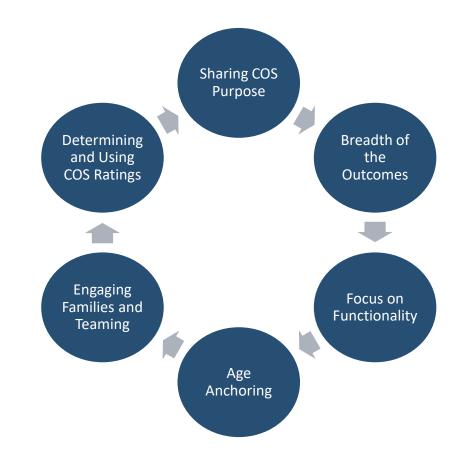
Measuring Children's Outcomes in Early Childhood Special Education

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-childoutcomes-breadth.pdf

BREADTH OF THE

THREE CHILD OUTCOMES



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.

Relating with Caregivers Demonstrate regulation and attachment.

respond/initiate/sustain interactions. acknowledge comings and goings...

Attending to Other People in a Variety of Settings

Express awareness/caution, respond to/offer greetings, respond to own/others' names...

Interacting with Peers

Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts. play near and with peers...

Outcome 1: **Positive** Social-**Emotional**

Skills

Participating in Social Games & Communicating with Others

Respond to/initiate/sustain games and back-andforth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

Expressing Own Emotions &

Responding to Emotions of Others Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

Showing Interest in Learning

Persist, show eagerness and awareness, imitate/repeat actions, explore environment... environment...

Using Problem Solving

Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...

Engaging in Purposeful Play Show early awareness and exploration,

use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...



and Skills

Understanding Pre-Academics & Literacy Notice differences or associations among things, demonstrate matching/sorting/labeling by

size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...

Understanding Questions Asked & Directions Given

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g.,

Moving Around & Manipulating **Things to Meet Needs**

Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...

Eating & Drinking with Increasing Independence

Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self....

Dressing & Undressing with Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...

Outcome 3: Use of **Appropriate** Behaviors to

Meet Needs

Diapering/Toileting & Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and Note: This awareness is less evident in very young children

Ratings in COS Process

https://ectacenter.org/ eco/assets/pdfs/definit ions_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

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.

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 vouncer 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.

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.

Assessment Based on Age Expectations

Age-Anchoring Tool for COS (pbworks.com)

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

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:	
49-60 months	or "or" 49-60 months	49-60 months	
Recognizing rules and is compliant with them	Stringing beads according to a pattern	Wiping nose independently	
most of the time	Drawing a person with more than five parts	Covering mouth and nose when	
Working to combine things in unique ways to	Verbalizing similarities and differences in people	coughing/sneezing	
create productions from clay, sand, paper, blocks	Verbalizing opposite analogies	Washing and drying face	
etc.	Sorting by shape and color	Brushing that drying face Brushing teeth (rinses and expels liquid)	
Asking for adult help as needed	Dictating individual story book, familiar stories	Bathing without assistance	
Establishing special friendships that last over	from books and experiences	Demonstrating hand dominance-right or left	
time. Socio dramatic play is cooperative and	Clapping syllables in name	Drawing a person with six recognizable parts	
coordinated	Identifying some letter sounds	Beginning to gallop	
 Asking questions to understand what another person thinks or feels and asking why Recognizing others' needs and giving assistance Preferring to play with other children to playing alone except when involved in a project Showing respect for property and rights of others by asking permission to use others' possessions Engaging in cooperative play No separation distress Becoming demanding and resisting doing chores Carrying on long conversations with friends 	Verbally identifying the beginning sound of name Identifying letters in first and last name Verbally identifying signs in environment Verbally identifying labels in classroom and home (cereal, names, calendar) Using print forms in imaginary play (menu, lists, newspaper) Responding to questions relating to story Acting out stories from a book (Three Little Pigs) Attending while being read to for 4 to 10 minutes Showing interest in reading related activities,	Demonstrating meal time skills including: setting table; using knife cut soft foods; holding glass while pouring milk; serving self; cleaning up spills without help Making activity choices without teacher's help Zipping zippers Lacing shoes Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings Hopping in place on one foot three times without	
related to a wide range of topics. Activities are planned together and can be quite complex	such as independently looking at a book or drawing pictures based on a story	losing balance Standing on one foot for three seconds	
 Creating own complex socio dramatic play themes, scenarios, and props with great attention to detail 	Constructing complex structures with vertical, horizontal and symmetrical lines Pretending to write following natural progression	Jumping over objects 5 to 6 inches high; landing with feet together Cutting a circle with a scissor	
 Initiating appropriate tasks without being reminded 	of left to right, top to bottom Beginning to make real letters	Completing a simple treasure hunt map Telling others about events that happened in the	
 Attending during large group for ten minutes Waiting for turn for adult attention 	 Copying letters of first name and symbols Giving 3, 5, 7 objects upon request 	past with support	

