

## **Instructions for completing Minnesota's Child Outcomes Summary Form: 2011 Version**

Early intervention and early childhood special education support young children with disabilities and their families. For children, the ultimate goal of this support is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community. Three outcomes are considered critical to children becoming active and successful participants across a variety of settings. All states are required to report data to the U.S. Department of Education, Office of Special Education Programs on these child outcomes:

### **Positive social emotional skills, including social relationships**

This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

### **Acquisition and use of knowledge and skills, including early language, communication, and early literacy\***

This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

\* for children 3 through 5

### **Use of appropriate behaviors to meet their needs**

This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

District teams use the Child Outcome Summary Form (COSF) to determine ratings for children at entrance and exit. MDE uses these ratings, reported annually, to measure and report on the progress children make between the time they enter a program and the time they exit in each of the outcome areas, including the percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficiently to move nearer to functioning comparable to same- aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

MDE uses the five progress categories to calculate the performance of the state and local programs on these summary statements for each of the three outcomes for Part C and Preschool Special Education.

- 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  $(d+e)/(a+b+c+d+e)$

**Accurate summary statements begin with accurate COSF ratings at entrance and at exit.**

**Overview: COSF 7-point Scale**

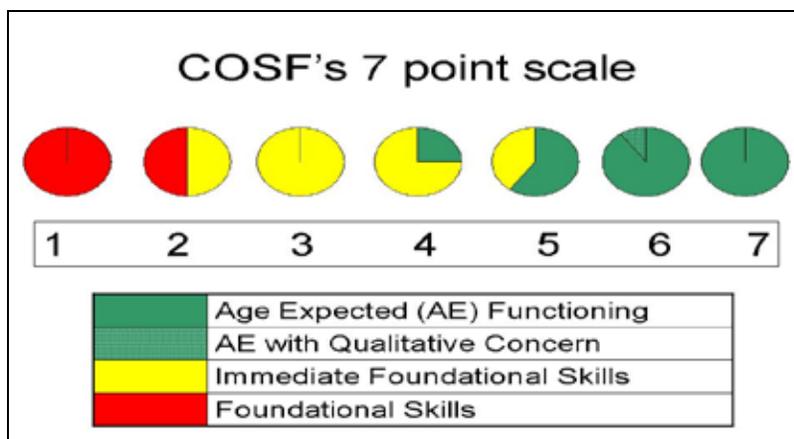
The COSF uses a 7-point scale for rating a child’s functioning in each of the three outcome areas. To determine a rating, the team needs to think about the many skills and behaviors that allow a child to function in an age-expected way in each outcome area and understand the developmental continuum that leads to age-expected functioning. The team must be familiar with the functioning of the child being rated in the outcome across a variety of situations and settings. Ratings should reflect the child’s current functioning across settings and in situations that make up his/her day. Ratings should convey the child’s functioning across multiple settings and in everyday situations, not his/her capacity to function under unusual or ideal circumstances. A standardized testing situation is an unusual setting for a young child. If the child’s functioning in a testing situation differs from the child’s everyday functioning, the rating should reflect the child’s everyday functioning.

An important developmental concept for understanding how to use the COSF scale is the concept of **foundational skills**. Earlier skills that serve as the base and are conceptually linked to the later skills are “foundational skills”. For example, children play near one another before they interact in play.

All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally just prior to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing immediate foundational skills (COSF ratings of 2, 3, 4, or 5). 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 who functions like a MUCH younger child does not meet age expectations or demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an immediate foundational level (COSF rating of 1).



In preparation for completing the COSF for a particular child, team members should gather information from multiple sources including evaluation and assessment data and parent report. An age-anchored assessment tool should be completed. Instrument crosswalks developed by the Early Childhood Outcome Center (ECO) should be used to assure consistency across teams in the developmental milestones included each of the three outcomes. Crosswalks can be accessed at: <http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks>

An optional document, *The Minnesota COSF Companion*, can be used to assist teams to organize information prior to beginning the COSF rating.

