

# Measuring Children's Outcomes in Early Childhood Special Education

Office of Special Services and Inclusive Education

September 26, 2024

# Today's Topics in the Child Outcomes Summary (COS) Process



# Why COS?



# COS Purpose: Measuring Progress

The Information helps determine whether children in our programs are progressing based on our instructional efforts.

Federally reported data is used to determine if federal funding for provision of early childhood special education is making a difference for young children with disabilities and their families.

State and Local Programs use results to know how well programs are serving children and families and how to help programs improve.

Teachers use the results to inform instruction in the classroom.



# What are the Major Elements of the COS Process?

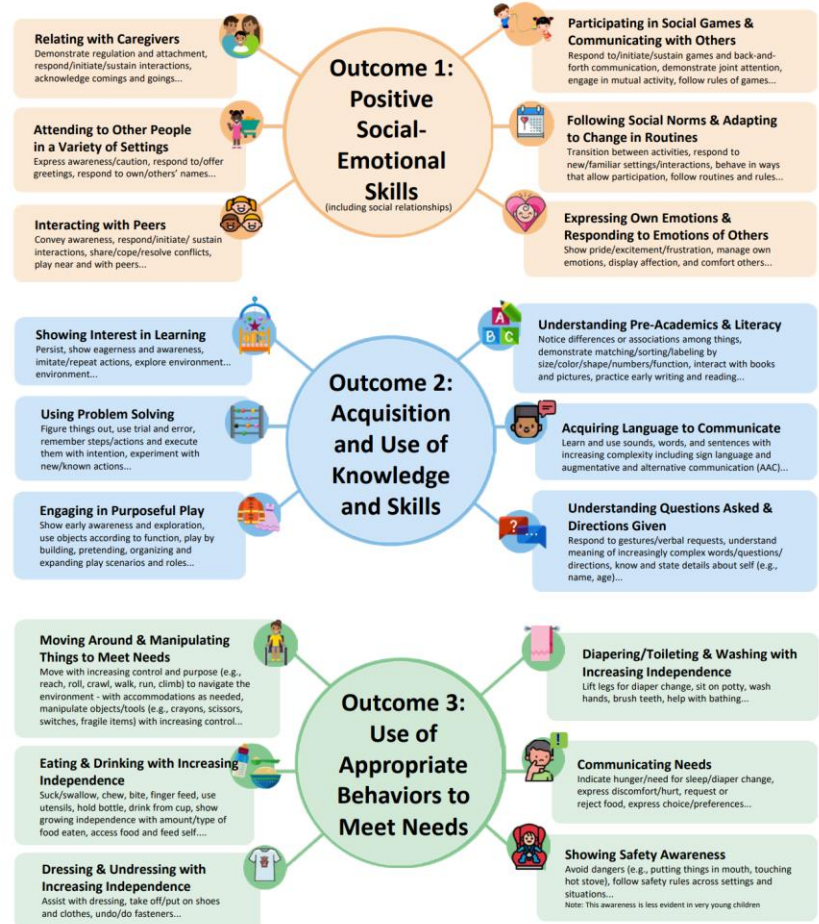


# Breadth of the Outcomes: Functional Skills

<https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf>

An accessible version of the content is available at <https://ectacenter.org/eco/pages/childoutcomes.asp>

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



# Ratings in COS Process

[https://ectacenter.org/eco/assets/pdfs/definitions\\_outcome\\_ratings.pdf](https://ectacenter.org/eco/assets/pdfs/definitions_outcome_ratings.pdf)

## Child Outcomes Summary (COS) Definitions: 7-Point Rating Scale Criteria

Updated June 28, 2024 — Available in Spanish — <https://ectacenter.org/eco/pages/cosform.asp>

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### Overall Age-Expected Functioning

**Rating** **Definition**

- 7** Child functions in ways that are age-expected in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.
- 6** Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.

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### Some Age-Expected Functioning

**Rating** **Definition**

- 5** Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.
- 4** Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.

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### Not Yet Age-Expected Functioning

**Rating** **Definition**

- 3** Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.
- 2** Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.
- 1** Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.

