

Early Childhood Outcomes Summary Process

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Who is responsible: Families, Service Coordinators and Early Intervention Service (EIS) Providers

Early Childhood Outcomes

The goal of early intervention is to enable infants and toddlers with disabilities to be active and successful participants during their early childhood years and in the future. States are required to collect, analyze, and use data on three child outcomes to measure individual child and family progress toward improved results and to improve their systems and services. The collection of this data for the three Early Childhood Outcomes (ECO) is referred to as the Child Outcome Summary Process (COS).

Collection of Data for the Entry Rating

Entry data will be collected and reported if the child was eligible by the age of 30 months.

Prior to the initial Individualized Family Service Plan (IFSP) team meeting:

The Service Coordinator will review the ECO process in Part 2 of the *Family Guide* with the family, as well as ‘*A Family Guide to Participating in the Child Outcomes Measurement Process*’ in Part 4.

- All IFSP Team members will review the following in the child’s BRIDGES record:
 - o The parent’s description of the child’s functioning across situations and settings as determined during the initial family assessment and routines-based interview.
 - o The results of the initial IDEA/Part C eligibility evaluation, including medical records, standardized evaluation results, and/or specialty evaluations conducted prior to the child’s referral to IDEA/Part C. Note: For IFSP attendees not delivering IDEA/Part C services as outlined on the IFSP, the family can share information as appropriate.
 - o Information from the initial child assessment, including any descriptive information from observations of the child.

At the initial IFSP team meeting, the Service Coordinator will:

- Summarize information from all available documentation.
- Determine consensus rating for each outcome. The following job aids (see Appendix A) are available to for all IFSP Team members to review:
 - o Child Outcome Summary Process Discussion Prompts
 - o ECO Decision Tree
 - o ECO Rating Scale and Definitions
- Document the summary of progress and consensus-based ratings on the Child Outcomes Summary form.

After the initial IFSP team meeting, the Service Coordinator will:

- Submit the entry rating for each outcome on the Child Outcome Summary (COS) screen in BRIDGES.
- File the hardcopy of the Child Outcomes Summary Form in the child’s record.

Collection of Data for the Exit Rating

Exit data will be collected and reported if the child has received at least 6 months of services.

Prior to the exit IFSP review meeting, the Service Coordinator will review the ECO exit process in Part 3 of the *Family Guide* with the family, as well as ‘*A Family Guide to Participating in the Child Outcomes Measurement Process*’ in Part 4.

All IFSP Team members will review the following in the child’s BRIDGES record:

- The parent’s description of child function from the most recent routines-based interview used in the family assessment.
- The results of the medical records, annual evaluation to re-determine eligibility, and re-evaluations and/or reassessments conducted by EIS providers and other providers serving the child. Note: For IFSP attendees not delivering Part C services as outlined on the IFSP, the family can share information as appropriate.
- Information from the most recent child assessment, including any descriptive information from observations of the child.

At the exit IFSP review meeting, the Service Coordinator will:

- Summarize information from all available documentation.
- Document the summary on the Child Outcomes Summary form for each outcome.
- Facilitate discussion by IFSP team members to reach consensus for an exit rating for each outcome. The following desk aids (see Appendix A) are available to for all IFSP Team members to review and assist with the discussion:
 - o Child Outcome Summary Process Discussion Prompts
 - o ECO Decision Tree
 - o ECO Rating Scale and Definitions
- Document the summary of progress and consensus-based ratings on the Child Outcomes Summary form and ask all IFSP Team members to assist in answering the new skills question for each outcome.

After the exit IFSP review meeting, the Service Coordinator will:

- Submit the exit rating for each outcome on the Child Outcome Summary (COS) screen in BRIDGES.
- If the parent has provided consent to share information with the child’s school district, a copy of the Child Outcome Summary form must be sent to the LEA and documented in the service log.
- File the hardcopy of the Child Outcomes Summary Form in the child’s record.

Appendix A: Resources for Completion of the ECO Ratings

Child Outcome Summary Process Discussion Prompts

Child Outcome Summary Decision Tree

Definitions of Outcome Ratings

Child Outcome Summary (COS) Process Discussion Prompts

Outcome 1: Child has positive social relationships.

Thinking about relating to adults, relating to other children, and (for those older than 18 months) following rules related to groups or interacting with others.

