1. What are "age-appropriate" skills?
Each child is unique and will develop at a different rate, but most children should acquire developmental skills within a predictable time period. Age appropriate child development is based on chronological age. There are a variety of sources that outline age appropriate skills and behaviors for typically developing children. Sources would include:

- Ongoing assessment tools (HELP, Creative Curriculum, High Scope)
- Websites such as:
    www.howkidsdevelop.com
    www.cfw.tufts.edu
    www.cdipage.com/
    www.pbs.org/parentschilddevelopment/
    www.pbs.org/wholechild/abc/index/html
    www.med.umich.edu/1libr/yourchild/devmile.htm
    www.aap.org/healthtopic/stages.cfm
    www.cdc.gov/ncbddd/autism/actearly/milestones_3months.html
    www.kidsgrowth.com/stages/guide/index.cfm
    www.babycenter.com/baby/babydevelopment/index
    www.talaris.org/timeline.htm#
    www.ohioline.osu.edu/hyg-fact/5000/5297.html
    www.speechdelay.com/testrosemilestones1.htm#0-6%20MONTHS
    www.nidcd.nih.gov/health/voice/speechandlanguage.asp#mychild
    www.uvm.edu/%7Ecdci/pedilinks/index.htm
    www.firstsighns.org/healthydev/healthydev.htm
    www.umm.edu/ency/article/002348.htm
- Staff who have been educated in Early Childhood Development and/or Education

2. What are "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."

3. What are "immediate foundational" skills?
These are the skills occur immediately prior to the age appropriate skill. For example, crawling is not an immediate foundational skill to walking (some children skip crawling). However, holding onto mom or "cruising" along furniture to get where they want to go are examples of immediate foundational skills to walking.

4. Are we supposed to complete the outcomes form on speech-only children?
P.L. 105-17 Section 616 Monitoring, Technical Assistance and Enforcement
(a) Federal and State Monitoring
(2) Focused Monitoring. —The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on—
(A) improving educational results and functional outcomes for ALL children with disabilities;

The three functional outcomes are not domain based, and overlap in all areas of development throughout a child's everyday routines and activities. When you think about this functionally,

children with speech/language needs are at risk for low performance in one or more of these functional outcome areas.

5. Is the center supposed to share the form/ratings with parents?
Yes, you should share the results with parents just as you would the results from the IFSP/IEP evaluations. See Section VII of this manual, Including Families in the Rating Discussion.

6. How are parents supposed to be involved in the outcomes form?
Parent input is gathered during the evaluation process, the family assessment, and during the IFSP. Parent observations and input should also be taken into account when determining the rating. (ECO Handout 4-18-07 Including Families in the Rating Discussion in Section VII of this manual)

7. What are the "state-approved core assessments?"
As of August 2008, the following assessment tools were listed as State approved tools:

- Battelle Developmental Inventory (BDI)
- Brigance Diagnostic Inventory of Early Development
- The Creative Curriculum Developmental Continuum
- The High/Scope Child Observation Record (COR) for Infants and Toddlers
- The High/Scope Preschool Child Observation Record (COR), Second Edition
- Early Learning Accomplishment Profile (ELAP) (Part C)
- The Learning Accomplishment Profile (LAP) (Part B)
- Hawaii Early Learning Profile (HELP)
- Assessment Evaluation & Programming System (AEPS)
- Bayley Scales of Infant and Toddler Development (up to age 42 months)

8. How many sources are we supposed to use?
As many as necessary to determine a rating that accurately indicates the child's present level for each functional outcome. You must use at least one formal assessment tool (norm-referenced or curriculum based). Data sources might include:

Curriculum based assessments,
Norm-referenced assessments
Clinical Observation
Parent report on their child's skills and behavior
Progress made on IFSP or IEP

9. How many state-approved core assessments are we supposed to use?
At least one. Ratings are expected to take into account the child's functioning across a full range of situations and settings. Therefore, in addition to the approved assessment tool, information from many individuals in contact with the child should be considered in deciding on a rating.