<b>Outcome 1: Positive Social-Emotional Skills</b> Children demonstrate age-appropriate functioning by:	<b>Outcome 2: Acquiring and Using Knowledge and Skills</b> Children demonstrate age-appropriate functioning by:	<b>Outcome 3: Taking Appropriate Action to Meet Needs</b> Children demonstrate age-appropriate functioning by:
<i>or "or"</i>		
<b>49-60 months</b> <ul style="list-style-type: none"> <li>• Recognizing rules and is compliant with them most of the time</li> <li>• Working to combine things in unique ways to create productions from clay, sand, paper, blocks etc.</li> <li>• Asking for adult help as needed</li> <li>• Establishing special friendships that last over time. Socio dramatic play is cooperative and coordinated</li> <li>• Asking questions to understand what another person thinks or feels and asking why</li> <li>• Recognizing others' needs and giving assistance</li> <li>• Preferring to play with other children to playing alone except when involved in a project</li> <li>• Showing respect for property and rights of others by asking permission to use others' possessions</li> <li>• Engaging in cooperative play</li> <li>• No separation distress</li> <li>• Becoming demanding and resisting doing chores</li> <li>• Carrying on long conversations with friends related to a wide range of topics. Activities are planned together and can be quite complex</li> <li>• Creating own complex socio dramatic play themes, scenarios, and props with great attention to detail</li> <li>• Initiating appropriate tasks without being reminded</li> <li>• Attending during large group for ten minutes</li> <li>• Waiting for turn for adult attention</li> </ul>	<b>49-60 months</b> <ul style="list-style-type: none"> <li>• Stringing beads according to a pattern</li> <li>• Drawing a person with more than five parts</li> <li>• Verbalizing similarities and differences in people</li> <li>• Verbalizing opposite analogies</li> <li>• Sorting by shape and color</li> <li>• Dictating individual story book, familiar stories from books and experiences</li> <li>• Clapping syllables in name</li> <li>• Identifying some letter sounds</li> <li>• Verbally identifying the beginning sound of name</li> <li>• Identifying letters in first and last name</li> <li>• Verbally identifying signs in environment</li> <li>• Verbally identifying labels in classroom and home (cereal, names, calendar)</li> <li>• Using print forms in imaginary play (menu, lists, newspaper)</li> <li>• Responding to questions relating to story</li> <li>• Acting out stories from a book (Three Little Pigs)</li> <li>• Attending while being read to for 4 to 10 minutes</li> <li>• Showing interest in reading related activities, such as independently looking at a book or drawing pictures based on a story</li> <li>• Constructing complex structures with vertical, horizontal and symmetrical lines</li> <li>• Pretending to write following natural progression of left to right, top to bottom</li> <li>• Beginning to make real letters</li> <li>• Copying letters of first name and symbols</li> <li>• Giving 3, 5, 7 objects upon request</li> </ul>	<b>49-60 months</b> <ul style="list-style-type: none"> <li>• Wiping nose independently</li> <li>• Covering mouth and nose when coughing/sneezing</li> <li>• Washing and drying face</li> <li>• Brushing teeth (rinses and expels liquid)</li> <li>• Bathing without assistance</li> <li>• Demonstrating hand dominance-right or left</li> <li>• Drawing a person with six recognizable parts</li> <li>• Beginning to gallop</li> <li>• Demonstrating meal time skills including: setting table; using knife cut soft foods; holding glass while pouring milk; serving self; cleaning up spills without help</li> <li>• Making activity choices without teacher's help</li> <li>• Zipping zippers</li> <li>• Lacing shoes</li> <li>• Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings</li> <li>• Hopping in place on one foot three times without losing balance</li> <li>• Standing on one foot for three seconds</li> <li>• Jumping over objects 5 to 6 inches high; landing with feet together</li> <li>• Cutting a circle with a scissor</li> <li>• Completing a simple treasure hunt map</li> <li>• Telling others about events that happened in the past with support</li> </ul>

# Assessment Based on Age Expectations

Age-Anchoring Tool for COS (pbworks.com)

