

Ohio Child Outcomes Summary (COS) and Descriptors

Conclusion from Decision Tree	Characteristics and Observations	COS Descriptors in <i>Early Track</i>
Completely means:	<ul style="list-style-type: none"> Child shows functioning expected for his or her 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. 	Relative to same age peers, child has all of the skills that we would expect of a child his age in the area of this outcome
Between Completely and Somewhat	<ul style="list-style-type: none"> Child's 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. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations 	Relative to same age peers, child has the skills that we would expect of his age in regard to this outcome; however, there are concerns
Somewhat means:	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some setting and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child*. 	Relative to same age peers, child 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 this outcome
Between Somewhat and Nearly	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. 	Relative to same age peers, child shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of this outcome
Nearly means:	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child*. 	Relative to same age peers, child 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 this outcome
Between Nearly and Not Yet	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. 	Relative to same age peers, child is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of this outcome
Not yet means:	<ul style="list-style-type: none"> 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 functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as like that of a much younger child*. 	Relative to same age peers, child's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the this outcome area

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

Adapted from the Early Childhood Outcomes Center and from materials developed by Naomi Younggren, DoD for EDIS May 2011 and Maryland Early Intervention: The Early Childhood Intervention and Education Branch/Division of Special Education/Early Intervention Services/MSDE

Decision Tree for Selection of Descriptor Statements

