South Carolina Early Childhood Outcome User's Guide: Collecting, Rating, and Reporting ECO Data

Prepared for BabyNet System Personnel by
Team for Early Childhood Solutions
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Introduction

Early Childhood Outcomes (ECO) are a way to measure how our services change the development of infants and toddlers with different needs and abilities. Congress added these outcomes to IDEA in 2004, and each state's program early intervention program under IDEA must report data using the same three outcomes. What is measured is the *change* in the child's function in three areas between when he/she enters and exits BabyNet. These areas of function are:

- **Making and keeping positive social relationships,**
- **Acquiring and using knowledge and skills, and**
- **Taking appropriate action to meet needs.**

In South Carolina, entry and exit data must be reported for every child who:

- ☑ has entered BabyNet on or after August 1, 2006
- ☑ is between ages birth and 30 months of age at time of initial IFSP
- ☑ has been enrolled in BabyNet System at least 6 months prior to exit

Gathering, Reporting, and Use of ECO data: Why it matters

The data at entry and exit is gathered using different kinds of information about the child. That information is then compared to what is known about how other children of the same age would typically use the same skills in everyday life. **What Congress wants to know is whether the change in a child's function between when he/she enters and exits is a result of receiving BabyNet services. In other words, do states' programs like BabyNet make a difference for very young children with different needs and abilities? If so, what is that difference? And, should these programs keep getting funding?**

At the national level, the data is also used to rate how closely each state meets both the spirit and the letter of IDEA. State ratings are then ranked to decide if a state needs federal assistance, or should continue to receive funding. At the state level, the same data is used in rating and ranking each BabyNet Region to decide if a region needs targeted assistance in meeting IDEA regulations and performance indicators. Child Outcome data is not the only data considered in assigning the ratings and rankings, but is what is called a 'key performance indicator.'

The rest of this guide explains and give examples for gathering, rating, and reporting ECO data for children in the BabyNet early intervention system.

ECO Processes in South Carolina: Entry Data at a Glance

	Question	Source of Information	Documentation of Process	Persons Involved
1	What is the child doing right now?	Curriculum-Based Assessment (CBA)	Initial IFSP, Section 6B	Service Coordinator facilitating development of initial IFSP
2	Are any of these skills things that relate to the 3 national early childhood outcomes?	CBA Crosswalk	Child Outcome Summary Form (COSF)	Service Coordinator @ Initial IFSP
3	If so, HOW is the child using these skills *every day* the family's home and community routines and activities?	Description by family, community providers (child care provider, nursery at house of worship, gymnastics class, etc.), and if appropriate, providers in place prior to child's referral to BabyNet	Child Outcome Summary Form (COSF)	Service Coordinator @ Initial IFSP and Family; community providers and service providers as appropriate
4	On a scale of 1 to seven, to what extent does this *description* match HOW a *typically developing child* would USE these skills?	ECO Decision Tree	Rating entered into TECS' online database **PASSWORD: 'ENTRY'**	Service Coordinator @ Initial IFSP
5	What is the functional status at *entry* for every child $\leq$ 30 months of age who enter BabyNet between July 1 and June 30 each year?	All data is downloaded and shared with BabyNet Regional Consultants and Program Managers on a monthly basis. **All usable data is analyzed and reported annually to the Lead Agency, the State Interagency Coordinating Council, and the U.S. Department of Education**	South Carolina Annual Performance Report for Part C, Indicator 3 U.S. Department of Education, Office of Special Education Programs (OSEP) Annual Report to Congress	TECS, DHEC, State Interagency Coordinating Council

Question 1: What is the child doing right now?

Every child found eligible for Part C services in the BabyNet early intervention system will have had a curriculum based assessment completed before the initial IFSP is developed. Information about the child's current skills will come from the results of the initial CBA, reported in Section 6B of the IFSP. For the purposes of the ECOs, use **only** the skills listed in the field entitled, '(domain name) skills child currently demonstrates.'

Because the ECOs measure function, each outcome includes skills in more than one domain of development. All domains of the CBA will be used, but in a different way than in development of the initial IFSP. The table below outlines the domains addressed by each outcome in the Assessment, Evaluation, and Programming System (AEPS), the Carolina Curriculum for Infants and Toddlers with Special Needs, and the Hawaii Early Learning Profile (HELP).

Outcome	AEPS Domains	Carolina Curriculum for Infants and Toddlers with Special Needs	HELP Domains
Making and keeping positive social relationships	Social-Communication Social	Personal-Social Communication	Social-Emotional Expressive Language
Acquiring and using knowledge and skills	Fine Motor Cognition Social-Communication	Personal-Social Cognition Cognition/Communication Fine Motor	Cognition Receptive Language Expressive Language Fine Motor Social-Emotional
Taking appropriate action to meet needs	Gross Motor Adaptive Social	Personal-Social Cognition/Communication Fine Motor Gross Motor	Cognition Gross motor Fine Motor Social-Emotional Self-Help

Question 2: Are any of these skills things that relate to the 3 national early childhood outcomes?

To help states' early intervention systems with the ECO process, several assessment tools have been analyzed to see which items in the assessment will most accurately measure the child's current status as it relates to the three national early childhood outcomes. These analyzes are called 'crosswalks.'

Step 1

Use the crosswalk the matches the CBA tool used to develop the child's initial IFSP. The crosswalks are included in Section 12 of this guide; the most current versions can be found at http://www.fpg.unc.edu/~ECO/crosswalks.cfm

Step 2

For each outcome, look at the skills listed in the crosswalk. Compare this to the skills listed in Section 6B of the IFSP, '(domain name) skills the child currently demonstrates' to figure out if any of the skills identified through the CBA are on the instrument's crosswalk. Those skills that are on both the child's IFSP and the crosswalk are entered on the Child Outcome Summary Form. See the example below for Questions 1 and 2.

Example for Child Outcomes at Entry, Questions 1 and 2

Curriculum-Based Assessment

Initial IFSP, Section 6B:

Skills child currently demonstrates, all domains

CBA Results for Social -Emotional Domain Social-emotional skills child currently demonstrates (AEPS):

Responds appropriately to familiar adult's affect,
Initiates and maintains interaction with familiar adult,
Initiates and maintains communicative exchange with familiar adult,
Participates in established social routines
Meets observable physical needs in socially appropriate ways
Entertains self by playing appropriately with toys

Instrument Crosswalk

Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, Second Edition (2003) AEPS Measurement for Birth to Three Years): **Crosswalk with Child Outcomes**

Outcome 1: Has positive social relationships
Social Area
A. Interaction with familiar adults
1. **Responds appropriately to familiar adult's affect**
2. **Initiates and maintains interaction with familiar adult**
3. **Initiates and maintains communicative exchange with familiar adult**
B. Interaction with environment
2. **Participates in established social routines**
C. Interaction with peers
1. Initiates and maintains interaction with peer
2. Initiates and maintains communicative exchange with peer

Child Outcome Summary Form (COSF)

Child Outcome Summary Form (COSF)

Outcome 1

Date	**Source**
	AEPS

Summary of Relevant Information
Joey currently demonstrates the following social-emotional skills that relate to this outcome: **Responds appropriately to familiar adult's affect, Initiates and maintains interaction with familiar adult, Initiatesand maintains communicative exchange with familiar adult, Participates in established social routines.** Joey also is demonstrating the following social communication skills that relate to Outcome 1: ...

Question 3: If so, HOW is the child using these skills *every day* the family's home and community routines and activities?

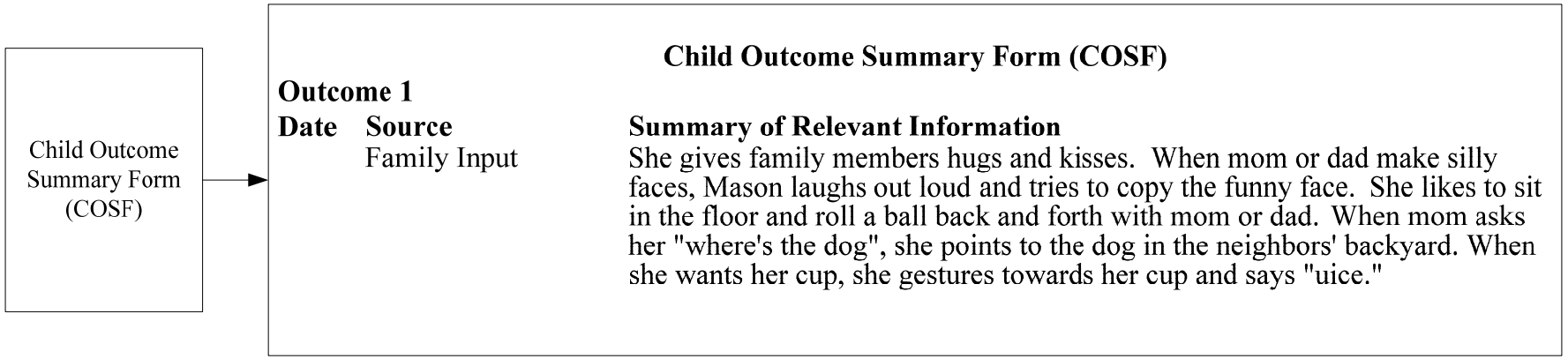
The CBA has given you the needed information about **what** the child can do, and the crosswalk lets you know **which** skill relate to the outcomes. The third question to be answered, **how** the child **uses** these skills every day, looks at the child's function in ordinary (not 'therapeutic') routines, activities and places in the family's home and community. Here are some examples of 'thinking functionally:'

Thinking Functionally (within age-expected bounds)	
Not just…	*But does he/she…*
Know how to make eye contact, smile, and give a hug	Initiate affection toward caregivers and respond to others with affection?
Know how to imitate a gesture when prompted by others	Watch what a peer says or does and incorporate it into his/her own play?
Use finger in pointing motion	Point to indicate needs or wants?
Show a skill in a specific situation	Use a skill in actions across settings and situations to accomplish something meaningful to the child?

Question 3 will be answered most accurately by those who know the child the best:

- **the child's family,**
- **others who spend extended time with the child (for example, a child care or preschool provider), and**
- **others who have known the child longer than BabyNet system personnel (for examples, any therapists or other professionals serving the child before their referral to BabyNet, *who have worked with the child and family in home and community settings*).**

Question 3 is also answered in less formal ways than Questions 1 and 2: through conversation with family and others about how the child participates in everyday activities. A summary of this conversation is recorded in the 'Family Input' and 'Other' fields of the Child Outcome Summary Form (COSF). Below are examples of you can use to guide the conversation, or get the discussion going with the family and others who know the child well. **The full document 'Child Outcome Discussion Prompts,' can be found in Section 7 of this User's Guide.**



<u>Discussion Points for Outcome 1</u> (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., child care 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 child care, in the park, in the neighborhood, in brief interactions in stores or at restaurants)?
- **<u>How would you expect other children this age to act in these situations?</u>**

<u>Discussion Points for Outcome 2</u> (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 child care, at the store, with other kids, at child care, 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)?
- **<u>How would you expect other children this age to act in these situations?</u>**

<u>Discussion Points for Outcome 3</u> (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?
- **<u>How would you expect other children this age to act in these situations?</u>**

Question 4: On a scale of 1 to seven, to what extent does this *description* match HOW a *typically developing child* would USE these skills?

Now that the family and others who are with the child everyday have *described how the child uses the skills that appear in both the CBA and the Outcomes Crosswalk*, the next step is to provide a rating. Each child's functional status at entry must be compared to how a typically developing child would use these skills based on a 7-point scale. This scale was developed by the National Early Childhood Outcome Center, as was a Child Outcome Rating Decision Tree. Using the description of the child gathered through answering Question 3, a series of 'filters' are applied to the description to reach a rating in as objective a manner as possible.

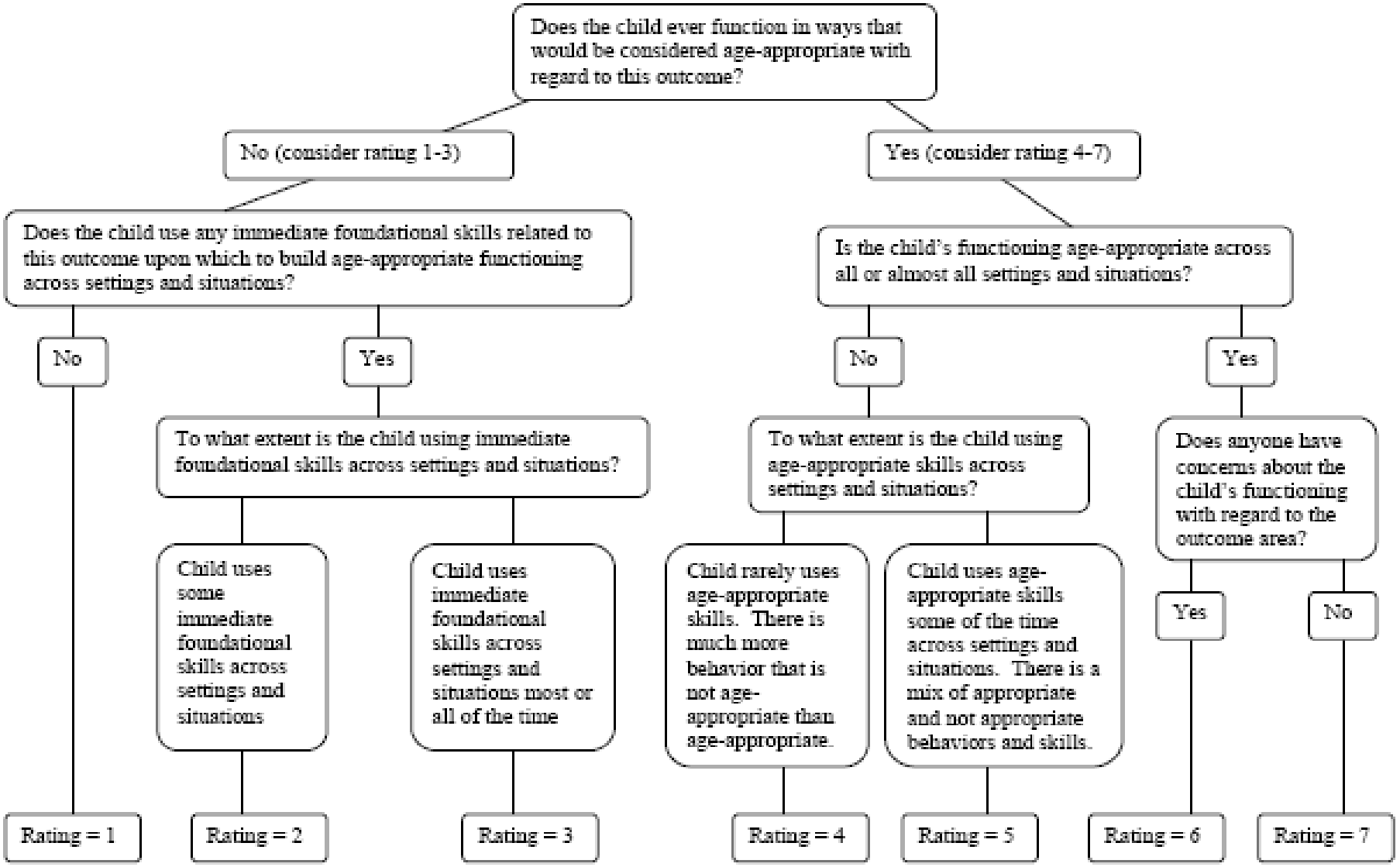
The Bottom Line: would *anyone* else (e.g., supervisor, monitor, the child's next service coordinator, OSEP), considering the *same* information as the service coordinator making the initial rating, reach the same rating? This is why the process, not just the decision, must be documented and be a part of the child's early intervention educational record.

Step 1

At each branch in the decision tree, make the appropriate choice based on Yes/No statements about the child's functional abilities. Below are definitions of the each rating, the decision tree, and a completed example of the decision tree.

