Early On Child Outcomes:

Handbook to Guide the Measurement and Reporting of Child Outcomes for *Early On* Michigan

*October 2009*
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Section 1. Why do we need to measure and report early childhood outcomes?

Beginning in 2003, the federal Office of Management and Budget began to use a Program Assessment Rating Tool (PART) to enhance performance-based budgeting within the federal budget. During 2003, 200 federal programs (budget items) were reviewed using PART (including IDEA Part B 619 preschool, as well as Part C; Head Start; NASA Mars Rover, etc.). The results were not good:

- 619 and Part C scored very poorly;
- neither 619 nor Part C had outcomes data, only process data; and
- neither 619 nor Part C had any defined long-term child outcome goals.

As a result of advocacy efforts, funding for Part C was retained in the federal budget, but with the stipulation that Part C (and 619) would quickly define and begin to measure outcomes. Some funding streams were not so fortunate, and have been cut from the federal budget (in part or as a whole) as a result of the PART process.

In October 2003, the Early Childhood Outcomes Center\(^1\) (ECO Center) grant was awarded to SRI International to assist OSEP to address PART results (above) and improve both Part C and 619 outcomes.

In December 2004, language was added in the reauthorization of IDEA that mandated that each state develop a State Performance Plan and Annual Performance Report (APR) that includes indicators measuring outcomes data, along with a number of compliance indicators.

As a result of the PART assessment and IDEA requirements each state:

- Developed and submitted a State Performance Plan by December of 2005;
- Reported the first Family Outcomes data for the fiscal year July 1, 2005 - June 30, 2006 (delivered in the APR due February 2007);

While the collection of outcomes data will help Part C respond to the federal attention to accountability, it will also benefit Part C in the following ways:

- directing the focus to outcomes, and beyond process;
- emphasizing the importance of the family’s knowledge of Early On and their role in supporting their children’s development;
- directing greater attention to working in partnership with families to achieve child outcomes;
- retaining federal funding;
- demonstrating positive outcomes, possibly increase federal funding; and
- demonstrating outcomes, in order to make a case for state funding.

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\(^{1}\) The ECO Center is a 5-year project funded by the U.S. Department of Education Office of Special Education Programs (OSEP) in October 2003. It is a collaborative effort of SRI International, FPG Child Development Institute at UNC-Chapel Hill, Juniper Gardens Children’s Project, the National Association of State Directors of Special Education, and the University of Connecticut Health Center. [http://www.fpg.unc.edu/~ECO/](http://www.fpg.unc.edu/~ECO/)
Section 2. What are the early childhood outcomes?

Michigan is measuring three child outcomes, as defined by OSEP in the State Performance Plan and Annual Performance Report. The three child outcomes are the result of the work of the Early Childhood Outcomes Center (ECO Center). They were reviewed and recommended by Results Teams comprised of Early On stakeholders from around the state.

The overarching goal for all children is to be active and successful participants in their own learning now and in the future, in a variety of settings. Accomplishments in the various dimensions of each outcome area move a child toward this overall goal.

The child outcomes will be measured by percentage of infants and toddlers with IFSPs who demonstrate improved functioning in the following three areas:

1. **Children have positive social relationships.**
   Examples include (but are not limited to):
   - Demonstration of secure attachment with the significant caregiver in their lives.
   - Initiation and maintenance of social interactions.
   - Behaviors allow them to participate in a variety of settings and situations - on the playground, at dinner, at the grocery store, in child care, etc.
   - Build and maintain relationships with children and adults.

2. **Children acquire and use knowledge and skills.**
   Examples include (but are not limited to):
   - Displaying an eagerness for learning.
   - Exploring their environment.
   - Attending to people and objects.
   - Showing imagination and creativity in play.

3. **Children take appropriate action to meet their needs.**
   Examples include (but are not limited to):
   - Meeting their self-care needs (feeding, dressing, toileting, etc.) allowing them to participate in everyday routines and activities.
   - Using objects (forks, crayons, clay, switches, other devices, etc.) as tools.
   - Seeking help when necessary to move from place to place.
   - Following rules related to health and safety.

The three outcomes are functional outcomes - that is, they reflect a child’s ability to take meaningful action in the context of everyday living.
According to the ECO Center:

“The outcome areas cross developmental domains, emphasizing the integration of skills and behaviors across domains for meaningful action. The presence of an isolated skill or behavior gives limited information about a child’s functioning. The outcomes address whether a child can integrate skills and put them to use across settings and situations.”

These three outcomes are system outcomes, and are used to measure the effectiveness of our overall Part C system. They are not expected to be incorporated into individual IFSPs. IFSP outcomes continue to be developed based upon the child and family’s unique needs as identified in the Eligibility Determination process.

In order to measure these three system outcomes, data is collected on individual children, and then aggregated to provide summary information describing (1) each service area, and (2) the entire state. The aggregated data will not identify or describe individual children. In the future, Michigan’s data will be combined with data from other states to paint a national picture of how Part C is doing in supporting children’s progress for these three functional outcomes.

*Early On* is aligned with Great Start to assure a coordinated system of community resources and supports to assist all Michigan families in providing a great start for their children. The three child outcomes are consistent with the vision for Michigan’s early childhood system: “A great start to make every child in Michigan safe, healthy, and eager to succeed in school and life.”

The outcomes are also consistent with the Early Childhood Standards of Quality for Infants and Toddlers, which were adopted by the State Board of Education on December 12, 2006.

Michigan will also be measuring **Family Outcomes** as a part of the state’s Performance Plan and Annual Report. Those outcomes are measured separately from the child outcomes and are not discussed in this handbook.
Section 3: How were the early childhood outcomes developed?

The ECO Center was funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) to develop an approach for collecting data on child and family outcomes for the Part C early intervention and Part B preschool programs of Individuals with Disabilities Education Act (IDEA). The outcomes were developed through a yearlong 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 ECO Center was also asked by OSEP to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities. These outcomes (or results) will be used in local, state, and national accountability systems.

The work of the ECO Center will contribute to the:

1. Development of data on outcomes for young children with disabilities that can be aggregated and reported at the national level.

2. Regular use of outcome data for documenting program effects and improving programs at the local and state levels.

Each state needs to measure early childhood outcomes since the data is used for federal and state accountability purposes and to improve programs.
Section 4: How will the early childhood outcomes be measured?

For each child enrolled in *Early On*

Remember that the three outcomes reflect global functioning; they are a snapshot of the whole child and the status of the child’s current functioning across settings and situations. For more information explaining Functional Outcomes, see Appendix A, *ECO handout on Functional Outcomes*.

**A. Data Sources**

According to the ECO Center:

> “Assessing children’s functioning in three outcome areas requires multiple sources of information, including observation, family input, and data from one or more assessment tools. Observation and family input provide information about children’s functioning across situations and settings. Data from the administration of a reliable assessment tool can be used to compare a child’s skills and behaviors to those of his/her same-age peers.”

Additionally, the DEC Recommended Practices state that: “A single test, person, or occasion is not a sufficient source of information. This means that we must gather information from several sources, instruments, settings and occasions to produce the most valid description of the child’s status or progress.”

1. **Data from one or more assessment tools**

Assessment tools provide reliable and valid data about the child’s development; including reliable and valid data in the outcomes rating maximizes the quality of the ratings. However, there is no assessment tool that assesses the three outcomes directly. At this time, evaluation
and assessment instruments that service areas are currently using for eligibility determination or IFSP development may be used for child outcome measurement and reporting.

**Any instruments used for eligibility determination must meet the requirements set forth in federal regulations:**

Sec. 303.322(c) (3) (ii) The evaluation and assessment of the child must include the following: An evaluation of the child’s level of functioning in each of the following developmental areas: cognitive development, physical development (including gross and fine motor, vision and hearing), communication development, social or emotional development, adaptive development.

**and the Michigan State Plan:**

I. (b) (4) Developmental delay will be determined using multiple sources of information, including, at a minimum an appropriate formal assessment measure (standardized developmental test, inventory, or a behavioral checklist).

An approach to linking assessment tools with the child outcomes is to use a crosswalk of the tool, which indicates how the contents of the assessment support the three child outcomes. **You may wish to use assessment tools that have been cross-walked to the Child Outcomes.** Service areas may use a crosswalk developed by the ECO Center or a publisher as they measure child outcomes. Crosswalks for many commonly used tools are available at the ECO Center website (see Resources list in Section 8, or go to [http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks](http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks) for a list of instruments that have been cross-walked by ECO). You may also wish to consult with Early On training and TA consultants to find other crosswalks.

The crosswalks are not meant to be used as a “checklist” or “score sheet” for measuring child outcomes. ECO does not recommend the use of isolated items or areas of items from any given tool, or use of the assessment tool data alone. Rather, the crosswalk can help you to see the extent of information available for an outcome area from a given assessment tool. (For more information see [http://www.fpg.unc.edu/~eco/assets/pdfs/Crosswalk_intro.pdf](http://www.fpg.unc.edu/~eco/assets/pdfs/Crosswalk_intro.pdf))

**Remember** that available assessment tools are primarily organized around domains of development and measure development skill by skill, rather than being organized around functional skills and behaviors. Further, some items are designed to be administered in settings other than the child’s natural, every day environment, making it difficult to understand the child’s success in a variety of settings. While you will need to use the assessment tools to assist in the child outcomes ratings, remember that they are NOT the only source of information that you should be using.
2. Observation

Observation provides information about children’s functioning across situations and settings, during natural interactions, and in the context of his or her care giving environment. Observational assessment adds information to the child outcomes measurement process. Observation is already an integral part of the Early On eligibility determination process, and should also be a part of ongoing assessment practices.