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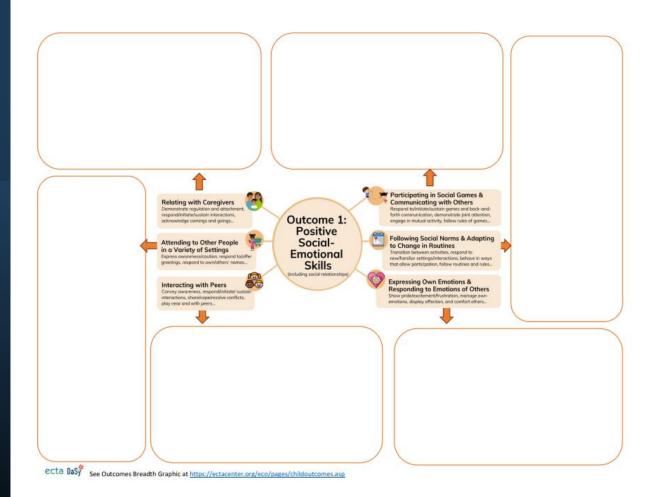
How is the COS Process Conducted?





Team Process

COS Breadth bubble note taker.pdf (ectacenter.org)



C

Published Tools

2021-Present

- 🔀 Assessment, Evaluation, and Programming System for Infants and Children—Third Edition (AEPS-3)
- <u>Interpretation of the Battelle Developmental Inventory—Third Edition (BDI-3).</u>
- Developmental Profile—Fourth Edition (DP-4)
- <u>Larly Childhood Development Chart—Third Edition</u>
- Measure of Engagement, Independence, and Social Relationships (MEISR™)

2011-2020

- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
 - <u>Interaction of the Provider Form (Ages 2–5)</u>
 - <u>Parent/Primary Caregiver Form (Ages 0–5)</u>
- Brigance Diagnostic Inventory of Early Development III (IED-III)
 - Criterion-Referenced Tool
 - Standardized Tool
- C Desired Results Developmental Profile (2015)
- B Developmental Assessment of Young Children (DAYC-2)
- **Early Learning Scale**
- Ligh/Scope COR Advantage
- <u>mylGDIs Profile of Preschool Learning and Development Readiness</u>
- Preschool Language Scale-5
- <u>Laching Strategies GOLD (TS GOLD)</u>
- <u>Mork Sampling System</u>

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

ECTA Center: Child Outcomes:

Instrument Crosswalks

Maine Deportment of the Control of the Cont

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			
1a	12a			
1b	12b			
2a	13			
2b	14a	1c1		
2c	14b	1c2		
2d	15a	1c3		
3a	15b	1c4		
3b	15c	4		
8a	16a	7a		
10a	16b			
10b	17a			
	17b			
	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

Outcome 1:		Outcome 2:		Outcome 3:		
Positive Social-Emotional Skills		Acquiring and Using Knowle	edge and Skills	Taking Appropriate Action to Meet Needs		
Children demonstrate age-appropriate functioning		Children demonstrate age-appropriate functioning		Children demonstrate age-appropriate functioning		
by:		by:		by:		
		or "or"				
49-60 months		49-60 months		49-60 months		
 Recognizing rules and is compliant with them 		Stringing beads according to a pattern		Wiping nose independently		
most of the time		Drawing a person with more than five parts		 Covering mouth and nose when 		
 Working to combine things in unique ways to 		Verbalizing similarities and differences in people		coughing/sneezing		
create productions from clay, sand, paper, blocks		 Verbalizing opposite analogies 		Washing and drying face		
etc.		 Sorting by shape and color 		 Brushing teeth (rinses and 	eeth (rinses and expels liquid)	
 Asking for adult help a 		 Dictating individual story b 	ook, familiar stories	Bathing without assistance		
 Establishing special friendships that last over 		from books and experienc		 Demonstrating hand domi 		
time. Socio	operative and	 Clapping syllables in name 		 Drawing a person with six 	recognizable parts	
coordinate	_	 Identifying some letter sou 		 Beginning to gallop 		
Asking que:	d what another	 Verbally identifying the be 		 Demonstrating meal time 		
person thin ng why		 Identifying letters in first and last name 		table; using knife cut soft foods; holding glass		
Recognizing giving assistance		Verbally identi	nent	while pouring milk; serving self; cleaning up spills		
 Preferring t 	hildren to playing	Verbally identi	m and home	without help		
alone excea project		(cereal, names	_	 Making activity choices wi 	thout teacher's help	
 Showing respect for property and rights of others 		Using print for	nenu, lists,	 Zipping zippers 		
by asking permission to use others' possessions		newspaper)		 Lacing shoes 		
Engaging in cooperative play		 Responding to 	tory	 Dressing and undressing independently, including 		
 No separation distress 		Acting out stol		front fastenings, requiring assistance with ties		
 Becoming demanding and resisting doing chores 		 Attending while being read 		and back faste		
Carrying on long conversations with friends		 Showing interest in readin 		Hopping in pla	imes without	
related to a wide range of topics. Activities are		such as independently looking at a book or		losing balance		
planned together and can be quite complex		drawing pictures based on a story		Standing on o	ıds	
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themes, scenarios, and props with great		horizontal and symmetrical lines		with feet toge		
attention to detail		Pretending to write following natural progression		Cutting a circle with a suisson		
Initiating appropriate tasks without being		of left to right, top to bottom		Completing a simple treasure hunt map		
reminded		Beginning to make real letters Telling others about events that have		s that happened in the		
Attending during large group for ten minutes Walking for type for adult attention		Copying letters of first nan		past with support		
 Waiting for turn for adult attention 		 Giving 3, 5, 7 objects upon 	request			