ECO Rating	Definition
7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life. Behavior and skills are considered typical for his or her age., and no one has any concerns about the child's functioning in this outcome area.
6	Child's functioning generally is considered typical for his or her age but there are some concerns about the child's functioning.
5	Child shows behavior and skills expected for his or her age some of the time across situations.: Behavior and skills are a mix of age appropriate and not appropriate, and s might be described as more like those of a slightly younger child.; some behaviors or conditions might interfering with the child's capability to achieve age-expected behavior and skills.
4	Between Somewhat and Emerging
3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age expected skills, and might be described as more like those of a younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
2	Between Emerging and Not Yet
1	Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills, and child's ways of forming and maintaining social relationships might be described as more like those of a much younger child. Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

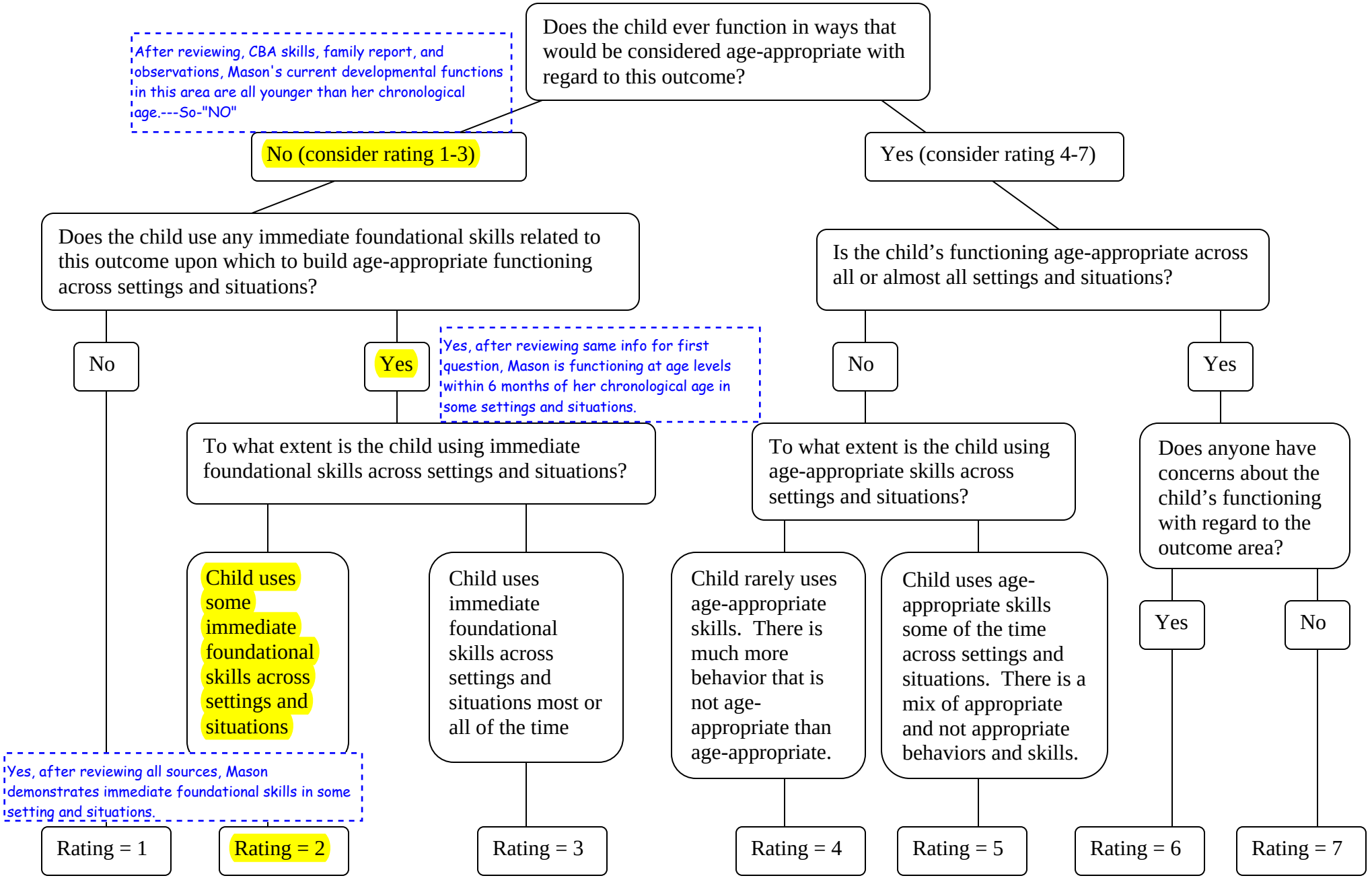
Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center Revised 5-1-07

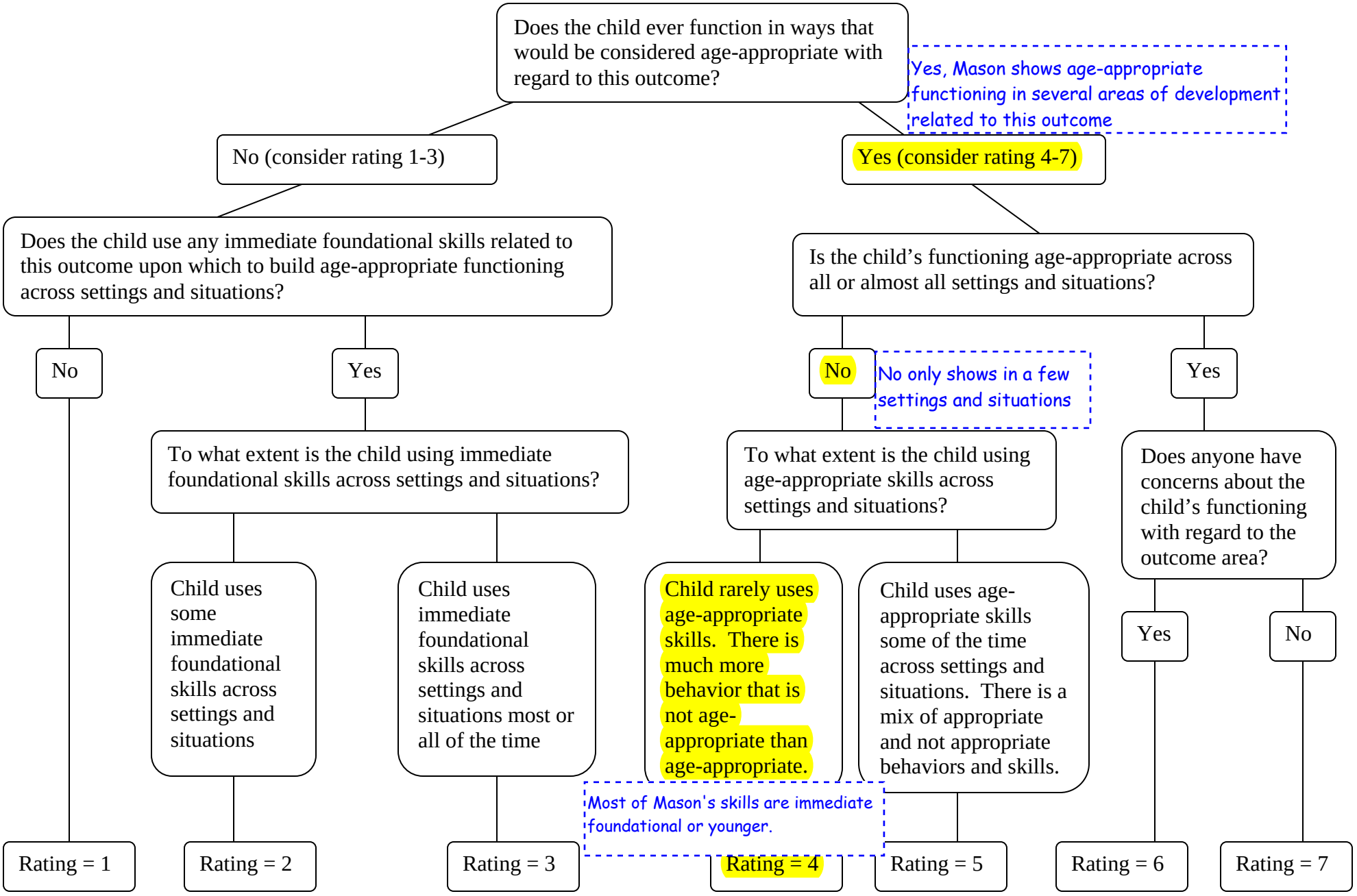
Outcome 1-entry data

Decision Tree for Summary Rating Discussions



Outcome 2&3-Entry data

Decision Tree for Summary Rating Discussions



Question 5: What is the functional status at *entry* for every child less than 30 months of age who enter BabyNet? between July 1 and June 30 each year?

Once the information on the Child Outcome Summary Form has been filtered through the decision tree, the rating is entered into a statewide database for federal reporting. a rating of 1 through 7 must be assigned that represents the child's functional abilities as they relate to each outcome.

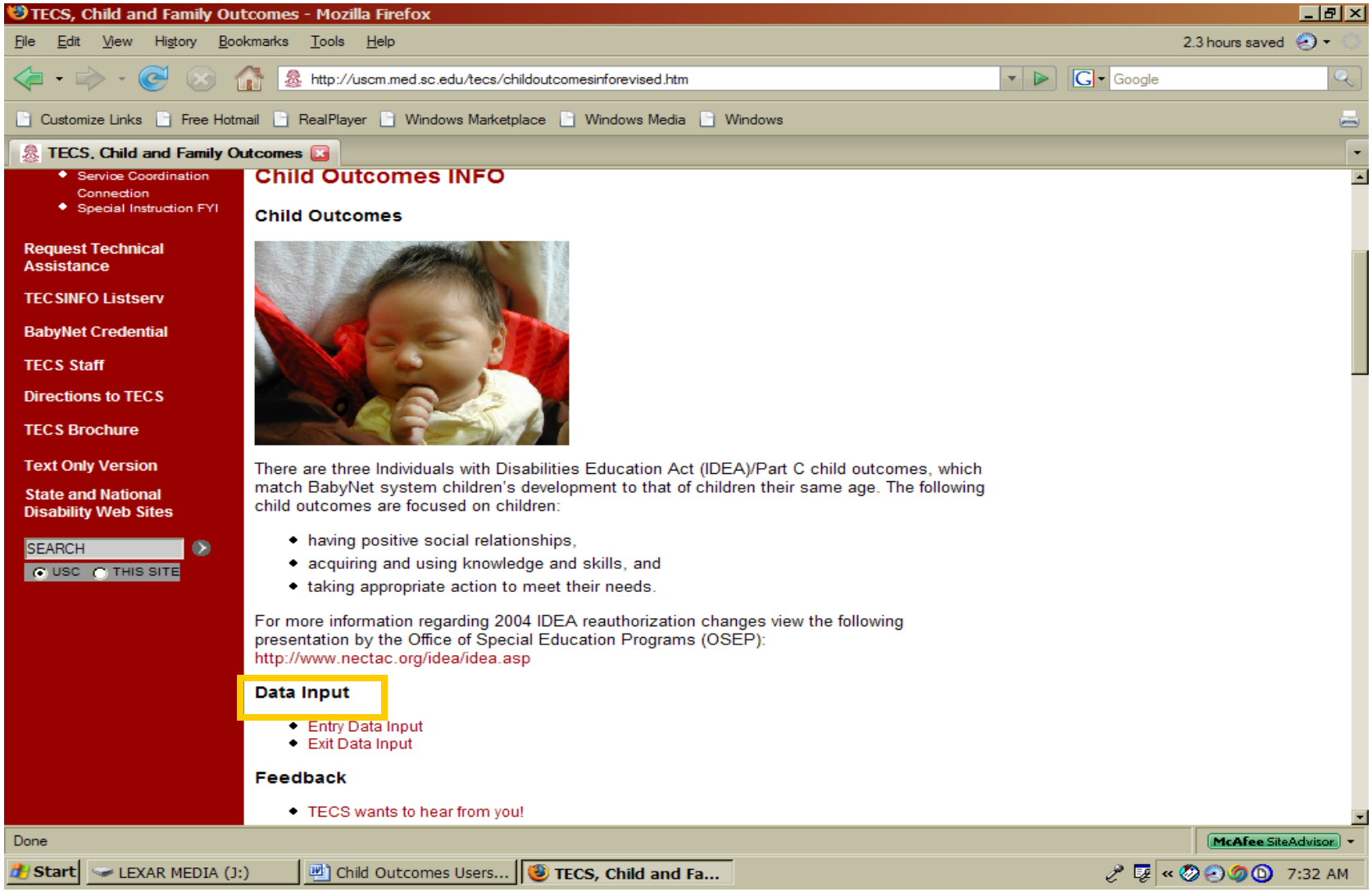
Step 1: Go to the TECS Web Site: http://uscm.med.sc.edu/tecs/index.htm

Step 2: On the home page, click the link entitled, *'Child and Family Outcomes'*

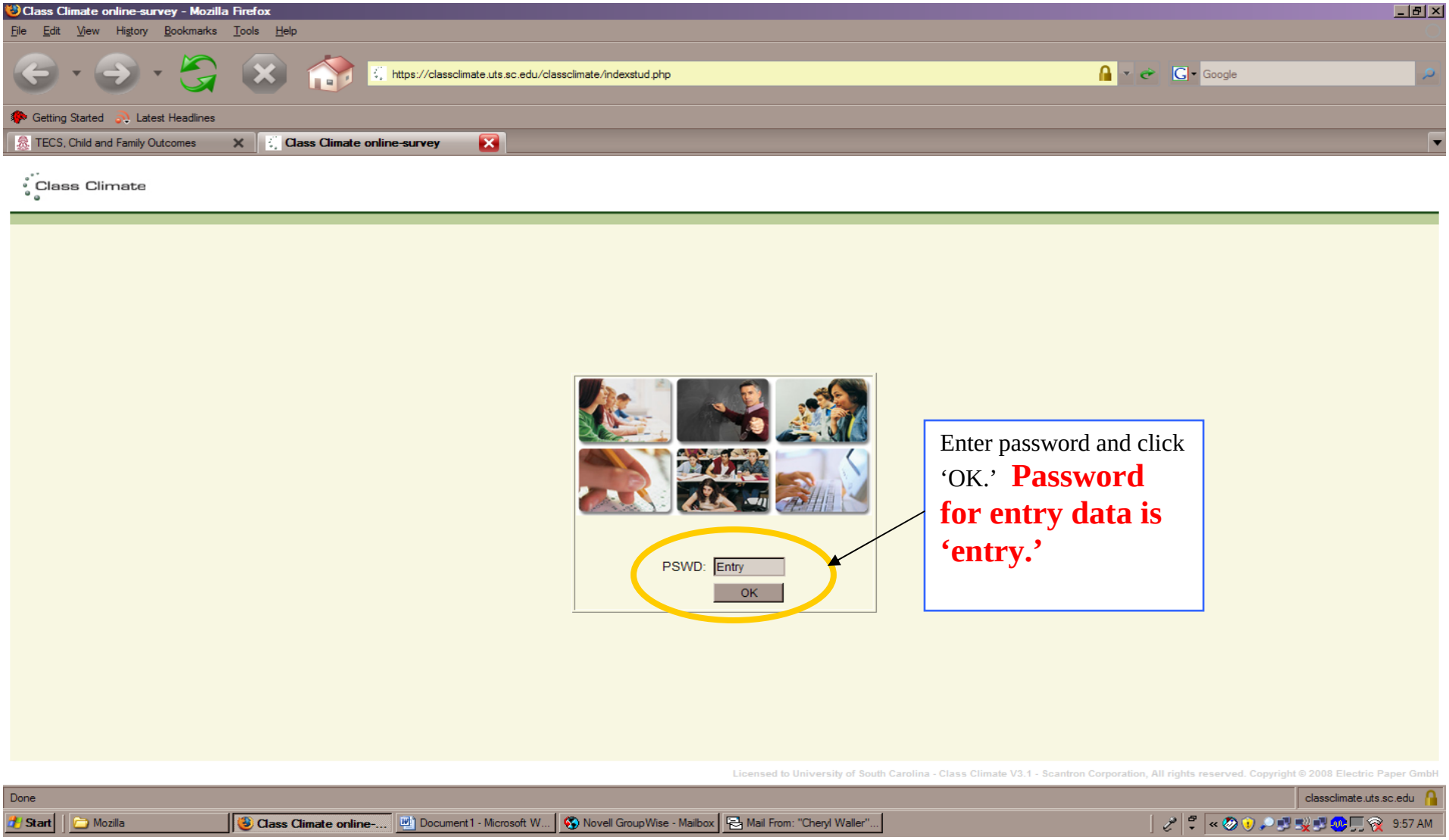
<u>Step 3</u>: On the TECSWeb Outcomes page, click the link entitled, 'Child Outcomes INFO'. This will take you to the links for Child Outcome Entry and Exit Data, as well as additional resources regarding the Early Childhood Outcomes.

