

Three Global Child Outcomes

- a. Positive social-emotional skills (including social relationships)
- b. Acquisition and use of knowledge and skills (including early language/communication [and early literacy*])
- c. Use of appropriate behavior to meet needs



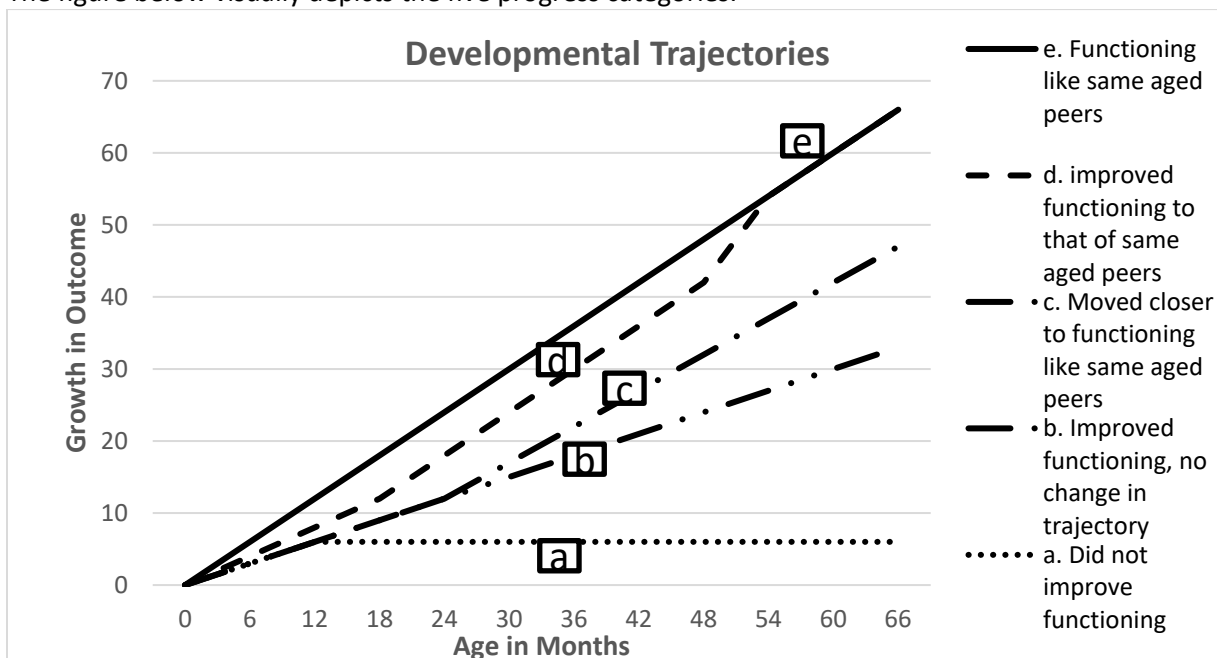
Child Outcomes Summary Ratings: The IFSP team will use professional observation, parent and other caregiver report, and evaluation results to assign a COS rating for the child in each outcome area. The COS decision tree is one tool that can be used to help the team reach consensus

7	Completely age-expected
6	Between “completely” and “somewhat”
5	Somewhat age-expected
4	Between “somewhat” and “nearly”
3	Nearly age-expected
2	Between “nearly” and “not yet”
1	Not yet age-expected

Progress Categories: Progress categories give us a simplified way to understand the progress we see in a child’s development during the time he or she is in the program. The progress category is derived from changes between the child’s entry and exit Summary of Functional Performance ratings and is most useful as a manageable way to understand developmental changes in a large group of children served by a program.

a	Did not improve functioning
b	Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
c	Improved functioning to a level nearer to same-aged peers but did not reach it
d	Improved function to reach a level comparable to same-aged peers
e	Maintained functioning at a level comparable to same-aged peers

The figure below visually depicts the five progress categories.



Further information on the meaning and calculation of the progress categories can be found at:

http://ectacenter.org/eco/assets/pdfs/COSF_to_OSEP_requirements.pdf

http://ectacenter.org/eco/assets/pdfs/Federal_Reporting_Categories.pdf

http://ectacenter.org/eco/assets/pdfs/Summary_of_Rules_COSF_to_OSEP_8-9-07.pdf

Summary Statements: Each Summary Statement is reported for each of the three child outcomes, and shows the impact of early intervention services in each outcome area. These are the numbers that are considered at the local, state, and federal level to demonstrate that what we do *really* makes a difference in the development and well-being of young children with disabilities. The Summary Statements use the progress categories to create an overall view of the progress made by children who received ESIT services.

SS1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

Other ways to think about SS1:

- How many children changed growth trajectories during their time in the program?
- Percent of the children who entered the program below age expectations made greater than expected gains, made substantial increases in their rates of growth, i.e. changed their growth trajectories

This formula is how the progress categories are used to calculate the % for SS1 $\frac{c + d}{a + b + c + d}$

SS2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

Other ways to think about SS2:

- How many children were functioning like same aged peers when they left the program?
- Percent of the children who were functioning at age expectations in this outcome area when they exited the program, including those who:
 - Started out behind and caught up and
 - Entered and exited at age level

This formula is how the progress categories are used to calculate the % for SS2 $\frac{d + e}{a + b + c + d + e}$

Below is an additional visual that highlights the flow of the process from the ratings to the summary statements:

