

# Preschool Special Education - Outcomes Reference Guide

## Child Outcomes Summary Form References

### Outcomes

**Indicator 7: Preschool children with IEPs demonstrate improved:**

**A. Positive social-emotional skills**

(e.g., build and maintain positive social relationships with children and adults; regulate emotions; understand and follow rules; communicate wants and needs effectively);

**B. Acquisition and use of knowledge and skills**

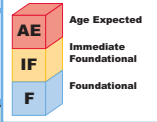
(e.g., demonstrate early language/communication and early literacy skills; display eagerness for learning; explore the environment; engage in daily learning opportunities; show imagination and creativity in play); and

**C. Use of appropriate behaviors to meet their needs**

(e.g., Meet self-care needs; seek help when necessary to move from place to place; participate in everyday activities and routines; use objects such as spoons or crayons.)

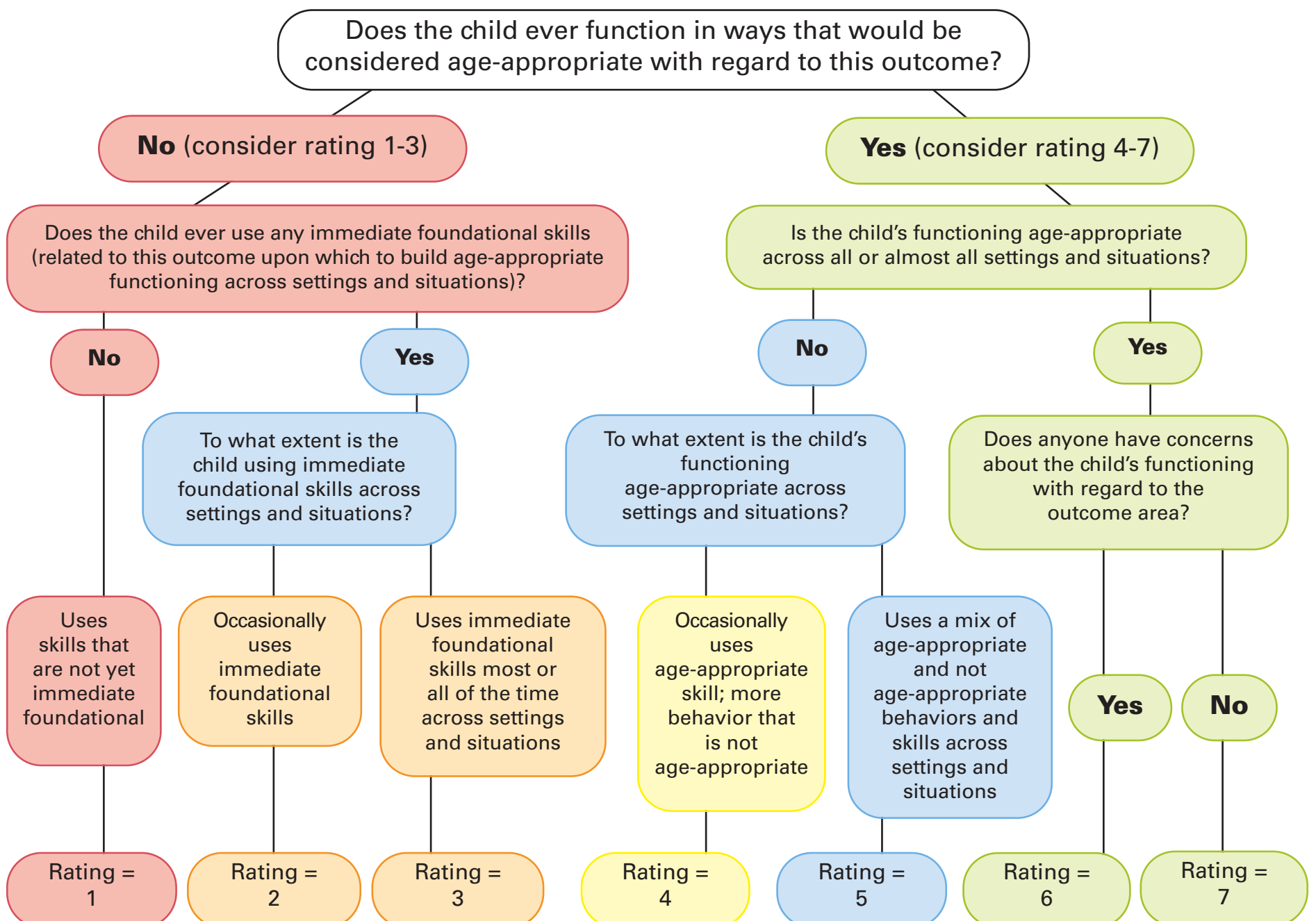
(20 U.S.C. 1416 (a)(3)(A))

## Rating Definitions



<b>Completely Age-Appropriate</b>	7		Child shows functioning expected for age in all or almost all everyday situations that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age. No one as any concerns about the child's functioning in this outcome area.
	6		Child functioning generally considered <b>appropriate</b> for child's age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although appropriate, child's functioning may border on not keeping pace with age expectations.
<b>Somewhat Age-Appropriate</b>	5		Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Functioning is a mix of age appropriate and not age-appropriate behaviors and skills; this might be described as that of slightly younger child.
	4		Child shows occasional age-appropriate functioning across settings and situations. More functioning is <b>not</b> age-appropriate than is age-appropriate.
<b>Nearly Age-Appropriate</b>	3		Child does <b>not yet</b> show functioning expected of a child of this age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situation. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as that of younger child.
	2		Child occasionally uses immediate foundational skills across settings and situations. Functioning reflects more skills that are not immediate foundational than skills that are immediate foundational.
<b>Working Toward Immediate Foundational Skills</b>	1		Child does <b>not yet</b> show functioning expected of this age in any situation. Functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning but reflects skills that come developmentally before immediate foundational skills. Functioning might be described as that of a much younger child. Characterization of functioning like a younger child will only apply to some children, such as children with developmental delays.