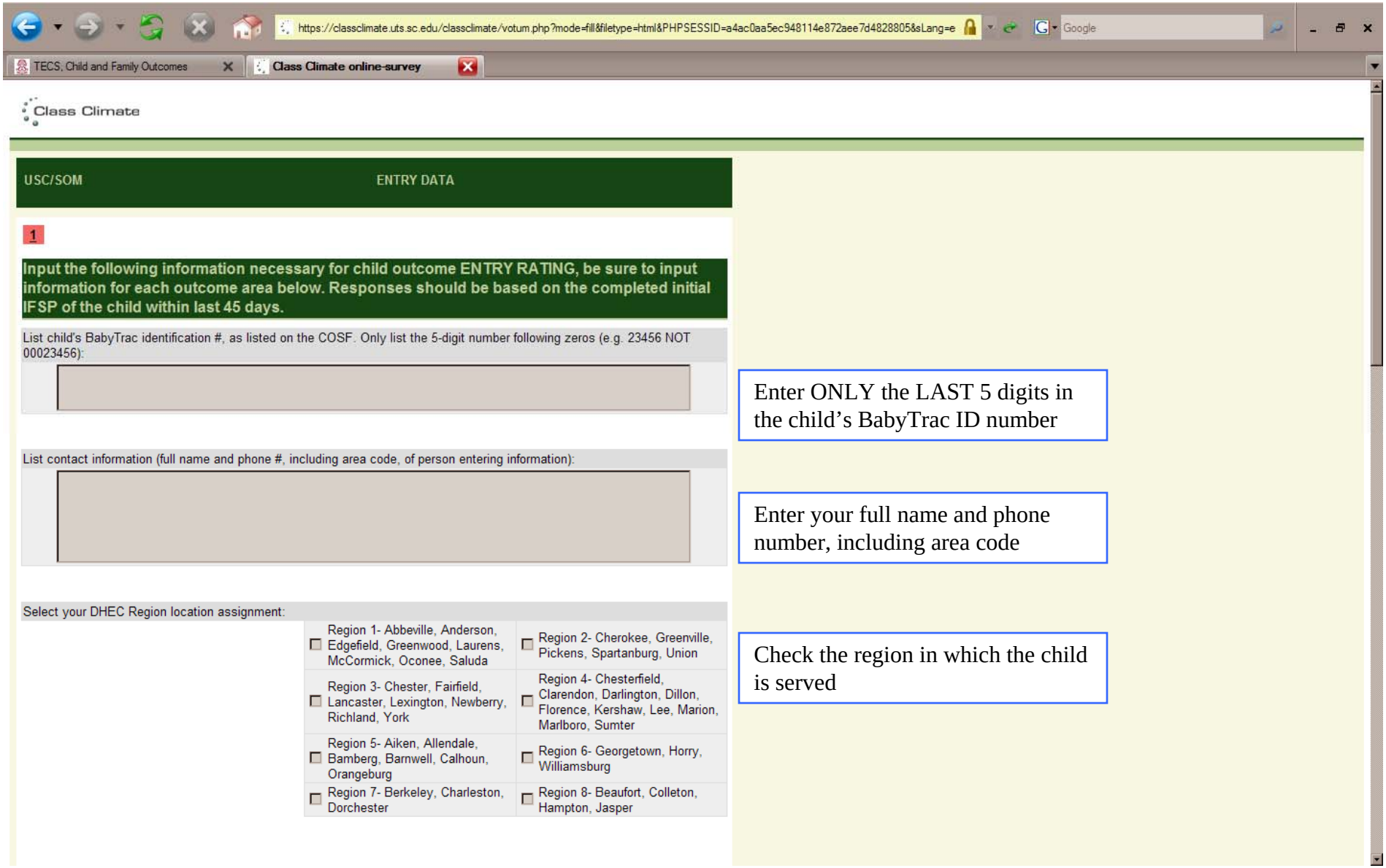
Step 4: Following completion of the Child Outcome Summary Form, click on 'Entry Data Input' for submission of child outcome **entry** data. Instructions for the information to be submitted are illustrated on each screenshot below.

This is to be completed by the child's BabyNet Service Coordinator responsible for development of the Initial IFSP (and as appropriate, prior to transfer of the record to the BabyNet Service Coordinator for ongoing services), printed, and filed in the child's BabyNet Educational Record.



Child Outcome Entry Data Screens for Outcomes 1-3

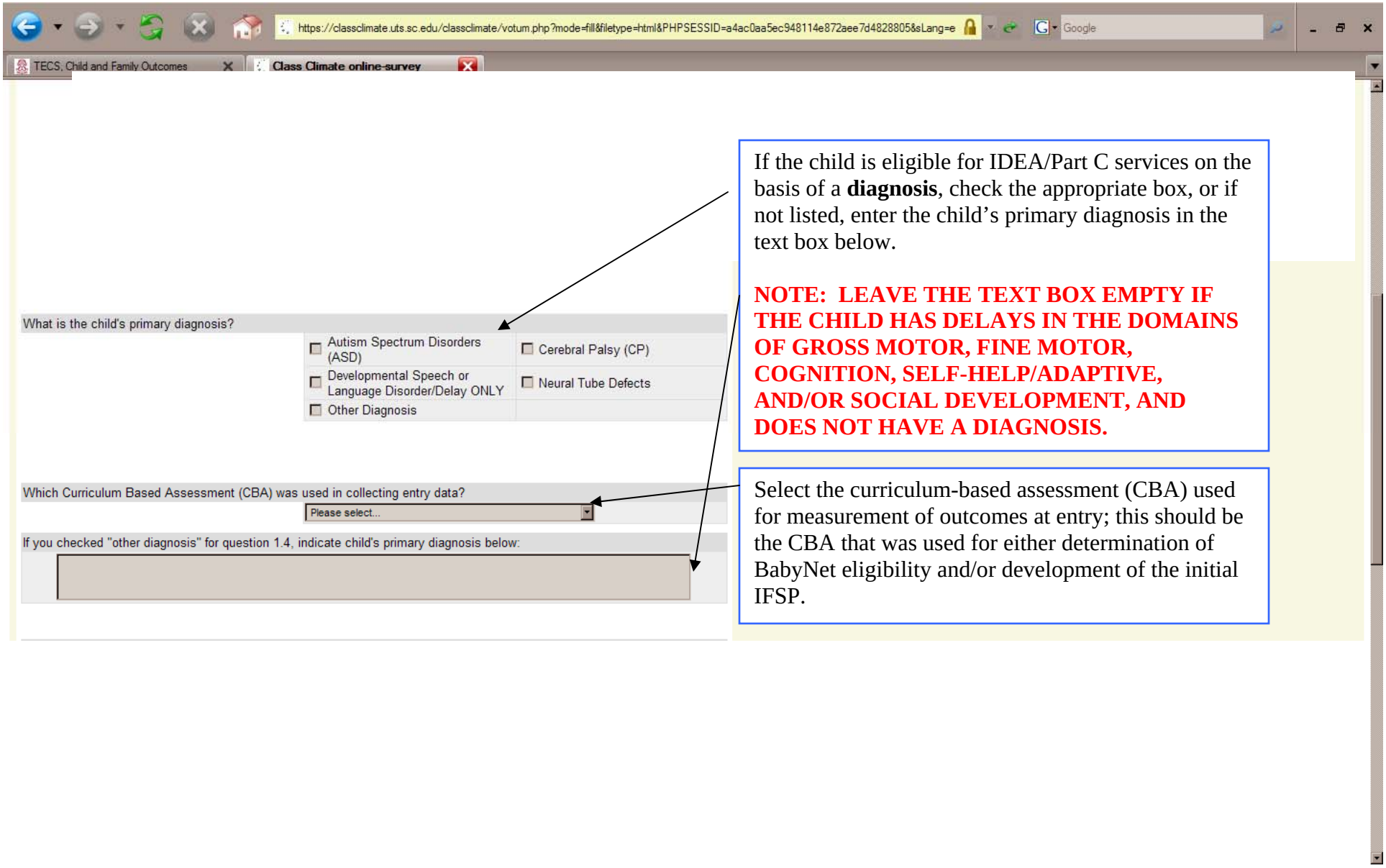




Enter ONLY the LAST 5 digits in the child's BabyTrac ID number

Enter your full name and phone number, including area code

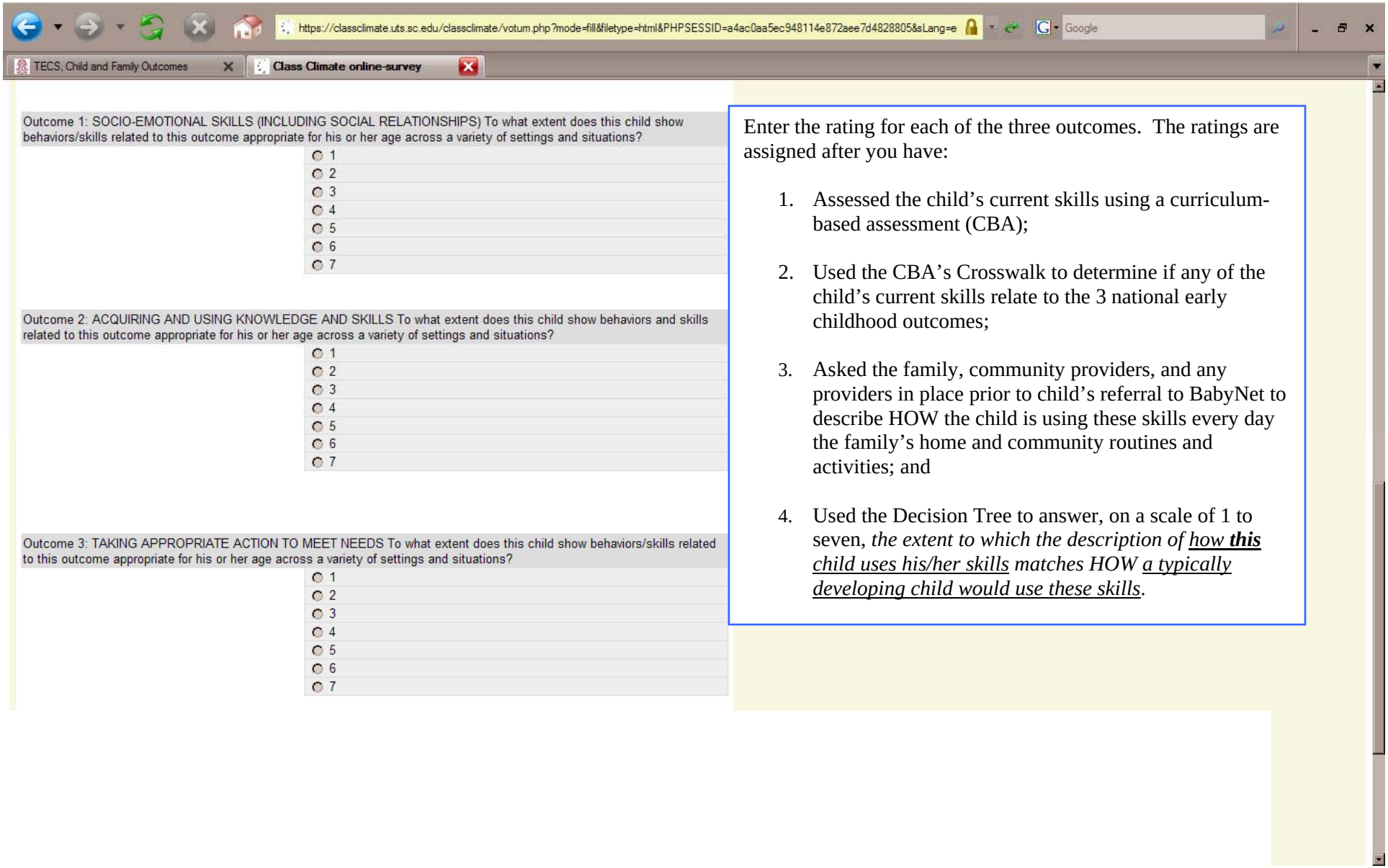
Check the region in which the child is served



If the child is eligible for IDEA/Part C services on the basis of a **diagnosis**, check the appropriate box, or if not listed, enter the child's primary diagnosis in the text box below.

NOTE: LEAVE THE TEXT BOX EMPTY IF THE CHILD HAS DELAYS IN THE DOMAINS OF GROSS MOTOR, FINE MOTOR, COGNITION, SELF-HELP/ADAPTIVE, AND/OR SOCIAL DEVELOPMENT, AND DOES NOT HAVE A DIAGNOSIS.

Select the curriculum-based assessment (CBA) used for measurement of outcomes at entry; this should be the CBA that was used for either determination of BabyNet eligibility and/or development of the initial IFSP.



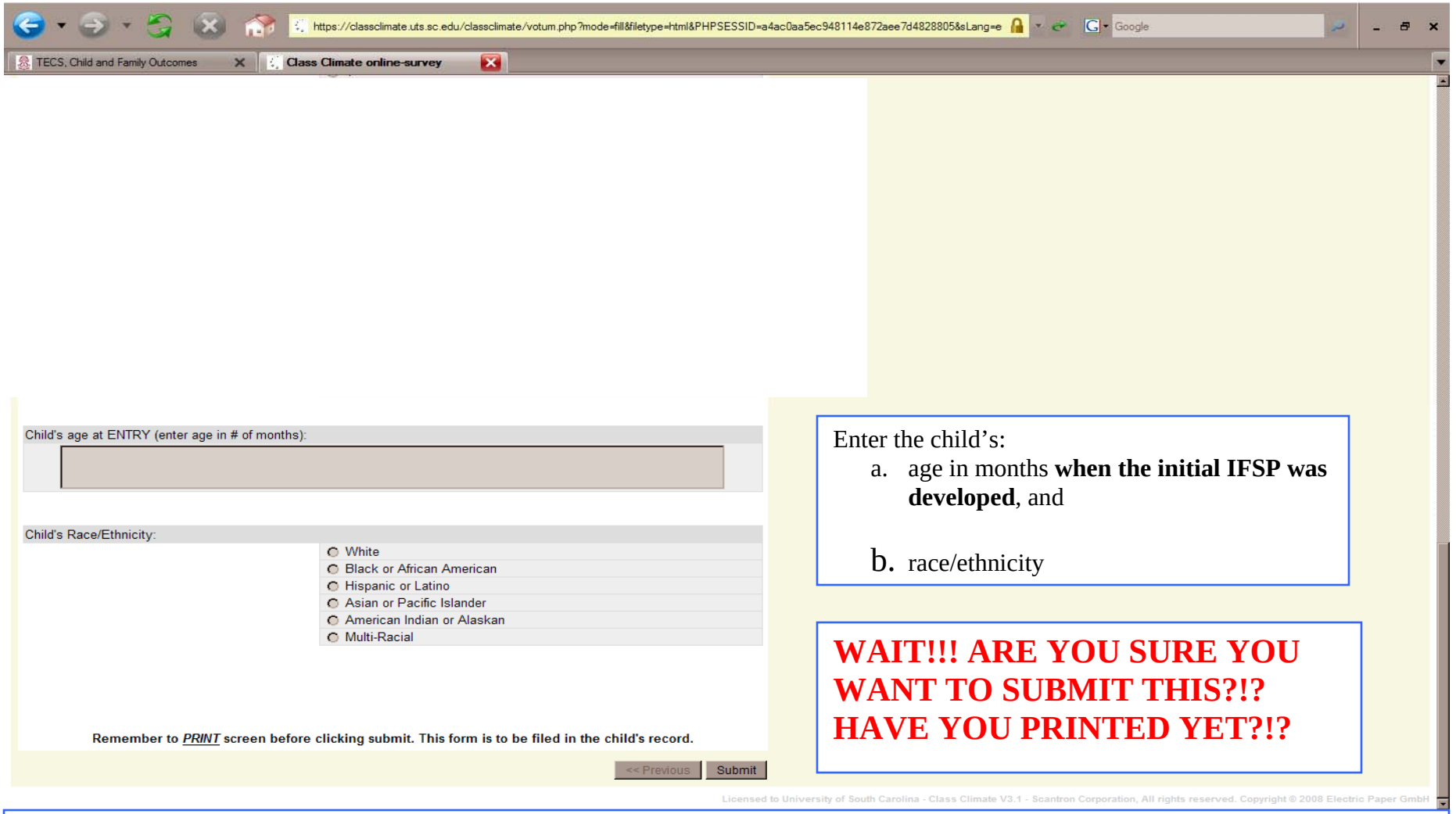
Enter the rating for each of the three outcomes. The ratings are assigned after you have:

1. Assessed the child's current skills using a curriculum-based assessment (CBA);

2. Used the CBA's Crosswalk to determine if any of the child's current skills relate to the 3 national early childhood outcomes;

3. Asked the family, community providers, and any providers in place prior to child's referral to BabyNet to describe HOW the child is using these skills every day the family's home and community routines and activities; and

4. Used the Decision Tree to answer, on a scale of 1 to seven, *the extent to which the description of how **this** child uses his/her skills matches HOW a typically developing child would use these skills*.



Enter the child's:

a. age in months **when the initial IFSP was developed**, and

b. race/ethnicity

WAIT!!! ARE YOU SURE YOU WANT TO SUBMIT THIS?!? HAVE YOU PRINTED YET?!?

DO NOT CLICK ON THE 'SUBMIT' BUTTON until you print a copy of the data input for the child's record. You can do this by clicking 'File,' and 'Print.' Make sure the 'All' button is clicked when selecting 'Print Range.' Click 'OK' on the print menu.

Once the document has printed, don't forget to 'Submit' the child's entry data.

Congratulations! You have just supplied the BabyNet Early Intervention System with valuable information about the child's functional status *before* BabyNet services begin. You will not have to enter data again until this child exits the BabyNet system.

