

Guiding Progress Shaping Futures

Information Packet on Facilitating the IFSP Discussion to Collect Child Outcome Data Exit Materials

*For Early Intervention Program Managers, Early Intervention
Official/ Designees, and Service Coordinators*



New York State Department of Health

Material developed under the direction of the New York State
Department of Health by the Institute for Child Development
Discussion Facilitator Information Packet Page 1 of 32

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Table of Contents

Document	Brief Description	Page Number
Introduction for Early Intervention Program Managers	Overview of the process of collecting child outcomes data.	3
Collecting Child Outcome Information – Steps in the Process	Step-by-step guide to completing the Child Outcomes Summary Form.	6
Appendix A – Tips for Success: Facilitating the IFSP Discussion to Complete the Child Outcomes Summary Form	Suggestions to help individuals leading the discussion to complete the Child Outcomes Summary Form.	13
Appendix B – Tips for Success: Talking to Family Members About Their Child’s Skills and Abilities in the Three Outcome Areas	Suggestions on how to discuss a child’s skills and abilities with family members.	14
Appendix C – Tips for Success: Handling Differences of Opinion	Suggestions on how to handle disagreements between meeting participants on a child’s skills and abilities.	15
Appendix D – Description of Child Outcomes	Brief description of the three child outcomes.	16
Appendix E – Child Outcomes Summary Form	An example of the Child Outcomes Summary Form.	18
Appendix F – Child Outcomes Summary Form Instructions	Instructions that will be included with the Child Outcomes Summary Form.	19
Appendix G – Definitions for Outcome Ratings	Detailed description of the child outcomes ratings scale.	21
Appendix H – Tips for Success: Using Assessment Tools in the Child Outcomes Measurement Process	Brief description of the types of developmental assessments that may be used during the process.	22
Appendix I – Developmental Milestones Chart	Chart of developmental milestones in each of the three outcome areas.	24
Appendix J – Decision Tree for Summary Rating Discussions	Decision tree to guide decision making about the child’s ability in the three outcome areas.	26
Appendix K – Supplemental Codes for Child’s County of Residence	A table of the county codes needed to complete the Child Outcomes Summary Form.	27
Appendix L – Developmental Assessment Tools for Use with Children Birth – 3 Years	Table outlining which assessments provide information on the three child outcomes areas.	28
Appendix M – Chart of OSEP “Impossible” Progress	A chart of entry and exit score combinations that OSEP considers “impossible”.	32

Introduction for Early Intervention Program Managers

Under Federal requirements, the New York State Department of Health (Department) must report information on progress made by children in the Early Intervention Program (EIP) related to three specific outcomes areas. To meet this obligation, the Department is collaborating with municipal EIPs to identify and collect child outcome information on annual samples of children participating in the EIP.

This packet has been developed to provide technical assistance to EIP Managers, Early Intervention Officials/Designees (EIO/D), and service coordinators, who will be involved in identifying children on whom data must be collected, facilitating the discussion to complete the Child Outcomes Summary Form (COSF) at initial Individualized Family Service Plan (IFSP) meetings and again when the child exits the EIP, and submitting the COSF for data entry.

For children who are included in child outcome samples, and who are found eligible for the EIP, the municipality is responsible for designating either the child's service coordinator or EIO/D as responsible for facilitating the discussion during the IFSP meeting necessary to complete the COSF. This individual will also be responsible for ensuring the COSF is completed as part of the IFSP meeting. If the EIO/D facilitates the discussion during the IFSP, they must send a copy of the information collected to the service coordinator.

Tips for Tracking Children in Child Samples

- Child outcomes information is initially collected on children selected for the child sample who are found eligible for the EIP. The COSF is completed only for those children who continue on to receive an IFSP. The Department has issued a new version of NYEIS, which includes new features to assist municipalities in entering and tracking children into child samples for each year covered by the State Performance Plan.
- For eligible children in the child sample, the Child Outcomes Summary Entry Form is completed at the initial IFSP meeting, and the Exit version of the form must be completed when the child exits the EIP, for those children who received early intervention services for at least six months. The first day on which a service or services in the IFSP are delivered is used as the starting point to calculate how long a child has received early intervention services.

