



# OSEP Child Outcomes 101

## FOR WISCONSIN'S BIRTH TO 3 PROGRAM

Professional Development  
Bundle

“A good start in the first  
1000 days.”

—WISCONSIN’S BIRTH TO 3 PROGRAM

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**COS Process Online Module:**  
Collecting and Using Data to Improve Programs

# WATCH!

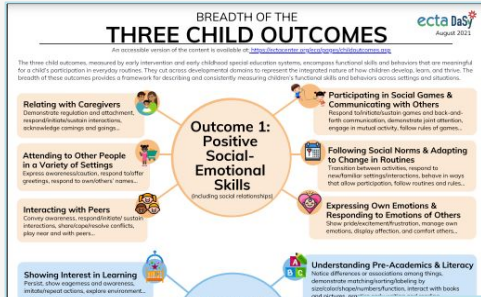
Click on the image to the left. The link will take you to an online module series developed collaboratively by the [ECTA Center](#) and [DASY Center](#) that provides key information about the Child Outcomes Summary process and practices that contribute to consistent, meaningful decision-making.

# READ!

## Check out the **CHILD OUTCOMES SUMMARY (COS) PROCESS QUICK REFERENCE GUIDE** for these helpful resources:

Click image for "Bucket List"

COS Rating		EDIS - COS Rating Scale Descriptor Statements (For use in culminating statement of EOP provided descriptions in respective outcome area)	
Age-Appropriate Skills	Age-Appropriate Skills	Age-Appropriate Skills	Culminating Statements
7	AL	Relative to other children Calvin's age, there are no concerns, 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).	Relative to other children Calvin's age, there are no concerns, he has all of the skills that we would expect of a child his age in the area of (outcome).
6	AL	Relative to same age peers, Calvin has age expected skills, with no concerns, in the area of (outcome).	Relative to same age peers, Calvin has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area of concern/qualifying skill). It will be good to watch this closely, because without continued progress he could fall behind.
5	AL	Relative to same age peers, 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).	Relative to same age peers, Calvin shows 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).
4	AE	Relative to same age peers, Calvin shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).	Calvin is somewhat where we would expect him to be at this age. This means that Calvin 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 (if it possible to highlight a few non-age expected functional skills).
3	AF	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).	At 8 months, Calvin shows occasional use of some immediate foundational skills, but more of his skills are younger than those expected for a child his age in the area of (outcome).
2	AF	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).	At 8 months, Calvin shows occasional use of some immediate foundational skills, but more of his skills are younger than those expected for a child his age in the area of (outcome).
1	AF	Relative to same age peers, Calvin has few of the skills we would expect in regard to (outcome), but he shows more skills that are not age appropriate.	At 8 months, Calvin shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of (outcome).

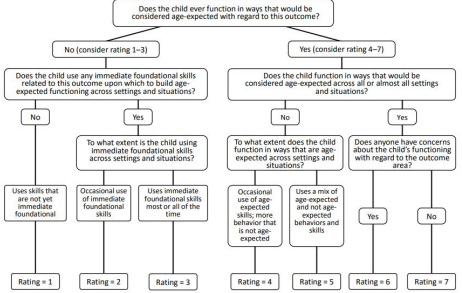


## Child Outcomes Summary (COS) Process Quick Reference Guide

### Ultimate Goals for Early Intervention and Early Childhood Special Education

- To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings: in their homes with their families, in childcare, in preschool or school programs, and in the community.
  - To enable families to provide care for their child and in family and community activities.
- Outcomes**
- An "outcome" is defined as a benefit experienced as a result of services or satisfaction with services, by children and families.
  - It is understood that a service system cannot guarantee that influences outcomes. Nevertheless, early intervention can achieve the outcomes for all of the families and children.