ECO Processes in South Carolina: Exit Data At a Glance

	Question	Source of Information	Documentation of Process	Persons Involved
1	What is the child doing right now?	CBA and/or Special Instruction documentation	Child Outcome Summary Form (COSF) **NOTE: THIS IS A NEW DOCUMENT, <u>NOT</u> A UPDATE OF ENTRY COSF**	Service Coordinator
2	Are any of these things that relate to the 3 national early childhood outcomes?	CBA Crosswalk	Child Outcome Summary Form (COSF) with CBA or Special Instruction information forwarded to all BabyNet Service Providers on child's IFSP Team	Service Coordinator
3	If so, HOW is the child using these skills every day the family's home and community routines and activities?	Description by family, community providers (child care provider, nursery at house of worship, gymnastics class, etc.), other members of IFSP team	Rating assigned by service coordinator and *each* service provider on child's IFSP Team and record on the COSF; all ratings are combined by service coordinator for a single score, recorded on the COSF, and entered into TECS' online database	Service Coordinator and Family; community providers and all BabyNet Service Providers listed as providing services on the IFSP
4	On a scale of 1 to seven, to what extent does this *description* match HOW a *typically developing child* would USE these skills?	ECO Decision Tree	Exit Rating entered into TECS' online database **PASSWORD: 'EXITDATA'**	Service Coordinator
5	Where any new skills or behaviors related to this outcome acquired since entry rating was reported?	CBA, Description by family and other members of child's community and IFSP team	'Yes' or 'No' must be selected in the TECS' online database	Service Coordinator
6	To what extent and in what direction did the child's progress change from entry to exit? Compare the answer to Question 4 at *entry* to the answer to Question 4 at *exit*.	Exit Rating Calculating OSEP Categories from Child Outcome Summary Form Responses Select the option that best describes how the child's function changed between entry and exit.	Entry and Exit rating for each Early Childhood Outcome, and OSEP Reporting Category	Service Coordinator

7	What is the functional status at *exit* for every for every child who 1) entered BabyNet since August 1, 2006, 2) were younger than 30 months at time of entry, and of age and 3) received services for at least 6 months?	All data is downloaded and shared with BabyNet Regional Consultants and Program Managers on a monthly basis. **All usable data captured between July 1 and June 30 is analyzed and reported annually to the Lead Agency, the State Interagency Coordinating Council, and the U.S. Department of Education**	South Carolina Annual Performance Report for Part C, Indicator 3 U.S. Department of Education, Office of Special Education Programs' Annual Report to Congress	TECS, DHEC, State Interagency Coordinating Council

Gathering Usable Data at Exit

Questions 1, 2 and 3 for Exit are the same as at Entry (see Section 2), with the following exceptions:

A. The service coordinator forwards the completed Child Outcome Summary Form (COSF) with CBA or Special Instruction information forwarded to all BabyNet Service Providers on child's IFSP Team
B. Provider input is gathered through the COSF, and is either
   i. Returned by mail/e-mail/fax to the Service Coordinator, or, if an IFSP meeting is scheduled,
   ii. Brought by the provider the IFSP meeting for discussion

EVEN IF THE EXIT RATING DISCUSSION IS HELD FACE TO FACE IN AN IFSP TEAM MEETING, COMPLETING THE APPROPRIATE SECTIONS OF THE COSF PRIOR TO THE MEETING WILL SAVE TIME!

Assigning Ratings at Exit

Question 4: On a scale of 1 to seven, to what extent does this *description* match HOW a *typically developing child* would USE these skills?
Now that the family and others who are with the child everyday have *described how the child uses the skills that appear in both the CBA (and/or special instruction documentation) and the Outcomes Crosswalk*, the next step is for each member of the IFSP Team to provide a rating. Each child's functional status at exit must be compared to how a typically developing child would use these skills based on the same 7-point scale used at entry.

Because at exit a rating is assigned by the service coordinator and each provider on the child's team, for many children there will be multiple ratings. The decision tree can help guide the thought processes of the service coordinator in reaching a single consensus rating if provider input is submitted by mail/e-

mail/fax. Alternately, the decision tree can help guide the discussion of the team in reaching a single consensus rating if provider input is given at an IFSP team meeting.

Again, the Bottom Line: would *anyone* else (e.g., supervisor, monitor, the child's next service coordinator, OSEP), considering the *same* information as the service coordinator and providers making the exit rating, reach the same rating? This is why the process, not just the decision, must be documented and be a part of the child's early intervention educational record.

Determining OSEP Status Category

Question 5: Were any new skills learned by the child that relate to this outcome since the last outcome summary?
This is simply a yes or no answer. Some children may not show a change in functional status over time, but are likely to have learned new skills that relate to the outcome.

Question 6: To what extent and in what direction did the child's progress change from entry to exit?
At exit, the child's entry rating and exit rating for each outcome are compared, and the difference in the ratings calculated using the OSEP Categories from Child Outcome Summary Form Responses tables (see Section 12 of this guide).

The OSEP Status Categories are as follows:

a. did not improve functioning
b. improved functioning but not comparable to same-aged peers
c. improved functioning to a level nearer to same-aged peers but did not reach it
d. improved functioning to reach a level comparable to same-aged peers
e. maintained functioning at a level comparable to same-aged peers

The OSEP Status Categories from Child Outcome Summary Form Responses tables in the Resource Section of this guide list all possible combinations of entry and exit ratings with yes/no responses for identifying the appropriate OSEP category, as well as list 'Impossible Combinations of COSF Responses.'

Question 7: What is the functional status at exit for every child who entered at age 30 months or less with at least 6 months of BabyNet services who exit the BabyNet System between July 1 and June 30 each year?

Following completion of the Child Outcome Summary Form by the BabyNet Service Coordinator and **all service providers** on the child's IFSP team, the BabyNet Service Coordinator would enter the TECS website for submission of child outcome exit data. Use the Decision Tree and follow the instructions on the screen.

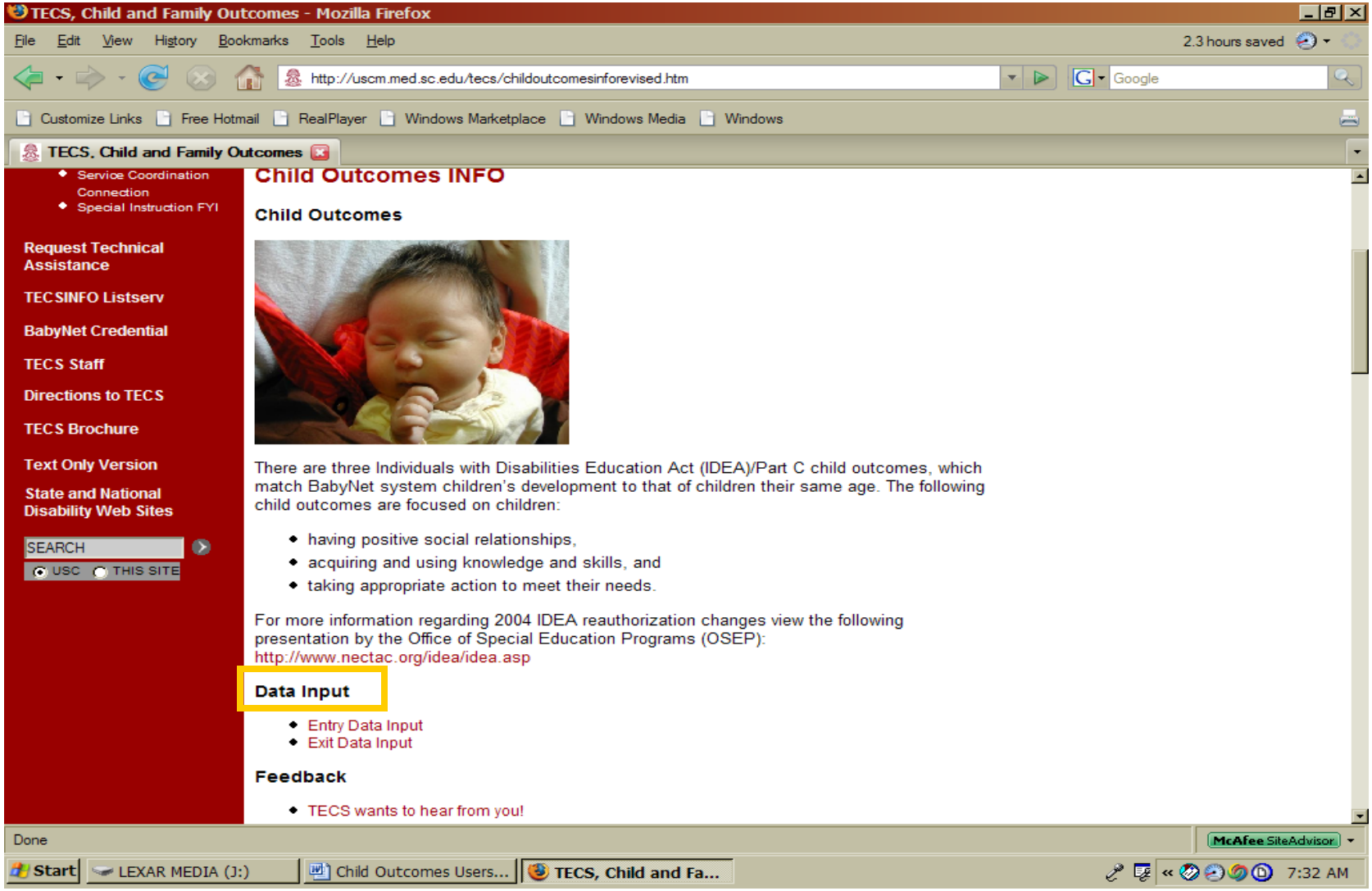
Exit data is to be submitted by the child's BabyNet Service Coordinator within 10 days of the child's exit from BabyNet services (any planned exit reason, e.g., transition at age three, ineligible for Part C due to progress, planned move out of state).

Step 1: Go to the TECS Web Site: http://uscm.med.sc.edu/tecs/index.htm

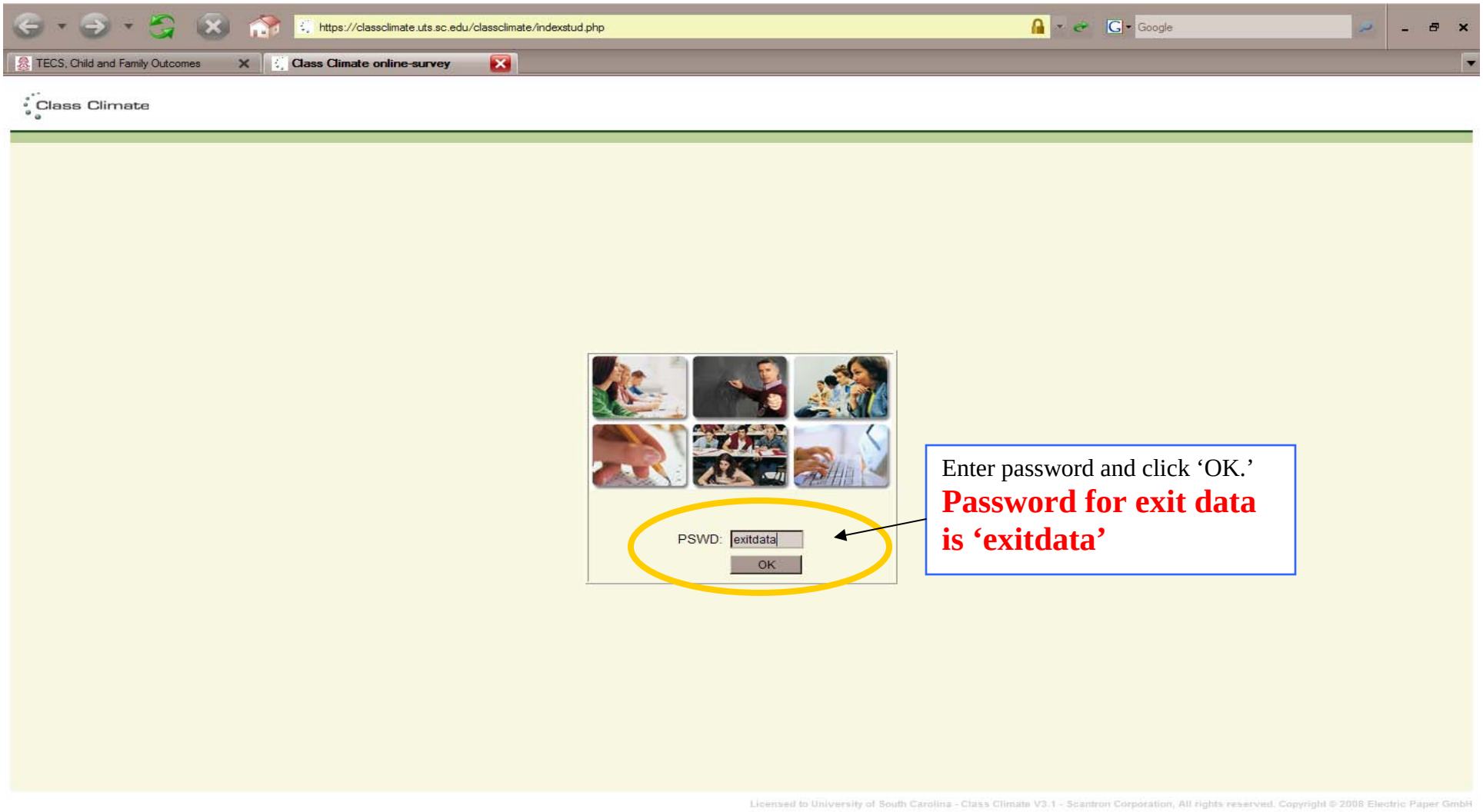
Step 2: On the home page, click the link entitled, *'Child and Family Outcomes'*

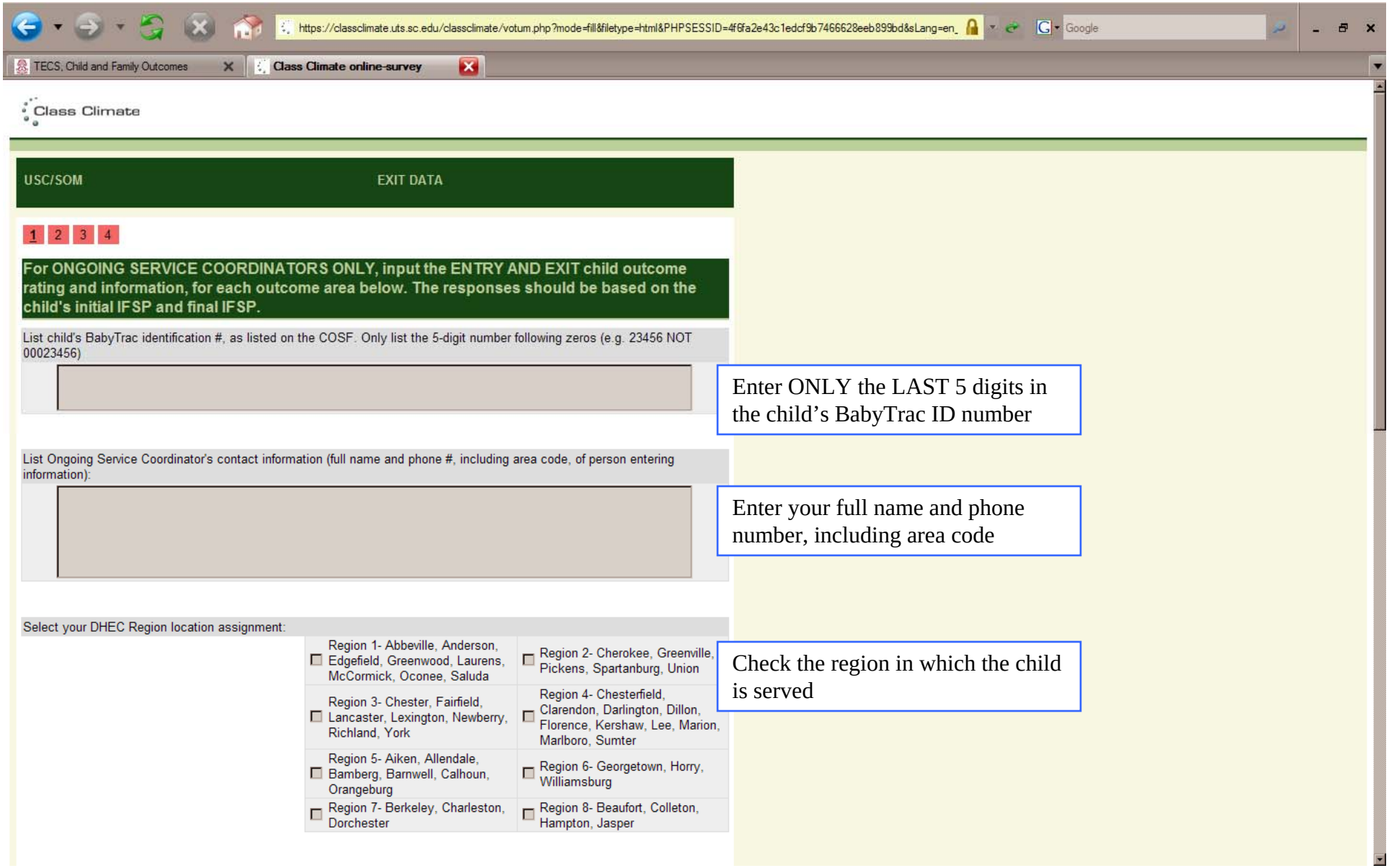
<u>Step 3</u>: On the TECSWeb Outcomes page, click the link entitled, 'Child Outcomes INFO'. This will take you to the links for Child Outcome Entry and Exit Data, as well as additional resources regarding the Early Childhood Outcomes.