Requirements for Submitting Child Outcomes Summary Forms for Data Entry

The municipality is responsible for ensuring that all COSFs completed for children in the sample are submitted to the New York State, Department of Health, Bureau of Early Intervention, for data entry. To accomplish this, the EIP Manager should designate a specific staff member responsible for receiving these forms from service coordinators and/or EIO/Ds and submitting via secure file transfer on the Health Commerce System to Ronni Jones and Jesse Knapp.

- A copy of the completed Child Outcomes Entry and Exit Summary Forms must be retained in the child's record.
- The NYEIS Child Outcomes Screen should be updated to indicate that the Entry and Exit have been completed.

Questions?

After reading the information in this packet, if EIP Managers, EIO/D, or service coordinators have questions about how to facilitate the IFSP discussion and complete the COSF:

- Go to the website which contains additional information and electronic copies of all materials.
https://www.health.ny.gov/community/infants_children/early_intervention/outcomes_survey/child/
- Email us a specific question and we will get back to you as soon as possible.
BEIDataUnit@health.ny.gov
- Call us with your questions.
(518) 473-7016

Collecting Child Outcome Information upon Exit from the EIP – Steps in the Process

This section contains information that will assist either the child's service coordinator or EIO/D, in working with the child's IFSP team to complete the Child Outcomes EXIT Summary Form. Some points to remember:

- A Child Outcomes EXIT Summary Form must be completed for children in child outcomes samples who are exiting the EIP, and who have received early intervention services for at least six months. The first day on which a service or services in the IFSP are delivered is used as the starting point to calculate how long a child has received early intervention services.
- Ideally, the Child Outcomes EXIT Summary Form will be completed at the IFSP meeting convened to develop the child's transition plan.
- Providing the parent and service providers with information in advance will allow them to consider the skills and abilities of the child prior to the meeting.
- Service providers must complete and bring either a completed **DEVELOPMENTAL MILESTONES CHECKLIST – SERVICE PROVIDER EDITION** or a **SERVICE PROVIDER SUMMARY – FEDERAL CHILD FUNCTIONAL OUTCOME AREAS**.

Calling the parents to remind them to review and bring the completed **DEVELOPMENTAL MILESTONES CHECKLIST – PARENT EDITION** to the meeting will make it more likely that they will come to the meeting prepared to discuss the skills and abilities of their child. These checklists are not required to be completed by parents but may help them prepare for and participate in the meeting.

To prepare for a child's IFSP meeting, look over the following information:

- Collecting Child Outcome Information upon Exit from the EIP – Steps in the Process
- Child Outcomes Summary Form and Instructions
- Definitions for Outcome Ratings
- Developmental Milestones Chart
- Decision Tree for Summary Rating Discussions

Documents that you must have with you at the Exit IFSP meeting for completing the child outcomes summary form:

1. Child Outcomes Summary Form
2. Child Outcomes Summary Form Instructions
3. Child Outcomes Summary Form – Instructions Supplement: Codes for Child's County of Residence
4. Child Outcomes Summary Form – Instructions Supplement: Codes for Developmental Tests Used as Supporting Evidence

Documents that you may find useful to have at the meeting:

1. Collecting Child Outcome Information – Steps in the Process
2. Decision Tree for Summary Rating Discussions
3. Definitions for Outcomes Ratings
4. Developmental Milestones Chart
5. OSEP “Impossible” Progress Chart

Step 1. Providing background information and introducing the outcomes

Although the parent may be familiar with the process of collecting child outcomes information from the initial IFSP meeting, the service coordinator or EIO/D should remind the parent of the new requirement. Specifically, the service coordinator or EIO/D may want to explain that the same information will be gathered upon the child’s exit from the EIP. The following information should be included when providing background information on the new child outcomes requirements for the EIP:

Key points to address when providing background information and introducing the outcomes:

- ❖ Brief overview about why information on the outcomes is being collected
- ❖ Introduce and briefly describe the three child outcomes
- ❖ What information is collected/reported
- ❖ How many times information is collected
- ❖ Information collected does not affect eligibility for services

- One of the requirements for the EIP is to measure children’s skills and abilities in three functional outcome areas. This information was gathered at the meeting to develop the child’s and family’s initial IFSP.
- If a child receives early intervention services for at least six months, the child’s skills and abilities in these three functional outcome areas will be measured again when the child exits the EIP.
- The purpose of collecting this information is to assist with program and service improvement efforts at the Federal, State, and local levels.
- Also, information on children’s progress is needed to meet Federal reporting requirements for the EIP.
- States are required to provide information on the progress being made by children receiving early intervention services, as part of their Annual

Performance Report to U.S. Department of Education, Office of Special Education Programs.

