Changes to the Child Outcomes Summary Process in ESIT's Re-designed IFSP

Prepared by the Early Childhood Outcomes Center

SRI International

For

Early Support for Infants and Toddlers (ESIT)

December, 2011

Purpose

- To describe how the Child Outcomes Summary (COS) Process is now embedded in the re-designed IFSP

- To explain how to complete the new section of the IFSP that contains the ratings

- To provide additional resources on the new approach

Intended Audience

- This presentation is intended for those who are experienced with the COSF process.
- Those who are new or need more information about the process should see www.del.wa.gov/esit,
- Click on ESIT Publications and Documents on right hand side of homepage
- Scroll down to Child and Family Outcomes section

Key Points

- You will continue to provide information about the child's status on the 3 child outcomes.
  - This information is required for federal reporting.
- The criteria for the 7 points on the scale remain the same, but the way you record the information has changed.

New: Summary of Functional Performance

The information previously collected on the COSF is now embedded in the redesigned IFSP in the Summary of Functional Performance.

Summary of Functional Performance

Summarizing how a child uses skills in various domains to function across settings and situations provides information that assists the team (including the parents) in developing functional IFSP outcomes and strategies to meet these outcomes and so progress can be monitored over time. This information also assists in the completion of the Child Outcomes Summary information.

Positive Social/Emotional Skills (including social relationships): *(relating with adults; relating with other children; following rules related to groups or interacting with others)*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):

Acquiring and Using Knowledge and Skills (including early language/communication): *(thinking, reasoning, remembering and problem solving; understanding symbols, understanding the physical and social worlds)*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):

Use of Appropriate Behaviors to Meet their Needs: *(taking care of basic needs, e.g. showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, e.g., follows rules, assists with hand washing, avoids inedible objects (if over 24 months); getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.))*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):

Date child outcomes descriptor statements were selected by the team: ___/___/___

8

Summary of Functional Performance

- For each outcome, you will
  - Provide a descriptive summary of the child's functioning in that outcome area.
  - Select a "descriptor statement" that best summarizes the child's functioning relative to age expectations

  Note: The descriptor statements replace the numerical rating/descriptor words from the old COSF.

Complete a Summary of Functional Performance for Each Outcome

- Do NOT simply repeat PLOD statements
- Describe how the child uses his/her skills across domains in meaningful ways related to the outcome
- Include examples of things the child does and does not yet do and a sense of the mix of skills observed
- Include information from multiple sources and observations across settings
- Include specific examples of the child's functioning related to the breadth of content for each outcome

Summary of Functional Performance for Each Outcome (Continued)

- Include information from one or more assessment tools

- Describe functioning with respect to age-expected functioning, immediate foundational skills, and/or foundational skills as appropriate to provide support for the descriptor statement

- Describe functioning at the current point in time (that is, do not compare functioning to a previous time point)

How much to write?

Write enough to provide a rich (but not overly long) description of how the child is doing in the outcome and enough to provide evidence to support the descriptor statement the team selects.

Example 1: Alex, 23 months
Summary of Functional Performance

Alex engages in simple pretend play with his Dad when playing with trains and animals, making the animals eat or fight. He will search for objects that have been taken away, often looking for specific trains, but is not able to tell others which item he is looking for with words. Alex can turn toys on and off independently and make the toys function in a variety of ways. He has taken apart several of his trains recently, and has tried putting them back together, often fitting a piece or two before starting a different activity. Alex also puts together puzzles appropriate for children his age and takes apart and puts together train tracks. He likes to turn the remote control on and off, and likes to explore the drawers in his dresser. When asked to put away toys, Alex will put different toys in the appropriate place when asked.

Alex can say 3 words, however, these can be difficult for others outside the family to understand and are rarely heard other than during quiet times with his parents at home and during play with Dad, with the exception of the word, "No." He does not yet use words other than "no," "Mama," and "Da" regularly across settings and situations. He points to items that he wants, and understands familiar, recurring 2-step directions like going to get his shoes and bringing them to his Mom when he is getting ready for school. (Continued)

Example 1: Alex, 23 months
Summary of Functional Performance (Cont.)

