



MAINE DEPARTMENT
OF EDUCATION

Data Collection and Submission for Child Outcomes Summary Process

Presented by: Early Childhood Special Education Team



Child Outcomes Summary (COS) Process

- Confident teams
- Parent Participation
- Reliable Results



COS Data Submission



At Entry

- Data is submitted for children who:
 - Are enrolled in the program with an IEP,
 - Are exiting from special education because of age (going to K) or no longer have a disability,
 - Have been in an early childhood special education program for at least six months.



At Exit

COS Process

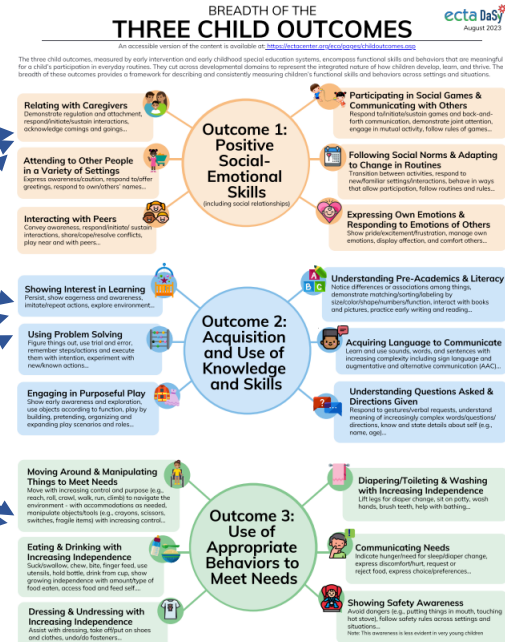
- Observations by members of child's team are collected in three outcome areas at the beginning and end of the program.
- Compare the observations to skills and behaviors expected for the age of the child.
- Assign a rating for each outcome area.
- Post results in the spreadsheet and send to DoE.



Domains to Outcome Areas

The **5** Developmental Domains of Early Childhood

By age 5, a child should be competent in these areas of development:

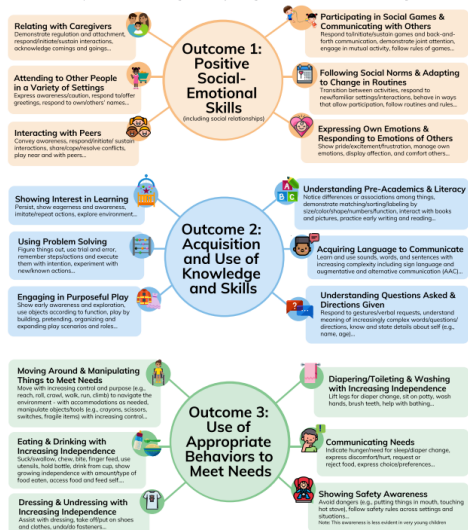


Six Skill Bundles of the Three Child Outcomes

BREADTH OF THE THREE CHILD OUTCOMES

ecta DasY
August 2022

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



Relating with Caregivers
Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...

Attending to Other People in a Variety of Settings
Express awareness/caution, respond to/off greetings, respond to own/others' names...

Outcome 1: Positive Social-Emotional Skills

Participating in Social Games & Communicating with Others

Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

Showing Interest in Learning
Persist, show eagerness and awareness, imitate/repeat actions, explore environment...

Using Problem Solving
Figure things out, use trial and error, remember instructions and execute...

Outcome 2: Acquisition and Use of Knowledge and Skills

Understanding Pre-Academics & Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...

Moving Around & Manipulating Things to Meet Needs
Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...

Eating & Drinking with Increasing Independence
Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self...

Dressing & Undressing with Increasing Independence
Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...

Outcome 3: Use of Appropriate Behaviors to Meet Needs

Diapering/Toileting & Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...

Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations... Note: This awareness is less evident in very young children.



Recap: Entry Activities

Upon completion of the COS process, you will have:

- Received entry scores from your local CDS Site
- [Built the COS team](#)
- [Gathered information about the child's functioning](#)
- [Age-anchored the skills and behaviors](#)
- Conducted a high-quality [ratings discussions](#) and reached consensus on a rating consistent with the [COS Definitions: 7-Point Rating Scale Criteria](#)
- Completed [COS Form to Document Team Decisions](#)
- Entered entry, exit, and progress data on the DOE provided spreadsheet

Using Published Tools

Teacher Report and Scoring Form—Self-help and Social-Emotional Scales

Child's Name _____ Date of Screening _____ Year _____ Month _____ Day _____
 Parent(s)/Caregiver(s) _____ Birth Date _____ School/Program _____
 Age _____ Teacher _____
 Examiner _____

Directions: Read each item and circle the response or description that best reflects the child's behavior or skill level.

