

Kansas ECO Process Quick Reference

Early Childhood Outcomes

A. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Relating with adults

Relating with other children

Following rules related to groups or interacting with others (if older than 18 months)

B. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Thinking, reasoning, remembering, and problem solving

Understanding symbols

Understanding the physical and social worlds

C. TAKING APPROPRIATE ACTION TO MEET NEEDS

Taking care of basic needs (e.g., expressing hunger, dressing, feeding, toileting, etc.)

Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)

Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

Definitions for Outcome Ratings: For Use with the Child Outcomes Summary Form (COSF)

Completely Age-Appropriate	7	Child shows functioning expected for 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.
	6	Child's functioning generally considered appropriate for child's 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 appropriate, child's functioning may border on not keeping pace with age expectations.
Somewhat Age-Appropriate	5	Child shows functioning expected for his or her age some of the time and/or in some settings and situations . Functioning is a mix of age-appropriate and not age-appropriate behaviors and skills; this might be described as that of slightly younger child .*
	4	Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
Nearly Age-Appropriate	3	Child does not yet show functioning expected of a child of this age in any situation. Child uses immediate foundational skills , most or all of the time, across settings and situation. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be describe as that of younger child .*
	2	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 Age-Appropriate	1	Child does not yet show functioning expected of this age in any situation. Functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning but reflects skills that developmentally come before immediate foundational skills. Functioning might be describe as that of a much younger child .*

*Characterization of functioning like a younger child will only apply to some children, such as children with developmental delays.

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Documenting the Basis for the Rating

The Child Outcome Summary process uses a 7-point scale for rating a child's **current functioning** (compared with what is expected given the child's age) in each of the three outcome areas. Outcomes reflect **functional skills and behaviors integrated across domains** (not isolated skills or test scores). Functional skills and behaviors are meaningful actions that allow the child to achieve important everyday goals. To determine a rating, team members collectively must be familiar with the **whole child** and the status of the child's current functioning in each outcome **across a variety of situations and settings**. The team needs to understand the developmental continuum that leads to age-expected functioning. All children follow general sequences but each child will develop in unique ways. In determining the extent to which a child's functioning meets age expectations, the team must look at an overall pattern, rather than specific fragments, of development.

Functioning that will lead to immediate foundational skills

Earlier skills that serve as the base and are conceptually linked to later skills are referred to as **foundational skills**.

For more information about foundational and immediate foundational skills, read [Age-Expected and Immediate Foundational Skills and the COSF 7-Point Rating Scale](http://www.fpg.unc.edu/~eco/assets/pdfs/Immediate_foundational_skills.pdf)

Functioning that shows immediate foundational skills

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. As a general rule, these would be skills that are 3-6 months below what is expected for the child's chronological age.

Functioning that is age appropriate

These are the skills and behaviors one would expect for a child at this age. Some foundational skills get replaced by newer skills, and others continue in children's (and adult's) repertoires throughout life. To identify whether functioning that continues throughout life constitutes an immediate foundational or **age appropriate** skill, ask yourself at what age one would first expect to see this skill or behavior and how close is that to the child's current age?

Behavior that is not age appropriate but not like that of a younger child

Sometimes teams may want to document child behavior that is likely to influence the outcome rating although it is neither a foundational skill or typical at any age.

DECISION TREE

DOES THE CHILD EVER FUNCTION IN WAYS THAT WOULD BE CONSIDERED AGE-APPROPRIATE WITH REGARD TO THIS OUTCOME?

No (consider rating 1-3)

Yes (consider rating 4-7)

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

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

No

Yes

No

Yes

To what extent is the child using immediate foundational skills across settings and situations?

To what extent is the child's functioning age-appropriate across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

Uses skills that are not yet immediate foundational

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time across settings and situations

Occasional use of age-appropriate skills; more behavior that is not age-appropriate

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Yes

No

Rating = 1

Rating = 2

Rating = 3

Rating = 4

Rating = 5

Rating = 6

Rating = 7