Alex uses gestures effectively to communicate when calm, but often gets overwhelmed in social situations with peers or in loud settings and may cry, scream, hit, or kick when he is frustrated rather than using gestures or words.

   He will listen to a short story, but usually loses interest after about two minutes. He can point to pictures in a book and sometimes jabbers along with the adult reading the book, imitating the adult's voice and some of the sounds in the words they use. Alex responds to his own name and recognizes lots of objects, showing his understanding of named objects by pointing to them from pictures or picking them out of a group. Alex's talking includes lots of jabbering that sounds like sentences.

   Assessment tools indicate that receptive communication and cognitive functioning were within normal limits for children Alex's age. Although parental concerns are present related to Alex's communication, he scored within typical range (within 1.0 standard deviations) in the communication domain using the BDI-2.

Example 2: Kim, 17 months
Summary of Functional Performance

Kim plays by reaching for and batting toys, patting pictures and banging toys. She holds objects when placed in her hand (toys, spoon).

Kim has very early skills with regard to using appropriate behaviors to meet her needs (AEPS shows less than 6 months for adaptive behavior and 4-6 months for motor skills). Kim knows what she wants, but several times a day Kim cries and fusses when she is not understood and cannot yet convey those wishes using words or actions. When placed near her, Kim is beginning to reach for and bat at toys, and sometimes is successful at hitting things or banging them into other objects. She has not yet begun to use toys as tools to get other toys or interact with toys in sequences of exploratory actions like other children the same age. She holds objects placed in her hand (toys, spoon), but is still working on picking them up herself.   (Continued on next slide)

Example 2: Kim, 17 months
Summary of Functional Performance (Cont.)

Kim eats mostly baby food, taking between 5-10 spoonfuls of food that is fed to her per meal, seated in an adapted high chair. She is able to move food around in her mouth with her tongue, has good lip closure, and is starting to make munching motions. Kim eats small meals every 3-4 hours. She is tube fed twice a day is on a feeding tube at night. Gagging reduces as Kim adjusts to new foods.

Kim is not yet able to assist in dressing or bathing due to her motor challenges. Her limited movement also challenges her ability to explore and play. She is able to move short distances forward (twisting her body to inch along) and is motivated to attempt to get her toys, with occasional success at touching a toy, but not yet picking it up. Kim is continuing to work on the skills that are the building blocks to skills other children her age are using to meet their needs.

New: Descriptor Statements

- For each of the 7 rating categories, there are several "descriptor statements" that describe and summarize how the child is functioning in the outcome area.

- A descriptor statement replaces the old terms (e.g. "completely") as a way to indicate the rating.

- Descriptor statements are selected verbatim in the data system. The data system inserts the child's name in the statement.

Example 1: Descriptor Statements

For a child whose functioning in the outcome is completely age appropriate, choose one of the following descriptor statements:

o Relative to other children [CHILD'S NAME]'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])*.

o [CHILD's NAME] has a good **mix of age expected skills** in the area of *(outcome)*.

Example 2: Descriptor Statements

For a child with no age appropriate functioning who uses immediate foundational skills most of the time, choose one of the following:

o Relative to same age peers, [CHILD'S NAME] is **not yet using skills expected of his age.** He does however use many important **immediate foundational skills to build upon** in the area of *(outcome).*

o In the area of *(outcome),* [CHILD'S NAME] is **nearly displaying age-expected skills.** This means that he does not yet have the skills we would expect of a child his age. He **has the immediate foundational skills that are the building blocks to achieve age-appropriate skills.**