SELF-HELP SKILLS			
A. Eating Skills			
1. Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
2. Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
3. Does _____ hold a fork in his/her fingers, not in his/her fist? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
Total for A. Eating Skills _____ /3			
B. Dressing Skills			
4. Does _____ put on his/her shoes? Criteria: Buckling, tying, or Velcro® fastening is not required for credit. No = 0 Yes (sometimes on wrong feet) = 1 Yes (each shoe on correct foot 50% of the time) = 2 /2			
5. Does _____ dress himself/herself unsupervised? Rarely/No = 0 Sometimes = 0 Most of the time, except for help with difficult fasteners = 1 /3 Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners) = 2 Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners) = 3			
6. Does _____ put on his/her socks? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
Total for B. Dressing Skills _____ /6			
C. Toileting Skills			
7. Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
8. Does _____ have bowel movements ("poo") in the toilet or potty (no more than one accident a week)? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
9. Does _____ urinate ("pee") in the toilet or potty (no more than one accident a week)? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
10. Does _____ attempt to wipe himself/herself after toileting? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /2 OR (Answer only the more appropriate of these two questions.) Does _____ wipe himself/herself independently after toileting? Rarely/No = 0 Sometimes = 0 Most of the time = 2 /2			
11. Does _____ take care of his/her toileting needs? Rarely/No = 0 Sometimes = 0 Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2 /2			
12. Does _____ go to the bathroom on his/her own without being asked or reminded? Rarely/No = 0 Sometimes = 0 Most of the time = 1 /1			
Total for C. Toileting Skills _____ /8			
TOTAL FOR SELF-HELP (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) _____ /17			

Self-help and Social-Emotional Scales

Outcome 1: Positive Social-Emotional Skills (including social relationships)

- **Bundle 1:** Relating with Caregivers
- **Bundle 2:** Attending to Other People in a Variety of Settings
- **Bundle 3:** Interacting with Peers
- **Bundle 4:** Participating in Social Games and Communication with Others
- **Bundle 5:** Following Social Norms and Adapting to Change in Routines
- **Bundle 6:** Expressing Own Emotions and Responding to Emotions of Others

C. Physical Development: Fine Motor Skills

Fine Motor Skills Assessment Items	Bundle 1	Bundle 2	Bundle 3	Bundle 4	Bundle 5	Bundle 6
C-1 General Eye/Finger Hand Manipulative Skills	—	—	—	30	—	—

D. Language Development

Language Development Assessment Items	Bundle 1	Bundle 2	Bundle 3	Bundle 4	Bundle 5	Bundle 6
D-1 Prespeech Receptive	2–4, 12	—	—	—	—	—
D-2 Prespeech Expressive	1, 2, 29	24, 33	—	20	—	25
D-3 General Speech and Language Development	—	—	—	45, 46	—	—




G. Daily Living

Language Development Assessment Items	Bundle 1	Bundle 2	Bundle 3	Bundle 4	Bundle 5	Bundle 6
G-9 Knows what to do in different situations	—	—	—	—	15	—

COS Content Connector

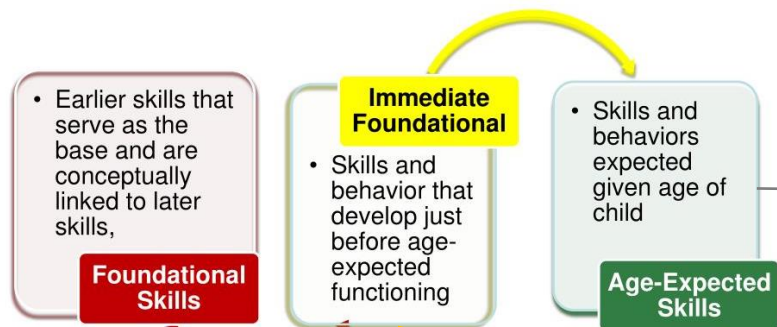
- Documents child's functioning across each of the outcome area's bundled skills
- Compares functioning to age expected behaviors
- Supports age anchoring

Outcome 1: Positive Social-Emotional Skills (including social relationships)

Outcome 1 Skill Bundles	Examples of child functioning	What is age-expected?	Age anchoring
Relating With Caregivers Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings... 			
Attending to Other People in a Variety of Settings Express awareness/caution, respond to/offer greetings, respond to own/others' names... 			
Interacting with Peers Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers... 			