### **Completing the Child Outcome Summary Form--Cover Page:**

1. Provide all the requested information about the child. Make certain that the child's MARSS number is 13 digits.
2. Indicate the purpose of the rating
  - ✓ Entrance into Part C if the child is under age 3 and has been initially identified as an infant or toddler with a disability
  - ✓ Exit from Part C if the child is turning 3 OR if the child is exiting Part C services because the child is moving out of state, has been determined to no longer be a child with a disability through appropriate reevaluation or is discontinuing service at parent request
  - ✓ Entrance into Part B for children who have been served under Part C and are now 3 years of age or for children initially determined eligible and are 3 years of age or older
  - ✓ Exit from Part B if the child is transitioning into kindergarten OR if the child is exiting ECSE services because the child is moving out of state, has been determined to no longer be a child with a disability through appropriate reevaluation or is discontinuing service at parent request

Note: For children exiting Part C who are simultaneously entering Part B you will check both "Exit from Part C" and "Entrance to Part B".

3. List the names and role of each person involved in determining the summary rating. Include only those directly involved in decision-making. If individuals were interviewed to obtain information about the child's functioning but were not involved in determining the rating, do not include those individuals on Page 1.
4. Indicate how family input was obtained. It is strongly recommended that the family be asked to provide information about the child's functioning, but if the family's information was not included, check "not included."
5. Use the shaded section at the bottom of page 1 marked "COSF Record" to accurately transfer the numerical ratings and the yes/no response to the "B" question for each outcome. This section will facilitate the entry of COSF data to the ECSE Outcomes website.

### **Pages 2-4: Determining a COSF Rating**

For each of the three functional child outcomes, answer Q1 at the top of the appropriate pages. The response to this question and subsequent questions will determine the COSF pathway and the ultimate numerical rating for each outcome.

#### ***Q1: Does the child ever function in ways that would be considered age appropriate with regard to this outcome?***

Using data provided by individuals who know the child well in addition to information collected through the administration of an age-anchored assessment tool, indicate whether the ever child functions in ways that are considered age-appropriate with regard to this outcome.

If the answer is no, the child is not yet demonstrated age-expected function, go on to Q2a. If yes, provide examples of the child's age-appropriate skills in the space provided and go on to Q2b.

#### ***Q2a: Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?***

You have determined from assessment and observation that the child is not demonstrating skills that meet age expectations related to this outcome. Is the child demonstrating skills that you consider to be immediate foundational, remember that immediate foundational skills and behavior are those that occur developmentally just prior to age-expected functioning.

If the answer is no, the child's COSF rating is a 1 meaning that child is demonstrating neither age expected nor immediate foundational skills related to this outcome. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

***Q2b: Is the child's functioning age-appropriate across all or almost all settings and situations:***

Do you have information that demonstrates that the child meets age expectations across settings such as home, child care, preschool, and other community settings and within settings across activities?

If yes, briefly describe the child's use of age expected skills and behaviors across settings and situations in the space provided and go on to Q3c.

If no, go to Q3b to determine whether the child's skills are more age appropriate or more immediate foundational.

***Q3a: To what extent does the child use immediate foundational skills across settings and situations?***

You have determined that the child is not demonstrating any skills or behaviors expected for his/her age. You now must determine whether the child's skills and behaviors are considered to be immediate foundational or foundational.

If most of the child's skills are immediate foundational the child's COSF rating is 3. Briefly describe the child's use of immediate foundational skills in the space provided. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

If most of the child's skills are foundational the child's COSF rating is 2. Briefly describe the child's use of immediate foundational skills in the space provided. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

***Q3b. To what extend does the child use age appropriate skills across settings and situations?***

You have determined that the child does use age appropriate skills but not across all settings and situations. Therefore, the child's skills are a mix of age appropriate skills and skills that are not age appropriate.