Comparing Old and New

OLD

Overall Not Age Appropriate					Overall Age Appropriate	
Not Yet	Uses some immediate foundational skills	Emerging	Rarely uses age expected skills	Somewhat	Uses age expected skills but there are concerns	Completely
The child does not yet show functioning expected of a child his/her age in any situation. The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. The child's functioning might be best described as like that of a much younger child. Children with a Not Yet rating still have skills, just not yet at an immediate foundational level.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills does have some of the immediate foundational skills on which to build age appropriate functioning, but these are not displayed very often. The child's functioning might be described as like that of a much younger child.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. The child's functioning might be described as like that of a much younger child.	The child rarely uses age-expected skills. The child shows some age-appropriate functioning, some of the time, or in some situations or settings, but most of the child's functioning would be descried as not yet age appropriate. The child's functioning might be described as like that of a younger child.	The child shows functioning expected for his/her age some of the time and/or in some situations. The child's functioning is a mix of age-appropriate and not appropriate functioning. The child's functioning might be described as like that of a slightly younger child.	The 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.	The child shows behaviors and skills expected in all or almost all everyday situations that are part of the child's life, e.g. home, store, park, child care, with strangers, etc. The child's functioning is considered appropriate for his/her age. No one has significant concerns about the child's functioning in this outcome area.

NEW

Descriptor Statements

Summary Rating			Outcome Descriptor Statements
Age-Expected Skills	Completely	★ AE / IF / F	○ 7a. Relative to other children [CHILD NAME]'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]*). ○ 7b. [CHILD NAME] has a good **mix of age-expected skills** in the area of (*outcome*).
Decreasing Degree of Age-Expected Skills	Somewhat	★ AE / IF / F	○ 6a. Relative to same age peers, [CHILD NAME] **has the skills that we would expect of his** age in regard to (*outcome*); however, **there are concerns with how he** (*functional area that is of concern/quality of ability/lacking skill*). ○ 6b. Aside from the **concern regarding [CHILD NAME]'s___** he is demonstrating **skills expected of a child his age** in the area of (*outcome*).
		AE / IF / F	○ 5a. For a # month old child, [CHILD NAME] has **many skills expected of his age** but he also demonstrates **some skills slightly below** that is expected at the age in the area of (*outcome*). ○ 5b. Relative to same age peers, [CHILD NAME] **show many age-expected skills**, but continues to show **some functioning that might be described like that of a slightly younger child** in the area of (*outcome*). ○ 5c. [CHILD NAME] **is somewhat** where we would expect him to be at this age. This means that [CHILD NAME] **has many skills we would expect at this age** in regard to (*outcome*), but he **does not yet have all of the age-expected skills** (it is possibly to identify a few of the functional skills the child is lacking to be age appropriate).
		AE / IF / F	○ 4a. At # months, [CHILD NAME] shows occasional use of **some age-expected skills**, but **more of his skills are not yet age expected** in the area of (*outcome*). ○ 4b. At # months, [CHILD NAME] shows occasional use of some age-expected skills, but has **more skills that are younger that those expected for a child his age** in the area of (*outcome*). ○ 4c. [CHILD NAME] has a **few of the skills** we would expect in regard to (*outcome*), but he shows more skills that are not age appropriate.
No Age-expected Skills and a Decreasing Degree of Immediate Foundational Skills	Nearly	★ AE / IF / F	○ 3a. Relative to same age peers, [CHILD NAME] is **not yet using skills expected of his** age. He does however use many important **immediate foundational skills to build upon** in the area of (*outcome*). ○ 3b. In the area of (*outcome*), [CHILD NAME] is **nearly displaying age-expected skills**. This means that he does not yet have the skills we would expect of a child his age. He **has the immediate foundational skills that are the building blocks to achieve age-appropriate skills**. (*It is possible to include a few functional skills as examples*).
		★ AE / IF / F	○ 2a. At # months, [CHILD NAME] shows **occasional use of some immediate foundational skills** that will help him move toward age-appropriate skills. **More of his functioning** displays earlier skills in the area of (*outcome*). ○ 2b. Relative to same age peers, [CHILD NAME] is showing some **immediate foundational skills, but has more skills that developmentally come in earlier** in the area of (*outcome*). ○ 2c. For a # month old, [CHILD NAME] **occasionally uses immediate foundational skills** but has a **greater mix of earlier skills** that he uses in the area of (*outcome*). ○ 2d. Overall in the outcome area, [CHILD NAME] is **just beginning to show some immediate foundational skills** which will help him to work toward age appropriate skills.
	Not Yet	★ AE / IF / F	○ 1a. Relative to same age peers, [CHILD NAME] has the **very early skills** in the area of (*outcome*). This means that [CHILD NAME] has the skills we should expect of a **much younger child** in this outcome area. ○ 1b. For a # month old, [CHILD NAME] shows early skills in the outcome area. He does not yet show age-expected skills or the skills that come right before those.

