as a means of understanding quantity
- Recite numbers in sequence
- Recognize numbers
- Use one-to-one correspondence when counting
- Use language to compare numbers of objects (Ex: more, less, same)
- Determine quantity or "how many"
- Use materials and tools appropriate for problem solving and exploration
- Ask scientific questions
- Recognize categories of people, plants and animal; describe similarities and differences among them
- Recognize people, plants and animals grow and change over time and need certain things to survive
- Demonstrate respect for living things
- Observe, describe, and discuss physical properties of non-living things, both natural and human-made
- Recognize categories of non-living things and describe similarities and differences among them
- Explore objects, machines, technology and structures
- Experiment with effects of their own actions and objects
- Observe, describe, and discuss changes in the seasons and the weather
- Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)
- Observe, describe, and discuss the characteristics of the sun, moon, stars and sky
- Explore how the environment is affected by what people do
- Describe and engage in activities that preserve the environment
- Understand the concept of belonging to a family
- Begin to develop an awareness of their family's culture
- Begin to develop an awareness of the cultures of other children and adults in their group and community
- Build an awareness and respect for differences in people (Ex: language, skin ton, race, abilities/disabilities, family structure, age, clothing)
- Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)
- Develop emerging concepts of time through daily schedule and routines
- Share their personal history including people, places, and events that take place in the past and the present
- Talk about events that may happen in the near future
- Begin to understand that things, people, and places change over time
- Understand numbers and number concepts as they relate to everyday life
- Use ordinal number words to describe the position of objects (Ex: "first," "second," "third." Etc.)
- Understand the concept of how numbers relate to quantity
- Begin to recognize, name, describe, build, and draw two and three dimensional shapes
- Put together and take apart increasingly more difficult puzzles
- Describe how shapes are the same or different (Ex: size, shape, color)
- Demonstrate and describe positions of objects
- Recognize, copy, and extend simple patterns with a variety of materials
- Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)
- Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)
- Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)
- Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures
- Explore concepts of measurable attributes (Ex: weight, volume, length, time and temperature)
- Begin to compare and sort according to measurement attributes (length, size, weight)
- Begin to represent data using concrete objects, pictures, and simple graphs
- Increase the strength, balance, coordination, flexibility, stamina and control in motor activities
- Expand knowledge and respect for their bodies
- Experience and learn about healthy lifestyles practices
- Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense
- Express their curiosity and investigate questions of interest through play and exploration
- Investigate and explore their questions using observations and previous experience to make predictions

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Outcome 2:
Acquire knowledge and skills

Preschool

- Provide their own explanations for "how" and "why" things happen
- Use data from an investigation or explorations to draw conclusions and communicate results
- Observe, describe, and discuss the natural world of people, animals and plants
- Be familiar with information about where they live, including their address
- Recognize categories of people, plants and animal; describe similarities and differences among them
- Recognize people, plants and animals grow and change over time and need certain things to survive
- Demonstrate respect for living things
- Observe, describe, and discuss physical properties of non-living things, both natural and human-made
- Recognize categories of non-living things and describe similarities and differences among them
- Explore objects, machines, technology and structures
- Experiment with effects of their own actions and objects
- Observe, describe, and discuss changes in the seasons and the weather
- Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)
- Observe, describe, and discuss the characteristics of the sun, moon, stars and sky
- Explore how the environment is affected by what people do
- Describe and engage in activities that preserve the environment
- Understand the concept of belonging to a family
- Begin to develop an awareness of their family's culture
- Begin to develop an awareness of the cultures of other children and adults in their group and community
- Build an awareness and respect for differences in people (Ex: language, skin ton, race, abilities/disabilities, family structure, age, clothing)
- Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)
- Develop emerging concepts of time through daily schedule and routines
- Share their personal history including people, places, and events that take place in the past and the present
- Talk about events that may happen in the near future
- Begin to understand that things, people, and places change over time
- Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/under, inside/outside, next to, beside, up/down, left/right
- Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)
- Develop an awareness of the natural environment surrounding them outdoors
- Begin to understand the relationship between humans and the natural environment
- Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs
- With support begin to develop problem solving skills
- Help to create rules
- Develop an awareness that people living in a family, early childhood group or community have roles, responsibilities, and rules to help each other
- Perform simples tasks within the home, early childhood group or community
- Explore the concept of money, including what it is and how it is used
- Develop an awareness that people work for money
- Begin to understand how people make and consume foods and services
- Begin to understand wants versus basic necessities
- Approach tasks and activities with flexibility, imagination, inventiveness, and confidence
- Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks
- Begin to develop the ability to focus and complete a variety of tasks, activities, projects and experiences
- Begin to develop and follow through with plan for play and other activities
- Begin to demonstrate the ability to follow a sequence of steps to create a finished project
- Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults
- Develop the ability to classify, compare, and contrast objects, events, and experiences
- Demonstrate the ability to sequence events
- Begin to develop the ability to explain and demonstrate strategies to solve problems