- How does the child relate to his/her parent(s)?
- How does the child relate to other relatives or extended family and close family friends (e.g., grandparents, aunts, extended kin, etc.)? Do these interactions with people differ depending on the setting the child is in with these people?
- How does the child interact with familiar caregivers (e.g., childcare providers, babysitters)?
- How does the child relate to strangers? At first? After a while? In different settings and using different approaches?
- How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, with neighbors on walks, at the bus stop, in restaurants, at playgroups or outings, etc.)?
- How does the child interact with/react to peers (e.g., at childcare, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- How does the child relate to his/her siblings, cousins, or kids he/she sees frequently?
- What is the child's eye contact with others like? Does it differ across situations or with different people?
- How does the child display his/her emotions?
- How does the child read and react to the emotions and expressions of others?
- How does the child respond to touch from others?
- How does the child maintain interactions with people?
- In what situations and ways does the child express delight or display affection?
- In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (e.g., screaming, biting, tantrums)? How often does this occur? In what situations? In what situations does it not occur?
- Does the child display awareness of routines? How?
- How does the child respond to transitions in routines or activities? Are the child's actions different for familiar transitions versus new transitions, or different across settings or with different people?
- How and in what situations are interactions with others initiated?
- How does the child engage in mutual activity (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, follow rules for mutual games)?
- Does the child seek out others after an accomplishment? How?
- Does the child seek out others after frustration or when angry? How?
- Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? What do the child's interactions look like in these situations?
- Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)?
- Does the child attempt to resolve his/her conflicts? How? What do these actions look like with peers, parents, etc.?
- How does the child respond when others are not attending to him/her?
- How does the child respond when someone arrives? Someone new? Someone familiar? How does the child respond when someone leaves?
- Talk about the child's functioning with regard to turn-taking, showing, and sharing? With adults?
- With other children?
- How would you expect other children this age to act in these situations?

Outcome 2: Child acquires and uses knowledge and skills.

Thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds.

- How does the child use the words and skills she/he has in everyday settings (e.g., at home, at the park, at childcare, at the store, with other kids, at childcare, in restaurants, with different people)?
- Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important to him/her). What did he/she do?
- What concepts does the child understand? Does the child incorporate these into strategies that he/she uses to accomplish something meaningful? How?
- How does the child understand and respond to directions and requests from others?
- How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things?
- How does the child display understanding of differences in roles, characteristics, and expectations across people and situations (with increasing age role understanding may change from immediate household roles and differences to more external community helper roles)?
- Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest (e.g., try new strategies that they haven't thought of based on gestures or suggestions using words they know)?
- Can the child answer questions of interest in meaningful ways?
- Does the child use something learned at one time at a later time or in another situation?
- Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?
- What does the child do if an action or a strategy attempted isn't successful? (e.g., how does he/she try to modify approach, show persistence, etc.)
- How does the child demonstrate her/his understanding of symbols into concepts, communication, and play?
- How does the child interact with books, pictures, and print?
- How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?
- Does the child's play show attempts to modify strategies/approaches and to try new things? How?
- Are there kinds of knowledge and skills that are not similar to same age peers and/or that might interfere with acquiring and using knowledge and skills?
- How would you expect other children this age to act in these situations?

