

## Instructions for Using the Illinois Child Outcomes Summary (COS) Form

(Adapted 7/01/09 from ECO Center Child Summary Form, 9/30/05)

### 1. What the Illinois Child Outcomes Summary (COS) Form Includes

The Illinois Child Outcomes Summary Form includes:

- **Instructions for Completing the Outcomes Summary Form** - This document contains instructions for completing the form along with definitions of the ratings.
- **Cover Sheet** - This form will be used in conjunction with the Supporting Evidence form to document information related to how the Summary Form was completed
- **Child Outcomes Rating Form**-There are three Child Outcome Rating Forms, one for each Child Outcome Area. The Child Outcome Rating Form has two sections:
  - **Child Outcomes Rating Scale**-This rating scale will be used as the primary tool for considering the child's status in each of the Child Outcome Areas.
  - **Supporting Evidence**-This section will be used to describe the basis for the Outcome Rating section, and to explain any unique circumstances that may have affected the ratings and the designation.

### 2. Process for Completing the Illinois Child Outcomes Summary (COS) Form

Complete the ratings for the three Child Outcome Areas, using the definitions below. Consider the sub-areas for the Child Outcome Area that you are working on. These are cross-referenced to the Illinois Early Learning and Development Standards. Then use these ratings and your discussion to come up with an overall rating for the area using the consensus process.

The ratings should be completed by a team of people who have experience of the child and his or her functioning across a variety of settings and situations, including parents, teachers, child-care providers, therapists, or case managers. Information available to the team can include but need not be limited to: age-referenced assessments (standardized, norm-referenced, curriculum-referenced); observations; portfolios; interviews; checklists).

The Rating Scale asks you to consider and report on what is known about how this child functions across a variety of settings and situations. Children are with different people (for example, mother, big brother, babysitter) and in different settings (for example, home, grocery store, playground, school). The purpose of the ratings is to get an overall picture of how the child functions across the variety of people and settings in his or her life.

Definitions for the ratings are provided below. Ratings should reflect the child's current functioning across the typical settings and situations that make up his/her day. Answers should convey the child's **typical** functioning across typical settings, *not* his/her capacity to function under ideal circumstances. For each of the three summary questions, the team needs to decide the **extent to which the child displays functioning expected for his or her age** related to each outcome area.

## Definitions for Child Outcome Ratings

Overall Age-Appropriate	<b>Completely</b> means:	<b>7</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child's life. Functioning is considered <b>appropriate</b> for his or her age.</li> <li>No one has any concerns about the child's functioning in this outcome area.</li> </ul>
	Between Completely and Somewhat	<b>6</b>	<ul style="list-style-type: none"> <li>Child's functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.</li> <li>Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</li> </ul>
Overall Not Age-Appropriate	<b>Somewhat</b> means:	<b>5</b>	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age <b>some of the time and/or in some settings and situations</b>.</li> <li>Child's functioning might be described as like that of a <b>slightly younger child*</b>.</li> </ul>
	Between Somewhat and Nearly	<b>4</b>	<ul style="list-style-type: none"> <li>Child shows occasional age-appropriate functioning across settings and situations. More functioning is <b>not</b> age-appropriate than age-appropriate.</li> </ul>
	<b>Nearly</b> means:	<b>3</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation.</li> <li>Child uses <b>immediate foundational skills</b>, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.</li> <li>Functioning might be described as like that of a <b>younger child*</b>.</li> </ul>
	Between Nearly and Not Yet	<b>2</b>	<ul style="list-style-type: none"> <li>Child occasionally uses <b>immediate foundational skills</b> across settings and situations. More functioning reflects skills that are <b>not</b> immediate foundational than are immediate foundational.</li> </ul>
	<b>Not Yet</b> means:	<b>1</b>	<ul style="list-style-type: none"> <li>Child does <b>not yet</b> show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning does <b>not yet include any immediate foundational skills</b> upon which to build age expected functioning.</li> <li>Child functioning reflects skills that developmentally come before immediate foundational skills.</li> <li>Child's functioning might be described as like that of a <b>much younger child*</b>.</li> </ul>

\*The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.

If assistive technology or special accommodations are available in the child's everyday environments, then the answer should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is usually present. Answers should reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances.

Complete the *Overall Summary Section* for each Outcome area. The team enters a single overall rating based on a consensus process.

Finally, complete the "*Evidence*" section, which provides information on the types of evidence used to support the ratings for each of the three Child Outcome Areas.

Be sure to put a copy of this entire document in the child's temporary folder so that it is readily available for entry into the ISBE data system and for review at the next rating. The ISBE will also use the document to check for fidelity of data collection, data summary, and data entry.