3. Input

Family input also provides information about children’s functioning across situations and settings. Involving the family in determining the rating on the child outcome form may increase the accuracy of the data, because of the variety and array of information parents have about their children. This partnering with parents fulfills the spirit of the Individuals with Disabilities Education Improvement Act of 2004, which calls for parents to be a part of a family-directed assessment and intervention activities. Parents are keen observers of their child’s behavior and have the greatest investment in their progress.

Early On has developed an Information Guide for Parents that describes how Early On will measure child outcomes. The Information Guide may be copied and distributed locally, and is available for download from the Early On training and TA website. For additional information about including families in the rating discussion, see Appendix B, Including Families in the Rating Discussion.

B. Time frame for measuring child outcomes

1. Frequency of measurement

Data will be reported annually for every child entering Early On from July 1 to June 30 of next year; this includes data collected at Entry and at Exit (if the child was enrolled for at least 6 months). Data will not be collected for children who entered Early On at age two and half or older.

If your service area loses contact with a high percentage of families, you may wish to also collect the data during each Annual IFSP, so that you have a fairly recent rating on file in the event that you lose contact with the family and cannot complete an Exit rating.

2. Use of existing assessments

Appropriate developmental assessments performed by qualified personnel from Early On or another system may be used to inform child outcomes ratings if the assessment is recent, i.e. data was collected within 90 days of the target entry/annual/exit date. The assessment must also meet the federal and state requirements as listed in Section 4A of this handbook.
3. Length of enrollment in Early On

Service areas are responsible for rating and reporting child outcomes data for every child entering their system. The child outcomes data collection is required for all children enrolled in Early On for at least 6 continuous months. Note that 6 months of service generally means 6 months of consecutive service. It refers to time in service, not necessarily with the same program/service provider. Given this minimum time requirement, if the child entering Early On is 2.5 years old or older, data collection and reporting is NOT required.

Exit data only need be measured and reported for children who have been enrolled in Early On for at least six continuous months. If, for example, a child is in a program for 2 months, and the family provides notice of the move and actively takes steps to have their record/IFSP transferred to a new program (i.e. indicates desire to continue services), and begins services in another program across the state where he receives services for another 4 months, this would be considered equivalent to 6 months of consecutive service.

C. The 7-point Rating Scale

Each child will be rated between 1 and 7 in each of the three child outcome functional areas. The following definitions will be used:

<table>
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<th></th>
<th>Rating</th>
<th>Definition</th>
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<tr>
<td>1</td>
<td>Not Yet</td>
<td>Child does <strong>not yet</strong> show functioning expected of a child his or her age in any situation. Child’s skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child’s functioning might be described as that of a much younger child.</td>
</tr>
<tr>
<td>2</td>
<td>Between Not Yet &amp; Emerging</td>
<td>Some of the foundational skills are there, though not all the immediate foundational skills.</td>
</tr>
<tr>
<td>3</td>
<td>Emerging</td>
<td>Child does <strong>not yet</strong> show functioning expected of a child of his or her age in any situation. Child’s behavior and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as like that of a younger child.</td>
</tr>
<tr>
<td>4</td>
<td>Between Emerging &amp; Somewhat</td>
<td>Immediate foundational skills are in place, and child has demonstrated age appropriate skills <strong>once or twice</strong>, perhaps not deliberately.</td>
</tr>
<tr>
<td>5</td>
<td>Somewhat</td>
<td>Child shows functioning expected for his or her age <strong>some of the time and/or in some situations</strong>. Child’s functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child.</td>
</tr>
<tr>
<td>6</td>
<td>Between Somewhat &amp; Completely</td>
<td>Child’s functioning generally is considered appropriate for his or her age but there are <strong>some concerns</strong> about the child’s functioning in this outcome area.</td>
</tr>
<tr>
<td>7</td>
<td>Completely</td>
<td>The child shows functioning expected for his or her age in <strong>all or almost all everyday situations</strong> 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.</td>
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Achievement of the outcomes is age-based, i.e., children of different ages will demonstrate achievement in different ways. Outcomes reflect the child’s everyday functioning across a variety of settings and not what the child is capable of under ideal or highly unusual circumstances. If the child has no delay for an outcome, they will be rated a ‘7’, as they are showing functioning expected for their age.

Remember, children in Early On will have a wide range of possibilities for the early childhood outcomes ratings. A child who is eligible under the established condition definition, may not exhibit delay in any of the three functional areas, especially at an early age. Others may be delayed in only one specific area, such as a child with a speech delay. Finally, some may demonstrate varying delays in each area.

For additional information about the 7-point scale and the concept of immediate foundational skills, see Appendix C, Age-Expected and Immediate Foundational Skills and the Child Outcome Summary Form 7-Point Rating Scale.

**D. Procedures for determining Child Outcomes ratings**

![Decision Tree for Summary Rating Discussions](image-url)
E. The Process for Determining Child Outcomes Data

The measurement of child outcomes data at entry should fit within the existing eligibility and enrollment process. Exit data collection will follow transition out of Early On.

The above decision tree poses questions to aid in the determination of the child outcomes rating. Remember that these questions are simply guidelines; see section 4E below for special considerations to take into account during ratings determination.

Data from the child outcomes ratings will be maintained in a database. As the child grows and learns, the ratings from ENTRY and EXIT will be used to measure the child’s progress while enrolled in Early On. The child outcomes data provided to the state, when combined with all child outcome data collected statewide, will help to show the impact of early intervention services.

1. Entry (REQUIRED)

Entry means the date the child enrolls in Early On, which is the date the family signs the IFSP. The Entry rating should be based on recent data describing the child’s development, collected within 90 days of the enrollment date.

The child outcomes data collection requires a COSF to be completed for all children enrolled in Early On for at least 6 continuous months. Note that 6 months of service generally means 6 months of consecutive service. It refers to time in service, not necessarily with the same program/service provider.

Given this minimum time requirement, if the child entering Early On is 2.5 years old or older, an Entry COSF does NOT need to be completed.

Eligibility determination. As required in federal regulation, each child referred will go through an eligibility determination process and each child determined eligible must also have had a developmental assessment that will guide the IFSP development. The data collected through the eligibility determination and/or developmental assessment should also be used to inform the child outcomes rating.

Involving parents. Upon determination of eligibility, parents should be informed of the necessity of the collection of the child outcomes data. They will be included in the determination of the ratings from the first set of ratings through exit. The Information Guide for Parents that describes how Early On will measure child outcomes should aid in including parents in the process. The service coordinator should concentrate on describing the child’s development, according to the assessment results.

The process should be as transparent as possible so that the family understands and has input into the ratings that are determined. Remember that parents might have a very different perspective on their child than an assessment tool, and this could significantly change the rating given.
Parents are a vital part of the *Early On* Team, and their input should be considered invaluable. The seven point rating scale should be introduced, and parents should become familiar with the scale. The descriptions of the points on the scale should be referred to often for determining and clarifying the rating. The numbers should not be a ‘secret’ from families.

The aggregate child outcomes data for the State and for the service area will be a matter of public record and it is important that parents understand this process. However, greater emphasis should be placed on the description and the continuum that is possible on the road to achieving the outcomes.

Note that adding new services to a child’s IFSP does not change the child’s Entry date for *Early On*, and will not generate a new Entry rating for the child outcomes measurement process.

### 2. Annual (OPTIONAL)

If your service area loses contact with a high percentage of families, you may wish to also collect the data during each Annual IFSP. This practice would enable you to have a fairly recent rating on file in the event that you cannot complete an Exit rating.

*When to do an Annual.* An Annual IFSP refers to a collection of activities that happens approximately a year after the date the child enrolls in *Early On*; in other words, approximately a year after the family signed the initial IFSP. An Annual could happen earlier than one year, for example if a new combined IEP/IFSP is developed because a child was determined eligible for special education, and the meeting and new plan is considered the ‘Annual’ review. Regardless of the actual date, if an Annual review (and all of the associated activities) is done, then a child outcomes rating could also be done. An Annual rating should be based on recent data describing the child’s development, which was collected within 90 days of the Annual date.

*Using assessment information.* Each child’s developmental progress can be rated in conjunction with his or her annual IFSP review. To the greatest extent possible, use existing, ongoing assessment information collected using a comprehensive developmental assessment tool. A service area may decide to use the same comprehensive tool(s) used for eligibility or initial assessment, or select a different comprehensive tool. Other tools being used by the child’s service providers for ongoing assessment can be used in conjunction with the comprehensive tool (but they do not replace the comprehensive tool).

The assessment information should provide child outcomes data, confirm continuing eligibility, and inform the review of the IFSP. Some service areas may also choose to use other methods of collecting parent input about their child, such as the Ages and Stages Questionnaire (ASQ). However, the ASQ does not take the place of the comprehensive developmental assessment tool.

*Involving parents.* It is important at the annual IFSP to include parents in the process of determination of progress. Parents will have important insight into their child’s current development, which professionals will not have.
The previous ratings given for the child are considered, and the rating system for the child outcomes data should be reviewed. Again, the Information Guide for Parents that describes how Early On will measure child outcomes should aid in including parents in the process.

**Recording ‘ANY new skills’.** At the time of an Annual rating, you will answer an additional question for each of the three outcomes; the question asks whether the child has shown ANY new skills or behaviors (i.e. any developmental progress, or, at least one new skill or behavior) related to the outcome since the last rating. If you answer NO to this question, your rating must reflect that the child has made NO developmental progress at all, which would equate to a very low rating (1). Likewise, if you answer YES to this question, your rating must reflect that the child has made at least some progress (ratings 2-7).