- The three functional outcome areas that must be measured are:
 - ❖ Positive social emotional skills (including social relationships) – This refers to relating to other people. For example, using words or small sentences or playing with other children.
 - ❖ Acquiring and using knowledge and skills (including early language/communication) – This refers to thinking, remembering, problem solving, and understanding the world. For example, recognizing familiar faces or pictures, knowing the names for objects, or reacting to sights and sounds.
 - ❖ Use of appropriate behavior to meet needs (taking appropriate action to meet needs) – This refers to taking care of and communicating basic needs. For example, helping with feeding, being toilet trained, or using words or small sentences.
- This process will not affect the child’s exit from the EIP or eligibility for any other services, such as preschool special education programs and services, in any way.
- The information being collected will only be reported in the aggregate (across all children for whom data are collected). No data will be reported on any individual child’s progress.

Step 2. Introducing the purpose of the Child Outcomes Summary Form

Key points to address when introducing the purpose of the discussion to complete the form:

- ❖ Summarize child’s current skills and abilities related to each outcome
- ❖ What information could be reviewed during the meeting
- ❖ Need to consider whether current skills and abilities are age-appropriate
- ❖ Need to consider how child typically functions
- ❖ Decide as a group how to rate current skills and abilities using a 7-point scale
- ❖ Introduce the 7-point rating scale and definitions

The following information should be included when introducing the COSF:

- Tell participants that the purpose of this discussion is to summarize the child’s current skills and abilities related to each of the three outcome areas AND agree on progress made by the child since she or he began receiving early

intervention services. Gaining at least one new skill or ability related to the outcome counts as progress.

- Inform participants that different sources of information will be reviewed to determine the child's current skills and abilities across a variety of situations and settings and identify any new skill(s) or ability(ies) the child has gained in the outcome area.
- These different sources of information may include observations by parents and service providers about the child's current behaviors and skills, as well as the child's performance on different tests or ongoing assessments of the child conducted as part of early intervention services.
- Each of the people participating in the discussion will contribute important information about the child's current skills and abilities related to the three outcomes.
- During the discussion, participants must consider whether the child's current skills and abilities on each outcome is what would be expected based on the child's chronological age, and information and materials are available to help the group with this.
- During the discussion, the participants should also consider whether the child has gained any new skills or abilities in each of the three outcome areas. Gaining at least one new skill or ability in the outcome area counts as progress.
- Point out that it is important for participants to consider how the child typically functions across different settings and situations, rather than the child's capacity to function under ideal circumstances (such as a testing environment).
- Inform participants that once the different sources of information have been reviewed, participants will come to an agreement as a group about how to rate current skills and abilities related to each outcome area, on a scale from 1 to 7. The rating information will be captured on the COSF.

Step 3. Completing the Child Outcomes Summary Form

Begin by discussing, as a group, the child's CURRENT skills and abilities in each of the three outcome areas. Participants should review all of the relevant information, from ALL participants, about the child's CURRENT skills and abilities in each functional outcome across different settings and situations. The group should arrive at a consensus for the child's current behaviors and skills, considering the behaviors and skills expected for children of the same age in the FIRST outcome area, before moving on to the remaining two outcomes areas. The group should also decide whether the child has gained any new skills or abilities in the outcome area, since she or

he began receiving early intervention services. This counts as making progress in the outcome area.

