New York State Department of Health - Early Intervention Program (EIP)
Instructions for Child Outcomes Summary Form – Child Status on <u>Entry to the EIP</u>

These instructions are designed to assist IFSP teams in the completion of the Child Outcomes Summary Form – Child Status on Entry to the EIP. These instructions are intended to be used in combination with the *Guide for IFSP Teams – Rating Children's Status at Entry to the EIP in the functional areas of Positive Social Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs.*

The following demographic information is needed to identify the child and link the child outcome data to other demographic data in NYEIS. Please make sure to include the child's NYEIS ID. This is necessary to report descriptive aggregate data to the U.S. Department of Education, Office of Special Education Programs, to describe the sample of children for whom outcome data are collected:

1.   Date Assessed: Enter the date that the IFSP team (or individual team members) completed the Child Outcome Summary Form (mm/dd/yyyy).

2.   Child's Name: Enter the child's first and last name as the name appears on the child's EIP record and in NYEIS.

3.   Child's Date of Birth: Enter the child's date of birth (mm/dd/yyyy).

4.   Child's sex: Check male or female to record the child's sex.

5.   County/borough of Residence: Enter the FIPS code from the list of FIPS codes provided for the child's county of residence.

IFSP Team Members – Question 6

6.   Please check the IFSP team members who completed the Child Outcomes Summary form. If IFSP team members agree on the child's status, only one form should be completed and all appropriate boxes should be checked. If IFSP team members have different views about the child's current status, each IFSP team member can complete a separate form. In this case, separate forms should be completed and each form should indicate which member of the team completed each form by checking the appropriate box.

Functional Child Outcomes - Questions 7a, 7b, and 7c

The Child Outcomes Summary Form asks you to think about and report on how the child behaves across many different settings and situations, and with different people in three functional outcome areas: positive social-emotional skills; acquiring and using knowledge and skills; and taking appropriate actions to meet his/her needs. For each of the three summary questions, the IFSP team needs to decide the extent to which the child displays behavior and skills expected for his or her age related to each outcome area.

The 7-point summary scale to be used is based on a developmental framework that assumes:
- Children develop new skills and behaviors and integrate those skills and behaviors into more complete behaviors as they get older.
- Children's skills and behaviors emerge in a predictable sequence in most children.
- Some of the skills and behaviors that develop early serve as the foundation for later skills and behaviors, or expressed another way, later skills build on earlier skills to help children move to the next higher level of functioning. The earlier skills serve as the base or "foundational skills" and are linked to later skills.
- Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.

- Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

To rate the child in each of the three functional outcome areas, please use the following definitions:

Overall age-appropriate	**Completely** means:	7	Child shows functioning expected for his or her age in 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 is considered appropriate for his or her age but there are some concerns about the child's functioning in this outcome area.
Overall not age-appropriate	**Somewhat** means:	5	Child shows functioning for his or her age some of the time and/or in some situations. Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child.
		4	Between somewhat and emerging
	Emerging means:	3	Child does not yet show functioning expected of his or her age in any situation. Child's behaviors and skills include immediate functional skills upon which to build age-appropriate functioning. Functioning might be described like that of a younger child.
		2	Between emerging and not yet
	Not yet means:	1	Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as that of a much younger child.

Please note: The outcomes summary form was not designed to determine eligibility for services and should not be used for this purpose.