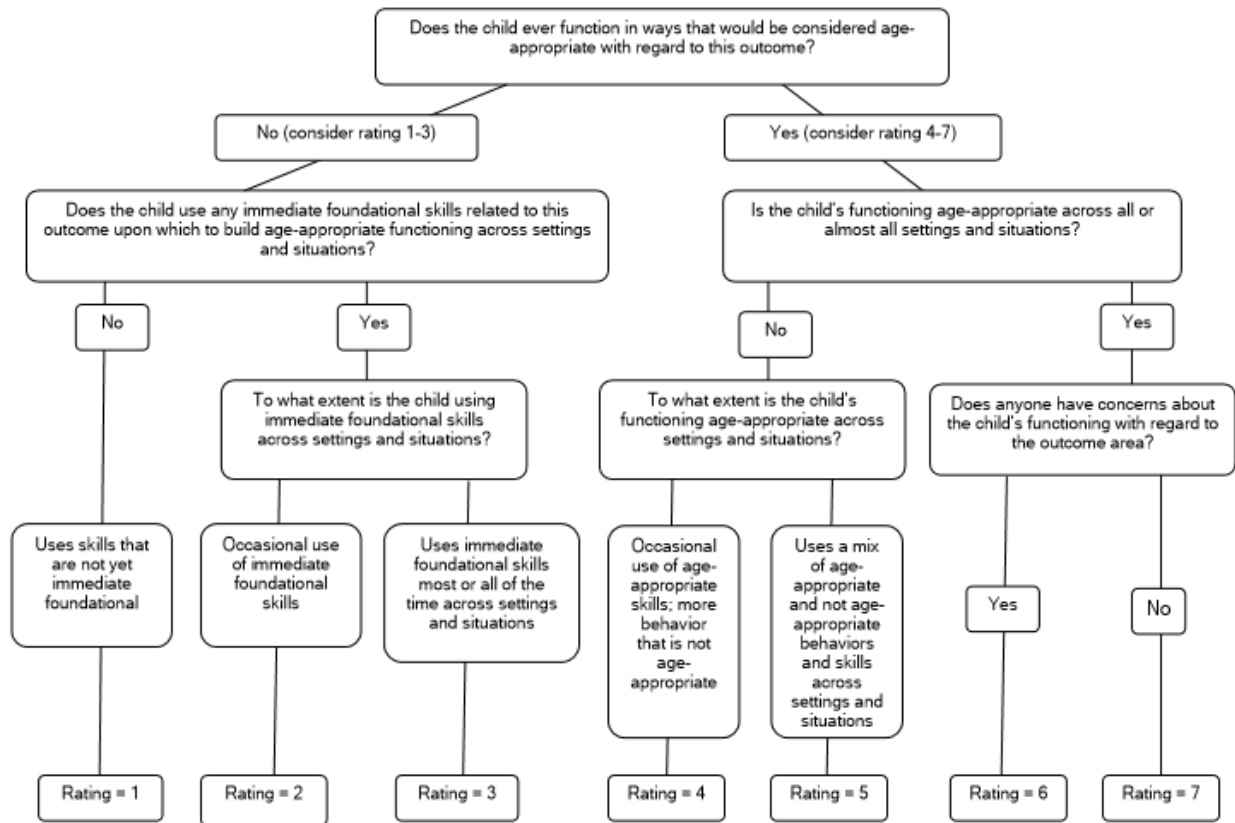
Outcome 3: Child takes appropriate action to meet his/her needs.

Taking care of basic needs; getting from place to place and using tools; and (if older than 24 months) contributing to own health and safety.

- What does the child do when she/he can't get or doesn't have what she wants?
- What does the child do when he/she wants something that is out of reach or hard to get?
- What does the child do when he/she is upset or needs comfort?
- What does the child do when she/he is hungry?
- What does he/she do when he/she is frustrated?
- What does the child do when she/he needs help?
- How does the child convey his/her needs?
- How are the child's actions to seek help or to convey his/her needs different from one setting to another? How do they differ with different people? (e.g., childcare vs. home vs. community setting, with parent vs. grandparent, familiar person vs stranger)
- Tell me about the child's actions when dressing and/or undressing?
- What does the child do before and after peeing and pooping?

- What does the child do at mealtime (eating, drinking)? Are there differences across settings and with different people?
- How does the child get started playing with toys? What does the child do when he/she is interested in a different toy than he/she has?
- Tell me about the child's actions/reactions with regard to hygiene (toothbrushing, washing hands/face, blowing nose, etc.)?
- Does the child show awareness of situations that might be dangerous? What does he/she do (give examples, (e.g., to drop-offs, hot stoves, cars/crossing streets, strangers, etc.)?)
- Are there situations when a problem behavior or disability interferes with the child's ability to take action to meet needs? How consistently? How serious is it? Does the child take alternative approaches? What are those?
- Are the actions the child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish the things that peers do?
- How does the child respond to delays in receiving expected attention and/or help from others?
- How does the child respond to challenges?
- Does the child display toy preferences? How do you know?
- How does the child get from place to place when desired or needed?
- What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun?
- How does the child respond to problematic or unwanted peer behavior?
- How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)?
- How would you expect other children this age to act in these situations?

Decision Tree for Summary Rating Discussions



**Definitions for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)**

Overall Age-Appropriate	Completely means:	7	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. • No one has any concerns about the child's functioning in this outcome area.
		6	<ul style="list-style-type: none"> • Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	Somewhat means:	5	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*.
		4	<ul style="list-style-type: none"> • Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
	Nearly means:	3	<ul style="list-style-type: none"> • Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*.
		2	<ul style="list-style-type: none"> • Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	Not yet means:	1	<ul style="list-style-type: none"> • Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child*.

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