- Service providers should bring either a completed **DEVELOPMENTAL MILESTONES CHECKLIST – SERVICE PROVIDER EDITION** or **SERVICE PROVIDER SUMMARY – FEDERAL CHILD FUNCTIONAL OUTCOME AREAS**. Parents have the option of completing the **DEVELOPMENTAL MILESTONES CHECKLIST – PARENT EDITION**. It may be helpful for service coordinators, EIO/Ds, parents, and evaluators to refer to these documents at this time. Refer to the list of **DEVELOPMENTAL ASSESSMENT TOOLS FOR USE WITH CHILDREN BIRTH - 3 YEARS** (see Appendix L).
- For each outcome, the IFSP team is being asked to rate the child’s behaviors and skills in comparison to the behaviors and skills expected for the child’s chronological age. It may be helpful to provide meeting participants with examples of age-appropriate behaviors and skills related to each outcome. The **DEVELOPMENTAL MILESTONES CHART** in Appendix I can help the IFSP team review age-expected behaviors and skills, as they relate to each of the three outcome areas. You may use this chart as a guide for determining age-appropriate behavior and skills when making child outcomes summary ratings. These are only *some* examples and do not encompass the range of all possible behaviors in each outcome area.
- IFSP participants should use the definitions for the 7-point outcome rating scale (see Appendix G) to make decisions about rating the child’s skills and abilities for each outcome area. Remember that, as a group, the goal is to reach consensus and circle only one number for each outcome. It may be helpful to keep in mind that *if a child’s behaviors and skills in an outcome area are near or at his or her expected age levels, the child should be rated either 6 or 7 on the scale for that outcome. If a child’s behavior and skills are below what is expected for his or her age, the child’s rating will be somewhere between 1 and 5 on the scale, where:*
 - An outcome rating of 5 (Somewhat) is defined as skills and abilities like that of a slightly younger child.
 - An outcome rating of 3 (Emerging) is defined as skills and abilities like that of a younger child.
 - An outcome rating of 1 (Not Yet) is defined as skills and abilities like that of a much younger child.
- After completing the 7-point rating scales, the group will be asked to determine if the child has shown any new skills or behaviors related to each outcome. There is space to briefly describe (1-3 sentences) any progress the child has made.
- Try to keep the meeting participants focused on the overall developmental status of the child and avoid discussion about specific developmental

milestones as much as possible. The **DECISION TREE FOR SUMMARY RATING DISCUSSIONS** can be helpful in leading this discussion.

- If participants significantly disagree about the skills and abilities of a child, a discussion of milestones for a specific outcome may be beneficial. In this case, the **DEVELOPMENTAL MILESTONES CHART** may help facilitate discussion.
- Once the rating has been completed, the group then needs to decide whether any progress has been made in the outcome area. Gaining at least one new skill or ability in the outcome area counts as progress. Participants should check either yes or no, and then briefly describe the new skill(s) or ability(ies) the child has gained in the outcome area. See Appendix M regarding progress that OSEP considers “impossible”.
- If agreement cannot be reached, each participant can complete his or her own COSF for the child. Under these circumstances, all of the forms completed for the child must be submitted for data entry.
- Follow the instructions that accompany the COSF to complete the form. Remember that in addition to completing the ratings and supporting information, you must also:
 - *Complete child information and date of the meeting.*
 - *Identify all of the individuals that were involved in determining the child outcomes summary ratings.*

Before leaving the IFSP meeting make sure you have:

1. Completed the demographic information at the top of the form, including the number corresponding to the child’s county of residence.
2. Rated the child on all three outcome areas.

When you return to the Office:

1. Make a copy of the Child Outcomes Summary Form (or forms, if more than one), and file in the child’s record.
2. Turn in the Child Outcomes Summary Form(s) to the staff member designated by the EIP Manager to collect and submit the forms for data entry.
3. Remember, these forms have confidential information that must be protected. Ensure that forms are promptly and properly handled to ensure the child’s confidentiality.
4. If the EIO/D serves as discussion facilitator for the IFSP meeting, s/he must send a copy of the information collected to the child’s service coordinator.

What To Do When a Service Provider Cannot Attend an IFSP Meeting

If a service provider is unable to attend the IFSP meeting, the EIO/D or ongoing service coordinator should ensure that the provider completes and submits the Child Outcomes EXIT Summary Form for the child to the municipality. If one or more service providers are unable to attend the IFSP meeting, all COSFs completed for the child must be submitted for data entry (i.e., the COSF completed at the IFSP meeting and any other COSFs submitted by service providers).