If more of the child's skills are age appropriate than immediate foundational the child's COSF rating is a 5. Briefly describe the child's mix of skills and behaviors in the space provided. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

If more of the child's skills immediately foundational than age appropriate, the child's COSF rating is a 4. Briefly describe the child's mix of skills and behaviors in the space provided. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

***Q3c: Does anyone have any concerns about the child's use of age-expected skills related to this outcome?***

You have determined that the child demonstrates age expected skills across settings and situations. Do any members of the team have concerns about the child's skills and behaviors in this outcome area that are substantial enough to suggest monitoring or possible additional support? Although age-appropriate, the child's functioning borders on not keeping pace with age expectations.

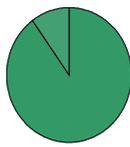
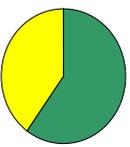
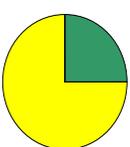
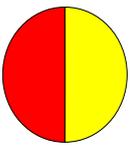
If there are concerns, describe them in the space provided. The child's COSF rating is a 6. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

If there are no concerns, the child's COSF rating is a 7. If this is an entry COSF only, continue to pages 3 and 4 to determine ratings for the remaining outcomes. If this is an exit COSF please respond to the to the "B" question at the bottom of the page.

***B-Question: Has the child shown any new skills or behaviors related to this outcome since the initial COSF rating?***

Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. If yes, briefly describe those new skills and behaviors. Indicate if the child has made progress since the previous outcomes rating.

Children may maintain the same numerical rating from entry to exit or even go down in numerical rating and still make progress. Consider an infant initially identified and served who is rated a 4 at entrance meaning that the child demonstrates some age-expected skills and behaviors but more development is at an immediate foundational level. That child might be rated a 2 at exit and still have gained a tremendous number of new skills and abilities.

COSF Rating		Descriptive Statements	
Age Expected Skills	7		<ul style="list-style-type: none"> <li>Relative to other children this child'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]).</li> <li>She has age expected skills, with no concerns, in the area of (outcome).</li> </ul>
	6		<ul style="list-style-type: none"> <li>Relative to same age peers, this child has the skills that we would expect for his age in regard to (outcome); however, there are some concerns. It will be good to watch this closely, because without continued progress he could fall behind.</li> <li>Aside from the concern regarding this child's _____ she demonstrates skills expected of a child her age in the area of (outcome).</li> </ul>
Decreasing Degree of Age-Expected Skills	5		<ul style="list-style-type: none"> <li>For an # month old child, this child 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).</li> <li>Relative to same age peers, she 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).</li> <li>This child is somewhat where we would expect him to be at this age. This means that he 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).</li> </ul>
	4		<ul style="list-style-type: none"> <li>At # months, this child shows occasional use of some age expected skills, but more of her skills are not yet age expected in the area of (outcome).</li> <li>At # months, this child 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).</li> <li>She has a few of the skills we would expect in regard to (outcome), but she shows more skills that are not age appropriate.</li> </ul>
Decreasing Degree of Immediate Foundational Skill	3		<ul style="list-style-type: none"> <li>Compared to same-age peers, this child is not demonstrating expected skills related to this outcome. He does, however, have many immediate foundational skills from which to build skills that meet age expectations.</li> </ul>
	2		<ul style="list-style-type: none"> <li>At # months, the child shows occasional use of immediate foundational skills, but more of his abilities represent earlier skills in the area of (outcome).</li> <li>Overall in this outcome area, the child is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.</li> </ul>
	1		<ul style="list-style-type: none"> <li>Relative to same age peers, this child has the very early skills in the area of (outcome). This means that he has the skills we would expect of a much younger child in this outcome area.</li> <li>This child shows early skills, but not yet immediate foundational or age expected skill in the (outcome) area.</li> </ul>

Adapted from materials developed by Naomi Youngren, Department of Defense Early Intervention System