Remember that the ratings are linked to the child's use of immediate foundational skills, and those skills are tied to the child's age (i.e. as the child gets older, the immediate foundational skills for that age also change). Therefore, if the child is using any immediate foundational skills (i.e. ratings 2-7), then the child MUST be making at least some progress, so the answer to this question should be YES when you give a 2-7 rating.

### 3. Exit (REQUIRED)

Exit means the date the child discontinues Early On services. The Exit rating should be based on recent data describing the child’s development, which was collected within 90 days of the Exit date. Once again, parent input should be considered in the exit data.

Exit from Early On might happen for many reasons, as outlined below. Generally, the Child Outcomes data is collected when Early On services discontinue; however, there are some exceptions:

- **a) The child has reached age three (3).** Typically the Exit date would be the same as the child’s third birthday. Note that in some cases, Early On may continue to provide services from the third birthday until the beginning of the following school year [34 CRF 303.3(d)]. In such cases, Exit means the date the child discontinues Early On services at the beginning of the next school year.

- **b) The child has successfully completed the IFSP and the IFSP team, including the family, agrees that the child no longer requires services; the Exit date is the date that the services actually discontinue.**

- **c) The family has withdrawn from Early On** (after an IFSP is in place and prior to the 3rd birthday) and has declined further services; Exit is the date that the family provides written or verbal indication of withdrawal from services.

- **d) Early On is unable to contact the family** after repeated attempts. In this case, Exit is the date that the IFSP expires, since an IFSP is valid for one year from when it was signed, and a child cannot be exited without family consent prior to that date.
When children leave the Early On system suddenly and you have ongoing assessment data from within 90 days of the Exit date that data will be used as the exit data for that child. Be sure to use any information gathered from parents during this time to inform the ratings of the child upon exit. However, if recent data is not available (i.e. data that is no more than 90 days old), you may not be able to provide an Exit rating, and will need to document this as an Exceptional Circumstance that prevents you from providing the Exit data.

e) The family has moved in-state. If the duration of the break in services for the move is short, and/or the family provides notice of the move and actively takes steps to have their record/IFSP transferred to a new service area (i.e. indicates desire to continue services), this would NOT be considered an Exit for the purposes of Child Outcomes data collection. The new service area would not need to provide an Entry rating, but would assume responsibility for any Annual or Exit ratings.

If the family moves in-state and there is a break in services, with no continuity in activity or service plan between the old and new service areas, the new service area would consider this a new enrollment, and would start with an Entry rating and move forward from that point.

f) Family has moved out-of-state. In this case, you would provide Exit data based on the date Early On services were discontinued in Michigan.

g) The child is deceased. In this case, you would not collect or submit Annual or Exit data, and would instead document this as an Exceptional Circumstance that discontinues the Child Outcomes data collection for this child.

Transition planning will take place for children leaving Early On at age three, when they are no longer eligible (because of progress), or for any other reason. Using ongoing assessment information at transition will provide important information for both the family and the service coordinator as they determine the next steps for children. Transition plans must be completed at least 90 days prior to the child’s third birthday, but the Child Outcomes rating process will need to be completed later, when the child actually exits from Early On, using data collected within 90 days of exit.

Because of the conflicting timelines, you will not be able to use the same data for the Child Outcomes rating as you used to inform the transition plan.

Recording ‘ANY new skills’. At the time of the Exit rating, you will answer an additional question for each of the three outcomes; the question asks whether the child has shown ANY new skills or behaviors (i.e. any developmental progress, or, at least one new skill or behavior) related to the outcome since the last rating. If you answer NO to this question, your rating must reflect that the child has made NO developmental progress at all, which would equate to a very low rating (1). Likewise, if you answer YES to this question, your rating must reflect that the child has made at least some progress (ratings 2-7).
Remember that the ratings are linked to the child's use of immediate foundational skills, and those skills are tied to the child's age (i.e. as the child gets older, the immediate foundational skills for that age also change). Therefore, if the child is using any immediate foundational skills (i.e. ratings 2-7), then the child MUST be making at least some progress, so the answer to this question should be YES when you give a 2-7 rating.

F. What if we cannot reach consensus?

Team disagreement is a common concern; however, it doesn’t happen often. If you should have difficulty reaching consensus in discussing the Child Outcome ratings, you may wish to review the materials in Appendix D, What if We Can't Reach Consensus?, which contain recommendations for helping you to reach consensus.

G. Collaboration with 619 Special Education Preschool

For children who are transitioning to preschool special education, the exit data from Early On can be used as entry data for preschool special education. This is true regardless of the date the Early On exit data is collected. By collaborating and sharing this child outcomes data (with consent) across the two programs, you provide continuity across the two systems and avoid excess assessment for the child and family. As Early On exit data is collected, it may be helpful to remind parents of the dual purpose of this data; exit from Early On and entry into preschool special education.

H. Special Considerations in Determining Child Outcomes Ratings

1. Adaptations

There are many pathways to competence for children with atypical development (e.g., using sign language, wheelchair). This seems obvious, but may get lost in assessment scores that do not account for alternative ways of demonstrating a particular item. When thinking about achievement of outcomes include any assistive technology, supports or alternative means (e.g., sign language instead of speaking) the child typically uses. (Adapted from Montana’s Handbook for Early Childhood Outcomes)

2. Culture

Outcomes need to take into consideration how different cultures view typical child development at particular ages.

What is expected of a 2 year old in one culture may not be an age expectation in another culture. (Adapted from Montana’s Handbook for Early Childhood Outcomes)
3. Child and family circumstances

Sometimes, service coordinators/providers work with children who may show little or no progress throughout their time in Early On, possibly due to medical conditions or other severe impairments. For these families, the conversation surrounding the determination of the rating should be handled in a sensitive and thoughtful manner.

One example could be placing less emphasis on the numerical rating and more emphasis on the description of the rating, including the child’s strengths and abilities.

While it is important that the parents and team are informed of the child’s progress, whether or not it is good, it is not necessary to constantly remind parents of their child’s lack of progress by unduly emphasizing this rating.

4. Prematurity

Prematurity should be a consideration up to two years of age. This is important in the determination of the child’s delay using the assessment tool, and also in the consideration of the rating given for the child outcomes.

5. Foster care

If a child is in a foster care placement, it is important to recognize the biological parent’s role (unless rights have been terminated) as well as the foster parent’s role in the determination of the rating. Their combined effort contributes to the child’s developmental progress. The ratings should be determined with the input of foster parents, as they are the child’s primary caregivers and will be the people actively working with the child a majority of the time. However, the biological parent’s input is also critical if they are working toward reunification, as they also visit with and interact with their child.

I. Helpful Tools

There are a number of tools that you may wish to use to help establish the ratings. None are required, although use of the Crosswalks is highly recommended.

- **Decision Tree** – located above, in section 5D; the Decision Tree can be a very helpful tool. Using a series of questions, it will help you to quickly focus in on the status of the child’s functioning. More information about the Decision Tree can be found at the ECO Center website, at: [http://www.fpg.unc.edu/~eco/assets/pdfs/Decision_Tree.pdf](http://www.fpg.unc.edu/~eco/assets/pdfs/Decision_Tree.pdf)

- **Crosswalks** - as indicated above, the assessment tool Crosswalks can also be very useful in determining the child outcome ratings. While it is strongly suggested that you use a Crosswalk if it exists for the assessment tool you are using, please remember that the Crosswalk data should not be used in isolation, but should always be placed in context with other information available about the child.
• **Rating ‘Cheat Sheet’** – the ‘Cheat Sheet’ developed by Wayne State has quite a bit of information about the rating process condensed onto one page, and it may be helpful to use it as you talk about the ratings, to ensure you have all the information you will need as you report your data to Wayne State.

• **Developmental Tracking Sheets** – *Early On* Training & TA has developed a series of ‘Developmental Tracking Sheets’ that can be used in conjunction with some of the most commonly used assessment tools.

  They help you to track the child’s development and progress over time, and may provide a quick and easy way to understand the child’s development related to each of the three outcomes. Contact EOT&TA to obtain copies of the Developmental Tracking sheets that are available.

• **Script for Team Discussion of Outcomes Rating** – The ECO Center has developed a script that may be useful in initiating a discussion of the outcomes ratings. The tool is available at the ECO website, at: [http://www.fpg.unc.edu/~eco/assets/pdfs/Team_discussion_of_outcomes.pdf](http://www.fpg.unc.edu/~eco/assets/pdfs/Team_discussion_of_outcomes.pdf)

• Other states and projects have also developed materials that may be useful in guiding conversations about the outcome ratings. “Conversation Starters for Making Function Child Outcomes Ratings” is another helpful tool, available at the *Early On* Training & TA website.
Section 5: How will the data be collected?

Using the Child Summary Data Collection Form

The Child Outcome Summary Form (COSF) allows local service areas to use existing data sources to provide required data for use in Michigan’s Annual Performance Report (APR), on State Performance Plan Indicator 3 (SPP3). The COSF is a method for summarizing information from data sources in a way specific to OSEP reporting requirements for Indicator SPP3.

The completion of the COSF will be available through an online (web-based) data entry system located at https://co.cus.wayne.edu/. The Wayne State University (WSU) research team is collecting data as described below.

A. The Cheat Sheet

The Cheat Sheet is a tool to assist you with recording information, but is not required. It was developed to make recording information for the COSF faster. All the information required on the COSF is listed on the Cheat Sheet and is in corresponding order to the COSF.

