Early Childhood Outcomes Instruction Document

This is an instruction document and is meant to accompany the outcomes rating form. You will find questions to consider and tips in completing this form accurately. Do not use this as your rating form. Please note this instruction document is longer than the ratings form to accommodate the additional information provided. For questions regarding early childhood outcomes, contact the Early Childhood Department at 217-524-4835 or ecsped@isbe.net.

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Illinois Child Outcomes Summary (COS) Form   Entry ☐ **Progress** ☐ Date: _____

For Entry complete white areas only. For Progress complete the entire form, including gray areas.
Entry rating date must occur prior to the progress rating date. Progress ratings are required annually between February 1 and July 31. The rating can be no more than 6 months old when the child exits ECSE services. For additional information: www.isbe.net/Pages/Early-Childhood-Outcomes-System.aspx

Name: _____   **SID:** _____   **Male** ☐ **Female** ☐ **DOB:** _____
    Last   First   Middle

District: _____   **School:** _____

Persons Involved in Deciding Summary Ratings – Name, Role/Title

Progress Rating Only (choosing "Yes" does not require a rating change) Compare the child's current and past skills. **ANY** new skills should be considered as progress. Child may make progress even if the child has not improved his/her rating number.

Made Progress Toward Increasing Positive Social Relationships?	☐ Yes ☐ No
Made Progress Toward Increasing Acquisition and Use of Knowledge Skills?	☐ Yes ☐ No
Made Progress Toward Increasing Taking Appropriate Action to Meet Own Needs?	☐ Yes ☐ No

Summary of Evidence:	Summary of Evidence:	Summary of Evidence:
For entry, EI rating is to be considered, if appropriate.	Where is the child's current functioning?	Does the evidence support the rating?
Ratings are completed in all three areas, even if no concerns. Functional outcomes are determined by the child's skills right now compared to age expectations.	Provide examples of the child's typical functioning.	Does the evidence show multiple sources of assessment data?
	Which skills are at an age expected level?	Does the evidence reflect various aspects of the outcome, such as peer and adult interactions for Positive Social Relationships?
Evidence reflects actual functioning across a variety of settings, not just under ideal circumstances. If the child uses assistive technology or special accommodations in everyday life and across settings, then the ratings should be determined while using that support.	Any concerns? Which skills are at an immediate foundational level (as those of a slightly younger/younger child)? Which skills are at a foundational level (as those of a much younger child)?	Does the evidence reflect the child's everyday functioning, not just test scores? Are all of the settings and situations the child participates in used to determine the ratings?
Sources of Supporting Evidence – Date: Date must be current and all information must be less than six months old. Authentic assessment: focusing on child's routine functional skills. Additionally, for progress, one primary assessment is required along with supplemental assessments. **Special Considerations:** Consider any special accommodations, such as assistive technology, mobility aids, and first-time school experience. Do not consider prematurity	**Sources of Supporting Evidence – Date:** Multiple Sources including people in different settings and situations with knowledge of the child. (Family, teachers, caregivers, etc.) **Special Considerations:**	**Sources of Supporting Evidence – Date:** Multiple Measures can include age referenced assessments, observations, portfolios, interviews, and checklists. Teams should decide what information from an assessment tool is relevant for this child. **Special Considerations:**

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Entry and Progress Ratings (use ECO Decision Tree to determine ratings, then choose from below and note rating in box)			
1 - Not Yet. Foundational Skills. Functioning does not yet include immediate foundational skills upon which to build age expected functioning. Skills and behaviors that are much lower than age expectations, with none that are immediate foundational. "Much Younger Child"	**3** – Nearly. Not yet showing age expected functioning in any setting or situation. Uses immediate foundational skills most or all of the time. "Younger child"	**5** – Somewhat. Some age expected functioning. Mix of immediate foundational and age expected functioning; "Slightly younger child"	**7** – Completely. No concerns
2 - Between Not Yet and Nearly. Occasional immediate foundational functioning. More skills are not yet immediate foundational	**4** -Between Nearly and Somewhat. Occasional age expected functioning. More functioning is not age expected than age expected.	**6** - Between Somewhat and Completely. Age Expected. Some concerns about functioning. If there is evidence of immediate foundational functioning that is not age expected, then a rating of 6 or 7 should not be given.	

	Positive Social Relationships Involves relating with adults and with other children, following rules related to groups or interacting with others. Includes areas such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations, and social interactions and play		**Acquire and Use Knowledge and Skills** Involves thinking, reasoning, remembering, problem solving, using symbols and language and understanding physical and social worlds. Includes areas such as early concept-symbols, pictures, numbers, imitation, object permanence, expressive language and communication and early literacy		**Take Appropriate Action to Meet Own Needs** Includes taking care of basic needs, getting from one place to another, using tools (e.g. fork, toothbrush, crayon), contributing to own health and safety. Includes areas such as integrating motor skills to complete tasks, self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibilities), and acting on the world to get what one wants.

Primary Assessment for Progress Ratings Only (select one) Crosswalks were developed to integrate formal assessment tools and domain specific areas into the three outcomes areas. Complete the assessment tool as intended, then use the applicable crosswalk items as part of evidence for ratings. Teams should decide what information from an assessment tool is relevant for this child. At entry, you may use your evaluation/diagnostic tools. At progress, you must use one of the primary assessment tools.

☐ 1 – Assessment and Evaluation Programming System (AEPS) http://ectacenter.org/eco/assets/pdfs/AEPS_b-3_crosswalk_6-27-07.pdf	☐ 10 – My Teaching Strategies ™ GOLD http://ectacenter.org/eco/assets/pdfs/TS_GOLD_Fall2012_6_8.pdf	☐ 12 – Ages and Stages Questionnaire (ASQ) For use when the Child has an IEP for Speech Services Only and if no other primary assessment tool is available.	
☐ 3 – High Scope Child Observation Record http://ectacenter.org/eco/assets/pdfs/CORAdvantageFinalCrosswalk.pdf	☐ 11 – Early Learning Scales (ELS) http://ectacenter.org/eco/assets/pdfs/OSEPELS11-15-16final.pdf	☐ 13 – Desired Results Developmental Profile (DRDP) www.isbe.net/Documents/DRDP-Outcomes-Crosswalk.pdf	
☐ 8 – The Work Sampling System http://ectacenter.org/eco/assets/pdfs/WorkSamplingSystemCrosswalk071916.pdf	☐	☐	

Teams are to reach a consensus decision. Anyone who knows the child can be on the team. Teams consist of at least 2 people with multiple sources of information concerning the child.

Did _____ Participate in the Meeting?		**Psychologist or Social Worker**	☐ Yes ☐ No
Coordinator, LEA Representative or Administrator	☐ Yes ☐ No	**Speech/ Language Pathologist**	☐ Yes ☐ No
Early Childhood Teacher	☐ Yes ☐ No	**Another Related Service Provider (e.g. OT/PT)**	☐ Yes ☐ No

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How was Parent/Guardian Involved in the Ratings? Place number in box at left. Families are part of the team. Family input about the child's functioning is critical. Ask family members about the child's functioning at home and in community situations. Be flexible when seeking information from the family. Determine if the family reports of child information reflect age expectations.		**1**- Parent/Guardian participated in meeting.	**2** Parent/Guardian did not attend, but provided information.	**3** – Parent/Guardian Did Not Participate in Ratings Process

Entered into SIS by _____   **Date:** _____   Form Revision Date – 4/10/18

Entry rating to be determined and entered into SIS within 45 calendar days. It is anticipated that the child will receive 6 months of services.