Note. Adapted by the ECO Center from materials developed by Naomi Younggren (Feb. 2010) Department of Defense for EDIS.

OLD   NEW

Remember…

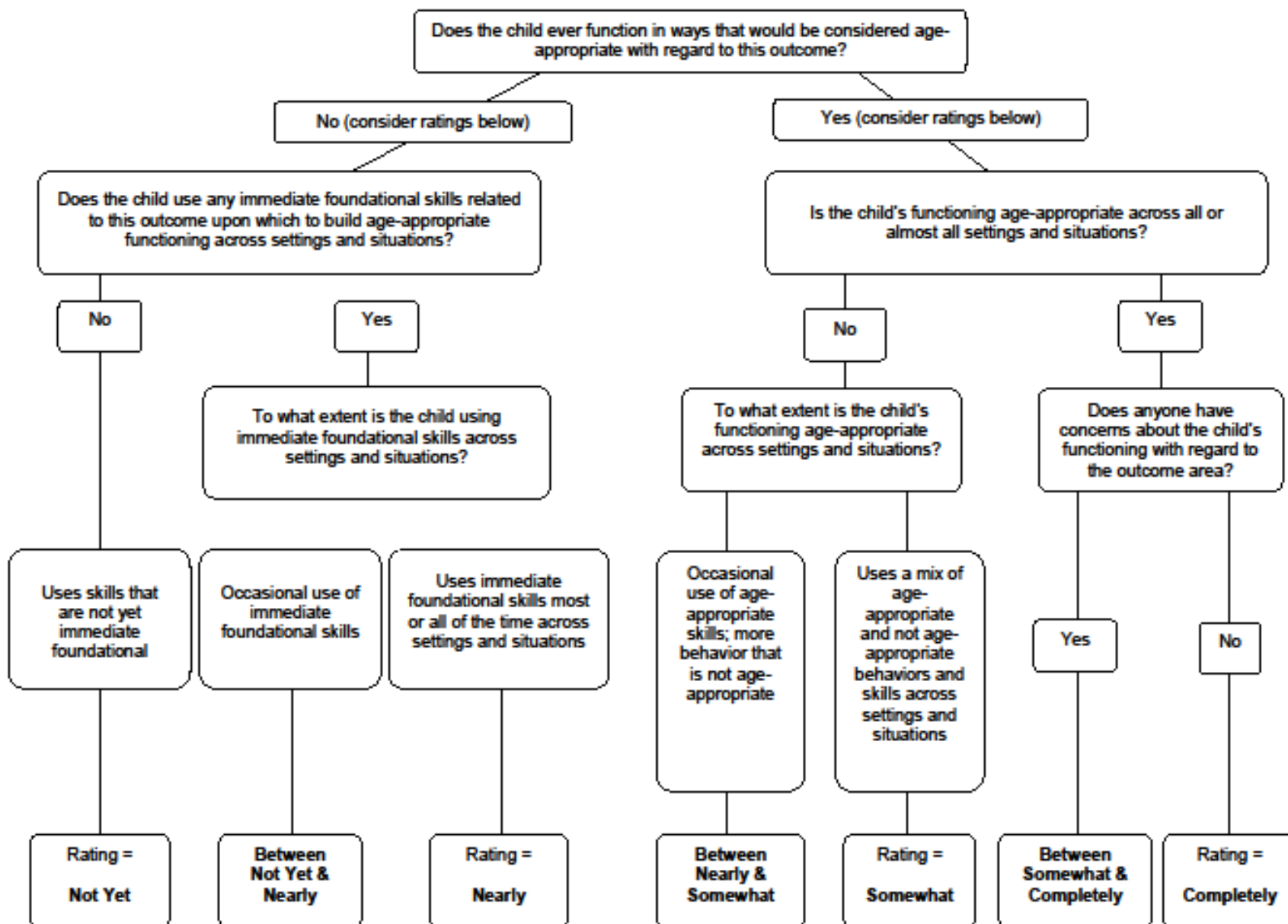- The 7 points on the scale have exactly the same meaning as before.