After the Cheat Sheet is completed, the information MUST be entered into the online data entry system. The Cheat Sheet cannot be substituted for completing a COSF. However, it can be used as a record in the child’s file. For copies of the Cheat Sheet, email your EO Coordinator or Linda Ellington at ae6268@wayne.edu.

B. The Online COSF (https://co.cus.wayne.edu/).

Due to the sensitivity of the program, we recommend that you use Internet Explorer to avoid difficulties. Other browsers may work, but we cannot guarantee that you will not experience any problems. Please notify Linda Ellington at (313) 577-8364 or ae6268@wayne.edu if any problems occur.
I. Data Security and Reporting

1) **Data security.** All data transmitted and received by the evaluation team will be encrypted using secure sockets layer technology (SSL).

2) **Data reporting.** Data will be analyzed and reported to the Michigan Department of Education at the group level; **no individual children will be identified.**

3) Each local *Early On* Coordinator from the participating service areas will forward changes to the list of approved *Early On* staff to the WSU research team. Only staff members listed as approved users will be allowed access to the online COSF system.

<table>
<thead>
<tr>
<th>ISD:</th>
<th>Access ID (MM/DD)</th>
<th>Phone Number</th>
<th>Business Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>0508</td>
<td>313-313-3131</td>
<td><a href="mailto:Djane@ISDemail.com">Djane@ISDemail.com</a></td>
</tr>
</tbody>
</table>
II. Creating an account

Go to COSF website [https://co.cus.wayne.edu/](https://co.cus.wayne.edu/). Click the button at the end of the introduction to enter an online COSF.

To access the online COSF system, you will need to create an online account. You will need your access ID (month and birthdate, e.g. May 8 would be 0508).

When creating an account, information entered will be cross-referenced with an approved list. Therefore, when you submit your first and last name, Access ID, and ISD, the information must exactly match the information provided by the Early On Coordinator. This is to ensure that only approved staff members are accessing the online COSF system.

Each approved user will:

Click the link “Register here” for first time users at the bottom of the login page.

Enter your name (first and last, e.g. Jane Doe), access ID (month and birthdate of employee, e.g. April 8 would be 0408.), and click your ISD. Click “Submit”. This will take you to the “Sign Up for New Account” page. (If this does not occur, you will need to re-enter your name, Access ID, and ISD.)

If you still cannot get to the “Sign Up for New Account” page, please confirm your access ID with your Early On Coordinator. They should contact Wayne State if there is a problem.
1. At the “Sign Up for New Account” page:

   - Create a “User Name” that will be easy for you to remember. The “User Name” is not case sensitive.

   - Create a unique password. It must consist of a minimum of 7 letters and/or numbers, and one nonalphanumeric character (e.g. $,#,&,*). The password is case sensitive. For a stronger password, create a password with mixed cases and characters (e.g. smiTH$701A).

   - Confirm your password by retyping it a second time.

   - Type in your business email.

   - Create a question and answer to use in case you forget your password.

   - Remember your “User Name” and password so you can re-enter the program.

   - Click on “Create User”. “You have successfully created a password” should appear on the screen below the “Security Answer” box.
2. After registering, approved users can access the online system and begin data entry of the COSF.

- Click on the “Login” link.

- Enter your “User Name” and “Password”. The “Password” is case sensitive. Click Login. If you enter in the incorrect “User Name” and/or password more than five times, you will be locked out of the online COSF. You will need to contact Linda Ellington at 313-577-8364 or ae6268@wayne.edu in order to have you “User Name” unlocked. This is a security device in order to prevent unauthorized users from gaining access.

- If you forgot your password:
  - Click the link “Forgot your password, click here”.
    - Your question will be displayed. You will need to enter in your answer.
    - A new password will be emailed to you.
    - You can change the new password by clicking the link on the Login screen.
    - If you forgot your User Name, contact Linda Ellington at ae6268@wayne.edu or call (313) 577-8364.

- Choose if you are entering in a new COSF or finishing a previous COSF.

**COSF Start Page**

Please Click on the circle that applies
- [ ] New COSF - ChildID Info
- [ ] Continue previous COSF

Please take notice of the navigational tool bar at the top of the page. The links will help guide you to the COSF start page as well as the contact link and log out page.
III. Entering in a New COSF

The online COSF system will have a session setting of 15 minutes per section (e.g., child identification information, assessment information, outcome ratings, assessment scores). If there is no server activity (i.e., clicking the “save and continue” button) for 15 minutes, it will time-out and you will lose all information in that section. Look over all entered data. Make sure all fields are completed and the data is accurate. Click “save and continue” or “save and logout”. Once you click the “save and continue” you will have an additional 15 minutes.

1. Child Identification Information

All fields are required. To move down the form, click the desired location with your mouse or hit the “TAB” key. Do not use the “Enter” key. You may experience problems if you are not using Internet Explorer and you use the “Enter” key by accident. Your screen may jump to the next section.

Click the back arrow on your menu bar and return you to the field you left off in. If this does not fix the problem, return to the COSF start page, and click on “continue previous COSF.” You should then be able to select the child’s MI-CIS ID from the drop-down menu, and finish where you left off.

If you continue to experience problems, contact Linda Ellington at ae6268@wayne.edu or (313) 577-8364.

- MI-CIS ID. Enter in the child’s MI-CIS ID, which is produced by the Michigan Education Information System or MEIS). This field is required.

- Child’s name. Type in the child’s first name, middle initial and last name.

- Child’s gender. Mark the gender of the child by clicking on the desired circle.

- Child’s DOB. Enter the date of birth (e.g. 1/1/2006).

- Child’s eligibility and race/ethnicity. Mark the type of eligibility and the race/ethnicity by clicking on the desired circle. If the race/ethnicity is not listed, click other and type in the race/ethnicity into the box.

- Save your data. Look over all entered data. Make sure all fields are completed and the data is accurate. Click “save and continue” or “save and logout”.

- After you complete the Child ID Information section, you can exit by selecting the menu bar selection, “COSF Start Page”, or continue on to complete a rating by selecting the “Save” button at the bottom of the screen.

- Should you need to log-out and return to the child’s COSF at any time, simply go to the COSF Start Page and select “Continue previous COSF.” Then, using the drop-down menu, select the appropriate MI-CIS ID for the child.

2. Data Sources

All fields are required.

- Comprehensive Primary assessment tool used. Click the comprehensive assessment that was used to decide the ratings. Select “other” if the assessment used was not listed. If “other” is selected, specify the assessment used in the following field.

- Date Assessment Tool was completed. Enter the date the assessment was completed (e.g. 7/5/07).

Method for obtaining parent input for COSF rating. Click the method for obtaining parent input. If more than one method was used to gather the parent input, select the method that was relied on the most.
- Received in meeting means that the parent input about the child outcomes rating was gathered and incorporated into the rating as a result of a conversation during an IFSP meeting, Annual review, and/or ‘exit’ meeting.

- Collected separately means that the parent input about the child outcomes rating was gathered and incorporated into the rating as a result of a conversation that took place outside of an IFSP, Annual, or ‘exit’ meeting.

- Incorporated into assessments means that parent input about the child’s development was gathered during the assessment process and subsequently incorporated into the child outcomes rating, but there were no discussions specific to the child outcomes rating.

- Not included means that no parent input was included in determining the child outcomes rating.

  - Date parent input was gathered for COSF ratings. Enter the date the parent input was gathered (e.g. 7/5/07). This option will be unavailable if parent input was not included.

  - Date of the IFSP signature. Provide the date that the IFSP was signed by the parent (e.g. 7/5/07)

  - Save your data. Look over all entered data. Make sure all fields are completed and the data is accurate. Click “save and continue” or “save and logout”.


Data Sources

Primary Assessment Tool used in determining rating (Choose only one):

- AEPS
- EIDP
- Carolina
- Battelle
- E-LAP
- Brigance
- IDA
- Bayley
- HELP
- Other

If Other, please specify: _____________________________

Date assessment tool was completed: (e.g. 1/5/06) ________________

Method for obtaining parent input for COSF ratings:
(Choose only one)

- Received in meeting (e.g. Initial IFSP, Annual Review, Exit)
- Collected separately
- Incorporated into assessments
- No parent input*

(* If No parent input is included, skip the date parent input was gathered)

Date parent input was gathered for COSF ratings (e.g. 1/5/06) ________________

IFSP Signature Date: ________________

Save and Logout
Save and Continue
3. Outcome Rating

All fields are required.

- **Date COSF ratings were determined.** Enter the date the COSF ratings were determined. (e.g. 1/1/08)

- **Provide a rating for each indicator.** Determine the rating for each indicator from the definitions provided. **Report a rating even if there is no delay for a specific indicator.** If there is no delay, “7. Completely” should be selected.
  
  1. Not Yet
  2. Between Emerging and Not Yet
  3. Emerging
  4. Between Somewhat and Emerging
  5. Somewhat
  6. Between Completely and Somewhat
  7. Completely

- **New skills?** For Annual or Exit, fill out if the child has shown any new skills or behaviors relating to the indicator since the last outcome summary.

- **Saving your data.** Look over all entered data. Make sure all fields are completed and the data is accurate. Click “save and continue” or “save and logout”.

---

**Outcomes Rating**

Date COSF ratings were determined (e.g. 1/5/06)

*If there is no delay choose (7). Completely.*

**Outcome 1: Children have positive social relationships.**

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? [Definition 1]

- 1. Not Yet
- 2. Emerging
- 3. Somewhat
- 4. Completely

For Annual or Exit only: Has the child shown any new skills or behaviors related to this outcome since the Entry COSF?