## Rating Decision Tree (use to determine ratings)










## Discussion Prompts to Determine Ratings

Outcome Indicators	CONVERSATION STARTERS: To guide team discussion of child's performance. This is not a checklist. Questions probe for functional skills in each of the outcome areas.
Positive social emotional skills	<ul style="list-style-type: none"> <li>How does the child relate to parents and familiar caregivers?</li> <li>How does the child interact with people in the community settings (park, library, church, grocery store, with neighbors, etc.)</li> <li>How does the child interact with and react to peers?</li> <li>What is the child's eye contact with others? Does it differ across situations or with other people?</li> <li>How does the child express delight or display affection?</li> <li>Are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (tantrums, screaming, biting)? How often does this occur? In what situations?</li> <li><b>How would you expect other children of this age to act in these situations?</b></li> </ul>
General knowledge and skills	<ul style="list-style-type: none"> <li>How does the child use words and skills in everyday settings (home, park, child care, store with other kids, with different people)?</li> <li>How does the child understand and respond to directions and requests from others?</li> <li>Tell about a time when he or she tried to solve a problem (overcame an obstacle, solved a problem about something important to him or her).</li> <li>Does the child display an awareness of the distinctions between things (like object characteristics, size differences, difference in object functions)?</li> <li>How does the child's play suggest an understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions?</li> <li>How does the child demonstrate an understanding of symbols into concepts, communications and play?</li> <li>How does the child interact with books, pictures and print?</li> <li><b>How would you expect other children of this age to act in these situations?</b></li> </ul>
Appropriate behaviors to meet needs	<ul style="list-style-type: none"> <li>What happens when the child does not get what he or she wants?</li> <li>How does the child get from place to place when desired or needed?</li> <li>How does the child indicate a need for help? How is this conveyed?</li> <li>Is he or she aware of dangerous situations (hot stoves, cars, strangers)?</li> <li>How does he or she take care of hygiene (tooth brushing, washing hands or face, blowing nose)?</li> <li><b>How would you expect other children of this age to act in these situations?</b></li> </ul>

## Explaining Ratings to Families

### COS Rating Scale Descriptor

COS Rating		Sample Statements
Age Expected Skills	7	 <ul style="list-style-type: none"> <li>Relative to other children Calvin's age, he has all of the skills that we would expect of a child his age in the area of (outcome [e.g. taking action to meet needs]).</li> <li>Calvin has a good mix of age expected skills in the area of (outcome).</li> </ul>
	6	 <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the skills that we would expect of his age in regard to (outcome); however, there are minor concerns with how he (functional area).</li> <li>Aside from the concern regarding Calvin's _____ he is demonstrating skills expected of a child his age in the area of (outcome).</li> </ul>
Decreasing Degree of Age Expected Skills	5	 <ul style="list-style-type: none"> <li>For an # month old child. Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (outcome).</li> <li>Relative to same age peers, Calvin shows many aged expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome).</li> <li>Calvin is somewhat where we would expect him to be at his age. This means that Calvin has many skills we would expect at this age in regard to (outcome), but does not yet have all of the age expected skills (it is possible to identify a few of the functional skills the child is lacking to be age appropriate).</li> </ul>
	4	 <ul style="list-style-type: none"> <li>At # months, Calvin shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).</li> <li>At # months, Calvin shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of (outcome).</li> <li>Calvin has a few of the skills we would expect in regard to (outcome), but he shows more skills that are not age appropriate.</li> </ul>
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	3	 <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin is not yet using skills expected of his age. He does however, use many important and immediate foundational skills to build upon in the area of (outcome).</li> <li>In the area of (outcome), Calvin has emerging skills. This means that he does not yet have the skills we would expect of a child his age, but he has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills (it is possible to include a few functional skills as examples).</li> </ul>
	2	 <ul style="list-style-type: none"> <li>At # months, Calvin shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of (outcome).</li> <li>Relative to same age peers, Calvin is showing some emerging or immediate foundational skills, but has more skills that developmentally come in earlier in the area of (outcome).</li> <li>For a # month old little boy, Calvin occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of (outcome).</li> <li>Overall in this outcome area, Calvin is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.</li> </ul>
	1	 <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the very early skills in the area of (outcome). This means that Calvin has the skills we would expect of a much younger child in this outcome area.</li> <li>For a # month old little boy, Calvin's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.</li> </ul>

\*Adapted by ECO from materials developed by Naomi Younggren, DoD for EDIS.

## Federal Reporting Categories and Outcome Ratings

Progress Category	Explanation*	COS Ratings
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program. Most likely children with severe or degenerative disabilities.	Rated lower at exit than entry AND scored "no" on the progress question OR rated 1 at both entry and exit AND scored "no" on the progress question
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continue to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry AND rated the same or lower at exit AND scored "yes" on the progress question
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. Children made progress toward catching up with same age peers but were still functioning below age expectations when exiting the program.	Rated higher at exit than entry AND rated 5 or below at exit
d. Improved functioning to reach a level comparable to same-aged peers	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when exiting the program.	Rated 5 or lower at entry AND rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when exiting the program.	Rated 6 or 7 at entry AND rated 6 or 7 at exit

\*Key to this determination: Did the child demonstrate any new skill or behavior? If yes, the progress question must be answered "yes."