

Measuring Children's Outcomes in Early Childhood Special Education

Presented to Cohort 1

8.14.2024

Key Child Outcomes Summary Process (COS) Practices



COS Purpose: Measuring Progress

The Information helps determine whether children in our programs are progressing based on our instructional efforts.

Federally reported data is used to determine if federal funding for provision of early childhood special education is making a difference for young children with disabilities and their families.

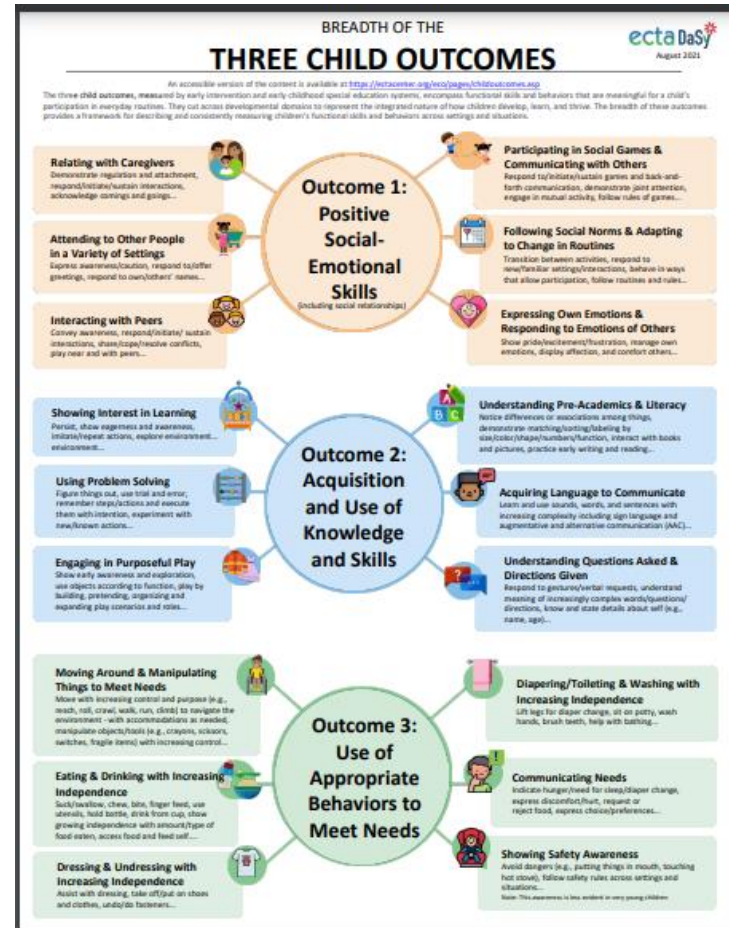
State and Local Programs use results to know how well programs are serving children and families and how to help programs improve.

Teachers use the results to inform instruction in the classroom.



Breadth of the Outcomes: Functional Skills

<https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf>



Ratings in COS Process

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.