- Yes
- No

**Outcome 2: Children acquire and use knowledge with children and adults.**

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? [Definition 2]

- 1. Not Yet
- 2. Emerging
- 3. Somewhat
- 4. Completely

For Annual or Exit only: Has the child shown any new skills or behaviors related to this outcome since the Entry COSF?

- Yes
- No

**Outcome 3: Children take appropriate action to meet their needs.**

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? [Definition 3]

- 1. Not Yet
- 2. Emerging
- 3. Somewhat
- 4. Completely

For Annual or Exit only: Has the child shown any new skills or behaviors related to this outcome since the Entry COSF?

- Yes
- No

Save and Logout  Save and Continue
After you submit the form, do not forget to choose “Print COSF” so you have a completed copy for the child’s file. Next, you will be given the option to logout of the COSF website or to go to another COSF without having to login again. If you choose to start a new COSF or access an existing COSF, select “COSF Start Page”. Otherwise select “Logout”.

- **IDA**
  
  - *Record Age Level.* Type in the age level for each domain. Example (18-36).

- **Reviewing and saving your data.** After entering in your scores for the IDA, look over all entered data. Make sure all fields are completed and the data is accurate. Select “Submit COSF” indicating you have completed that portion of the COSF. **Once this is selected, you will be unable to re-enter that portion of the child’s COSF.** If you have submitted the COSF by accident and you were not finished, call (313) 577-8364 or email at ae6268@wayne.edu.

- **Completion.** After you submit the form, do not forget to choose “Print COSF” so you have a completed copy for the child’s file. If you forget to print the COSF, email Linda Ellington at ae6268@wayne.edu. Next, you will be given the option to logout of the COSF website or to go to another COSF without having to login again. If you choose to continue with the next portion of the COSF, or start a new COSF, select “Return to the COSF Start Page”. Otherwise select “Logout”.

IV. **Returning to an Existing or Incomplete COSF**

To continue an existing COSF, you must select “Continue previous COSF,” from the start page, and then select the child’s MI-CIS ID from the drop-down menu. You must then verify the child’s first and last name connected with that COSF before continuing data entry.
Next, select the appropriate kind of COSF you are entering. You will be unable to select Entry if it has already been completed.

**COSF Start Page**

* Entry Page has been submitted.

- Annual **(OPTIONAL)**
- Exit
- Exceptional Circumstances: No Exit data provided

Completing COSF. Upon completion of all sections of the COSF, you will need to select the button “Submit COSF” indicating you have completed the COSF. **Once the COSF has been selected as complete, it will no longer be accessible.** If a mistake has been made and a service provider needs a COSF cleared, they can email Linda Ellington at ae6268@wayne.edu. The entire record for the child will be locked after the Exit COSF has been submitted.
Section 6: How will the early childhood outcomes be reported?

ECO Tools- Child Outcomes Summary Form (http://www.fpg.unc.edu/~eco/pages/outcomes.cfm)

A. Using the Child Summary Data Collection Form

The Child Outcomes Summary Form affords a means by which providers can summarize information collected from multiple sources to address the three outcomes sub-indicators.¹

The 7-point version of the summary form is intended for state and local reporting and program improvement, as well as federal reporting.²

- This scale is used to determine to what extent a child's functioning on each outcome is appropriate given his or her age, and whether that child made progress toward age appropriate behavior.

Data collected from the Child Outcomes Summary Form (COSF) is entered into a calculator developed by the ECO Center to determine the OSEP reporting category for each child.³

¹ ECO Center: Child Outcomes Summary Form (Child Outcomes Summary Form)
http://www.fpg.unc.edu/~eco/assets/pdfs/Child_Outcomes_Summary_Form_4-21-06-2.pdf
² Ibid
³ Reference: http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_to_OSEP_requirements_9-29-06.pdf
How Data from the Child Outcomes Summary Form (COSF) Can Be Used to Address the OSEP Reporting Requirement

9-29-06

Note: Please review the Child Outcomes Summary Form (COSF) before reading this document.

This document explains how the information produced from the Child Outcomes Summary Form (COSF) 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.

For more information on the reporting requirement, see the following documents on the ECO web-site at: http://www.fpg.unc.edu/~eco/activities.cfm#Revised_Requirements:

- OSEP’s TA Document for the 5 Reporting Categories;
- ECO’s Revised Requirement Document that summarizes the changes to the child outcome reporting requirement, as well as describes the new reporting categories and what they mean. Implications for states in the process of developing their outcomes measurement systems are discussed; and
- A revised FAQ document on the SPP/APR provided by OSEP.

The COSF is to be completed when the child begins services. Each child will have three numbers (one for each outcome, the answers to questions 1a, 2a, 3a) reflecting the child’s functioning at entry. When the form is completed at exit, each child will have the three answers to the “a” questions reflecting functioning at exit along with the three answers to the “b” question (1b, 2b, 3b) about acquiring any new skills or behaviors. (Many states are completing the form more frequently than at entry and exit but these interim ratings are not needed for reporting to OSEP).

Scores of “6” or “7” on the scale reflect age-expected development. A “7” is assigned to a child showing age-appropriate functioning for whom there are no concerns related to the outcome and a “6” is assigned to a child whose functioning is generally considered age-appropriate but for whom there are also some concerns. Children who are rated a “6” or “7” at both time points are children who maintain functioning at a level comparable to same-age peers (OSEP category e). Children who have ratings of “5” or lower at entry and either a “6” or “7” at exit are children who reached a level of functioning
comparable to same aged peers (OSEP category d). Children who move up the scale but did not reach "6" or "7" (e.g., from a "3" to a "4", a "4" to a "5", etc.) are children who improved functioning to a level nearer to same aged peers but did not reach it (OSEP category c). Children who obtain the same score at both time points are listed as having improved functioning but not sufficient to move nearer to functioning comparable to same aged peers (OSEP category b) except this is not necessarily the case for a child who receives a "1" at entry and exit. For children who show lower functioning relative to same-aged peers (e.g., go from a "5" to a "3") or are very low functioning (e.g., a "1" at both time points), the "b" question documents whether or not a child has made ANY progress (gained even one new skill or behavior). A "yes" to question b for a child who is rated a "1" at both time points or who has received a lower rating at exit would indicate that the child has improved functioning but not sufficient to move nearer to functioning comparable to same aged peers (OSEP category b). A child who receives a "no" to the "b" question, meaning the child has not shown any new skills or behaviors related to the outcome between entry and exit would be classified in OSEP category a.

Table 1 provides hypothetical data illustrating results for 10 children on Outcome 2. The COSF was completed twice for these children, i.e., once at entry and once at exit.

Table 1 Hypothetical COSF Data for Outcome 2 at Entry and Exit

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Entry Question 2a</th>
<th>Exit Question 2a</th>
<th>Exit Question 2b</th>
<th>OSEP Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy</td>
<td>7</td>
<td>7</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>Patty</td>
<td>6</td>
<td>7</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>Jonas</td>
<td>3</td>
<td>5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>Phoenix</td>
<td>4</td>
<td>4</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>Angela</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>Juan</td>
<td>2</td>
<td>4</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>Terry</td>
<td>1</td>
<td>1</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>Leroy</td>
<td>3</td>
<td>5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>Maria</td>
<td>1</td>
<td>7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>Tony</td>
<td>5</td>
<td>3</td>
<td>yes</td>
<td>b</td>
</tr>
</tbody>
</table>

Table 2 shows the percentages for this set of data for the five OSEP categories.

Table 2
Summary of Results for OSEP Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>10</td>
</tr>
<tr>
<td>b</td>
<td>30</td>
</tr>
<tr>
<td>c</td>
<td>30</td>
</tr>
<tr>
<td>d</td>
<td>10</td>
</tr>
<tr>
<td>e</td>
<td>20</td>
</tr>
</tbody>
</table>
Calculating OSEP Categories from COSF Responses

The two tables below show the OSEP reporting category generated from all possible combinations of COSF ratings at entry and exit (http://www.fpg.unc.edu/~eco/outcomes.cfm)

Possible Combinations (Arranged by COSF Rating)

<table>
<thead>
<tr>
<th>If the COSF rating at Time 1 is...</th>
<th>If the COSF rating at Time 2 is...</th>
<th>If the answer to the new skills question is...</th>
<th>The OSEP reporting category is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>7</td>
<td>1 to 5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>7</td>
<td>1 to 5</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>yes</td>
<td>e</td>
</tr>
<tr>
<td>6</td>
<td>1 to 5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>6</td>
<td>1 to 5</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>5</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>1 to 4</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>1 to 4</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>4</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>1 to 3</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>1 to 3</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>3</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>3</td>
<td>4 or 5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>1 or 2</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>1 or 2</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>2</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>2</td>
<td>3 to 5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>1</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>1</td>
<td>2 to 5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>no</td>
<td>a</td>
</tr>
</tbody>
</table>

Note: The “new skills” question refers to answer to the question “Has the child shown any new skills or behaviors related to [outcome 1/2/3] since the last outcomes summary?”