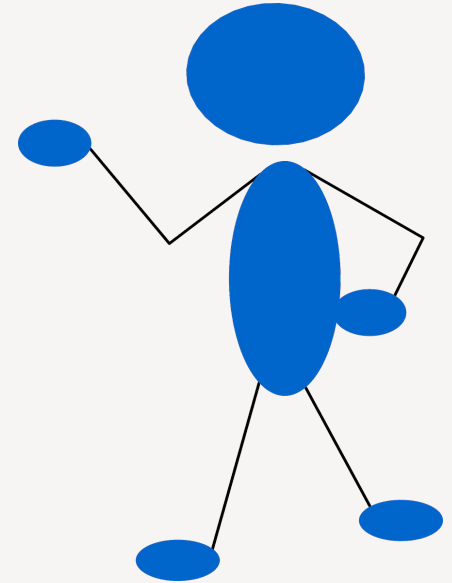
## Decision Tree for Summary Rating Discussions



Rating	Rating Definitions/Criteria	Sample Statements Used to Summarize Rating Rather Than Numbers (Culminating or Descriptor Statements)	Documentation Considerations
7	Overall Age-Expected Skills Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.	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., use of appropriate behaviors to meet needs). Calvin has a good mix of age-expected skills in the area of (outcome).	Provide examples of the child's age-expected functioning. Indicate "No concerns."
6	Decreasing Degree of Age-Expected Skills Child shows 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. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.	Relative to same age peers, Calvin 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/qualifying of ability/qualifying skill). Aside from the concern regarding Calvin's _____ he is demonstrating skills expected of a child his age in the area of (outcome).	Provide examples of the child's age-expected functioning. Note concerns. Evidence should not include any functioning that is not age expected for a 6 or 7.
5	Decreasing Degree of Age-Expected Skills 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-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.	For an 8-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). Relative to same age peers, Calvin shows 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). Calvin is somewhat where we would expect him to be at this age. This means that Calvin 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.	Provide examples of the child's age-expected functioning. Provide examples of the child's functioning that is not age expected.
4	Decreasing Degree of Age-Expected Skills Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.	At 8 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). 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). Calvin has a few of the skills that we would expect in regard to (outcome), but he shows more skills that are not age-expected.	Provide examples of the child's age-expected functioning. Provide examples of the child's functioning that is not age expected. Evidence should show more functioning that is not age expected.
3	Decreasing Degree of Age-Expected Skills Child does not yet show functioning expected of a child his or her age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child.	Relative to same age peers, Calvin is not yet using skills expected of his age. He does, however, show many important immediate foundational skills to build upon in the area of (outcome). In the area of (outcome), Calvin 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.	Provide examples of the child's functioning at an immediate foundational skill level. Evidence should not show age-expected functioning in the outcome for a rating of 3.
2	Decreasing Degree of Age-Expected Skills Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	At 8 months, Calvin 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). Relative to same age peers, Calvin is showing some immediate foundational skills, but has more skills that develop naturally come in the area of (outcome). For a 6-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).	Provide examples of the child's functioning at an immediate foundational skill level. Provide examples of the child's functioning at an immediate foundational skill level. Evidence should show more functioning that is foundational than immediate foundational for a rating of 2.
1	No Age-Expected or Immediate Foundational Skills 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 might be described as like that of a much younger child.	Relative to same age peers, Calvin has few of the skills we would expect of a child his age in this outcome area. For an 8-month-old little boy, Calvin shows early skills in the outcome area. He does not yet show age-expected skills or the skills that come right before those. Child's functioning might be described as like that of a much younger child.	Provide examples of the child's functioning that is not age expected or immediate foundational. Evidence should not show functioning that is age expected or immediate foundational for a rating of 1.

DO!

Individually, or as a group, use these [PRACTICE SCENARIO MODULES](#) to reinforce your learning.






# Reflect

We encourage you to reflect on what you learned and consider how it relates to your work and your team.

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**Check in with your program leader to discuss this PD bundle and ask any questions you may still have.**



Would you mind taking a moment to provide feedback about this PD bundle?

Please follow [THIS LINK](#) to fill out a very short survey.  
Thank you!



# Contact RESource with any questions.



Please [“reach out to RESource”](#) if you have questions related to this bundle or anything else related to early intervention.

We also encourage you to visit our [“Your Questions Answered” page on EI in WI](#) to see what others are asking.