  - Same decision tree guiding rating criteria

  - Same comparison to age-expected functioning

  - Same understanding of immediate foundational skills, see:
  http://www.fpg.unc.edu/~eco/assets/pdfs/Immediate_foundational_skills.pdf

- The descriptor statements provide a new way to indicate the rating.

Review the criteria for the ratings and the use of the decision tree if you are unclear on the criteria for any of the 7 points.

Criteria for the Ratings

Overall Age-Appropriate	**Completely**	• 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.
	Between Somewhat & Completely	• 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 are 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.
	Somewhat	• Child shows functioning expected for his or her age some of the time and/or in some settings and 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.
	Between Nearly & Somewhat	• Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age appropriate.
Overall Not Age-Appropriate	**Nearly**	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child.
	Between Not Yet & Nearly	• Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	Not Yet	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child's functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child.

Decision Tree for Selection of Descriptor Statements

Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

- No (consider ratings below)
  - Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?
    - **No**
      - Uses skills that are not yet immediate foundational
        - Rating = **Not Yet**
    - **Yes**
      - To what extent is the child using immediate foundational skills across settings and situations?
        - Occasional use of immediate foundational skills
          - **Between Not Yet & Nearly**
        - Uses immediate foundational skills most or all of the time across settings and situations
          - Rating = **Nearly**

- Yes (consider ratings below)
  - Is the child's functioning age-appropriate across all or almost all settings and situations?
    - **No**
      - To what extent is the child's functioning age-appropriate across settings and situations?
        - Occasional use of age-appropriate skills; more behavior that is not age-appropriate
          - **Between Nearly & Somewhat**
        - Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations
          - Rating = **Somewhat**
    - **Yes**
      - Does anyone have concerns about the child's functioning with regard to the outcome area?
        - Yes
          - **Between Somewhat & Completely**
        - No
          - Rating = **Completely**

At Exit

- Provide a summary for each outcome.
- Select a descriptor statement
- Answer the questions about whether the child has shown any new skills in the outcome area, if a box appears in the DMS upon entering the exit rating

The additional question about new skills will appear if there is inconsistency between the entry and exit rating

What Hasn't Changed

- Summary Rating ≠ Eligibility
  - Ratings do NOT correct for prematurity – use actual chronological age
  - Ratings ARE based on functioning with whatever assistive technology is typically available in everyday settings
  - Ratings reflect child's FUNCTIONAL use of skills across settings now, not discrete skills a child has but doesn't use.

What Hasn't Changed

- Ratings are based on many types of information and many sources of information

- Ratings still represent a snapshot of the distance from age-expected functioning at a given point in time

What Hasn't Changed

Selection of descriptor statement (rating) required at entry and exit

Optional at intervening times, such as at the annual IFSP review

Benefits of interim use:

- Consistency in team actions – familiar each time to caregivers/team
- Promotes good discussions about child's functioning with caregivers
- Will have a more recent rating if family exits suddenly

Why the change to the Summary of Functional Performance?

- Provides meaningful documentation of the child's functioning

- Integrates the rating decision more closely into the discussion of child functioning
  - More efficient, should save time

- Descriptor statements are more meaningful to families

Additional Resources

- ESIT Resources –

  Child and Family Outcomes heading at:
  http://www.del.wa.gov/publications/esit/

- Early Childhood Outcomes Center –

  www.the-eco-center.org

- IFSP-Outcomes Integration page:

  http://www.fpg.unc.edu/~eco/pages/integration.cfm

- Contact: ESIT Program Consultants with questions