Integrated Outcomes – Individual Education Planning (IEP) Process

Child in Early Intervention - Transition

- Provide notification to LEA of child potentially eligible for Part B service (near age 2)
- With parental consent, schedule transition planning conference for child potentially eligible for Part B
- Ensure transfer of records occurs; if not effort must be made to get the info needed.
  - IFSP
  - assessment reports
  - exit COS (+ related info)
- Ensure Part C exit COS is considered in entry to Part B

- Family and team attend transition planning conference;
- Part B rights, eligibility, IEP process and possible service options explained to family
- Coordinate development of transition plan
- Determine family's interest in accessing Part B services

Identification and Referral

- Receive referral or parental request for evaluation. Infuse information about 3 global outcomes into the processes of information gathering throughout child identification and referral.
- Provide a written copy of procedural safeguards to parents

- Conduct screening, if appropriate (may proceed directly to evaluation)
- Explain program in detail. Describe process and purpose of the three outcomes. Clarify the difference between/among other uses of the term 'outcomes' (e.g. IFSP/ IEP outcomes).
- Determine with family if they wish to have child evaluated for eligibility and services
- Gather/ use existing assessment information from multiple sources, multiple settings (including preschool classrooms)
- Ensure information gathered at this stage is made available for team to use for COS rating (e.g. Part C info, parent referral to 619, pre-referral info, screening, etc)

Child Evaluation and Assessment

- Request and review existing developmental & medical information, including Part C exit COS

- Gather parent concerns. Probe for information on concerns in the three outcome areas.
- Determine evaluations and information needed to establish if child is a child with a disability
- Determine academic, developmental and functional needs of the child
- Schedule evaluation at mutually agreeable time & place with family
- Provide prior notice & procedural safeguards upon request

Family provides consent for evaluation (which generally begins evaluation timeline)

- Team conducts evaluation/assessment. Embed functional authentic assessment into conversations with families.
- Probe family for functional information on child. Describe present levels of functioning in functional ways so it can be used for IEP development and the COS rating.
- Document supporting evidence for COS throughout assessment and evaluation process. Consider populating COS as you go.
- Determine eligibility

- Provide prior notice/rights on eligibility decision
- Ensure COS is not completed too long after entry to preschool classroom.

IEP Development

Provide family prior notice & procedural safeguards upon request for initial IEP meeting

IEP team, including family, meets to develop IEP including:

- Documenting child's strengths and Present Levels of Educational Performance (PLEP)
- Finalize COS as IEP team discusses PLEP, adjusting as needed from earlier in process.
- Determine age-anchoring for norm referenced tools; link to early learning standards [age-reference tools]
- Parents' priorities & concerns
- Establishing functional and measurable goals
- Identifying strategies
- Determining necessary services

Family provides consent for IEP services

Implement timely services for which consent was provided.

Service Delivery

Ensure that IEP is implemented in a timely manner

- Provide IEP services
- Monitor progress
- Document and share child's progress on the IEP goals and in the three global outcome areas with family regularly

- Ensure timely annual IEP meeting (or when requested by family or LEA) to review and modify IEP
- Procedural safeguards notice provided annually

NECTAC, 2010.

*The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout, to distinguish them from an individual child's IFSP outcomes.
Text in red font indicates outcomes measurement steps; black font indicates IEP steps

Child Outcomes:

1. Children have positive social-emotional skills including positive social relationships.

2. Children acquire and use knowledge and skills including language and early literacy.

3. Children take appropriate action to meet needs.

DELAWARE DEPARMENT OF EDUCATION

401 Federal Street
Dover, Delaware 19901

Phone: 302-735-4295
Fax: 302-739-7645

Delaware Early Childhood Outcomes

What Families Should Know

What Families Should Know About Child Outcomes?

How Can Families Help?