Age Anchoring to Rating

Applying Knowledge of Child Development



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• Waiting

ecta Early Childhood
Technical Assistance Center

DaSy The Center for IDEA
Early Childhood Data Systems

Child Outcomes Summary (COS) Definitions: 7-Point Rating Scale Criteria

Updated June 28, 2024 — Available in Spanish — <https://ectacenter.org/eco/pages/cosform.asp>

Overall Age-Expected Functioning

Rating Definition

7

Child functions in ways that are age-expected in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.

6

Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.

Some Age-Expected Functioning

Rating Definition

5

Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.

4

Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.

Not Yet Age-Expected Functioning

Rating Definition

3

Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.

2

Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.

1

Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.

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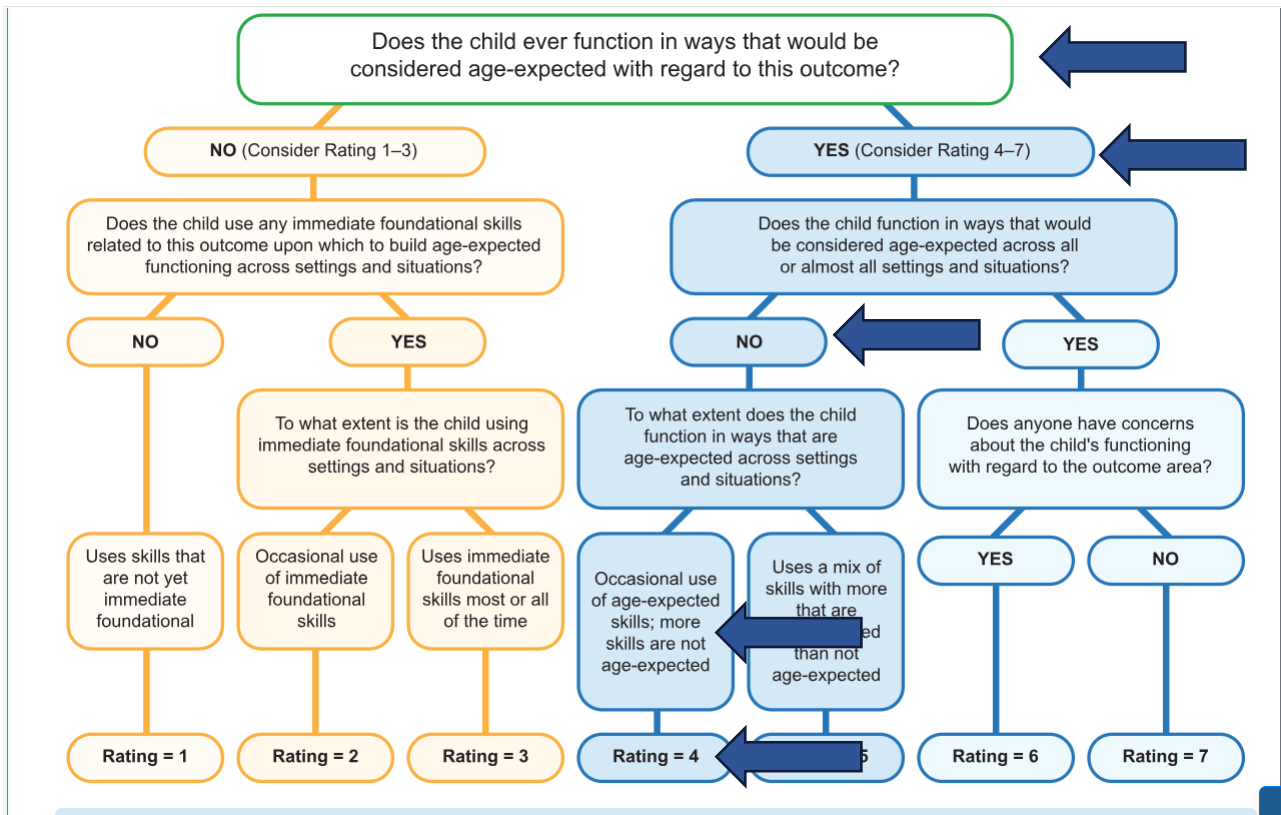
13

Outcome 1 Skill Bundles	Examples of child functioning	What is age-expected?	Age anchoring
Participating in Social Games and Communicating with Others Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games... 	Mom says Mary (5 YO) is excited to play with brothers, shares toys and plays Apples to Apples with them. Teacher says it is challenging to negotiate for toys she wants that others are using. Getting the words out in time is hard.	Socio dramatic play is cooperative and coordinated; Engaging in cooperative play; Working cooperatively with others in completing a task; Asking questions to understand what another person thinks or feels and asking why	Immediate Foundational
Following Social Norms and Adapting to Change in Routines Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules... 	Mom says Mary is very easy going and handles changes well. Teacher says changes in schedule do not bother her.	Attending during large group for ten minutes; Waiting for turn for adult attention	Age Expected
Expressing Own Emotions and Responding to Emotions of Others Show pride/excitement/frustration, manage own emotions, display affection and comfort others... 	Mary is kind to others, but when frustrated, cries and waits for others to come help her.	Asking for adult help as needed; being persistent in tasks, creating rules, talking through a situation; asking permission to use others' possessions	Immediate Foundational