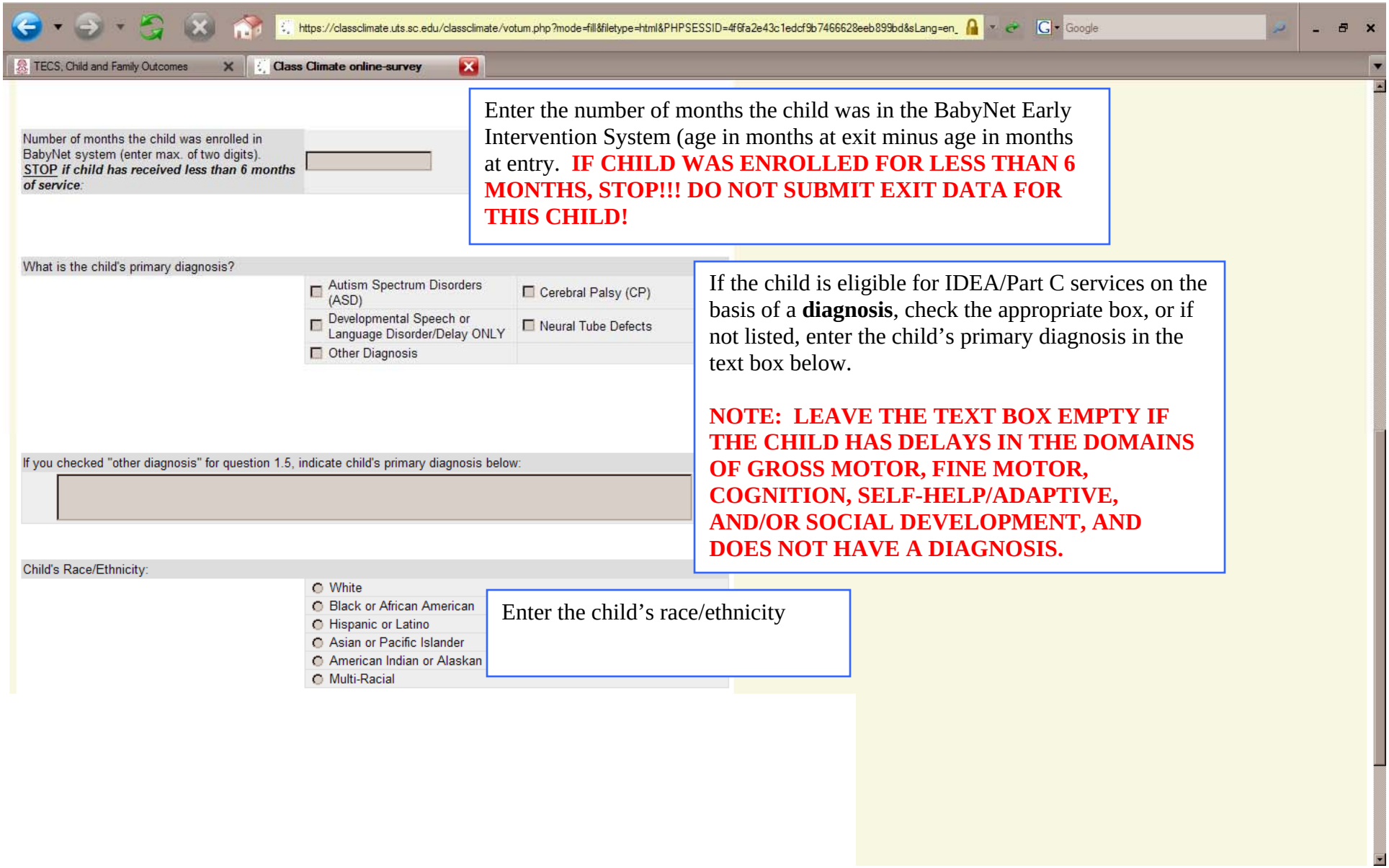
Step 4: Following completion of the Child Outcome Summary Form/s at exit, click on 'Exit Data Input' for submission of child outcome **exit** data. Instructions for the information to be submitted are illustrated on each screenshot below.

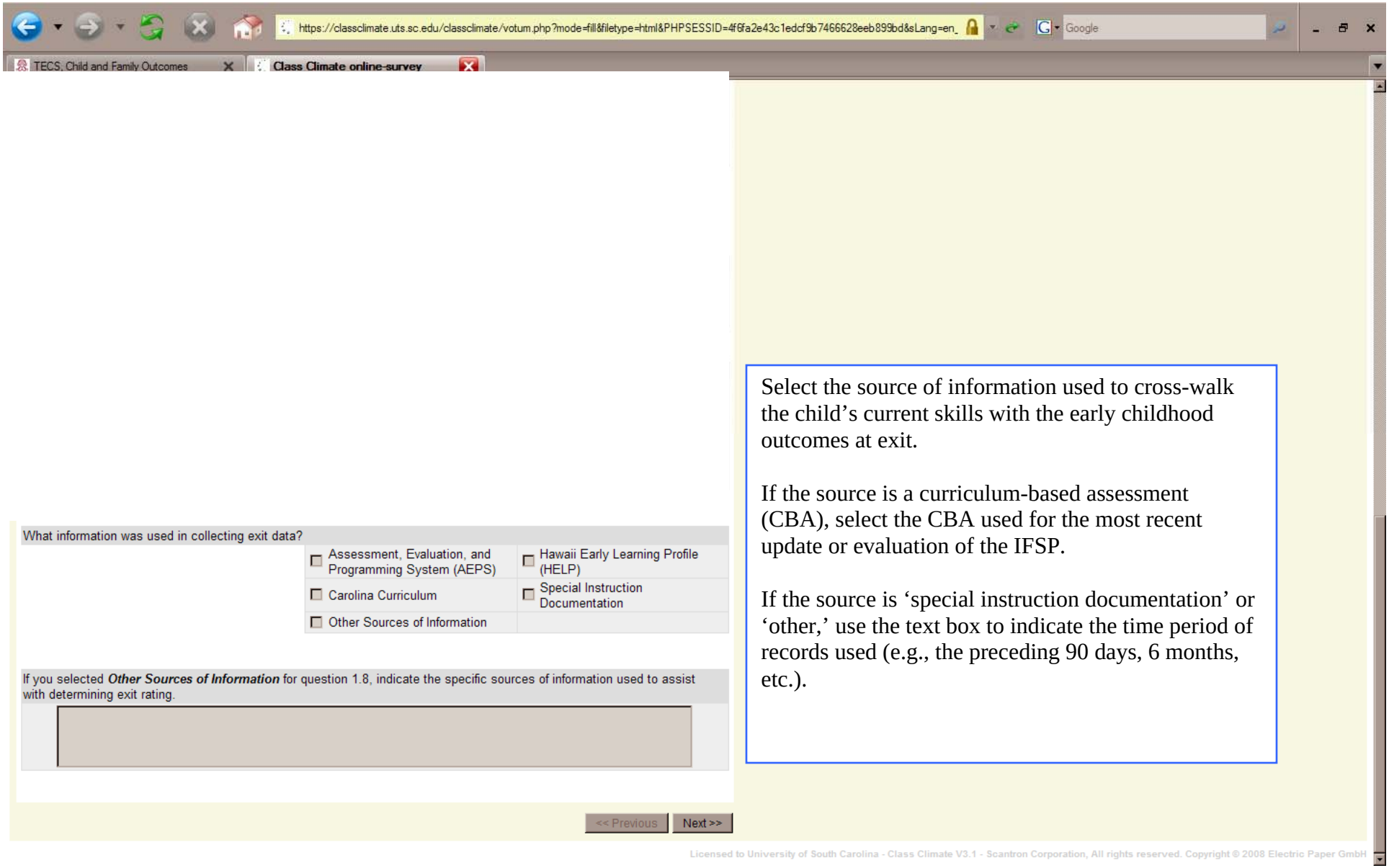


Child Outcome Exit Data Screens for Outcomes 1-3




https://classclimate.uts.sc.edu/classclimate/votum.php?mode=fill&filetype=html&PHPSESSID=4f6fa2e43c1edcf9b7466628eeb899bd&sLang=en_
Google
TECS, Child and Family Outcomes
Class Climate online survey
Class Climate
USC/SOM
EXIT DATA
1 2 3 4
For ONGOING SERVICE COORDINATORS ONLY, input the ENTRY AND EXIT child outcome rating and information, for each outcome area below. The responses should be based on the child's initial IFSP and final IFSP.
List child's BabyTrac identification #, as listed on the COSF. Only list the 5-digit number following zeros (e.g. 23456 NOT 00023456)
Enter ONLY the LAST 5 digits in the child's BabyTrac ID number
List Ongoing Service Coordinator's contact information (full name and phone #, including area code, of person entering information):
Enter your full name and phone number, including area code
Select your DHEC Region location assignment:
Region 1- Abbeville, Anderson, Edgefield, Greenwood, Laurens, McCormick, Oconee, Saluda
Region 2- Cherokee, Greenville, Pickens, Spartanburg, Union
Region 3- Chester, Fairfield, Lancaster, Lexington, Newberry, Richland, York
Region 4- Chesterfield, Clarendon, Darlington, Dillon, Florence, Kershaw, Lee, Marion, Marlboro, Sumter
Region 5- Aiken, Allendale, Bamberg, Barnwell, Calhoun, Orangeburg
Region 6- Georgetown, Horry, Williamsburg
Region 7- Berkeley, Charleston, Dorchester
Region 8- Beaufort, Colleton, Hampton, Jasper
Check the region in which the child is served

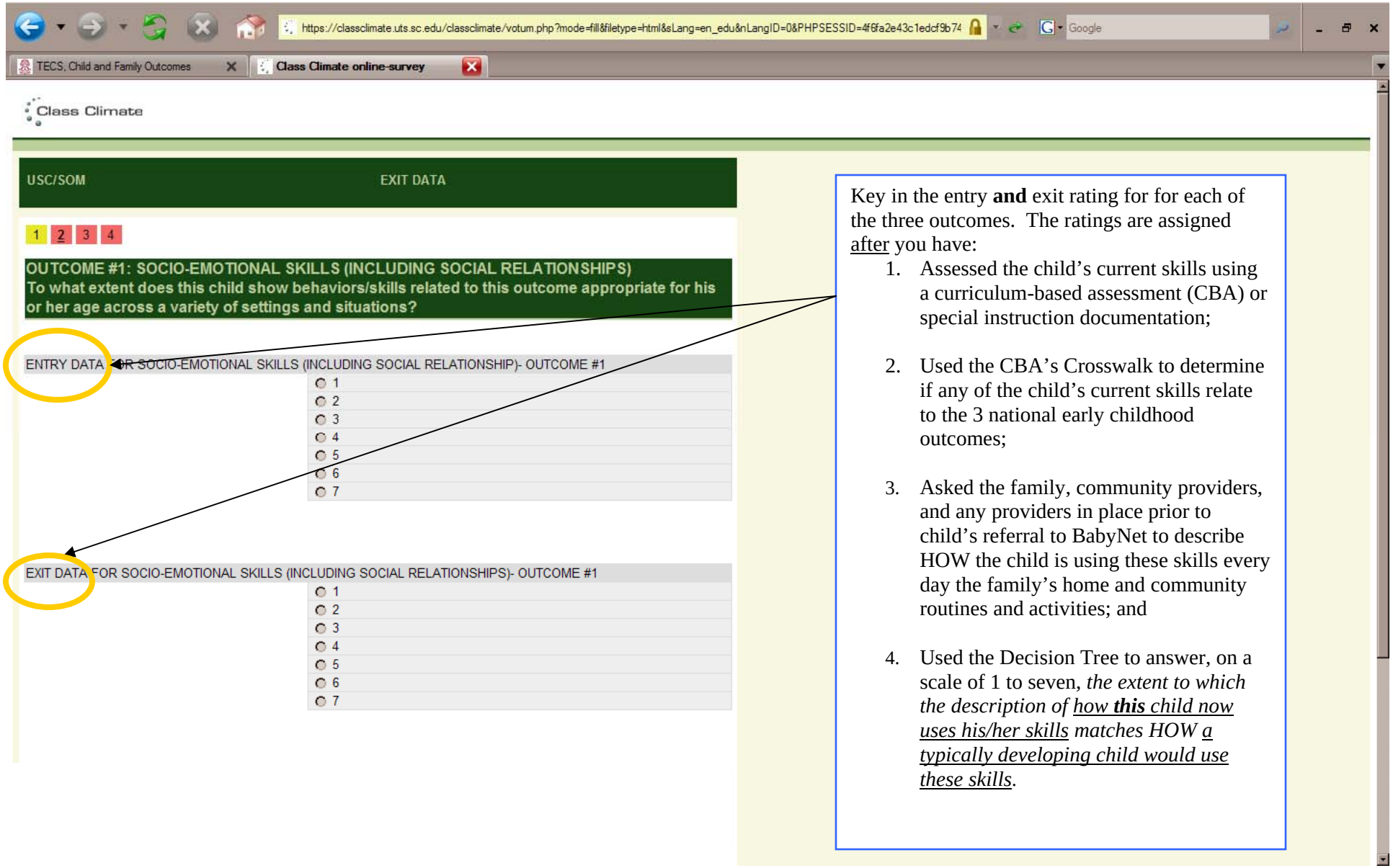

https://classclimate.uts.sc.edu/classclimate/votum.php?mode=fill&filetype=html&PHPSESSID=4f6fa2e43c1edcf9b7466628eeb899bd&sLang=en_
TECS, Child and Family Outcomes
Class Climate online-survey
Number of months the child was enrolled in BabyNet system (enter max. of two digits). STOP if child has received less than 6 months of service:
Enter the number of months the child was in the BabyNet Early Intervention System (age in months at exit minus age in months at entry. IF CHILD WAS ENROLLED FOR LESS THAN 6 MONTHS, STOP!!! DO NOT SUBMIT EXIT DATA FOR THIS CHILD!
What is the child's primary diagnosis?
Autism Spectrum Disorders (ASD)
Cerebral Palsy (CP)
Developmental Speech or Language Disorder/Delay ONLY
Neural Tube Defects
Other Diagnosis
If the child is eligible for IDEA/Part C services on the basis of a diagnosis, check the appropriate box, or if not listed, enter the child's primary diagnosis in the text box below.
NOTE: LEAVE THE TEXT BOX EMPTY IF THE CHILD HAS DELAYS IN THE DOMAINS OF GROSS MOTOR, FINE MOTOR, COGNITION, SELF-HELP/ADAPTIVE, AND/OR SOCIAL DEVELOPMENT, AND DOES NOT HAVE A DIAGNOSIS.
If you checked "other diagnosis" for question 1.5, indicate child's primary diagnosis below:
Child's Race/Ethnicity:
White
Black or African American
Hispanic or Latino
Asian or Pacific Islander
American Indian or Alaskan
Multi-Racial
Enter the child's race/ethnicity



Select the source of information used to cross-walk the child's current skills with the early childhood outcomes at exit.

If the source is a curriculum-based assessment (CBA), select the CBA used for the most recent update or evaluation of the IFSP.

If the source is 'special instruction documentation' or 'other,' use the text box to indicate the time period of records used (e.g., the preceding 90 days, 6 months, etc.).



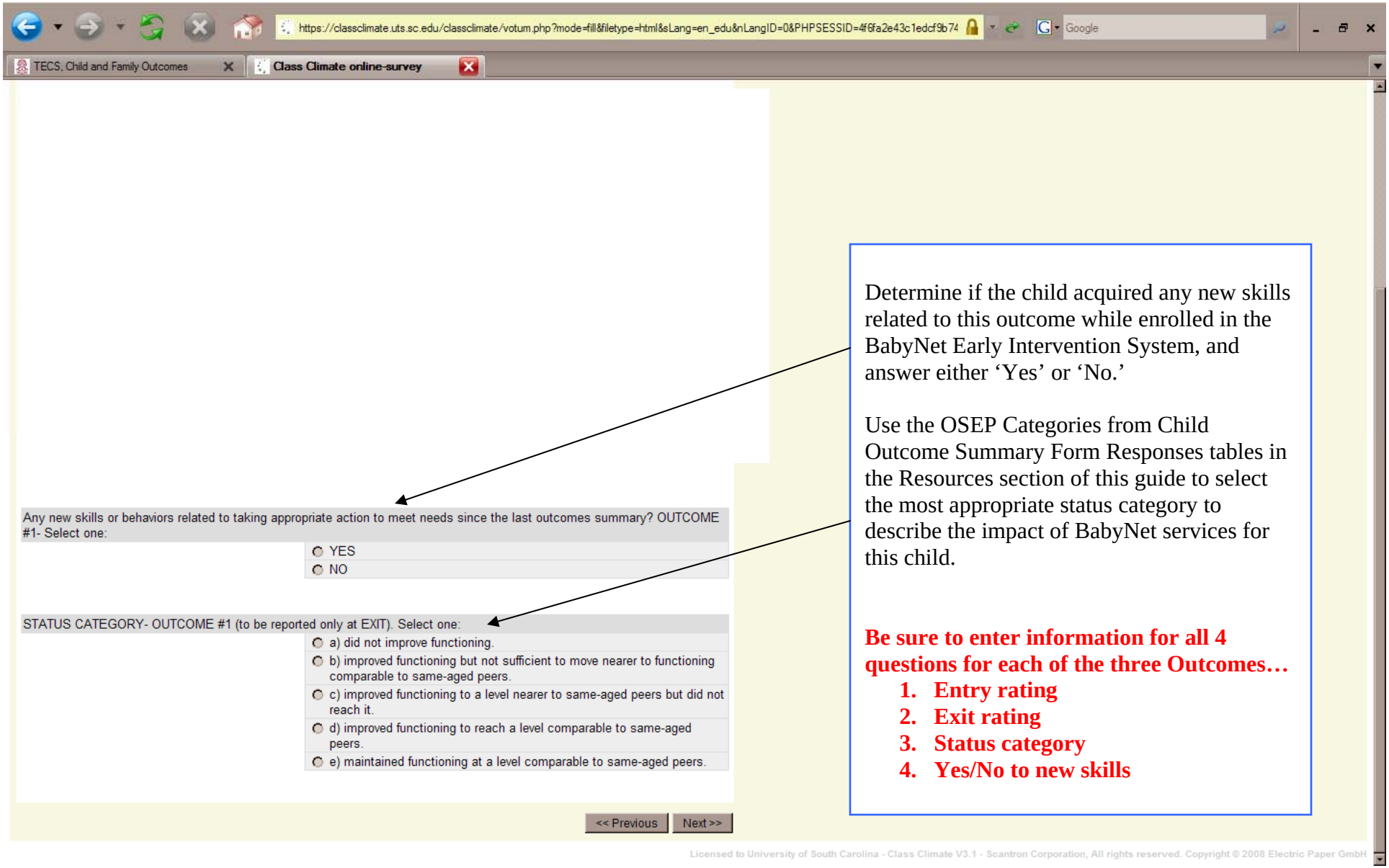
Key in the entry **and** exit rating for for each of the three outcomes. The ratings are assigned after you have:

1. Assessed the child's current skills using a curriculum-based assessment (CBA) or special instruction documentation;

2. Used the CBA's Crosswalk to determine if any of the child's current skills relate to the 3 national early childhood outcomes;

3. Asked the family, community providers, and any providers in place prior to child's referral to BabyNet to describe HOW the child is using these skills every day the family's home and community routines and activities; and

4. Used the Decision Tree to answer, on a scale of 1 to seven, *the extent to which the description of how **this** child now uses his/her skills matches HOW a typically developing child would use these skills*.