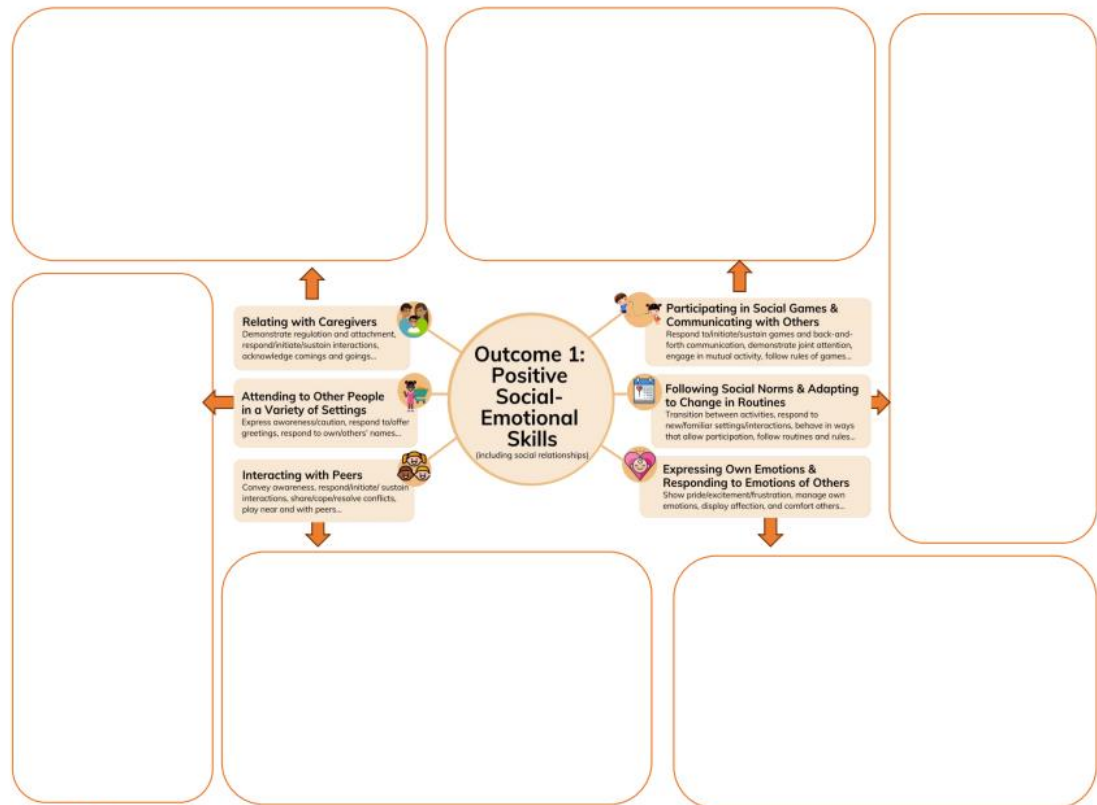
Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
<i>or "or"</i>		
49-60 months <ul style="list-style-type: none"> • Recognizing rules and is compliant with them most of the time • Working to combine things in unique ways to create productions from clay, sand, paper, blocks etc. • Asking for adult help as needed • Establishing special friendships that last over time. Socio dramatic play is cooperative and coordinated • Asking questions to understand what another person thinks or feels and asking why • Recognizing others' needs and giving assistance • Preferring to play with other children to playing alone except when involved in a project • Showing respect for property and rights of others by asking permission to use others' possessions • Engaging in cooperative play • No separation distress • Becoming demanding and resisting doing chores • Carrying on long conversations with friends related to a wide range of topics. Activities are planned together and can be quite complex • Creating own complex socio dramatic play themes, scenarios, and props with great attention to detail • Initiating appropriate tasks without being reminded • Attending during large group for ten minutes • Waiting for turn for adult attention 	49-60 months <ul style="list-style-type: none"> • Stringing beads according to a pattern • Drawing a person with more than five parts • Verbalizing similarities and differences in people • Verbalizing opposite analogies • Sorting by shape and color • Dictating individual story book, familiar stories from books and experiences • Clapping syllables in name • Identifying some letter sounds • Verbally identifying the beginning sound of name • Identifying letters in first and last name • Verbally identifying signs in environment • Verbally identifying labels in classroom and home (cereal, names, calendar) • Using print forms in imaginary play (menu, lists, newspaper) • Responding to questions relating to story • Acting out stories from a book (Three Little Pigs) • Attending while being read to for 4 to 10 minutes • Showing interest in reading related activities, such as independently looking at a book or drawing pictures based on a story • Constructing complex structures with vertical, horizontal and symmetrical lines • Pretending to write following natural progression of left to right, top to bottom • Beginning to make real letters • Copying letters of first name and symbols • Giving 3, 5, 7 objects upon request 	49-60 months <ul style="list-style-type: none"> • Wiping nose independently • Covering mouth and nose when coughing/sneezing • Washing and drying face • Brushing teeth (rinses and expels liquid) • Bathing without assistance • Demonstrating hand dominance-right or left • Drawing a person with six recognizable parts • Beginning to gallop • Demonstrating meal time skills including: setting table; using knife cut soft foods; holding glass while pouring milk; serving self; cleaning up spills without help • Making activity choices without teacher's help • Zipping zippers • Lacing shoes • Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings • Hopping in place on one foot three times without losing balance • Standing on one foot for three seconds • Jumping over objects 5 to 6 inches high; landing with feet together • Cutting a circle with a scissor • Completing a simple treasure hunt map • Telling others about events that happened in the past with support

Assessment Based on Age Expectations

Age-Anchoring Tool for COS (pbworks.com)

Team Process

[COS Breadth bubble note_taker.pdf](#)
[\(ectacenter.org\)](#)



ecta DaSy[®] See Outcomes Breadth Graphic at <https://ectacenter.org/eco/pages/childoutcomes.asp>

Determining and Using COS Ratings: Data Submission

- Entry data: Data to complete the COS may be gathered from during the Review of Existing data, at the Multi-disciplinary Evaluation Team meeting, and/or at the initial IEP meeting. The data must be collected at the onset of services to document the child's performance prior to services.
- Exit data: The exit COS is completed when a child is discharged from services (either through graduation from special education, or transitioning to kindergarten special education services, or moving out of state). Data will be submitted for all exiting children who have received services for at least 6 months.

FAQ's

Q: Are we required to do the COS process for all children in the classroom, both with and without disabilities?

A: No. The COS process reflects two point-in-time assessments of its preschool children with disabilities. However, ongoing progress monitoring activities of all children is a best practice and includes observations and documentation of their performance using work samples, photos, videos, and notes collected during their school day. This information is used by teachers to determine instructional needs and progress on the curriculum. Ongoing progress monitoring also can help inform children's progress relative to IEP goals. The COS process is only required for preschool aged children with disabilities.

Q: Is there a mandated tool or process for conducting the COS assessment activities?

A: No. Data to complete the COS should be gathered at the initial evaluation and IEP meeting upon entry, and prior to the end of the school year for the exit score.

Practitioners involved in the COS process are expected to have a thorough understanding of the tools and procedures to gather and submit timely and accurate data.

Q: How do we know if our teams are ready to utilize the COS process accurately?

A: There are a variety of trainings and resources available for teams to ensure they are knowledgeable about the process. Professional development through the Early Childhood Technical Assistance Center includes [online modules](#), [guides](#), and [practice activities](#). The COS Knowledge Check is available to assess practitioner knowledge about the process.

- [COS Process Online Module](#)
- [Professional Development to Strengthen COS Knowledge and Skills](#)
- [Frequently Used Resources](#)
- [Child Outcomes Summary Knowledge Check \(COS-KC\)](#)

Questions?

- Please share questions you may have.
- We want to ensure school teams have everything they need to use the COS process this year.