You know your child best. As a partner on the Early Intervention Team you can provide information about how your child:

- Gets along with family and friends
- Manages feelings
- Tries to do new things
- Communicates new ideas
- Tries to be independent
- Seeks help when needed

Throughout the year, the Early Intervention Team will collect and document information about your child's progress. You are an important part of the Team!

How will Progress be Measured?

Progress is measured by comparing your child's abilities from the time they enter the preschool program until they exit. Your child's experiences in the home and community are part of the information to be documented.

How will Progress Be Reported?

Child Outcomes information is entered into a statewide data system managed by the Department of Education. No personal information is ever shared with the public about individual children. Security measures are in place to ensure all information is kept secure and confidential.

An annual report is submitted to the US Office of Special Education Programs (OSEP) to document that Early Intervention programs are a making positive difference in the lives of young children with disabilities and their families in Delaware.

To access online information, and other materials go to:
http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/default.shtml

Functional Outcomes And Thinking Functionally

Functional Outcomes

The three early childhood outcomes previously described are functional outcomes. Functional outcomes refer to things that are meaningful to the child in the context of everyday living. Functional outcomes place an emphasis on "how" the child is able to carry out meaningful behaviors in a meaningful context.

Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns. Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.

Discrete Skills	Functional Outcomes
Being able to say 10 words	Being able to use 10 words to communicate to mom that the child is hungry
Using a pincer grasp to pick up a tiny object	Using a pincer grasp to pick up cheerios and place in the mouth during finger feeding
Smiling at mom	Using a smile to signal to mom that the young child wants to continue with turn taking, or initiate an interaction

Functional outcomes refer to behaviors, often multiple behaviors that integrate skills across domains. Functional outcomes can also involve multiple domains. Skills are domain-based, separating a child's development into discrete areas. An example of this would be gross motor skills, involving large muscle movement and fine motor skills, involving small muscle movement. Other discrete skills are found in the domains of expressive communication, receptive communication, social skills, cognitive skills, and interaction skills.

For example, a functional outcome for a 3-year-old child might be to "play interactively with other children for a period of 30 minutes." Many discrete, domain-specific skills are required in order to accomplish this outcome. The following example shows how the child is using many "skills" that cut across all domains in interactive play with other children.

Functional Outcome "to play interactively with other children for a period of 30 minutes"

Discrete Skills	Domains
Visually recognize the presence of other children	Visual skill
Approach the other children	Gross Motor
Initiate the play interaction	Expressive Language, Interaction
Engage in motor and fine motor turn-taking	Fine motor, cognitive, interaction
Use language in reciprocal play	Expressive language, cognitive
Follow directions and requests from other children	Receptive language, cognitive, interaction

Other examples of functional outcomes versus isolated skills are listed below.

Discrete Skills

- Knows how to imitate a gesture when prompted by others
- Uses finger in pointing motion
- Uses 2-word utterances

Functional Outcomes

- Watches what a peer says or does and incorporates it into his or her own play
- Points to indicate needs or wants
- Uses 2-word utterances in engaging in back and forth verbal exchanges with a caregiver to gain information

Thinking Functionally

Being able to think "functionally" rather than from the perspective of discrete skills, involves being able to ask critical questions that will force us to think beyond an isolated skill and consider the larger perspective of "how" the child is using the skill to achieve a critical outcome or purpose. The example of "using a pointing behavior" to indicate needs or wants can serve as the basis for the critical questions that would force us to think functionally.

- ***If you know that a child can point, do you know that the child can communicate wants and needs?*** *The answer is no. One of the skills on an assessment may be to use the index finger to explore the holes in a board. Theoretically an uncommunicative child could perform this skill.*
- ***If you know that a child can't point, do you know that the child can't communicate his wants and needs?*** *A child with physical limitations may not be able to use the fingers, hands, or arms for any purposeful activities but may be very fluent in the use of oral language. A nonverbal child with limited hand/arm mobility may be very fluent in communication through the use of adaptive technology that allows the child to use a voice-activated communication device with a head switch.*
- ***How does knowing about pointing help you understand how the child takes action to meet needs?*** *From a developmental perspective, the child can or cannot point. This would have an impact on some of the daily living skills requiring a pointing response such as dialing or punching the numbers on a telephone, using a key-board, and even activating many of the battery operated toys. But it doesn't really tell us about "functional outcomes" in any major life area. A child could communicate very effectively without a pointing response. A child could learn to play appropriately, use a telephone, send electronic messages, dress self and eat appropriately.*

Functional outcomes go beyond the exact "form" of developmental skills. Almost all of the items on our assessment measures consist of discrete development skills that may or may not be important to the child's functioning on an outcome.