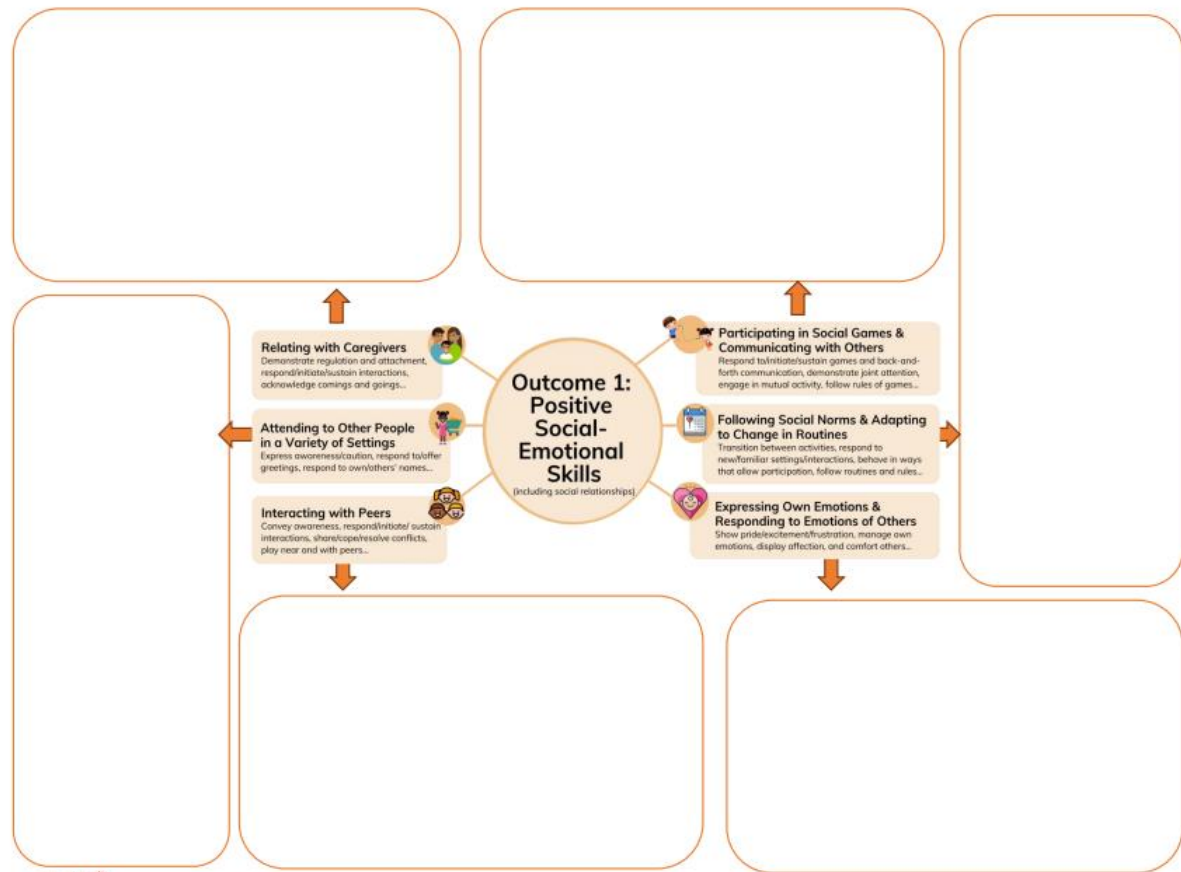


# How is the COS Process Conducted?



# Team Process

[COS Breadth bubble note\\_taker.pdf](#)  
([ectacenter.org](#))



ecta DaSy<sup>®</sup> See Outcomes Breadth Graphic at <https://ectacenter.org/eco/pages/childoutcomes.asp>

# Published Tools

## 2021–Present

- [Assessment, Evaluation, and Programming System for Infants and Children—Third Edition \(AEPS-3\)](#)
- [The Battelle Developmental Inventory—Third Edition \(BDI-3\)](#) ←
- [Developmental Profile—Fourth Edition \(DP-4\)](#)
- [Early Childhood Development Chart—Third Edition](#)
- [Measure of Engagement, Independence, and Social Relationships \(MEISR™\)](#)