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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)							
(as indicated b individuals in c • Relatin • Relatin • Followi	y assessments lose contact wi g to adults g to other child ng rules related	referenced in the the child): ren If to groups or in	age-anchoring	tioning in these tools, and/or b	based on obser than 18 month	vations from	
	ktent does this s, on this outc			e functioning,	across a vari	ety of settings	
	Overall Not Age-Appropriate Overall Age-Appropriate						
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: 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? (Choose Yes or No)							
□ Yes	1→ Describe progress:						
□ No	2						



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Integrating Assessment Activities to Obtain COS Documentation

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

Evaluation and Eligibility

Child Find and Referral

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IEP Development Service Delivery

Transition from Part C

- Receive notification from Part C of child potentially eligible for Part B service
- Provide a written copy of procedural safeguards to parents
- Receive child records from Part C with parental permission, e.g.,
 IFSP
 - Assessment reports
 - Part C exit COS
 - Other pertinent information
- Attend transition planning conference
- Explain Part B procedural safeguards, eligibility, IEP process, and possible service options to the family
- Describe the continuing importance of the three global outcomes
- Describe purpose and importance of family involvement indicator
- Use the three global outcome areas as a framework for discussion
- Participate in development of transition plan

Referral from Other Source

- Embed information about the three global outcomes into child find materials
- Receive referral or parental request for evaluation
- Provide a written copy of procedural safeguards to parents
- Conduct screening, if appropriate (may proceed directly to evaluation)
- Share information about preschool special education
- Describe purpose and importance of the three global outcomes (i.e., ECO outcomes and IEP goals)
- Describe purpose and importance of family involvement indicator
- Gather parent concerns using the three global outcome areas as a framework
- Determine with family if they wish to have child evaluated for eligibility and services
- Gather/use existing assessment, medical and other pertinent information, with parental permission

- Provide family prior written notice and obtain consent for evaluation, which begins evaluation timeline
- Determine additional evaluations and information needed to establish if child is a child with a disability
- Schedule evaluation at mutually agreeable time & place with family
- Provide opportunity for families to share child abilities, strengths and developmental concerns across settings and routines
- Conduct evaluation/assessment using authentic assessment strategies across settings and routines
- Determine academic, developmental and functional needs of the child
- Gather supporting evidence for COS throughout assessment and evaluation
- Document present levels in functional ways considering the three outcome areas to be used for IEP development and the COS rating
- Determine eligibility as a team
- Provide prior written notice on eligibility decision

IEP team, including family, meets to develop IEP

- Document child's strengths and Present Levels of Educational Performance (PLEP)
- Age-anchor the child's development using tools that reference skills and behaviors associated with ageexpected behavior
- Finalize COS as IEP team discusses PLEP, adjusting as needed from earlier in process
- Identify parents' priorities & concerns
 Establish functional and measurable
- Establish functional and measurable goals
- Identify strategies
- Determine necessary services
 Determine placement (LRE)
- Document progress monitoring reporting schedule
- Ensure completion of entry COS soon after beginning services, if not finalized during IEP development
- Provide family prior written notice and obtain consent for IEP services

- Implement services for which consent was provided.
- 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
- Complete collection of family involvement indicator as indicated by state procedure
- Ensure timely annual IEP meeting (or when requested by family or LEA) to review and modify IEP
- Provide procedural safeguards notice annually
- As appropriate consider transition steps
- At exit complete COS using assessment and other information across settings and routines

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.

LECEND

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?

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?

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 <u>online modules</u>, <u>guides</u>, <u>and practice activities</u>. 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
- <u>Jacquelyn.N.Hersom@maine.gov</u>