Walking over to the group is not essential. The child could propel a wheelchair, use a walker, or indicate to an adult that they need assistance. The essential component of the behavior for the outcome is "approaching the other children," and there are many different skills that can be used to achieve that outcome. Using language in reciprocal play does not have to involve spoken words. The child could point to pictures, use sign language, or use an augmentative communication device. As long as the other children understand the message using the alternative format, the child is "using language in reciprocal play." It is interesting to note that the form of the "skill" is less important that the actual functional outcome.

Functional outcomes reflect global functioning. Each outcome is a snapshot of the whole child. It conveys the status of the child's current functioning across settings and situations. It is far more than a sequence of skills split by domain and observed in a standardized format. It is a story of how the child uses all of the skills acquired to navigate through life with meaning and purpose.

Age Expected And Immediate Foundational Skills And The Child Outcome Summary (COS) Process

(Modified from the ECO Center Draft 12-19-07)

During the Child Outcomes Summary process, the team selects one of 7 rating points that best represents 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. Between them, team members must:

1. Know about the child's functioning across settings and situations
2. Understand age-expected child development
3. Understand the content of the three child outcomes
4. Know how to use the rating scale
5. Understand age expectations for child functioning within the child's culture

The team needs to understand the developmental continuum that leads to age-expected functioning, asking:

1. Are the child's skills and behaviors what one would expect for a child this age? Does he or she use those skills and behaviors functionally in the way expected for that 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 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 alongside 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 functioning 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, although 3-year-olds continue to use eye contact effectively, being able to make eye contact is not an immediate foundational skill for a three year old because that skill emerges in most children at a much younger age. Additional examples and information can be found in the Appendix.

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.

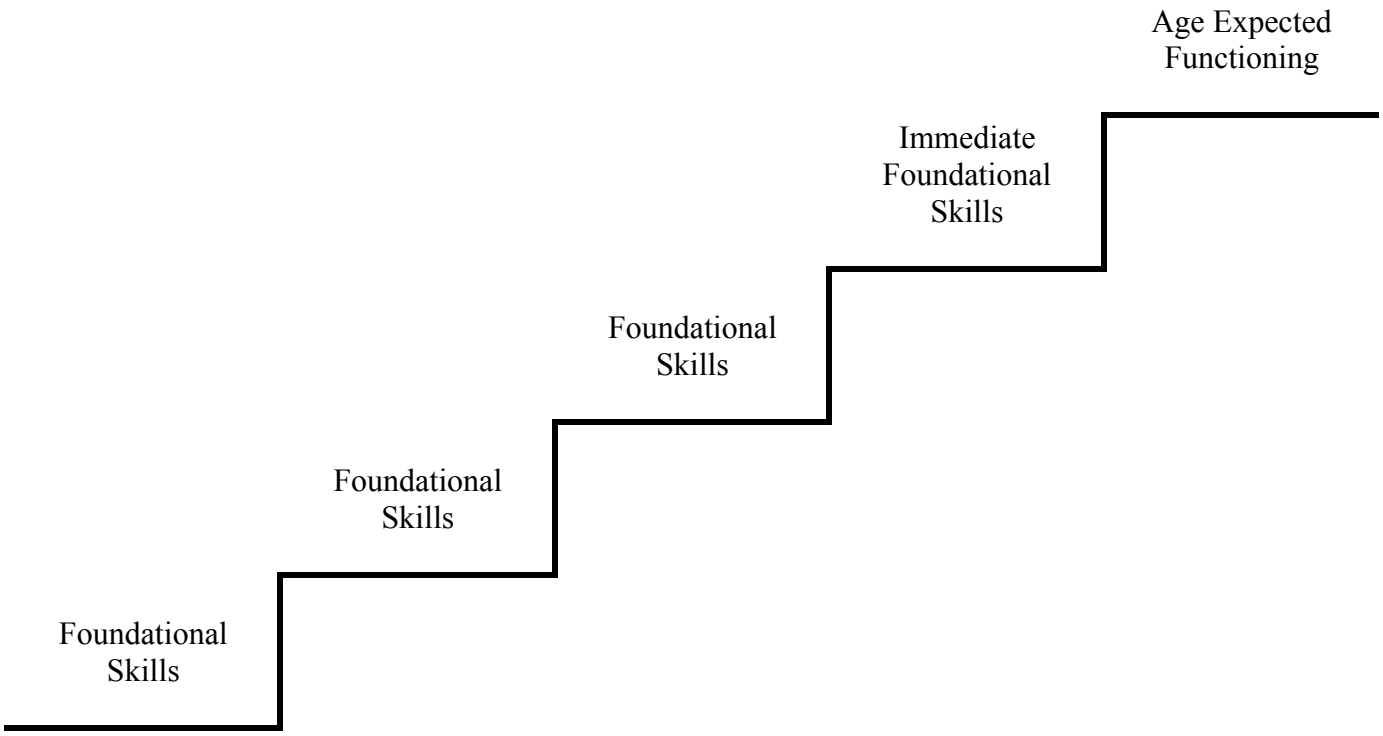
- What if Chrissa were 12 months old?
- How would you answer questions 1-3, above?
- What if Chrissa were 48 months old?