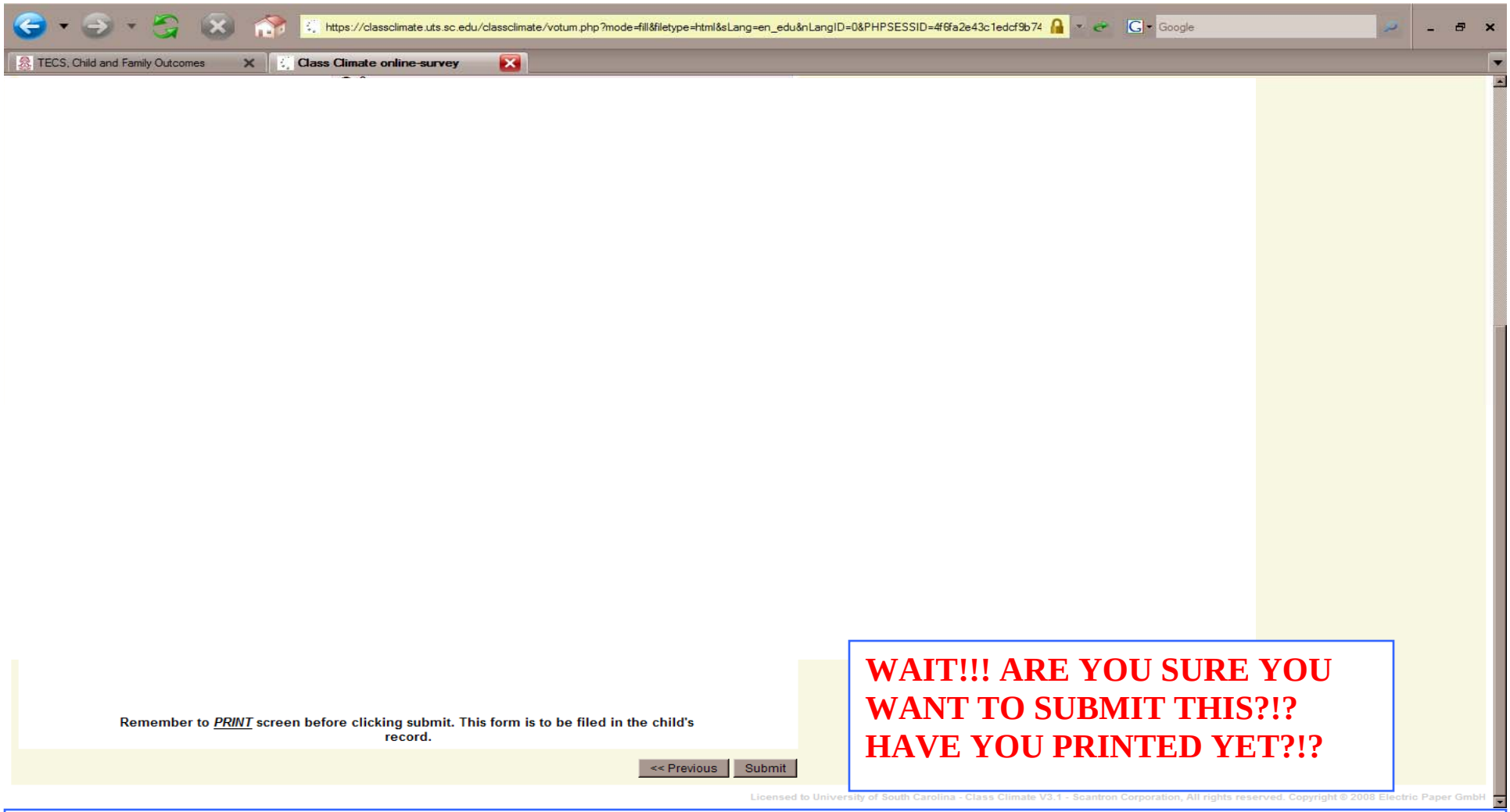


Determine if the child acquired any new skills related to this outcome while enrolled in the BabyNet Early Intervention System, and answer either 'Yes' or 'No.'

Use the OSEP Categories from Child Outcome Summary Form Responses tables in the Resources section of this guide to select the most appropriate status category to describe the impact of BabyNet services for this child.

Be sure to enter information for all 4 questions for each of the three Outcomes…

1. **Entry rating**
2. **Exit rating**
3. **Status category**
4. **Yes/No to new skills**



DO NOT CLICK ON THE 'SUBMIT' BUTTON until you print a copy of the data input for the child's record. You can do this by clicking 'File,' and 'Print.' Make sure the 'All' button is clicked when selecting 'Print Range.' Click 'OK' on the print menu.

Once the document has printed, don't forget to 'Submit' the child's entry data.

Congratulations! You have just supplied the BabyNet Early Intervention System with valuable information about the child's functional status *after* receiving BabyNet services for at least six months.

Child Outcomes Summary Form (COSF) for BabyNet: South Carolina Early Intervention System

CHILD'S NAME: **CHILD'S DOB:** **LAST 5 DIGITS/BABYTRAC ID#** _ _ _ _ _ ☐**ENTRY** ☐ **EXIT**

Persons involved in deciding the summary ratings (print name and role, initial if completing this form)

1	4	7
2	5	8
3	6	9

FOR EACH OUTCOME: To what extent does this child function in ways appropriate for his or her age across a variety of settings and situations?

SOCIO-EMOTIONAL & RELATIONSHIP SKILLS		**ACQUIRING & USING KNOWLEDGE & SKILLS**		**TAKING APPROPRIATE ACTION TO MEET NEEDS**	
Source:	**Summary of Relevant Information:**	**Source:**	**Summary of Relevant Information:**	**Source:**	**Summary of Relevant Information:**
CBA Tool, Date, & x-walk skills		CBA Tool, Date, & x-walk skills		CBA Tool, Date, & x-walk skills	
Family Input, Date		Family Input, Date		Family Input, Date	
BabyNet Services (OT, PT, ST, etc.)		BabyNet Services (OT, PT, ST, etc.)		BabyNet Services (OT, PT, ST, etc.)	
Non-BabyNet (other) Services (Early Care, etc.)		Non-BabyNet (other) Services (Early Care, etc.)		Non-BabyNet (other) Services (Early Care, etc.)	
Status Ratings: Please Check the appropriate rating		Status Ratings: Please Check the appropriate rating		Status Ratings: Please Check the appropriate rating	
1 ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7** ☐		**1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7** ☐		**1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7** ☐	
EXIT ONLY: Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled.	☐ YES ☐ NO	**EXIT ONLY:** Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled.	☐ YES ☐ NO	**EXIT ONLY:** Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled.	☐ YES ☐ NO

Child Outcomes Summary Form (COSF) for BabyNet: South Carolina Early Intervention System

CHILD'S NAME: **CHILD'S DOB:** **LAST 5 DIGITS/BABYTRAC ID#** _ _ _ _ _ ☐**ENTRY** ☐ **EXIT**

Persons involved in deciding the summary ratings (print name and role, initial if completing this form)

1	4	7
2	5	8
3	6	9

FOR EACH OUTCOME: To what extent does this child function in ways appropriate for his or her age across a variety of settings and situations?

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.

Source:	**Summary of Relevant Information:**
CBA Tool, Date, & x-walk skills	
Family Input, Date	
BabyNet Services (OT, PT, ST, etc.)	
Non-BabyNet (other) Services (Early Care, etc.)	

Status Ratings: Please Check the appropriate rating

1 ☐	**2** ☐	**3** ☐	**4** ☐	**5** ☐	**6** ☐	**7** ☐

EXIT ONLY: Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled. ☐ YES ☐ NO

Child Outcomes Summary Form (COSF) for BabyNet: South Carolina Early Intervention System

CHILD'S NAME: **CHILD'S DOB:** **LAST 5 DIGITS/BABYTRAC ID#** _ _ _ _ _ ☐**ENTRY** ☐ **EXIT**

Persons involved in deciding the summary ratings (print name and role, initial if completing this form)

1	4	7
2	5	8
3	6	9

FOR EACH OUTCOME: To what extent does this child function in ways appropriate for his or her age across a variety of settings and 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.

Source:	**Summary of Relevant Information:**
CBA Tool, Date, & x-walk skills	
Family Input, Date	
BabyNet Services (OT, PT, ST, etc.)	
Non-BabyNet (other) Services (Early Care, etc.)	

Status Ratings: Please Check the appropriate rating

1	**2**	**3**	**4**	**5**	**6**	**7**
☐	☐	☐	☐	☐	☐	☐

EXIT ONLY: Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled. ☐ YES ☐ NO

Child Outcomes Summary Form (COSF) for BabyNet: South Carolina Early Intervention System

CHILD'S NAME: **CHILD'S DOB:** **LAST 5 DIGITS/BABYTRAC ID#** _ _ _ _ _ ☐**ENTRY** ☐ **EXIT**

Persons involved in deciding the summary ratings (print name and role, initial if completing this form)

1	4	7
2	5	8
3	6	9

FOR EACH OUTCOME: To what extent does this child function in ways appropriate for his or her age across a variety of settings and 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.

Source:	**Summary of Relevant Information:**
CBA Tool, Date, & x-walk skills	
Family Input, Date	
BabyNet Services (OT, PT, ST, etc.)	
Non-BabyNet (other) Services (Early Care, etc.)	

Status Ratings: Please Check the appropriate rating

1 ☐	**2** ☐	**3** ☐	**4** ☐	**5** ☐	**6** ☐	**7** ☐

EXIT ONLY: Indicate by checking yes or no if any skills/behaviors are new since 'entry data' was compiled. ☐ YES ☐ NO

Child Outcomes Checklist
4-Step Process for BNSC

ENTRY: completed within 30 days following initial IFSP meeting

☐ Step One- Is the child *30 months old or younger at the completion of initial IFSP*?

- O NO, ENTRY data is NOT required for the child. STOP! The ENTRY child outcomes process ***should NOT*** be initiated for the child.
- O YES, ENTRY data should be completed for the child. The ENTRY child outcomes process should be initiated for the child.

☐ Step Two- Complete ENTRY child outcomes process.

- O Use CBA Results in Section 6B of IFSP ('Skills Child Currently Demonstrates')
- O Complete COSF using appropriate crosswalk---All Crosswalks
- O Gather Family and Community Provider input on COSF
- O Forward and Request completed COSF from any prior service providers
- O Use Decision Tree and determine a single entry rating for each outcome from 7 point scale
- O Input ENTRY ratings and CBA used into TECSspot (password: ENTRY)
- O Print computer screen page
- O Click 'submit' button on screen to input data
- O File printed copy of ENTRY data and all completed COSFs in child's record

EXIT: completed within 10 days of exit from all BabyNet/Part C services

☐ Step Three- Was the child been enrolled in BabyNet after August, 2006, was age 30 months or less at age of enrollment, and has received at least 6 months of continuous services?

- O IF THE ANSWER TO ANY OF THESE QUESTIONS IS NO, EXIT data is NOT required for the child. STOP! The EXIT child outcomes process ***should NOT*** be initiated for the child.
- O IF THE ANSWER TO ALL OF THESE QUESTIONS IS YES, EXIT data should be completed for the child. The EXIT child outcomes process should be initiated for the child.

☐ Step Four- Complete EXIT child outcomes process

- O Has the annual review of the IFSP occurred in the last 60 days? If 'YES,' use CBA results in Section 6B of the IFSP ('Skills Child Currently Demonstrates'). If 'NO, review current developmental and functional skills and update the CBA.
- O Complete COSF using appropriate crosswalk---All Crosswalks
- O Gather Family and Community Provider input on COSF
- O Forward and Request completed COSF from all BNSPs working with family/child in last 90 days
- O Use Decision Tree and determine a single exit rating for each outcome from the 7 point scale
- O Input entry, exit, progress ratings and CBA used at entry and exit into TECSspot (password: EXITDATA)
- O Print computer screen page
- O Click 'submit' button on screen to input data
- O File printed copy of ENTRY & EXIT and all completed COSFs data in child's record

Name (Last First MI)
DOB:
BabyTrac #
Medicaid #
CARES #

Child Outcomes Checklist

BabyNet Service Provider 4-Step Process for EXIT

☐ **STEP ONE-** Gather all child functional status input relevant to your service area and child outcome areas from individual provider assessment and family input

☐ **STEP TWO-** Use the Decision Tree to assist with determine rating

☐ **STEP THREE-** Record 7 point rating on COSF

☐ **STEP FOUR-** Communicate functional status and individual determined rating to service coordinator by forwarding a copy of COSF to ongoing service coordinator or participating in a teleconference. Ensure receipt and clarity of all service area information submitted to BNSC.

Name (Last First MI)
DOB:
BabyTrac #
Medicaid #
CARES #

Resources

Child Outcome Summary Form (COSF)
Discussion Prompts

The pages that follow provide a few ideas for some types of questions or prompts that could be used to elicit conversation about a child's functioning with regard to the three global child outcome statements. As teams discuss child functioning in these outcomes areas, they generally draw on many sources of information and ask excellent questions that provide a specific description of what the child generally does with regard to each outcome. However, some teams have looked for further guidance about the kinds of questions that might help them focus on functional skills and span many of the components reflected in each outcome. The list that follows is by no means a comprehensive list of the types of questions or topics that might be discussed. It also is not intended to be used as a checklist necessary for discussion or as a checklist that will always constitute a complete discussion. However, it might provide some ideas to expand team approaches. It also may be helpful if individuals new to the COSF are quickly training other staff in using it and want more information for that purpose. As you begin to use this resource, we encourage you to share comments and additions with us at staff@the-eco-center.org so that we can include and circulate them as well!

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., child care 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 child care, 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 child care, at the store, with other kids, at child care, 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., child care 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 dropoffs, 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.)?

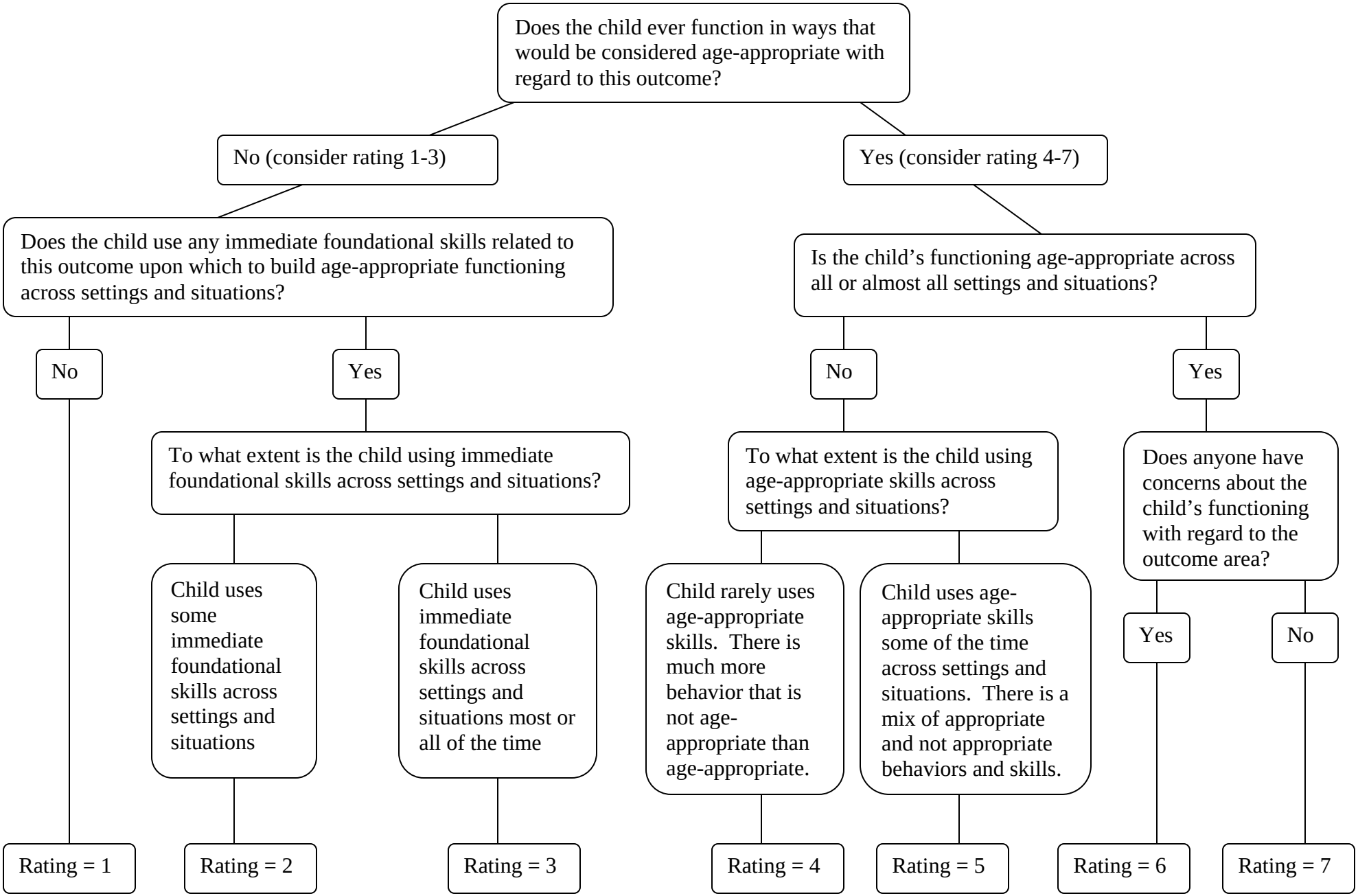
- How would you expect other children this age to act in these situations?

