

Early Childhood Outcomes Summary Process

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

SOUTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES

Healthy Connections

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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 the *Family Guide* with the family, as well as ‘A Family Guide to Participating in the Child Outcomes Measurement Process.’”

- 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 the *Family Guide* with the family, as well as ‘*A Family Guide to Participating in the Child Outcomes Measurement Process.*’

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

Teaming Practices in Completion of the Early Child Outcomes Ratings

Early Child Outcome Summary Decision Tree

Definitions of Outcome Ratings

Additional Resources:

Early Childhood Outcomes Summary Process Online Modules: <https://ectacenter.org/eco/pages/cos.asp>

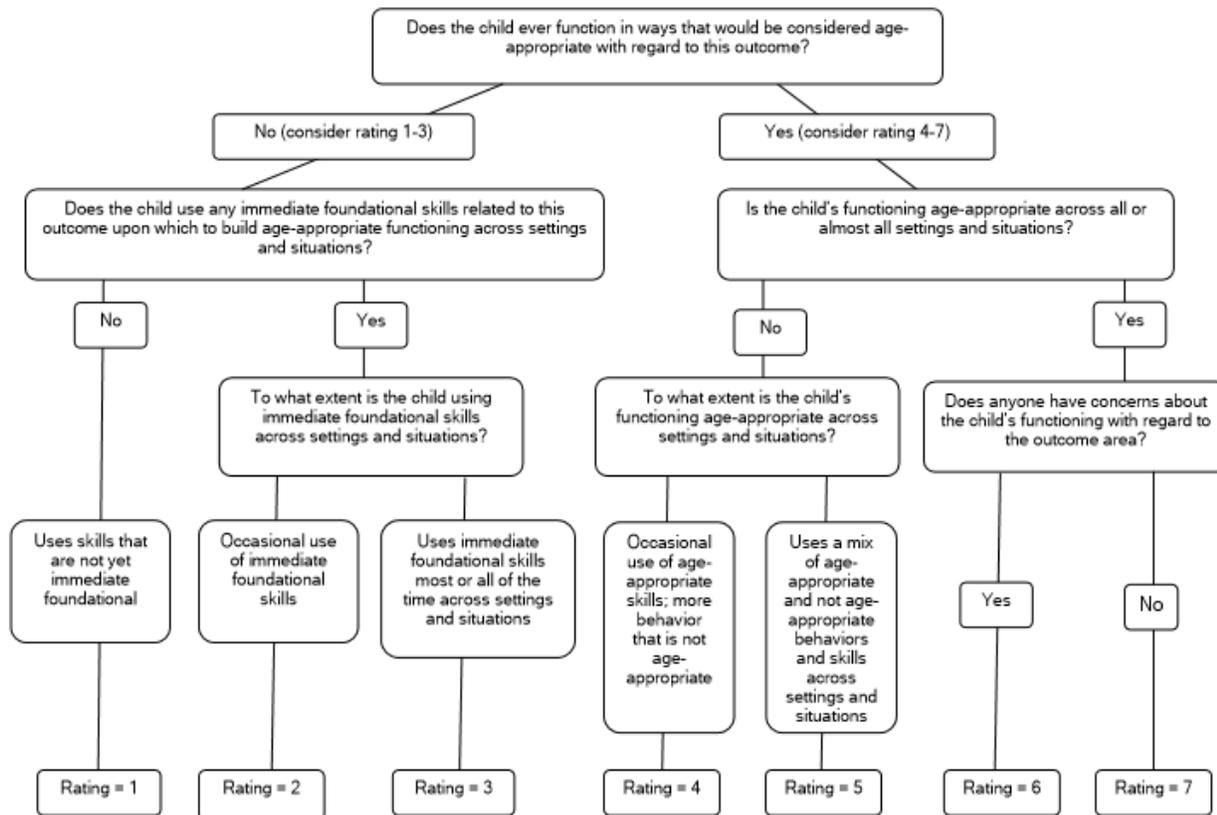
Teaming Practices in Completion of the Early Childhood Outcomes Ratings

Being able to reach an accurate rating requires a rich dialogue about what the child is doing in each outcome and talking about what the child is doing relative to what would be expected for a child this age. Examples of questions that might draw out this type of information are:

- What skills and behaviors does the child use?
- In what settings and situations?
- How often is the child using those skills and behaviors? What supports are needed for the child to use them?
- Are these skills and behaviors what we expect of a child this age?
- Are there skills or behaviors that we would expect a child this age to use that this child is not yet using?

The Service Coordinator will guide the activity to ensure the team discusses the child's functioning in depth across the family's home and community routines and activities, including whether or not skills for each outcome vary depending on where the child is, who the child is with, or what activity is taking place. Finally, the discussion will include a consideration comparing the child's current skills and behaviors with age expectations to the team age-anchor the child's skills accurately. Age-anchoring should be sensitive to the family's culture and the child's use of any assistive technology devices available in everyday 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.