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, 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.

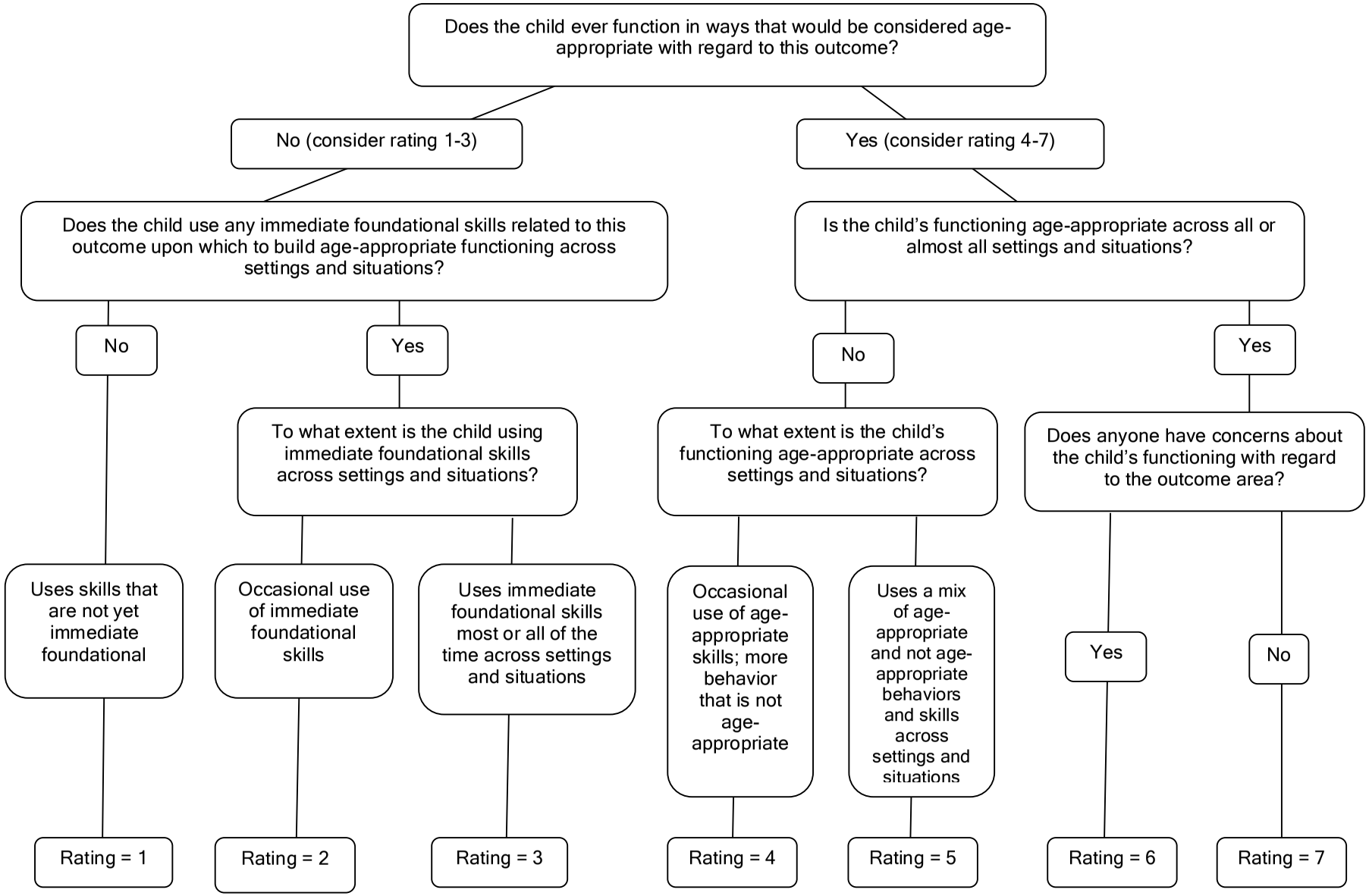
- How would you describe Justin's skills and behaviors? Are they age-expected? Immediate foundational? Or not yet?
- What if Justin were 12 months old? How would you describe his skills and behaviors? What if he were 36 months old?