Definitions for Outcome Ratings

Overall Age Appropriate	**Completely** *means*:	**7**	• 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	• 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 may be 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**	• Child shows functioning expected for his or her age **some of the time and/or in some 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	• Child shows some but not much age-appropriate functioning.
	Emerging *means:*	**3**	• Child does **not yet** show functioning expected of a child of his or her age in any situation. • Child's behaviors and skills include **immediate foundational skills** upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a **younger child***.
		2	• Child's behaviors and skills include some **immediate foundational skills** but these are not displayed very often across settings and situations.
	Not yet *means*:	**1**	• Child does **not yet** show functioning expected of a child his or her age in any situation. • Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning. • 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.

Decision Tree for Summary Rating Discussions



Summary Information: The Assessment, Evaluation, and Programming System (AEPS) For Infants and Children, Second Edition (2003)

Publisher	Brookes Publishing
Website for information	http://www.brookespublishing.com/store/books/bricker-aeps/index.htm
Cost	Volume 1: Administration Guide - $55.00 Volume 2: Test Criteria for Birth to Three and Three to Six - $70.00 Volume 3: Curriculum for Birth to Three - $65.00
Age range	Birth to 36 months
Purpose	▪ To identify children's strengths across developmental areas ▪ To identify functional goals and objectives for IFSPs or other individualized plans ▪ To assist in planning and guiding intervention ▪ To monitor children's progress
Areas included	▪ Fine Motor ▪ Gross Motor ▪ Adaptive ▪ Cognitive ▪ Social-Communication ▪ Social
Time to administer	30 – 120 minutes
Scored	Yes. Area raw scores summarize results from 0, 1, 2 scoring of items and can be converted to percent scores in each domain per test period
Age norms	No, but cutoff scores are provided to corroborate eligibility decisions
Age range given for items	No
How frequently it can be given	4 times a year
Standardized tasks	No
Based on observation in natural settings	Yes. Observation is the preferred method, but one may try to directly elicit the behavior if there is not an opportunity to observe it. Use of caregiver report is a third option. A set of assessment activities provide ideas for events that may elicit an array of the skills included in the assessment from children

Summary Information (continued): The Assessment, Evaluation, and Programming System (AEPS) For Infants and Children, Second Edition (2003)

Instructions related to parent role	Family participation is primarily encouraged through use of a parallel family assessment/evaluation form (Family Report) designed to obtain information from parents and caregivers about their children's skills and abilities across major areas of development. It includes an open-ended section with information about the child's daily routines and participation in family activities and a section with items that directly parallel the items on the AEPS assessment. For each item, parents indicate their child's level of functioning as "yes", "sometimes," or "not yet." Parents or caregivers are encouraged to complete the questions on children's functioning with no or minimal assistance from professionals based on their own observation. The materials are designed to allow a direct comparison between parent/caregiver and professional assessments of the child
Data provided on reliability	Yes. Interrater/ Inter-observer agreement, Test-retest reliability
Data provided on validity	Concurrent validity (Gesell Developmental Schedule, Bayley Scales of Infant Development), treatment validity, and face validity
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	Spanish, French, and Korean
Who administers	Interventionists, teachers, specialists, and caregivers
Training available through the publisher	Yes. See http://www.brookespublishing.com/onlocation/topics/AEPS.htm regarding on-site consultation and workshops

Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, Second Edition (2003) (AEPS Measurement for Birth to Three Years): Crosswalk with Child Outcomes

Outcome 1: Has positive social relationships	Outcome 2: Acquires and use skills and knowledge	Outcome 3: Takes appropriate action to meet needs
Social-Communication Area A. Prelinguistic communicative interactions 1. Turns and looks toward person speaking* 2. Follows person's gaze to establish joint attention* 3. Engages in vocal exchanges by babbling B. Transition to words 1. Gains person's attention and refers to object, person, or event **Social Area** A. Interaction with familiar adults 1. Responds appropriately to familiar adult's affect 2. Initiates and maintains interaction with familiar adult 3. Initiates and maintains communicative exchange with familiar adult B. Interaction with environment 2. Participates in established social routines C. Interaction with peers 1. Initiates and maintains interaction with peer 2. Initiates and maintains communicative exchange with peer	**Fine Motor Area** B. Functional use of fine motor skills 4.Orients picture book and turns pages 5. Copies simple written shapes after demonstration **Cognitive Area** A. Sensory stimuli 1. Orients to auditory/visual/tactile events B. Object permanence 1. Visually follows object or person to point of disappearance* 2. Locates object in latter of two successive hiding places 3. Maintains search for object that is not in its usual location C. Causality 1. Correctly activates mechanical toy 2. Reproduces part of interactive game/action in order to continue D. Imitation 1. Imitates motor action that is not commonly used* 2. Imitates words not frequently used	**Fine Motor Area** A. Reach, grasp, and release 1. Simultaneously brings hands to midline* 2. Brings two objects together at or near midline* 3. Grasps hand-size object with either hand using ends of thumb and fingers* 4. Grasps pea-size object with either hand with hand/arm not supported* 5. Aligns and stacks objects* B. Functional use of fine motor skills 1. Rotates wrist on horizontal plane* 2. Assembles toys/objects that require putting pieces together 3. Uses index finger to activate objects* 4. Orients picture book and turns pages 5. Copies simple written shapes after demonstration **Gross Motor Area** A. Movement and locomotion in supine and prone position 1. Turns head, moves arms, and kicks legs independently of each other * 2. Rolls by turning segmentally* 3. Creeps forward using alternating arm and leg movements*

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. Please note that this draft is different from the crosswalk being used by the tool publisher and/or developer. We welcome your feedback to staff@the-eco-center.org.

Outcome 1: Has positive social relationships	Outcome 2: Acquires and use skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Cognitive Area E. Problem solving 1. Retains objects when new object is obtained 2. Uses object to obtain another object 3. Navigates large object around barriers 4. Solves common problems F. Interaction with objects 1. Uses imaginary objects in play G. Early concepts 1. Categorizes like objects 2. Demonstrates functional use of one-to-one correspondence 3. Recognizes environmental symbols 4. Demonstrates functional use of reading materials 5. Demonstrates use of common opposite concepts 6. Repeats simple nursery rhymes **Social-Communication Area** B. Transition to words 2. Uses consistent word approximations C. Comprehension of words and sentences 1. Locates objects, people, or events without contextual cues 2. Carries out two-step direction without contextual cues	**Gross Motor Area** B. Balance in sitting 1. Assumes balanced sitting position* 2. Sits down in and gets out of chair* C. Balance and Mobility 1. Walks avoiding obstacles* 2. Stoops and regains standing position * 3. Runs avoiding obstacles* 4. Walks up and down stairs* **Adaptive Area** A. Feeding 1. Uses tongue/lips to take in and swallow solid foods and liquids 2. Bites and chews hard and chewy foods 3. Drinks from cup and/or glass 4. Eats with fork and/or spoon 5. Transfers food and liquid between containers B. Personal hygiene 1. Initiates toileting 2. Washes and dries hands 3. Brushes teeth C. Undressing 1. Undresses self **Social Area** B. Interaction with environment 1. Meets observable physical needs in socially appropriate ways

Outcome 1: Has positive social relationships	Outcome 2: Acquires and use skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Social-Communication Area D. Production of social-communicative signals, words, and sentences 1. Uses 50 single words 2. Uses two-word utterances 3. Uses three-word utterances	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

Gross Motor Area

D. Play Skills
1. Jumps forward
2. Pedals and steers tricycle,
3. Catches, kicks, throws, and rolls ball,
5. Climbs up and down play equipment

Summary Information: The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN; 2004)

Publisher	Brookes Publishing
Website for information	www.brookespublishing.com
Cost	$44.95 for Curriculum; $25.00 for package of 10 assessment logs that include the developmental progress chart; $75.00 for downloadable printable masters of assessment logs
Age range	Birth – 36 months
Purpose	"The CCITSN is a systematic curriculum that directly links a skills assessment with activities to promote those skills that have not been mastered."
Areas included	▪ Personal-Social ▪ Cognition ▪ Communication ▪ Fine Motor ▪ Gross Motor
Time to administer	60-90 minutes. It can be split into two or more sessions
Scored	Yes. Approximate age-based levels of development in each domain are suggested based on the pattern of credit received on items in the curriculum sequence in the developmental progress chart
Age norms	No
Age ranges given for items	Yes. Age levels are "*estimates* based on information from standardized instruments and the literature on infant and toddler development."
How frequently it can be given	Flexible
Standardized tasks	No. Assessment guidelines include general assessment procedures to elicit each skill if it is not observed during the informal observation period at the beginning of the assessment
Based on observation in natural settings	Yes. Informal observation and directed assessment

Summary Information (continued): The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN; 2004)

Instructions related to parent role	Parent informally interacts with the child during the observation period. When directed assessment is needed, the parent can be instructed to try particular activities with the child at the assessor's discretion. Parents are asked about the child's skills when observation and directed assessment does not elicit behaviors from the child
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	Not available
Electronic scoring	Not available
Other languages	Assessment log and developmental progress chart available in Spanish
Who administers	Not specified. "People with minimal experience and education in child development can understand and follow the instructions for assessing the skill each item represents and for engaging in activities to promote the development of that skill"
Training available through the publisher	Yes. See http://www.brookespublishing.com/onlocation/topics/carolina.htm

The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN): Crosswalk to Child Outcomes

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
Personal-Social **2. Interpersonal Skills** a-bb. Smiles reciprocally, participates in simple games, approaches peer or adult to initiate play, works collaboratively toward a goal with peers, etc. **3. Self-Concept** a-t. Responds to name, plays with mirror image, expresses feelings (4 or more types), "performs" for others, shows pride in achievements, shows guilt or shame over accidents or prohibited behavior, etc. **Communication** **14. Conversation Skills** a-ll. Smiles to person who is talking and/or gesturing, laughs, waits for adult to take a turn, plays reciprocal games, greets familiar people with an appropriate vocalization or sign, sustains conversation, etc.	**Personal-Social** **3. Self-Concept** a-t. Recognizes self and others in mirror, identifies objects as "mine", distinguishes and names self in photographs, knows age, tells own first name, answers correctly when asked if he or she is a boy or a girl, etc. **Cognition** **5. Attention & Memory: Visual/Spatial** a-h. Visually fixates for at least 3 seconds, shows anticipation of regularly occurring events in everyday care, retrieves object fully hidden under a cover, reacts to a change in familiar game, retrieves objects from usual locations on request, recognizes the covers of several books and labels them, tells the name of an object or picture shown briefly and shown again in an array of four, etc. **6-II. Visual Perception: Matching & Sorting** a-d. Sorts by size, matches primary colors, sorts by shape, sorts by two characteristics, etc.	**Personal-Social** **1. Self-Regulation & Responsibility** a-o. Comforts self, entertains self with toys for a short period of time, gets toys to play with from a box or shelf of toys, explores, avoids common dangers, etc. **3. Self-Concept** a-t. Makes choices, says "no" or otherwise indicates refusal, resists attempts from others to assist with feedings, identifies objects as "mine", competes with peers for toys, asks for snacks or drinks, shows determination/ persistence in choosing or continuing activities, is selective about what tasks he or she will or will not try (recognizes limitations), etc. **4-I. Self-Help: Eating** a-z. Smoothly sucks from a nipple, holds own bottle, feeds self with fingers, holds and drinks from a cup, begins to use fork, etc. **4-II. Self-Help: Dressing** a-l. Cooperates in dressing and undressing, unties shoes, removes shoes, removes coat, undoes fasteners, etc.

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Cognition **7. Functional Use of Objects & Symbolic Play** a-r. Explores objects with mouth, combines two objects in a functional manner, pretends that objects are something other than what they are, assumes different roles in fantasy play, etc. **8. Problem Solving/Reasoning** a-a. Shifts attention, repeats activities that produce interesting results, looks for or reaches toward objects falling from view, plays with a variety of toys to produce effects, reaches object from behind barrier, solves simple problems without adult assistance, nests containers of graduated sizes, experiments with cause and effect when playing, answers at least one 'why do' question correctly, etc. **9. Number Concepts** a-f. Understands 'more,' correctly answers 'how many' for one and two objects **Cognition/Communication** **10. Concepts/Vocabulary: Receptive** a-v. Points to three objects or people on request, follows directions, selects pictures of actions, points to five or more colors on request, selects objects by usage, etc.	**Personal-Social** **4-III. Self-Help: Grooming** a-j. Cooperates in washing and drying hands, wipes nose, washes self with washcloth, etc. **4-IV. Self-Help: Toileting** a-g. Indicates need for soiled diaper or pants to be changed, urinates when placed on toilet, uses toilet by self, etc. **Communication** **14. Conversation Skills** a-ll. Provides consistent signals for states of hunger, distress, and pleasure, makes requests by directing caregiver's attention, changes pitch/volume to signify intensity of desires, uses words or signs to express wants or request actions, says "yes" and "no" to indicate desires or preferences, requests assistance, etc. **Fine Motor** **18. Grasp & Manipulation*** a-b. Actively moves arm after seeing or hearing an object, bats at object, manipulates objects with hands and fingers, uses index finger to poke, turns pages one at a time, turns doorknob, puts small object through small hole in container, etc.

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Cognition/Communication **11. Concepts/Vocabulary: Expressive** a-r. Vocalizes repetitive consonant-vowel combinations, labels two or more pictures, uses at least 50 different words, repeats new words to self, etc. **12. Attention & Memory: Auditory** a-u. Quiets when presented with noise, turns hear or reaches toward sound, shows recognition of a few familiar sounds, matches objects to their sounds, anticipates parts of rhymes or songs, identifies objects, people, and events by their sounds, independently says or acts out parts of rhymes or songs, etc. **13. Verbal Comprehension** a-o. Turns to the direction from which name is being called, responds with correct gestures to 'up' and 'bye-bye,' responds to 'give me,' follows simple commands, follows two-part commands, etc. **15. Grammatical Structure** a-k. Uses inflection patterns in a sentence, uses auxiliary verbs, usually shortened ('gonna,' 'wanna'), uses negative terms, personal pronouns, etc. **16. Imitation: Vocal** a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc.	**Fine Motor** **19. Bilateral Skills*** a-u. Raises both hands when object is presented, brings hands together at midline, plays with own feet or toes, unscrews small lids, unbuttons large buttons, etc. **20. Tool Use** a-j. Pulls string to obtain object or make effect, uses stick to obtain object, holds bowl and stirs, spreads with knife, etc. **21. Visual-Motor Skills** a-j. Marks paper with writing implement, imitates vertical stroke, pretends to write, copies a circle, snips with scissors, etc. **Gross Motor** **22-I. Upright: Posture & Locomotion*** a-h. Holds head steady when held, takes independent steps, walks sideways, jumps on floor, walks backward 10 feet, walks on all types of surfaces without falling, runs, walks up stairs, avoids obstacles when running, etc. **Gross Motor** **23. Prone (on Stomach)*** a-p. Lifts head freeing nose (arms and legs flexed), rolls from stomach to back, pulls self to hands and knees, creeps up stairs, etc. **24. Supine (on Back)*** a-g. Bends and straightens arms and legs, brings hands to mouth, holds feet in air for play, rolls from back to stomach, etc.

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
	Fine Motor **17. Imitation: Motor*** a-n. Continues movement if imitated by caregiver, imitates unfamiliar movements, imitates actions related to the function of objects, imitates actions after several hour delay, imitates a sequence of two unrelated motor acts, etc. **21. Visual-Motor Skills** a-j. Marks paper with writing implement, imitates vertical stroke, pretends to write, copies a circle, etc.	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children with motor impairments.

Note: Areas that are not precursor to or specific components of any of the three outcomes, and therefore not included in the crosswalk, were:

Cognition
6-I. Visual Perception: Blocks & Puzzles
a-n. Places large round form in form board, completes simple puzzles, imitates block building, etc.