Early Childhood Outcomes Center 8/9/07
### Possible Combinations (Arranged by OSEP Categories)

<table>
<thead>
<tr>
<th>If the COSF rating at Time 1 is...</th>
<th>If the COSF rating at Time 2 is...</th>
<th>If the answer to the new skills(^2) question is...</th>
<th>The OSEP reporting category is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1 to 5</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>6</td>
<td>1 to 5</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>5</td>
<td>1 to 4</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>4</td>
<td>1 to 3</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>3</td>
<td>1 or 2</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>no</td>
<td>a</td>
</tr>
<tr>
<td>7</td>
<td>1 to 5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>6</td>
<td>1 to 5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>1 to 4</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>1 to 3</td>
<td>yes</td>
<td>b</td>
</tr>
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<td>b</td>
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<td>1 or 2</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
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<td>1</td>
<td>yes</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>3</td>
<td>4 or 5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
<td>2</td>
<td>3 or 5</td>
<td>yes</td>
<td>c</td>
</tr>
<tr>
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<td>2 or 5</td>
<td>yes</td>
<td>c</td>
</tr>
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<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
<td>4</td>
<td>6 or 7</td>
<td>yes</td>
<td>d</td>
</tr>
<tr>
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<td>6 or 7</td>
<td>yes</td>
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<td>d</td>
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</tr>
<tr>
<td>6</td>
<td>6</td>
<td>yes</td>
<td>e</td>
</tr>
</tbody>
</table>

\(^2\) **Note:** The “new skills” question refers to answers to the question “Has the child shown any new skills or behaviors related to [outcome 1/2/3] since the last outcomes summary?”
### Impossible Combinations of COSF Responses

The following table presents combinations that are impossible and provides an explanation for why.

<table>
<thead>
<tr>
<th>#</th>
<th>If the COSF rating at Time 1 is...</th>
<th>If the COSF rating at Time 2 is...</th>
<th>If the answer to the new skills question is...</th>
<th>Explanation why this combination of COSF responses is impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>7 or 6</td>
<td>7 or 6</td>
<td>no</td>
<td>A &quot;no&quot; response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. This combination of responses is impossible since a child has to have acquired new skills to receive a rating of age expected development (over the minimum time span which is 6 months); children must acquire new skills over time to maintain age expected development.</td>
</tr>
<tr>
<td>#2</td>
<td>5</td>
<td>6 or 7</td>
<td>no</td>
<td>A &quot;no&quot; response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. A higher rating at time 2 means he/she acquired new skills.</td>
</tr>
<tr>
<td>#3</td>
<td>5</td>
<td>5</td>
<td>no</td>
<td>A &quot;no&quot; response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. To receive the same rating on the scale at two time points, the child has to have acquired new skills, because as children get older it takes more skills to receive the same rating.</td>
</tr>
<tr>
<td>#4</td>
<td>4</td>
<td>5, 6 or 7</td>
<td>no</td>
<td>See explanation for #2 above.</td>
</tr>
<tr>
<td>#5</td>
<td>4</td>
<td>4</td>
<td>no</td>
<td>See explanation for #3 above.</td>
</tr>
<tr>
<td>#6</td>
<td>3</td>
<td>4, 5, 6 or 7</td>
<td>no</td>
<td>See explanation for #2 above.</td>
</tr>
<tr>
<td>#7</td>
<td>3</td>
<td>3</td>
<td>no</td>
<td>See explanation for #3 above.</td>
</tr>
<tr>
<td>#8</td>
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<td>3, 4, 5, 6 or 7</td>
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<td>#9</td>
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<tr>
<td>#10</td>
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<td>2, 3, 4, 5, 6 or 7</td>
<td>no</td>
<td>See explanation for #2 above.</td>
</tr>
</tbody>
</table>
### B. Procedures and Timeline for Sending Data to WSU

| Entry COSFs - Children entering *Early On* between July 1st and June 30th of the following year. | Beginning July 1st, complete COSFs as children are assessed. Complete all COSFs by **August 1st**, the end of the fiscal year. |
| Exit COSFs - Children entering *Early On* July 1 or later and exiting before June 30th, who were enrolled continuously for 6 months. | Complete COSFs by **August 1st**, end of the fiscal year. |

1. Storing the Data (service area).

2. A copy of the completed COSF or Cheat Sheet will be kept for each child’s central record, at the service area. A copy should also be offered to the family.

3. What happens when WSU gets the data?
   - Upon receipt of the completed COSFs, WSU staff will perform data entry and store forms in compliance with WSU’s Human Investigation Committee (HIC) regulations.
   - Data will be saved in a secure SPSS database on computers that are password protected and located in key staff members’ offices.
   - Data will be analyzed using SPSS software.
   - A report of findings will be drafted and sent to the Michigan Department of Education.

![Timeline Diagram](image)
Section 7: How will the state use the child outcomes data?

1. Reporting to OSEP

The state will be reporting the Child Outcomes data to OSEP via our Annual Performance Report, which is submitted each year on February 1. APR data will be submitted as follows:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>APR Report due</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2006-June 30, 2007</td>
<td>February 1, 2008</td>
</tr>
<tr>
<td>July 1, 2007-June 30, 2008</td>
<td>February 1, 2009</td>
</tr>
<tr>
<td>July 1, 2008-June 30, 2009</td>
<td>February 1, 2010</td>
</tr>
<tr>
<td>July 1, 2009-June 30, 2010</td>
<td>February 1, 2011</td>
</tr>
</tbody>
</table>

See Section 6 for local service area deadlines for submitting COSF data to Wayne State.

2. Reporting to the public

In accordance with the provisions of IDEA 2004, the State’s Annual Performance Report will include public review and comment. The final APR will be made available for public information after it is submitted each year. The APR includes the Child Outcomes data, under Indicator #3.

Additional Child Outcomes data, organized by local service area, will also be made available annually for public information.

1. Making policy decisions

Michigan’s State Performance Plan contains the state’s targets (projected progress for each indicator) and activities for each fiscal year. The Annual Performance Report measures the state’s progress in carrying out those activities and achieving the state’s targets. As each APR is developed, the data will be analyzed and used to review progress, slippage, and develop next steps and make policy decisions directed toward improvement of Early On.

2. Focused monitoring

Child Outcomes data will be a part of the Service Provider Self Review component of the Michigan CIMS process. Local service areas will review a sample of their local Early On files annually, per SPSR instructions, and will report on the key priority indicators associated with Child Outcomes.

3. Informing training

Analysis of data for Michigan’s Annual Performance Report will inform Michigan’s need for training and technical assistance. As the APR is developed each year, the State Interagency
Team and CSPD grantee will actively review data and activities related to training, to see if the desired outcome was achieved, and make necessary adjustments to help achieve desired outcomes.

4. Informing research and funding

The longitudinal data may aid Michigan and the federal government in identifying further research into evidence based practices. The data could also demonstrate the state- and nationwide effectiveness of early intervention and provide evidence for additional resources.
Section 8: Resources

ECO Center resources
(http://www.fpg.unc.edu/~eco/pages/outcomes.cfm)

Considerations Related to Developing a System for Measuring Outcomes for Young Children With Disabilities and Their Families
(http://www.fpg.unc.edu/~eco/assets/pdfs/considerations.pdf)

Family and Child Outcomes for Early Intervention and Early Childhood Special Education, April 2005
(http://www.fpg.unc.edu/~eco/assets/pdfs/ECO_Outcomes_4-13-05.pdf)

OSEP's Revised Child Outcomes Reporting Requirement for Part C and Part B/619 Programs: What the Changes Mean for States
(http://www.fpg.unc.edu/~eco/assets/pdfs/ECO_New%20requirement%20OSEP_9-7-06.pdf)

Introduction to Instrument Crosswalks
(http://www.fpg.unc.edu/~eco/assets/pdfs/Crosswalk_intro.pdf)

- ECO Center Instrument Cross-walks
(http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks)

- ECO Center Decision Tree for Summary Rating Discussions
(http://www.fpg.unc.edu/~eco/assets/pdfs/Decision_Tree.pdf)

- ECO Center Presentations
(http://www.fpg.unc.edu/~eco/pages/archive.cfm)

- Early Childhood Outcomes Center Presentation to Michigan Results Teams, 7/29/05
(http://www.earlyonredesign.com/Files/Michigan_7_27_05.ppt)

- Outcomes 101: ECO Q & A about Child Outcomes
(http://www.fpg.unc.edu/~eco/pages/faqs.cfm)

Early On Training & Technical Assistance website resources

- Child Outcomes Handbook
(http://eotta.ccresa.org/Resources.php?ID=20)

- Child Outcomes Training PowerPoint
(http://eotta.ccresa.org/Resources.php?ID=20)

(http://eotta.ccresa.org/Files/PDF/Child_Outcomes_Flyer_April_2008.pdf)
Early On Redesign Website Resources
http://www.earlyonredesign.com/

Michigan Part C State Performance Plan/Annual Performance Report

NECTAC resources
Resources relating to State Performance Plans and Annual Performance Reports
http://www.nectac.org/partc/sppapr.asp

Regional Resource & Federal Center Network (RRFC) resources
SPP & APR Information and materials: http://www.rrfcnetwork.org/content/view/248/358/
Section 9. Contact Information

For questions regarding the Data Collection form and process:
Linda Ellington
Wayne State University
313.577.8364
ae6268@wayne.edu

For questions regarding including families in the process:
Carol Spaman
Early On Training & Technical Assistance
866.334.5437
spaman_c@ccresa.org

For questions regarding policy/other content of this handbook:
Vanessa Winborne
Early On Coordinator
Michigan Department of Education
517.335.4865
winbornev@michigan.gov
Appendix A  ECO Handout on Functional Outcomes

First – what’s an outcome?
Outcomes are the benefits that children and families experience as a result of early intervention/early childhood special education services.