How Foundational Skills Lead to Age-Expected Functioning



Note: The number of steps and length of the time frame for each step can vary for different kinds of developmental accomplishments. The equal stairs are shown only for illustration.

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	AE	• Relative to other children Calvin's age, there are **no concerns**; he has **all of the skills that we would expect** of a child his age in the area of *(outcome [e.g., taking action to meet needs])*. • Calvin has **age expected skills**, with **no concerns**, in the area of *(outcome)*.
	6	AE	• Relative to same age peers, Calvin has the **skills that we would expect of his age** in regard to *(outcome)*; however, **there are concerns** with how he *(functional area of concern/quality/lacking skill)*. It will be good to watch this closely, because without continued progress he could fall behind. • Aside from **the concern** regarding Calvin's _____ he is demonstrating **skills expected of a child his age** in the area of *(outcome)*.
Decreasing Degree of Age Expected Skills	5	AE IF	• For an # month old child, Calvin has **many skills expected of his age** but he also demonstrates **some skills slightly below** what is expected at this age in the area of *(outcome)*. • Relative to same age peers, Calvin shows **many age expected skills**, but continues to show **some functioning that might be described like that of a slightly younger** child in the area of *(outcome)*. • Calvin is **somewhat** where we would expect him to be at this age. This means that Calvin has **many skills we would expect** at this age in regard to *(outcome)*, but he does **not yet have all of the age expected skills** *(it is possible to highlight a few of non-age expected functional skills)*.
	4	AE IF	• At # months, Calvin shows **occasional** use of **some age expected skills**, but more of his skills are **not yet age expected** in the area of *(outcome)*. • At # months, Calvin shows **occasional use of some age expected skills**, but has **more skills that are younger** than those expected for a child his age in the area of *(outcome)*. • Calvin has a **few of the skills we would expect** in regard to *(outcome)*, but he shows **more skills that are not age appropriate**.
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	3	IF F	• Relative to same age peers, Calvin is **not yet using skills expected of his age**. He does however use **many** important and **immediate foundational skills** to build upon in the area of *(outcome)*. • In the area of *(outcome)*, Calvin has **nearly age expected skills**. This means that he does **not yet have the skills we would expect** of a child his age, but he **has the immediate foundational** skills that are necessary to build upon to achieve age appropriate skills *(it is possible to include a few functional skills as examples)*.
	2	IF F	• At # months, Calvin shows occasional use of **some immediate foundational** skills, but **more** of his abilities represent **earlier skills** in the area of *(outcome)*. • Relative to same age peers, Calvin is showing **some nearly age expected or immediate foundational skills**, but has **more skills that developmentally come in earlier** in the area of *(outcome)*. • For a # month old little boy, Calvin **occasionally uses immediate foundational skills** but has a **greater mix of earlier skills** that he uses in the area of *(outcome)*. • Overall in this outcome area, Calvin is **just beginning to show some immediate foundational skills** which will help him to work toward age appropriate skills.
	1	F	• Relative to same age peers, Calvin has the **very early skills** in the area of *(outcome)*. This means that Calvin has the skills we would expect of a **much younger** child in this outcome area. • For a # month old little boy, Calvin's functioning might be described **as like that of a much younger child**. He shows **early skills, but not yet immediate foundational** or age expected skill in the *(outcome)* area.