Gross Motor
22-II. Upright: Balance
a-j. Stands on one foot, rises onto tiptoes, walks three steps on balance beam, etc.
22-III. Upright: Ball Play
a-i. Rolls ball, kicks ball, throws ball to adult 5-9 feet away, etc.
22-IV. Upright: Outdoor Play
a-i. Explores play area with supervision, enjoys swinging and sliding, uses slide independently, climbs slanted/vertical ladders, climbs on low jungle gym bars and will drop several inches to the ground, etc.

Summary Information: The Carolina Curriculum for Preschoolers with Special Needs, Second Edition (CCPSN; 2004)

Publisher	Brookes Publishing
Website for information	www.brookespublishing.com
Cost	$44.95 for Curriculum; $25.00 for package of 10 assessment logs that include the developmental progress chart; $75.00 for downloadable printable masters of assessment logs
Age range	2 – 5 years
Purpose	"The CCPSN is a systematic curriculum that directly links a skills assessment with activities to promote those skills that have not been mastered."
Areas included	▪ Personal-Social ▪ Cognition ▪ Communication ▪ Fine Motor ▪ Gross Motor
Time to administer	60-120 minutes. It can be split into two or more sessions
Scored	Yes. Approximate age-based levels of development in each domain are suggested based on the pattern of credit received on items in the curriculum sequence in the developmental progress chart
Age norms	No
Age ranges given for items	Yes. Age levels are "*estimates* based on information from standardized instruments and the literature on preschool development."
How frequently it can be given	Flexible
Standardized tasks	No. Assessment guidelines include general assessment procedures to elicit each skill if it is not observed during the informal observation period at the beginning of the assessment
Based on observation in natural settings	Yes. Informal observation and directed assessment

Summary Information (continued): The Carolina Curriculum for Preschoolers with Special Needs, Second Edition (CCPSN; 2004)

Instructions related to parent role	Observe the child playing in a familiar setting with familiar adults and peers. Supplement observations and directed assessment by talking with the parent about the child's skills
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	Not available
Electronic scoring	Not available
Other languages	Assessment log and developmental progress chart available in Spanish
Who administers	Support broad usage, including by teachers, child care workers, and therapists working with children
Training available through the publisher	Yes. See http://www.brookespublishing.com/onlocation/topics/carolina.htm

The Carolina Curriculum for Preschoolers with Special Needs (CCPSN; 2004): Crosswalk to Child Outcomes

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Personal-Social **2. Interpersonal Skills** a-cc. Negotiates with peers about toys, converses with peers, takes turns most of the time, plays simple games, identifies special friends, demonstrates an interest in people outside of the family and immediate circle of friends, etc. **3. Self-Concept** a-n. Shows guilt or shame over accidents or prohibited behavior, describes own feelings, talks about own feelings in relation to events, shows pride in accomplishments, etc. **Communication** **14. Conversation Skills** a-w. Asks simple questions with a vocalization or gesture, sustains conversation for several turns, creates interest in a listener by indirect references, etc.	**Personal-Social** **3. Self-Concept** a-n. Knows age, tells own first name, answers correctly when asked if he/she is a boy or girl, tells what eyes/ears/nose are used for, shows interest in own body asking questions about its functions, etc. **Cognition** **5. Attention & Memory: Visual/Spatial** a-s. Recognizes familiar signs, remembers incidental information, matches colors and shapes, describes events that happened in the past, finds hidden pictures, etc. **6-I. Visual Perception: Blocks & Puzzles** a-m. Imitates block train, bridge, puts together puzzle, builds representationally with blocks, etc. **6-II. Visual Perception: Matching & Sorting** a-n. Sorts by size, shape, matches letters, matches name and short words, etc. **7. Functional Use of Objects & Symbolic Play** a-l. Talks to dolls or animals, assumes different roles in fantasy play, uses materials to construct other objects, engages in complex adult role playing, etc.	**Personal-Social** **1. Self-Regulation & Responsibility** a-l. Avoids common dangers, adapts readily to changes in routine, performs simple chores, etc. **4-I. Self-Help: Eating** a-i. Begins to use fork, pours liquid, independently fixes sandwich, etc. **4-II. Self-Help: Dressing** a-i. Removes shoes, puts on coat, buttons clothing, zips, etc. **4-III. Self-Help: Grooming** a-i. Dries hands, brushes teeth, blows nose, etc. **4-IV. Self-Help: Toileting** a-h. Uses toilet by self, tears toilet tissue and flushes toilet after use, etc. **Communication** **14. Conversation Skills** c. Requests assistance

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	Cognition **8. Problem Solving/Reasoning** a-t. Experiments with cause and effect when playing, completes sequences of color or shapes, responds appropriately to 'tell me how' questions, describes new uses for familiar objects, etc. **9. Number Concepts** a-x. Selects 'just one,' gives 'one more,' counts 10 objects in a row (one-to-one correspondence), correctly counts to 20, identifies numbers 0-9, etc. **Cognition/Communication** **10. Concepts/Vocabulary: Receptive** a-cc. Selects pictures of action, points to five or more colors, understands 'fast' versus 'slow,' recognizes 10 uppercase letters, understands time concepts, etc. **11. Concepts/Vocabulary: Expressive** a-v. Names six or more pictures of common objects, uses a variety of adjectives, names objects by function, asks word meanings, defines 10 or more words, etc. **12. Attention & Memory: Auditory** a-l. Joins in saying nursery rhymes, sings songs, tells two familiar stories without pictures for help, etc.	**Fine Motor** **18. Grasp & Manipulation*** a-j. Turns doorknob with forearm rotation, holds writing implement with fingers in tripod position, places paper clips on paper, etc. **19. Bilateral Skills*** a-j. Demonstrates hand preference, screws on lids, holds deck of cards and sorts, folds paper in half, etc. **20. Tool Use** a-j. Holds bowl and stirs, spreads with knife, uses hammer to pound in nails, etc. **21. Visual-Motor Skills*** a-q. Imitates horizontal stroke, snips with scissors, copies a circle, square, traces outline of simple stencil, etc. **Gross Motor*** **22-l. Upright: Posture & Locomotion** a-o. Walks backward 10 feet, walks at least 20 feet on tiptoes, gallops five cycles, skips five cycles, broad jumps at least 36 inches, etc.

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<u>Communication</u> **13. Verbal Comprehension** a-m. Follows two-part related commands in novel contexts, understands negatives, sorts by named categories, follows instructions that include four elements, etc. **14. Conversation Skills** a-w. Responds appropriately to 'where' and 'why' questions, describes events occurring in the environment, describes functions of objects, asks and responds appropriately to 'how far' questions, etc. **15. Grammatical Structure** a-v. Uses two-word utterances, uses negative terms, prepositional phrases, uses 'I' instead of given name, uses verbal nouns and/or verbal adjectives, uses comparatives, etc. **16. Imitation: Vocal** a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc. **<u>Fine Motor</u>*** **17. Imitation: Motor** a-f. Imitates postures or actions, imitates finger plays, etc.	

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	Fine Motor* **21. Visual-Motor Skills*** a-q. Imitates horizontal stroke, pretends to write, copies a circle/square, draws a person with a head and features, draws simple representational pictures, etc.	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk were:

Gross Motor

22-II. Upright: Balance

a-p. Stands sideways with both feet on balance beam, walks three steps on balance beam, does one somersault, walks full length of balance beam with hands on hips, etc.

22-III. Upright: Ball Play

a-l. Throws 3-inch ball to an adult at various distances, throws 3-inch ball overhand to adult at various distances, kicks ball various distances, catches ball with elbows bent at various distances, etc.

22-IV. Upright: Outdoor Play

a-k. Runs on playground pausing at surface changes, climbs on low jungle gym bars and will drop several inches to the ground, pedals tricycle at least 10 feet, pumps swing, rides two-wheel bike, etc.

Summary Information: Hawaii Early Learning Profile (HELP® Birth to 3, ©2004)

Publisher	VORT Corporation
Website for information	www.vort.com/products/help_overview.html
Cost	$59.95 administration and reference manual; $3.25 each HELP® Strands booklet
Age range	Birth – 3 years (A product for 3-6 years is also available, see future posting of that crosswalk for more information)
Purpose	"HELP® (0-3) is a widely-used, family-centered, curriculum-based assessment for use by professionals working with infants, toddlers, and young children, and their families: As a curriculum-based assessment, HELP is not standardized; it is used for identifying needs, tracking growth and development, and determining 'next steps' (target objectives)."
Areas included	▪ Regulatory/Sensory Organization ▪ Cognitive ▪ Language ▪ Gross Motor ▪ Fine Motor ▪ Social ▪ Self-Help
Time to administer	Ongoing observation summarized periodically
Scored	Yes. Manual suggests approximate age-based levels of development in each strand or area based on the pattern of credit received on individual items in all areas except for regulatory/sensory organization. Number of atypical responses in the regulatory/sensory organization area can be used to cluster children into 3 groups (typical, over-reactive, or under-reactive), rather than associating skills with a specific developmental age range
Age norms	No
Age ranges given for items	Yes, based on normative data in research and literature
How frequently it can be given	Flexible

Summary Information (Continued): Hawaii Early Learning Profile (HELP® Birth to 3, ©2004)

Standardized tasks	No. Assessment guidelines include example observation opportunities provided for each skill and general assessment procedures given for each strand. Each skill/behavior has notes with criteria for assigning credit based on the child's behaviors with materials that are typically available within the child's natural environments. Examples of adaptations for children with specific kinds of disabilities or other special needs are included
Based on observation in natural settings	Yes. Observation in multiple settings preferred
Instructions related to parent role	Yes. Parent report and/or parent facilitation in eliciting skills are encouraged to most effectively see the child's capabilities
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	The HELP Online system can be used to "suggest" Child Outcomes Summary Form (COSF) ratings and to aggregate child data into OSEP reporting categories. Ratings and progress categories are based on children's Developmental Age Levels, which users enter into the online system.
Electronic scoring	No
Other languages	Spanish
Who administers	One or more interdisciplinary pediatric/early childhood specialists (e.g., teacher, nurse, occupational therapist, physical therapist)
Training available through the publisher	Yes

Hawaii Early Learning Profile (HELP® Birth to 3, ©2004): Crosswalk to Child Outcomes

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs
5.0 SOCIAL-EMOTIONAL 5-1 Attachment/separation/autonomy 5-3 Expression of emotions and feelings 5-4 Learning rules and expectations 5-5 Social interactions and play **2.0 II. LANGUAGE -EXPRESSIVE** 2-4 Communicating with others A. Gesturally B. Verbally	**1.0 COGNITIVE DEVELOPMENT** 1-1 Development of symbolic play 1-2 Gestural imitation 1-3 Sound awareness and localization* 1-4 Problem solving A. Object permanence C. Cause and effect 1-5 Spatial relationships 1-6 Concepts A. Pictures B. Numbers 1-7 Discrimination/classification A. Matching and sorting B. Size C. Associative **2.0 I. LANGUAGE - RECEPTIVE** 2-1 Understanding the meaning of words A. Objects, events, and relationships B. Body parts 2-2 Understanding and following directions **2.0 II. LANGUAGE - EXPRESSIVE** 2-3 Expressive vocabulary 2-4 Communicating with others A. Gesturally B. Verbally 2-5 Learning grammar and sentence structure 2-6 Development of sounds and intelligibility 2-7 Communicating through rhythm	**1.0 COGNITIVE DEVELOPMENT** 1-4 Problem solving B. Means-ends **3.0 GROSS MOTOR DEVELOPMENT*** 3-1 Prone 3-2 Supine 3-3 Sitting 3-4 Weight-bearing in standing 3-5 Mobility and transitional movements 3-6. Reflexes/reactions/responses A. Reflexes/reactions B. Anti-gravity responses 3-7 Advancing postural control A. Standing B. Walking/running D. Climbing E. Stairs **4.0 I. FINE MOTOR DEVELOPMENT-FOUNDATIONS*** 4-2 Grasp and prehension 4-3 Reach/approach 4-4 Development of voluntary release 4-5 Bilateral and midline skills

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs
	4.0 I. FINE MOTOR DEVELOPMENT-FOUNDATIONS* 4-1 Visual responses and tracking **4.0 II. FINE MOTOR DEVELOPMENT-PERCEPTUAL-MOTOR INTEGRATION*** 4-6 Spatial perception and planning A. Pre-writing 4-7 Manipulative prehension A. Pages **5.0 SOCIAL-EMOTIONAL** 5-2 Development of self	**4.0 II. FINE MOTOR DEVELOPMENT-PERCEPTUAL-MOTOR INTEGRATION*** 4-6 Spatial perception and planning A. Pre-writing 4-7 Manipulative prehension B. Pages D. Scissors **5.0 SOCIAL-EMOTIONAL** 5-2 Development of self **6.0 SELF HELP** 6-1 Oral-motor development* 6-2 Dressing 6-3 Independent feeding 6-5 Grooming and hygiene 6-6 Toileting 6-7 Household independence/responsibility

* Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas or strands that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

0.0 Regulatory/Sensory Organization

3.0 Gross Motor Development
- 3-7 Advancing postural control
  - C. Jumping
  - F. Catching/throwing
  - G. Riding a tricycle
  - H. Balance beam

4.0 Fine Motor Development
- 4-6 Spatial perception and planning
  - B. Block construction
  - C. Formboard
  - D. Paper activities

4.0 Fine Motor Development
- 4-7 Manipulative prehension
  - B. Pegboard
  - C. Stringing beads

6.0 Self-help
- 6-4 Sleep patterns and behaviors

Calculating OSEP Categories from COSF Responses

The two tables below show the OSEP reporting category generated from all **possible** combinations of COSF ratings at entry and exit (http://www.fpg.unc.edu/~eco/outcomes.cfm).

Possible Combinations (Arranged by COSF Rating)

If the COSF rating at Time 1 is…	If the COSF rating at Time 2 is…	If the answer to the new skills[1] question is…	The OSEP reporting category is….
7	7	yes	e
7	6	yes	e
7	1 to 5	yes	b
7	1 to 5	no	a
6	7	yes	e
6	6	yes	e
6	1 to 5	yes	b
6	1 to 5	no	a
5	6 or 7	yes	d
5	5	yes	b
5	1 to 4	yes	b
5	1 to 4	no	a
4	6 or 7	yes	d
4	5	yes	c
4	4	yes	b
4	1 to 3	yes	b
4	1 to 3	no	a
3	6 or 7	yes	d
3	4 or 5	yes	c
3	3	yes	b
3	1 or 2	yes	b
3	1 or 2	no	a
2	6 or 7	yes	d
2	3 to 5	yes	c
2	2	yes	b
2	1	yes	b
2	1	no	a
1	6 or 7	yes	d
1	2 to 5	yes	c
1	1	yes	b
1	1	no	a

[1] **Note:** The "new skills" question refers to answer to the question "Has the child shown any new skills or behaviors related to [outcome 1/2/3] since the last outcomes summary?"

Possible Combinations (Arranged by OSEP Categories)

If the COSF rating at Time 1 is…	If the COSF rating at Time 2 is…	If the answer to the new skills[2] question is…	The OSEP reporting category is….
7	1 to 5	no	a
6	1 to 5	no	a
5	1 to 4	no	a
4	1 to 3	no	a
3	1 or 2	no	a
2	1	no	a
1	1	no	a
7	1 to 5	yes	b
6	1 to 5	yes	b
5	5	yes	b
5	1 to 4	yes	b
4	4	yes	b
4	1 to 3	yes	b
3	3	yes	b
3	1 or 2	yes	b
2	2	yes	b
2	1	yes	b
1	1	yes	b
4	5	yes	c
3	4 or 5	yes	c
2	3 to 5	yes	c
1	2 to 5	yes	c
5	6 or 7	yes	d
4	6 or 7	yes	d
3	6 or 7	yes	d
2	6 or 7	yes	d
1	6 or 7	yes	d
7	7	yes	e
7	6	yes	e
6	7	yes	e
6	6	yes	e

[2] **Note:** The "new skills" question refers to answers to the question "Has the child shown any new skills or behaviors related to [outcome 1/2/3] since the last outcomes summary?"

Impossible Combinations of COSF Responses

The following table presents combinations that are **impossible** and provides an explanation for why.

	If the COSF rating at Time 1 is…	If the COSF rating at Time 2 is…	If the answer to the new skills question is…	Explanation why this combination of COSF responses is impossible
# 1	7 or 6	7 or 6	no	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. This combination of responses is impossible since a child has to have acquired new skills to receive a rating of age expected development (over the minimum time span which is 6 months); children must acquire new skills over time to maintain age expected development.
#2	5	6 or 7	no	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. A higher rating at time 2 means he/she acquired new skills.
#3	5	5	no	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. To receive the same rating on the scale at two time points, the child has to have acquired new skills, because as children get older it takes more skills to receive the same rating.
#4	4	5, 6 or 7	no	See explanation for #2 above.
#5	4	4	no	See explanation for #3 above.
#6	3	4, 5, 6 or 7	no	See explanation for #2 above.
#7	3	3	no	See explanation for #3 above.
#8	2	3, 4, 5, 6 or 7	no	See explanation for #2 above.
#9	2	2	no	See explanation for #3 above.
#10	1	2, 3, 4, 5, 6 or 7	no	See explanation for #2 above.