Decision Tree to Assign Ratings

Mary
Outcome 1: Social Emotional



1. Immediate Foundational
2. Age expected
3. Immediate Foundational
4. Immediate Foundational
5. Age Expected
6. Foundational



Data Collection and Data Entry

A	B	C	D	E	F	G	H	I	J	K	L	M	N
State Student ID	Student Last Name	Student First Name	COS entry score date 	COS A Social Emotional entry rating (1-7)	COS B Knowledge and Skills entry rating (1-7)	COS C Behavior to Meet Needs entry rating (1-7)	COS exit score date 	COS A Social Emotional exit rating (1-7)	COS A Social Emotional Skills: Did student make progress between entry and exit? (Yes/No)	COS B Knowledge and Skills exit rating (1-7)	COS B Knowledge and Skills: Did student make progress between entry and exit? (Yes/No)	COS C Behavior to Meet Needs exit rating (1-7)	COS C Behaviors to Meet Needs Skills: Did the student make progress between entry and exit? (Yes/No)
	Starr	Ringo	12/1/2022	2	3	2	5/24/2024						
	Harrison	George	2/1/2022	3	3	3	5/25/2024						
	Lennon	John	12/15/2022	4	3	4	5/26/2024						
	McCartney	Paul	11/20/2022	4	5	5	5/27/2024						

Data Collection: Progress Made?

A	B	C	D	E	F	G	H	I	J	K	L	M	N
State Student ID	Student Last Name	Student First Name	COS entry score date 	COS A Social Emotional entry rating (1-7)	COS B Knowledge and Skills entry rating (1-7)	COS C Behavior to Meet Needs entry rating (1-7)	COS exit score date 	COS A Social Emotional exit rating (1-7)	COS A Social Emotional Skills: Did student make progress between entry and exit? (Yes/No)	COS B Knowledge and Skills exit rating (1-7)	COS B Knowledge and Skills: Did student make progress between entry and exit? (Yes/No)	COS C Behavior to Meet Needs exit rating (1-7)	COS C Behaviors to Meet Needs Skills: Did the student make progress between entry and exit? (Yes/No)
1													
2	Starr	Ringo	12/1/2022	2	3	2	5/24/2024	4	yes	3	yes	4	yes
3	Harrison	George	2/1/2022	3	3	3	5/25/2024	4	yes	4	yes	4	yes
4	Lennon	John	12/15/2022	4	3	4	5/26/2024	5	yes	4	yes	5	yes
5	McCartney	Paul	11/20/2022	4	5	5	5/27/2024	5	yes	6	yes	6	yes
6													
7													
8													

Progress question: Is the child showing any new skills or behaviors related to each outcome since the last rating?



Questions and Answers About the COS Process



Q: Do we submit outcomes data at the end of the school year for *all* children on the roster?

A: No, just children who will be exiting preschool special education at the end of the year. Exiting preschool in this context means leaving special education or becoming school age and going to kindergarten.



Q: If children were on our roster but are no longer in the program, what do we do?

A: The names of the children that were included on the data collection spreadsheet were listed as potentially eligible or were anticipated to be enrolling in the district program as of October 1, 2024. If a child did not enroll, then no COS process would be conducted.



Q: We had children on our list who, upon enrollment, had an IEP but did not have an entry score. What is our responsibility?

A: If child moves into the district an entry score may be able to be obtained by contacting the local CDS site. If no entry score was ever recorded for the child, the district in which the child enrolls will be responsible for determining the score using the COS process.

References and Resources

Training and Information

- [COS Process Online Module](#)
- [COS Process Quick Reference Guide](#)
- [COS Process Professional Development and Topical COS Professional Development Activities](#)
- [Domains of learning vs. Outcome areas](#)
- [The Maine Fact Sheet for Child Outcomes Assessment](#)

Tools

- [ECTA Center: Child Outcomes: Instrument Crosswalks](#)
- [COS Content Connector: Age Anchoring Functional Skills by Outcome](#)
- [Age Anchoring Tool](#)
- [Decision Tree for Summary Rating Discussions](#)



Contact Us

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