COSF Rating Scale Descriptors for EDIS Younggren, N. (Feb. 2010) for further information please email: naomi.younggren2@us.army.mil

Delaware Child Outcome Summary Process Quality Assurance Checklist

Child's Name_____ ☐ entry rating review ☐ exit rating review
Person completing the DE COS form review_____ Date of review_____
Child's Case Manager _____

Checklist Components				Comments
1. DE COS was completed in a timely manner For entry – up to 60 days upon entrance to ECSE services	☐yes ☐no ☐n/a			
For exit – time period right before the child leaves ECSE services	☐yes ☐no ☐n/a			
2. The child's IEP team, including the family, completed the DE COS	☐yes ☐no ☐n/a			
3. All areas of the COS form were completed Demographic Section completed	☐yes ☐no ☐n/a			
Respond Yes (Y), No (N) or Not Applicable (NA) for each outcome	**Outcome** **1**	**2**	**3**	
Entry and/or Exit ratings for each outcome (as appropriate)				
Sources of Information were listed				
Supporting Evidence was provided for each outcome				
For Exit COS, answers were given for each "b" section.				
4. Multiple Sources of Information Multiple Sources of Information were documented				
Approved Anchor Tool was listed				
5. Supporting Evidence is functional and addresses each outcome area Evidence relates to the outcome area				
Evidence covers appropriate aspects of the outcome area				
Evidence includes examples of the child's functioning				
Discipline-specific evidence is included				
Evidence includes performance across settings and situations				
6. Supporting Evidence supports assigned rating Evidence supports rating criteria				
Sufficient evidence to support rating				
Evidence shows comparison to child's age				
For exit rating, progress number was checked and progress described				

Delaware Child Outcomes Summary Process Quality Assurance Checklist Directions

To assure consistent high quality data on each DE Child Outcomes Summary (COS) form, the DE Early Childhood Outcomes Committee adopted a Quality Assurance Checklist developed and piloted by the ND Early Childhood Outcomes Committee. It is recommended that the DE COS Checklist be completed by individuals responsible, to assure quality data within their unit/district. The information gathered from the review of unit/district DE COS forms will provide valuable information, which will assist in determining training needs for the district/unit.

Provided below are the directions to complete each section of the DE COS Checklist. Each section within the directions corresponds with each section found on the Checklist.

Directions

Enter the child's name and check if you are reviewing entry rating data and/or exit rating data. Enter the date of the review, the person completing the review and the case manager responsible for the completion of the DE COS form for the file being reviewed.

1. **DE COS processwas completed in a timely manner**
   Entry Data can be determined up to 60 days upon entrance to early childhood special education services. Exit data should be gathered during the time period right before the child leaves early childhood special education services or by the time the child turns 6 years of age if they are receiving ESCE services beyond their 6th birth date. If the team did not complete the entry and/or exit rating in a timely manner, check no and review the data within the COS form for an explanation of the delay and note the reason in the comment section. This information may also be located in the section *Exit Rating not completed because.*

2. **The child's IEP team completed the DE COS process**
   The DE COS process should be completed as part of the child's IEP process. IEP team members should be listed on the top section of the DE COS form. If the team completed the DE COS form, check "yes". If the IEP team did not complete the COS form, check "no" and state who completed the COS form in the comment section.

3. **All areas of the DE COS formwere completed**
   The focus of #3 is to assure that all appropriate sections within the DE COS formare **completed.** Sections 4-5-6 focus on the quality of the information within each section.
   Demographic Section -
   If all appropriate (entry and/or exit information) areas of the demographic section of the DE COS formare completed, check yes for this part of #3. This assures that areas have been completed. If areas are not completed, check no and add additional information in the comment section.
   Top areas of the DE COS formthat must be completed are:
   - Child's name and birth date
   - Date Entry/Exit Ratings (if child is exiting) were completed
   - The reason there is no Exit rating is explained (if appropriate)
   - Date preschool services began/ended
   - Team members (names and their roles)
   - Anchor Tool used for Entry and Exit (if child is exiting) Ratings

   Outcome Areas -
   To assure that information relating to each outcome area is completed, review and respond with a Yes, No, or NA for Outcome 1, 2, and 3. The Child Summary Rating Section of the DE COS formare:
   - Entry/Exit (if the child is exiting) Ratings
   - Sources of Information
   - Supporting Evidence
   - If it is an exit meeting, the "b" question, regarding Progress, must be addressed for each outcome area

4. **Multiple Sources of Information were considered**
   Many types of quality information should be considered in determining a rating. In addition to the state-approved Anchor Tool, results from other types of information may include but are not limited to: parent and clinical observations; curriculum-based assessments; norm-referenced assessments; service provider notes about performance in different situations; and the child's IEP. Review the Sources of Information for each outcome area to assure that multiple sources

of quality information were documented for each outcome and that the state-approved Anchor Tool was documented in each outcome area.