The three child outcomes, as measured for accountability purposes, are different than IFSP or IEP outcomes in that
- The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)
- IFSP or IEP outcomes are specific to an individual child, based on his or her individual needs.

Each outcome is a snapshot of:
- The whole child
- Status of the child’s current functioning
- Functioning across settings and situations

But what makes it FUNCTIONAL?
Functional outcomes:
- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allows the child to achieve the important everyday goals

How do I assess functional outcomes?
Emphasize ‘meaning’ – ask:
- Can the child carry out meaningful behaviors in a meaningful context?
  NOT
- Can the child perform discrete behaviors such as knowing 10 words, smiling at mom, stacking 3 blocks, pincer grasp, walking backward?

Observe a child in natural settings to learn:
- What does the child usually do?
- What is his actual performance across settings and situations?
- How does the child use his/her skills to accomplish tasks?

The assessment of functioning is NOT about:
- the child’s capacity to function under unusual or ideal circumstances, skill by skill, domain by domain
- the child’s performance in a structured testing situation, in one standardized way
Why isn't assessing the child’s ability to perform discrete behaviors enough?
Discrete behaviors (e.g., those described by some items on assessment instruments) may or may not be important to the child’s functioning on the outcome.
- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items.

Think about isolated behaviors and what observing them tells you about the child. For example, suppose an assessment instrument asks you to observe whether or not a child can point:
- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can’t point, do you know that she can’t communicate his wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

What about domains?
- Functionality is not domains-based; children function across developmental domains
- Functionality can involve multiple domains and can cross domains
- Functional outcomes refer to behaviors that integrate skills across domains

What does functionality have to do with using the Child Outcomes Summary Form (COSF)?
Ratings on the seven-point scale for each outcome are a snapshot of:
- The whole child
- Status of the child’s current functioning
- Functioning across settings and situations

Ratings are based on the child’s functioning:
- What the child does across settings and situations
- Compared with what is expected given the child’s age

Discussion questions
Look at the list of skills below. Which are examples of isolated skills? Which are examples of functional skills?

a. Knows how to imitate a gesture when prompted by others
b. Uses finger in pointing motion
c. Uses 2-word utterances
d. Watches what a peer says or does and incorporates it into his/her own play
e. Points to indicate needs or wants
f. Engages in back and forth verbal exchanges with caregivers using 2-word utterances

___________________________
1 a=isolated, b=isolated, c=isolated, d=functional, e=functional, f=functional
Appendix B Including Families in the Rating Discussion

Including Families in the Rating Discussion

What is the role of the family when using the Child Outcomes Summary Form (COSF)? The family plays several important roles in the child outcomes measurement process, including the family as 1) team member, 2) child information provider, 3) rating participant, and 4) consumer.

The family as team member
Just as families are members of IFSP and IEP teams, they are critical to the assessment team. DEC Recommended Practices (2005) tell us

“Early childhood assessment is a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus....”

The family as information provider
COSF ratings rely on information about a child’s functioning across situations and settings. Parent input is crucial: family members see the child in situations that professionals do not. The rest of the team will need to learn what family members know about the child -- what the child does at home, at grandma’s house, in the grocery store, etc.

As consumers
Whether or not families participate in the rating discussion, professionals will need to be able to explain why the rating is being done and what it means. Several states and programs have developed brochures and letters that describe the outcomes measurement system for families. Please go to our website: www.the-eco-center.org and look for “Informing Parents about Outcomes.”

Discussion questions
What are your program’s policies for including parents in the COSF rating discussions?
Does your program have materials that inform families about outcomes?
What resources will you need to support your efforts to involve families in the child outcomes measurement process?

1 From Bagnato and Neisworth (1991), as quoted in DEC Recommended Practices (2005)
Appendix C

Age-Expected and Immediate Foundational Skills and the Child Outcome Summary Form 7-Point Rating 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 must be familiar with the child’s functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental continuum that leads to age-expected functioning, asking

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expecte 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 COSF scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as “foundational skills.” For example, children play along side one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally just prior to age expected functioning can be described as the immediate foundational skills in that they are the most recent set of foundational skills that children master and move beyond.

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

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

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children’s (and adult’s) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child’s current age. For instance, being able to make eye contact is not an immediate foundational skill for a three year old.
**Example 1:** Chrissa is 30 months (2 ½ years) old. Although she does not play with other children, she watches them with great interest. A child who is 30 months of age or so should play with other children, even taking turns. A younger child (18-24 months or so) would play alone, but would be very aware of other children, such as the toys another child is using, and may snatch a toy away from another child. A much younger child (12 months or so) would stay very close to his or her primary caregiver, showing early awareness of other children.

Chrissa is more than aware of other children, she visually follows their play with enthusiasm. She has immediate foundational skills on which to build the next level of relationships with peers, which would involve playing with other children and turn taking.

Because it is a continuum, developmental expectations vary by age.
- What if Chrissa were 12 months old?
- How would you answer questions 1-3, above?
- What if Chrissa were 48 months old?

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

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

- How would you describe Justin’s skills and behaviors? Are they age-expected? Immediate foundational? Or not yet?
- What if Justin were 12 months old? How would you describe his skills and behaviors? What if he were 36 months old?
How Foundational Skills Lead to Age-Expected Functioning

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

What if We Can’t Reach Consensus?

Suggestions for Reaching Consensus

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

Possible Conversation Prompts for Groups Having Difficulty Reaching Consensus

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

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

“Tell me about the kinds of evidence that suggest to you this child has [insert modifier] age-expected behavior or has [insert modifier] immediate foundational skills?
  - When have you observed or documented those skills?
  - In what situations?
  - How frequently does that occur?
  - Were the accommodations/supports available in that setting those that are usually available to the child? What were they?
  - You identified this as an immediate foundational skill. Are there other steps in the sequence of development that need to occur between developing this skill and the age-expected skills in this area?”
- Is there other information you need or want to be better equipped to make this decision?
- Has everyone on the team had a chance to talk about the skills they have observed and the evidence they are considering in reaching a rating? (Is any one person dominating conversation and that is part of the problem?)"

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

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

“Ratings are based on the child’s functioning RIGHT NOW at one point in time. Thinking about the child’s skills that have been discussed…
- Right now is the child showing skills that are expected for his/her age?
- Right now, is the child showing skills that are immediate foundations for the skills that other peers his/her age are showing?
- How often? Can you describe what they are and when and where they occur?”

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

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

MEASURING CHILD OUTCOMES
Information Guide for Parents
From the Early On® Parent Involvement Committee

Early On is here to help your child with his or her process of growing and learning. It can also help your family to better able to help your child grow and learn.

Part of our work is to measure how much Early On helps each child. We do this by checking how much your child grows and learns while he or she is in Early On. We call this measuring Child Outcomes.

Why do we need to measure Child outcomes?
- We want to make sure that all children in Early On are growing and learning and reaching their goals.
- We use the information to improve Early On.
- We need to show the federal government that Early On helps all children and families. The information will show the government why they should continue to fund Early On.

How do we measure Child Outcomes?
We measure Child Outcomes by asking three questions:

1. Do children have positive social relationships? (This means that for their age, they express and understand feelings; they develop trusting relationships; and they get along with family and friends.)

2. Do children acquire and use knowledge and skills? (This means that for their age they learn and do new things and play in new ways.)

3. Do children take appropriate action to meet their needs? (This means that for their age, they can get what they need.)

Where does the information come from?
The information to measure Child Outcomes comes from you and your Early On team.
- You will review the results of assessments that help measure your child’s development.
- You can watch your child play, to see how he or she is doing.
- You will share how YOU think your child is doing.
- Your Early On team will share how they think your child is doing.
- You can also ask others how they think your child is doing.

All of the information will be put together to answer the three Child Outcomes questions.

When do we measure Child Outcomes?
We measure Child Outcomes at the same time we write and review your child’s plans:
- When your child enters Early On, to see how they are doing at the beginning;
- When your child leaves Early On, to see how much progress they made.

What will happen to the information that we collect?
Early On will combine the information about all the children. Once it is combined, it will NOT have your child’s name on it anywhere! Only the combined numbers will be used.

The combined numbers will help Early On create a picture of:
- How children in your service area are doing;
- How children in our state are doing.

The federal government will use our state information together with other states to see:
- How children across the country are doing; and
- Show Congress that early intervention is worth the money!

Where can I get more information?
For more information on measuring Child Outcomes contact:
## Conversation Starters for Making Functional Child Outcomes Ratings

### Outcome: Children have positive social relationships.

- Relating with adults
- Relating with other children
- For older children following rules related to groups or interacting with others

Includes:
- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

### Conversation starters:

- How does the child relate to his/her parents?
- How does the child relate to strangers? At first? After a while? In different settings?
- How does the child display emotions?
- How would you describe the child’s participation in ‘games’ (e.g. joint attention, social, cooperative, rule-based, with turn-taking?)
- How does the child interact with other children?
- How does the child let others know he/she needs help? Is frustrated?
- Are there social skills or behaviors, or factors from across the developmental domains, which impact the child’s positive social relationships?
- Does this child integrate social skills and put them to use across settings and situations?

