

## Early Childhood Outcomes Process Summary Form INSTRUCTIONS



Updated July 1, 2020

*Who is responsible: Service Coordinators and Early Interventions Service (EIS) Providers*

### Purpose and Use

The purpose of this form is to document participation of the parent and all other members of the IFSP team in reaching consensus about the child's status and progress in attaining the national Early Child Outcomes for IDEA/Part C.

The Early Childhood Outcomes Process form is used by the Service Coordinator and EIS providers on the IFSP team at entry and exit from IDEA/Part C. The Service Coordinator must document input from all available sources, including the parent and all members of the IFSP Team, the date the input was provided, and a summary of relevant information from each source regarding the child's progress in attaining the outcomes. A rating for each outcome is documented on the form and is entered into BRIDGES on the COS screen for each outcome at entry and at exit.

### Section 1: Child Information

Enter the child's legal first and last name, date of birth, BRIDGES ID number, date of rating, and whether the summary is for the entry or exit rating.

### Section 2: Persons Completing the Early Childhood Outcomes Ratings

Enter the name and role of each person participating in the Early Childhood Outcomes Summary Process.

### Section 3: IDEA/Part C Eligibility Status (completed by Intake Coordinator)

For each of the three Early Childhood Outcomes, the following information must be entered:

- A summary of progress and date of rating based on information from:
  - The most recent family assessment.
  - The most recent child assessment.
  - The most recent evaluation/assessment from each EIS provider
  - Any non-IDEA/Part C providers who may be working with the family (e.g., early care and education provider).
- Check the most appropriate functional rating of the child's behavior/performance that is agreed to by the parent and the EIS providers (see Definitions for Early Childhood Outcome Ratings below).
- If the rating is being completed at exit, check 'Yes' or 'No' for the summary progress question. 'Has the child acquired any new skills related to this Outcome since the entry rating?'

<b>Definitions of Outcome Ratings:</b>			
<b>Overall Age Appropriate</b>	<b>Completely</b> <i>means:</i>	<b>7</b>	<ul style="list-style-type: none"> <li>• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life.</li> <li>• No one on the team has concerns about the child’s functioning in this outcome area.</li> </ul>
		<b>6</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.</li> </ul>
<b>Overall Not Age Appropriate</b>	<b>Somewhat</b> <i>means:</i>	<b>5</b>	<ul style="list-style-type: none"> <li>• Child shows functioning expected for his or her age some of the time and/or in some settings and situations.</li> <li>• Child’s functioning is a mix of age-expected and not age-expected behaviors and skills.</li> <li>• Child’s functioning might be described as like that of a slightly younger child.</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>• Child shows occasional age-appropriate functioning across settings and situations.</li> <li>• More functioning is not age-expected than age-expected.</li> </ul>
	<b>Emerging</b> <i>means:</i>	<b>3</b>	<ul style="list-style-type: none"> <li>• Child does not yet show functioning expected of a child of his or her age in any situation.</li> <li>• Child uses immediate foundational skills most or all of the time across settings and situations.</li> <li>• Functioning might be described as like that of a younger child.</li> </ul>
		<b>2</b>	<ul style="list-style-type: none"> <li>• Child occasionally uses immediate foundational skills across settings and situations.</li> <li>• More functioning reflects skills that are not immediate foundational than are immediate foundational.</li> </ul>
	<b>Not yet</b> <i>means:</i>	<b>1</b>	<ul style="list-style-type: none"> <li>• Child does not yet show functioning expected of a child his or her age in any situation.</li> <li>• Child’s functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.</li> <li>• Child’s functioning might be described as like that of a much younger child.</li> </ul>

Center for IDEA Early Childhood Data Systems & Early Childhood Technical Assistance Center. (2017). Definitions for child outcomes summary (COS) ratings. Retrieved from: [http://ectacenter.org/~pdfs/eco/definitions\\_outcome\\_ratings.pdf](http://ectacenter.org/~pdfs/eco/definitions_outcome_ratings.pdf)