5. Supporting Evidence was functional and addressed each outcome area

Does the evidence correspond to the appropriate outcome area?
Does the information provided in the Supporting Evidence section relate to the appropriate outcome per area? In other words, does the evidence for Outcome 1 relate to social relationships, Outcome 2 to acquisition and use of knowledge and skills, Outcome 3 to taking action to meet needs?

Does the evidence cover all appropriate aspects of the outcome?
In Outcome 1, for example, does the evidence address relationships with peers as well as adults? In Outcome 2, does the evidence address thinking and problem-solving as well as language development, etc.? In 0utcome 3, does the evidence address feeding, dressing, getting from place to place, etc.?

Is the evidence functional?
Are examples of functioning provided? In other words, does the Supporting Evidence section include examples of the child's every-day functioning with emphasis on "how" the child is able to carry out meaningful behaviors in a meaningful context, rather than a list of skills or items from an assessment tool?

Is appropriate discipline-specific evidence provided to support the targeted outcome?
For example, if speech skills are concerns, do speech concerns related to socialization appear under Outcome 1, speech concerns related to learning appear under Outcome 2, and speech concerns related to getting needs met appear under Outcome 3?

Does the documentation include evidence of the child's performance across settings and situations?
The Supporting Evidence information should provide an overall picture of how the child functions for each outcome area across a variety of typical settings and people in their life. For example, the evidence should include information from the several settings the child participates in, i.e. preschool, home, community. It should also show evidence of how the child participates in a variety of situations such as playing with peers, self-help skills at school and at home.

6. Supporting Evidence supported the assigned rating

In other words, if the rating is:
7 -- Does the Supporting Evidence illustrate age-appropriate skills and behaviors?
6 – Does the Supporting Evidence illustrate skills and behaviors that are age appropriate but with an identified area of concern?
5 – Is there a mix of skills and behaviors that are age-appropriate and not age appropriate?
4 – Are there a few examples of skills and behaviors that are age appropriate, but mostly not age appropriate?
3 – Does the Supporting Evidence reflect immediate foundational skills, and no age-appropriate skills?
2 – Are there a few examples of immediate foundational skills, but most skills and behaviors are much lower than age expectations?
1 – Does the Supporting Evidence reflect skills and behaviors that are much lower than age expectations, with no immediate foundational skills?

Is enough information provided to support the rating given?
The Supporting Evidence should provide a summary of key information that supports the rating. This would include information related to the Anchor Tool.

Does the evidence reflect the child's functioning compared to same-age peers?
For example, for ratings of 1 and 2, do the child's skills and behaviors reflect those of a much younger child? For a rating of 5, does the evidence reflect a mixture of age-appropriate and not age-appropriate skills and behaviors all of the time?

Does the evidence support the progress rating for children who are exiting?
Does the evidence support the progress rating? Progress is defined as the acquisition of at least one new skill or behavior related to the outcome since the entry date. If the team checked yes, the child made progress, then the team must describe the general nature of the progress in the space provided, *Describe Progress:*

*Adapted from The Early Childhood Outcomes Center document - **Guidance for Reviewing Completed Child Outcomes Summary (COS) Forms: Quality Assurance** - 9/08*
http://www.fpg.unc.edu/~eco/assets/pdfs/Guidance_for_reviewing_COSFs.pdf

Review Criterion for Identification of Anchor Tools

If you are interested in requesting a new assessment tool be added to the list of approved assessment tools for the child outcomes process, please complete a cross walk of the assessment tool items with the Early Learning Foundations and submit the cross walk and this completed form to Verna Thompson *vthompson@doe.k12.de.us*

1. How well does the instrument address each of the three outcomes areas?

	Low	Medium	High
a) Social/Emotional:			
b) Acquiring knowledge:			
c) Actions to meet needs:			

2. Are the items, activities and materials culturally appropriate for different populations of students?

   Yes Somewhat No

3. Is the instrument appropriate for children with disabilities?

   Yes No

4. Do we have the qualified staff or the potential to train staff?

   Yes No

5. Are there clear guides or instructions for how to adapt the items to diverse populations?

   Yes Somewhat No

6. Is there information available on reliability?

   Yes No

7. Is there information available on validity?

   Yes No

New Assessment Instrument Request Form

Instrument referred for review	Publisher	
Publication Date	Person Requesting the Review	
Address	Telephone Number	E-mail address
Copy of the Assessment Measure Included ☐ Yes ☐ No	Date for Committee Review:	
Comments from the reviewers:		
Decision		
Date of Notification		