10. Do we have to use more than one assessment?
No. Currently the only requirement is that the form be completed with input from multiple sources, that include at a minimum parent input, informed clinical opinion and one of the State approved tools.

11. Do we have to use the same assessment for all three outcomes areas?
No. The only requirement is that you use at least one of the State approved tools as part of the multiple sources for determining a rating for each of the three functional outcomes.

12. May we use screening instruments?
No, unless used in addition to a state-approved tool.

13. Are we supposed to complete the assessment annually or just at entry and exit?
The Summary Form must be completed at entry to Part C, and exit from Part C, transition from Part C to Part B, entry to Part B and exit from Part B to provide data for the OSEP reporting requirements and State monitoring. The annual requirement was removed in November 2006. Please note that you can complete just one COSF for a child exiting Part C and entering Part B, this is considered a transition COSF. This transition COSF is to be completed as a team by both Part C and Part B.

14. Do we have to complete the outcomes form for all three areas even if a child is only identified in one area?
Yes.
P.L. 105-17 Section 616 Monitoring, Technical Assistance and Enforcement
(a) Federal and State Monitoring
(2) Focused Monitoring. —The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on—
(A) improving educational results and functional outcomes for ALL children with disabilities;

The three functional outcomes are not domain-based, and overlap in all areas of development throughout a child's everyday routines and activities. When you think about this functionally, children with speech/language needs are at risk for low performance in one or more of these functional outcome areas.

15. How many days do we have to complete the form once a child enters?
The form must be completed as close to entry as possible but no later than 90 days of entry into the program. This allows those of you who are using ongoing curriculum-based assessment tools to have the necessary time to gather sufficient information to determine a rating. The Early Intervention and Education program requests that the IFSP/IEP team implement one or more of the approved tools at the time of the child's entry into the program.

16. How do we determine the rating for a given outcome area for a child leaving Part C and transitioning to Part B when two teams are working with the child?
Each region should determine how the Part C and Part B teams work together to implement this. Ideally, the Part C team that has been working with the child and the Part B team would work together to determine a rating using multiple sources including but not limited to:
Ongoing assessments from Part C
Ongoing observations from Part C staff
Parent Observations
MDT Evaluation Report completed for IEP development (Part B)
Informed Clinical Opinion (Parts B & C)
State-approved assessment tool (must be used)

Full MDT Evaluations must be completed on all children prior to the development of the IEP. Also see Section VI, Quality Review.

17. May we use portions of the assessments to determine ratings or do we have to use the entire assessment to complete an evaluation?
You may use a portion of the assessment as long as you are completing the entire section as it was intended to be used by the publisher. You may not just use the crosswalk to determine what questions need to be answered in order to complete the outcome summary form.

18. What do we do when a child exits without notice?
If a child exits without notice (moves out of state, etc.) and you are not able to complete formal assessment progress, use classroom, teacher and therapy notes to complete the COSF. Note in Section I, number 18, why you where unable to complete a formal assessment.

19. How current should the assessment and other data used to determine the child's score?
Data should be as current as possible to show the best picture of the child's skills, but no older that six months.

20. How do I determine the rating for a child?
See Section II, Definition and Decision Trees and Section IV, Step by Step Directions for completing the COSF. Also see Section VI, Quality Review and Section VII, Additional Guidance and Resources for Completing the COSF.

21. When should I complete the COSF?
The COSF should be complete as close to the entry into the program as possible but no later than 90 from entrance.

22. How much personal information should I include in Section I, question #17, (Special considerations)?
Only information that is relevant to interpreting the summary of results. No confidential information such as DFS information.

23. Do I have to complete a COSF for a child who entered the program prior to the implementation of the COSF (February 2005)?
YES, you do not need to complete an initial, but if the child transitioned or exited after February of 2005 you must complete the appropriate COSF.

24. How many people need to be involved in assigning the ratings?
No fewer that two. This is a team process and should also include parents.