## 2011–2020

- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
  - [Teacher/Daycare Provider Form \(Ages 2–5\)](#)
  - [Parent/Primary Caregiver Form \(Ages 0–5\)](#)
- Brigance Diagnostic Inventory of Early Development III (IED-III)
  - [Criterion-Referenced Tool](#)
  - [Standardized Tool](#)
- [Desired Results Developmental Profile \(2015\)](#)
- [Developmental Assessment of Young Children \(DAYC-2\)](#) ←
- [Early Learning Scale](#)
- [High/Scope COR Advantage](#)
- [myIGDIs Profile of Preschool Learning and Development Readiness](#)
- [Preschool Language Scale-5](#)
- [Teaching Strategies GOLD \(TS GOLD\)](#) ←
- [Work Sampling System](#)

- Which tools have you used before?
- For what purpose(s)?

ECTA Center: Child Outcomes:  
Instrument Crosswalks

# Teaching Strategies Gold Objectives and Dimensions Categorized into Three Outcome Areas

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	7b	
	8a	
	8b	
	9a	
	9b	
	9c	
	9d	
	11a	
	11b	
	11c	
	11d	
	11e	
	12a	
	12b	
1a	13	
1b	14a	1c1
2a	14b	1c2
2b	15a	1c3
2c	15b	1c4
2d	15c	4
3a	16a	7a
3b	16b	
8a	17a	
10a	17b	
10b	18a	
	18b	
	18c	
	19a	
	19b	
	20a	
	20b	
	20c	
	21a	
	21b	
	22a	
	23	

# Low Cost, Practical Method

## 7 Point Rating Scale



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## Age Anchoring Tool

Age-Anchoring Tool for Use with the Child Outcomes Summary Process

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<b>49-60 months</b>	<b>49-60 months</b>	<b>49-60 months</b>
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# Documenting Team Decisions

- When teams get together to review children's progress on each of the three outcome areas, if a published tool is not being used, record the results of the discussion and the evidence for the ratings selected.
- Sample tools:
  - [Notetaker Tool](#)
  - [COS Summary Form](#)

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

- Received in IEP Team Meeting     Collected Separately  
 Incorporated into Assessment(s)     Not Included

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

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments, referenced in age-anchoring tools, and/or 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?** (Choose one number)

Overall Not Age-Appropriate				Overall Age-Appropriate		
Not Yet		Nearly		Somewhat		Completely
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

**Supporting evidence for this outcome rating:**

Age-appropriate functioning:

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Concerns?  No  Yes (describe)

Immediate foundational skills/Functioning that is not yet age-appropriate:

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Functioning that is not yet age appropriate or immediate foundational:

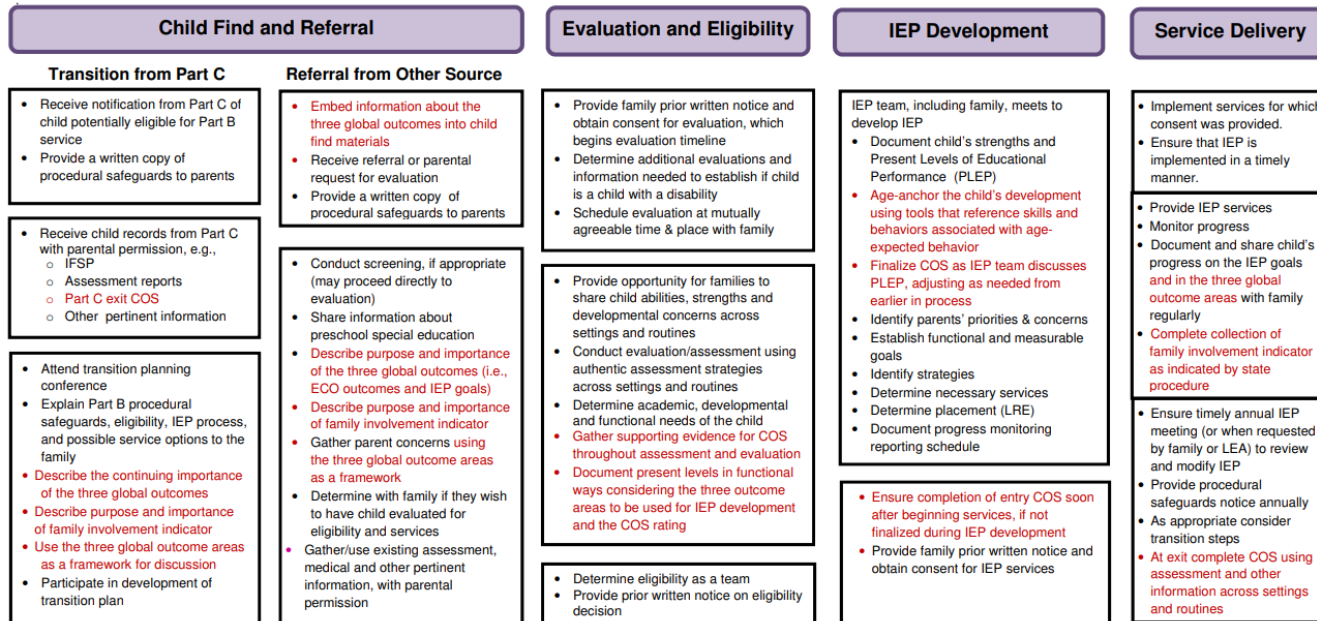
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**1b. (If Question 1a has been answered previously): Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** (Choose Yes or No)