### Outcome: Children acquire and use knowledge and skills.

- Thinking, Reasoning, Remembering, Problem solving
- Using symbols and language
- Understanding physical and social worlds

Includes:
- Early concepts - symbols, pictures, numbers, classification, spatial relations
- Imitation

### Conversation starters:

- How does the child use words and skills/behaviors he/she has in everyday settings (e.g. at home, at the park, at childcare, at a store or mall, with different people)?
- How does the child understand and respond to directions or requests from others?
- Does the child use something learned at one time at a later time or in another situation?
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Involves</th>
<th>Conversation starters:</th>
</tr>
</thead>
</table>
| Children take appropriate action to meet their needs | - Taking care of basic needs  
- Getting from place to place  
- Using tools (e.g. fork, toothbrush, crayon)  
- In older children, contributing to their own health and safety.  
Includes:  
- Integrating motor skills to complete tasks  
- Self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibility)  
- Acting on the world to get what one wants, taking appropriate actions to meet needs | - What does the child do when he/she can’t get or doesn’t have what he/she wants?  
- What does the child do when he/she is hungry? Frustrated? Needs help? Is upset or needs comfort?  
- How does the child behave when dressing and undressing? When eating?  
- Does the child display toy preferences? How?  
- Are the actions the child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish things that peers do? |

*Drawn from: Thinking about Functional Child Outcomes. Donna Spiker, Lauren Barton, Mary Beth Bruder. OSEP Early Childhood Outcomes Meeting, August 2007, Baltimore, MD*
Appendix G  Tips from Cohorts 1 & 2 Service Areas

TIPS FROM COHORT 1 & 2 SERVICE AREAS:

REGARDING THE RATINGS PROCESS:
- It was helpful to us to concentrate on just the outcomes the first day we did ours.
- Use your knowledge of normal child development and make sure that you communicate this knowledge to the parents when collecting the data from them.
- Incorporate the process into what you already do.
- Don’t stress about this. It is quite easy and really is not as time consuming as it may seem to be when looking at it on paper or in a training.
- I found using the “cheat sheet” to be helpful. As we enroll children into Early On, I complete this sheet right away and then hold the sheets in a pile until I receive their EETRK Code (Child ID field) and have time to submit all of the data online.
- After submission, I put the cheat sheet in the child’s file for future reference if the need should arise.
- Streamline your process-help staff understand the advantages to collecting this data.
- I think this is much easier to do if the rater has actually done the assessment.
- Don’t worry.
- Just get familiar with the cheat sheet and you will be just fine.
- Don’t stress out about it, after the training we felt so much better.
- Remember to give the Handbook to your staff members who weren’t at the training.
- Communicate openly and frequently with your stakeholder/service provider group.
- Be sure you have an exhaustive list of the tools used in your system. Having a crosswalk available for each tool makes the decision making process much easier.
- I think that the training gave us adequate information, and we always knew that help was just a phone call away.
- We gather the parent and staff input at the IFSP meeting when the IDA results are explained and fill out our Child Outcome Summary Forms at the IFSP meeting.
- We laminated the explanations of the three outcomes and the ratings and we bring them with us to the IFSP meeting.
- Be sure you are using the most updated training materials.
- All families are not able to give as much input as we would like – get over it!!
- Include the ratings in your planning schedule along with due dates.
- Look at IDA (or other assessment) results ahead of time so you can incorporate them into your data.
- The actual process is not as complicated as it seems at first.
- Use the resources at the ECO Center website.
- The process has helped us look at outcomes and planning in a more “function focused” way.

REGARDING DATA HANDLING AND ENTRY
- Be consistent with entering data – keep it entered on a regular basis.
- The online version of the COSF is very efficient and self explanatory.
- Record your data on the Cheat Sheet and then enter online.
- Try to have a single data entry person.
- We use the same data person who enters our EETRK data for the child outcomes data. They can quickly find demographic data if it is missing from the Cheat Sheet.
- Keep a running list of children that need to have data collected and entered (not all children will be included because of the timeline to start data collection).
- Keep track of the forms that you have entered (can be on the same running list).
- Have the data entry person request a COSF for every Entry, Annual, and Exit IFSP that they receive for entry into EETRK/Mi-CIS.
- The data entry system is very user friendly.
- Use the PRINT option in the online database; it can help you keep track of who you entered.
• Look up the data on the Cheat Sheet in EETRK/MI-CIS before entering, to make sure it matches and is accurate. Name spellings, DOB, child ID number, IFSP signature date, etc.
Appendix H  COSF ‘Cheat Sheet’

Michigan Child Outcomes Summary Form (COSF) Cheat Sheet
Directions: This sheet is NOT the COSF. Use this sheet as a tool to help you gather information for the COSF as you assess a child. This sheet is not required. However, all of the information listed on this sheet is required on the COSF.

A. Child Identification Information
MICIS ID (For office use only)  [ ] [ ] Child’s name (first) (mi) (last)

<table>
<thead>
<tr>
<th>Gender</th>
<th>☐ Male</th>
<th>☐ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Early On</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Early On and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MI Special Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Race/ Ethnicity (Choose only one) |
| ☐ American Indian/ Alaskan Native |
| ☐ White/ Not-Hispanic |
| ☐ Asian American |
| ☐ Hispanic/ Latino |
| ☐ Black/ Not Hispanic |
| ☐ Other |

| Service Provider |
| Department/Site |

Entry Data Sources
Comprehensive Assessment Tool Used (Choose only one)
| ☐ AEFS | ☐ EIDP | ☐ Carolina | ☐ Battelle |
| ☐ E-LAP | ☐ Brigance | ☐ IDA | ☐ Bayley |
| ☐ HELP | ☐ Other |

Method for obtaining parent input for COSF (Choose only one)
| ☐ Received in meetings (eg. Initial IFSP, Annual Review, Exit) |
| ☐ Collected Separately |
| ☐ Incorporated into Assessments |
| ☐ Not Included |

Assessment Date  Initial IFSP Signature Date  Date parent input was gathered

Entry Outcomes Ratings
Date COSF Ratings were determined
1. Children have positive social relationships. 2. Children acquire and use knowledge and skills. 3. Children take appropriate actions to meet needs.

| _____ (1 to 7) | _____ (1 to 7) | _____ (1 to 7) |

Annual Data Sources
Comprehensive Assessment Tool Used (Choose only one)
| ☐ AEFS | ☐ EIDP | ☐ Carolina | ☐ Battelle |
| ☐ E-LAP | ☐ Brigance | ☐ IDA | ☐ Bayley |
| ☐ HELP | ☐ Other |

Method for obtaining parent input for COSF (Choose only one)
| ☐ Received in meetings (eg. Initial IFSP, Annual Review, Exit) |
| ☐ Collected Separately |
| ☐ Incorporated into Assessments |
| ☐ Not Included |

Assessment Date  Date parent input was gathered

Annual Outcomes Ratings
Date COSF Ratings were determined
1. Children have positive social relationships. 2. Children acquire and use knowledge and skills. 3. Children take appropriate actions to meet needs.

| _____ (1 to 7) | _____ (1 to 7) | _____ (1 to 7) |

For Annual: Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?
| ☐ Yes | ☐ No |
| ☐ Yes | ☐ No |
| ☐ Yes | ☐ No |

Annual Data Sources
Comprehensive Assessment Tool Used (Choose only one)
| ☐ AEFS | ☐ EIDP | ☐ Carolina | ☐ Battelle |
| ☐ E-LAP | ☐ Brigance | ☐ IDA | ☐ Bayley |
| ☐ HELP | ☐ Other |

Method for obtaining parent input for COSF (Choose only one)
| ☐ Received in meetings (eg. Initial IFSP, Annual Review, Exit) |
| ☐ Collected Separately |
| ☐ Incorporated into Assessments |
| ☐ Not Included |

Assessment Date  Date parent input was gathered

use the ongoing assessment date
### Annual Outcomes Ratings

**Date COSF Ratings were determined**

<table>
<thead>
<tr>
<th>1. Children have positive social relationships.</th>
<th>2. Children acquire and use knowledge and skills.</th>
<th>3. Children take appropriate actions to meet needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 to 7)</td>
<td>(1 to 7)</td>
<td>(1 to 7)</td>
</tr>
</tbody>
</table>

Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?

- Yes
- No

#### Exit Data Sources

**Comprehensive Assessment Tool Used (Choose only one)**
- AEPS
- EIDP
- Carolina
- Battelle
- E-LAP
- Brigance
- IDA
- Bayley
- HELP
- Other

**Method for obtaining parent input for COSF (Choose only one)**
- Received in meetings (eg. Initial IFSP, Annual Review, Exit)
- Collected Separately
- Incorporated into Assessments
- Not Included

**Assessment Date**

(use the ongoing assessment date)

**Exit Outcomes Ratings**

**Date COSF Ratings were determined**

<table>
<thead>
<tr>
<th>1. Children have positive social relationships.</th>
<th>2. Children acquire and use knowledge and skills.</th>
<th>3. Children take appropriate actions to meet needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 to 7)</td>
<td>(1 to 7)</td>
<td>(1 to 7)</td>
</tr>
</tbody>
</table>

Has the child shown any new skills or behaviors related to this outcome since the last outcomes summary?

- Yes
- No

#### Definitions of Outcome Rating

1. **Not Yet**: Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child's functioning might be described as that of a much younger child.

2. **Between Emerging and Not Yet**: Some of the foundational skills are there, though not all the immediate foundational skills.

3. **Emerging**: Child does not yet show functioning expected of a child of his or her age in any situation. Child's behavior and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as like that of a younger child.

4. **Between Somewhat and Emerging**: Immediate foundational skills are in place, and child has demonstrated age appropriate skills once or twice, perhaps not deliberately.

5. **Somewhat**: Child shows functioning expected for his or her some of the time and/or in some situations. Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child.

6. **Between Completely and Somewhat**: Child's functioning generally is considered age equivalent for his or her age but there are some concerns about the child's functioning in this outcome area.

7. **Completely**: The 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 age appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.