



MN ECSE CHILD OUTCOMES SUMMARY FORM

Child Information

Name: _____ Date of Rating: _____ School Year: _____

Date of birth: _____ 13 Digit MARSS ID: _____

Purpose of Rating (Check all that apply):

Entrance to Part C
 Exit from Part C
 Entrance to Part B
 Exit from preschool special education

Persons involved in deciding the summary ratings:

Name	Role

Family information on child functioning (Check all that apply):

Received in team meeting
 Collected separately
 Incorporated into assessment(s)
 Not included

COSF Record: Record the COSF rating for each of the three outcomes in the appropriate spaces below to facilitate later data entry:

Outcome 1:
1b: Yes/No

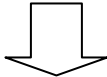
Outcome 2:
2b: Yes/No

Outcome 3:
3b: Yes/No



Outcome 1: Positive Social Emotional Skills (including social relationships)

Refers to the way children relate to and get along with other children and adults, solve social problems, interact in group situations, express emotions and learn social rules and expectations


Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

<p><input type="checkbox"/> No, not yet.</p> 	<p><input type="checkbox"/> Yes. Describe the child's age-appropriate skills and go to Q2b.</p>
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<p>Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?</p>	<p>Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?</p>
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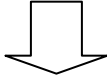



<div style="border: 1px solid black; padding: 2px; display: inline-block;">_NO</div> 	<p><input type="checkbox"/> Yes. Describe the immediate foundational skills and proceed to Q3a.</p>	<p><input type="checkbox"/> No, not yet. Proceed to Q3b.</p> 	<p><input type="checkbox"/> Yes. Describe use of age appropriate skills across settings/situations.</p>
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<p>Q3a. To what extent does the child use immediate foundational skills across settings and situations?</p>	<p>Q3b. To what extent does child use age-appropriate skills across settings and situations?</p>	<p>Q3c. Does anyone have concerns about the child's social emotional skills, including social relationships?</p>
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<p><input type="checkbox"/> Sometimes. Describe:</p>	<p><input type="checkbox"/> Most or all of the time. Describe:</p>	<p><input type="checkbox"/> More skills and behaviors are not age-appropriate. Describe:</p>	<p><input type="checkbox"/> More skills are age-appropriate. Describe:</p>	<p><input type="checkbox"/> Yes. Describe concerns</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">_NO</div> 
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Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating: 7
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1b. (Required for exit ratings): Has the child shown **any** new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the initial COSF rating? No Yes. Describe:

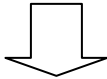
Outcome 2: Acquisition and use of knowledge and skills (including early language/communication [and early literacy]) Refers to young children's abilities to think, reason, remember, problem solve, and use symbols and language plus knowledge and understanding of the world around them and of early concepts.						
Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?						
___ No, not yet. 		___ Yes. Describe the child's age-appropriate skills and go to Q2b.				
Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?			Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?			
<div style="border: 1px solid white; padding: 5px; width: fit-content; margin: 0 auto;">___NO</div> 	___ Yes. (Describe the immediate foundational skills)		___ No, not yet. 	___ Yes. Describe use of age appropriate skills across settings/situations.		
	Q3a. To what extent does the child use immediate foundational skills across settings and situations?		Q3b. To what extent does child use age-appropriate skills across settings and situations?		Q3c. Does anyone have concerns about the child's ability to acquire and use knowledge and skills?	
	___ Sometimes. Describe:	___ Most or all of the time. Describe:	___ More skills are not age-appropriate, Describe:	___ More skills are age-appropriate. Describe:	___ Yes. Describe concerns	<div style="border: 1px solid white; padding: 5px; width: fit-content; margin: 0 auto;">___NO</div> 
Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating: 7
2b. (Required for exit ratings): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the initial COSF rating? ___ No ___ Yes. Describe:						

Outcome 3: Use of appropriate behaviors to meet their needs.

Refers to children's abilities to take care of themselves in different settings. It also addresses children's integration of motor abilities to complete tasks and interact with their world.

Q1. Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?

No, not yet.



Yes. Describe the child's age-appropriate skills and go to Q2b.

Q2a. Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

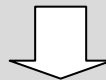
Q2b. Is the child's functioning age-appropriate across all or almost all settings and situations?

__NO



Yes. (Describe the immediate foundational skills)

No, not yet.



Yes. Describe use of age appropriate skills across settings/situations.

Q3a. To what extent does the child use immediate foundational skills across settings and situations?

Q3b. To what extent does child use age-appropriate skills across settings and situations?

Q3c. Does anyone have concerns about the child's ability to use appropriate behavior to meet needs?

Sometimes.
Describe:

Most or all of the time.
Describe:

More skills are **not** age-appropriate,
Describe:

More skills are age-appropriate.
Describe:

Yes. Describe concerns

__NO



Rating 1

Rating 2

Rating 3

Rating 4

Rating 5

Rating 6

Rating: 7

3b. (Required for exit ratings): Has the child shown **any** new skills or behaviors related to taking appropriate behavior to meet his/her needs since the initial COSF? No Yes. Describe:

Age-Expected and Immediate Foundational Skills

The COSF uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental continuum that leads to age-expected functioning, asking

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COSF scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way; later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**foundational skills**." For example, children play along side one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally *just prior* to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age-expected functioning.

A child whose functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, being able to make eye contact is not an **immediate** foundational skill for a three year old.

How Foundational Skills Lead to Age-Expected Functioning:

Age expected functioning

Immediate foundational skills

Foundational skills

Foundational skills

Foundational skills

Note: The number of steps and the length of the time frame for each step can vary for different kinds of developmental accomplishments. The equal stairs are shown only for illustration
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