<input type="checkbox"/> Yes	1-- Describe progress:
<input type="checkbox"/> No	2

# Integrating Assessment Activities to Obtain COS Documentation

## Integrating Child Outcomes Measurement with Individual Education Program (IEP) Development



**NOTE:** The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout: (1) Positive social-emotional skills (including social relationships); (2) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and (3) Use of appropriate behaviors to meet their needs. COS=Child Outcome Summary or other child outcome measure.

**LEGEND:**  
 Red font = child outcomes and family indicator measurement steps  
 Black font = IEP steps

ECTA Center, 2014



# COS Data Submission

- Entry data: Data to complete the COS may be gathered from during the Review of Existing data, at the Multi-disciplinary Evaluation Team meeting, and/or at the initial IEP meeting. The data must be collected at the onset of services to document the child's performance prior to services.
- Exit data: The exit COS is completed when a child is discharged from services (either through graduation from special education, or transitioning to kindergarten special education services, or moving out of state). Data will be submitted for all exiting children who have received services for at least 6 months.



# Frequently Asked Questions



# FAQ's

**Q: Are we required to do the COS process for all children in the classroom, both with and without disabilities?**

**A:** No, the COS process reflects two point-in-time assessments of its preschool children with disabilities. However, ongoing progress monitoring activities of all children is a best practice and includes observations and documentation of their performance using work samples, photos, videos, and notes collected during the school day. This information is used by teachers to determine instructional needs and progress on the curriculum. Ongoing progress monitoring also can help inform children's progress relative to IEP goals.

# **Q: Is there a mandated tool or process for conducting the COS process?**

**A:** Data to complete the COS should be gathered at the initial evaluation and the IEP meeting upon entry, and prior to the end of the school year. Practitioners involved in the COS process are expected to have a thorough understanding of the tools and procedures to gather and submit timely and accurate data.

Different sites are currently using different methods (using a published tool such as Teaching Strategies Gold, Battelle Developmental Inventory, or Developmental Assessment of Young Children).

No matter the tool, the process used must result in valid and reliable scores.

# Q: How can we prepare to utilize the COS process accurately?

**A:** There are a variety of trainings and resources available for teams to ensure they are knowledgeable about the process. Professional development through the Early Childhood Technical Assistance Center includes [online modules](#), [guides](#), and [practice activities](#). The Knowledge Check is available to assess practitioner knowledge about the process. Available PD materials include:

- [COS Process Online Module](#)
- [Professional Development to Strengthen COS Knowledge and Skills](#)
- [Frequently Used Resources](#)
- [Child Outcomes Summary Knowledge Check \(COS-KC\)](#)

# Questions?

- Contact
- Jacquelyn Hersom
- [Jacquelyn.N.Hersom@maine.gov](mailto:Jacquelyn.N.Hersom@maine.gov)