What To Do When an IFSP Meeting Is Not Possible

There will be some children for whom a final IFSP meeting may not be convened, because the parent does not wish to have a final IFSP meeting. Under these circumstances, municipalities are still responsible for ensuring that the Child Outcomes EXIT Summary Form is completed for the child. This may be accomplished through the following procedures, or through other means identified by the municipality:

1. Delegate responsibility to the EIO/D or ongoing service coordinator to convene a conference call with the child's parent(s) and/or the child's service providers to complete the Child Outcomes EXIT Summary Form. Parent participation is not required but should be encouraged. However, if the parent does not wish to participate, a conference call with the child's service providers to complete the Child Outcomes EXIT Summary Form will be sufficient to meet the requirement.
2. If the parent does not wish to participate in the process to complete the Child Outcomes EXIT Summary Form, a meeting can be convened by the EIO/D or service coordinator with the child's service provider(s) to complete the Child Outcomes EXIT Summary Form, for submission to the municipality. If this approach is used, the municipality is responsible for ensuring that the forms and materials are distributed to the required persons; and, that the confidentiality of the child and family is maintained in transmittal of completed forms.
3. The Child Outcomes EXIT Summary Form may be completed independently by the child's parent and/or the EIO/D, service coordinator, and service provider(s). Again, parent participation should be encouraged but is not required. If this approach is used, the municipality is responsible for ensuring that forms and materials are distributed to the required persons; and, that the confidentiality of the child and family is maintained in transmittal of completed forms.



Thank you for your help in meeting this important new Federal requirement for the Early Intervention Program!

Material developed under the direction of the New York State Department of Health by the Institute for Child Development
Discussion Facilitator Information Packet Page 11 of 32

June 2022

Appendices of Supplemental Materials



New York State Department of Health

Appendix A

TIPS FOR SUCCESS Facilitating the IFSP Discussion to Complete the Child Outcomes Summary Form

- Begin by giving background information to introduce the purpose of completing the Child Outcomes Summary Form. Include:
 - A description of the three federally-required outcomes.
 - Logistical information, such as, what specific information is to be collected, and that the same information was collected at the initial IFSP meeting, and now again that the child is exiting the EIP.
- Having both the required and suggested documents on hand helps ensure that the meeting runs smoothly. A list of required documents includes the Child Outcomes Summary Form and instructions, as well as the instructional supplements with county and assessment tool codes.
- Documents that may increase the productivity of the meeting consist of the Decision Tree for Summary Rating Discussions, the Definitions for Outcomes Ratings, the Developmental Milestones Chart, and Collecting Child Outcome Information – Steps in the Process.
- Introduce the Child Outcomes Summary Form, and the 7-point rating scale and definitions associated with the scale, then discuss the child's current skills and abilities in each of the three outcome areas.
- When resolving conflicts that may arise, it is important to remember that although family members can provide valuable information about their child's skills and abilities, they should not be expected to make decisions concerning whether or not their child is displaying age-appropriate or typical behaviors.
- Common areas of disagreement that a discussion facilitator should be aware of include: (1) The family insisting that their child has displayed a particular behavior but not across a variety of situations and settings; and (2) Service providers insisting that a child does not display a particular behavior, but the family has seen this skill typically displayed. By being aware of potential points of disagreement the facilitator will be more prepared to address problems that may arise during the completion of the Child Outcomes Summary Form.
- If agreement cannot be reached, each participant in the IFSP meeting can complete the ratings individually on separate Child Outcomes Summary Forms. Under these circumstances, all forms completed for the child must be submitted to the Department of Health, Bureau of Early Intervention, for data entry.

Appendix B

TIPS FOR SUCCESS

Talking to Family Members About Their Child's Skills and Abilities in The Three Outcome Areas

- Family members have the opportunity to observe their child's behavior and skills across a variety of settings and situations that evaluators, and other professionals are not privy to. They can contribute very valuable information about their child's current skills and abilities.
- At the same time, there should be no expectation that family members will be able to determine whether or not their child's current skills and abilities are typical or age-appropriate.
- Some education about developmental milestones and age-expected behaviors and skills may be necessary for some family members participating in the meeting. The **DEVELOPMENTAL MILESTONES CHART** may be helpful in facilitating communication between family members and service providers about age-appropriate behaviors.
- Please keep in mind that it may be difficult for family members to learn that their child is developmentally delayed and is not functioning at the level of his or her same-aged peers.
 - *It is very important to discuss such matters with sensitivity and understanding.*
 - *Allow the family to ask questions that will help them to better understand their child's current skills and abilities.*
 - *Remember that parents may be reluctant to label their child as below age level or find it difficult to accept that the child may be delayed in these functional outcome areas.*

Appendix C

TIPS FOR SUCCESS Handling Differences Of Opinion

You may encounter situations in which family members and service providers have different opinions about how to rate a child's current skills and abilities related to an outcome. If this occurs, you may need to serve as a mediator. Here are some suggestions for handling the discussion:

- Allow everyone to give their opinions and the evidence supporting their opinions without interruption.
- It may be beneficial to summarize the main points cited by both sides so that all parties feel they have been heard.
- After all parties have had the opportunity to provide supporting evidence for their opinions, encourage them to reach a compromise on how to rate the child's current age level related to the outcome being discussed.
- It is important to remember that the 7-point rating scale allows for ratings describing children who have characteristics of two different rating descriptions (e.g., 4 = between somewhat and emerging). These scale points (i.e., scale point 2 and 4) may be especially helpful in situations in which meeting participants disagree somewhat about how to rate a child's current skills and abilities related to an outcome.
- Family members may insist that their child has displayed a behavior or skill related to an outcome on one occasion, with one individual, or in one setting. In this case, it may be helpful to remind family members that child outcome ratings must take into account the child's skills and abilities across a variety of situations and settings, rather than only one situation or setting. Also, it may be helpful to remind family members that they must consider how their child typically functions, rather than the child's capacity to function under ideal circumstances.
- Service providers may insist that the child did not pass an item on an assessment measure, but family members or other meeting participants report that the child typically displays the relevant behaviors or skills. In this case, it may be helpful to remind service providers that knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information, but this information should be used in conjunction with what else is known about the child.
- If after further discussion there is still disagreement, each participant should complete his/her own COSF to rate the child's current skills and abilities in each of the outcome areas. However, the goal is for participants to reach consensus, so separate forms should only be completed when agreement cannot be reached.

Appendix D

Description of Child Outcomes

The following information may be used to assist IFSP meeting participants in identifying the functional areas comprising each outcome. Examples were drawn from the **DEVELOPMENTAL MILESTONES CHART**, which shows the ages by which important developmental milestones should be attained, as well as the child outcome(s) related to each developmental milestone. You should not rely solely on the examples provided below since they are NOT exhaustive.

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

Involves:

- Relating with adults (e.g., babbling, imitates parents, shows affection, uses small sentences)
- Relating with other children (e.g., plays with other children for a few minutes, waves bye-bye, uses small sentences)
- Following rules related to groups or interacting with others (if older than 18 months) (e.g., follows simple directions)

Includes areas like:

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

Outcome 2: Acquiring and Using Knowledge and Skills (including early language / communication)

Involves:

- Thinking, reasoning, remembering, and problem solving (e.g., recognizes familiar faces and pictures, says names of toys, builds towers of blocks)
- Understanding symbols
- Understanding the physical and social worlds (e.g., turns head toward bright colors and lights, reacts to sudden sounds or voices, likes to pull/push/dump things)

Includes areas like:

- Early concepts (e.g., symbols, pictures, numbers, classification, spatial relationships)
- Imitation
- Object permanence (e.g., understands that objects do not disappear when they leave the child's field of vision)
- Expressive language and communication

Outcome 3: Using Appropriate Behaviors to Meet Needs (taking appropriate action to meet needs)

Involves:

- Taking care of basic needs (e.g., helps hold bottle during feeding, drinks from a cup, can feed self, is toilet trained, puts on shoes, knows 5 or 6 words, uses small sentences)
- Contributing to own health and safety (if older than 24 months; e.g., follows rules, assists with hand washing, avoids inedible objects, holds out arms and legs while being dressed)
- Getting from place to place (mobility; e.g., wiggles and kicks with arms and legs, pulls to a standing position, walks without help, walks up steps) and using tools (e.g., forks, pencils, strings attached to objects, reaches for objects and picks them up)

Includes areas like:

- Integrating motor skills to complete tasks
- Self-help skills
- Acting on the world to get what one wants

Appendix E

Reproduction of the Department of Health Child Outcomes Summary Form



New York State Department of Health - Early Intervention Program

Child Outcomes Summary **EXIT** Form

All fields are required to be completed

Child's NYEIS Identifier: _____

1. Date Assessed: ____/____/____ 2. Child's Name: _____
 Mo Day Year First Last

3. Child's Date of Birth: ____/____/____ 4. Child's Sex: M 5. County/Borough/Residence: _____
 Mo Day Year (FIPS No.)

6. **IFSP Team Members:** Check all members who participated and completed this form. If individual forms are being completed by each participant, please check only the box for the participant completing this form:

Parent(s) Evaluator(s) EIO/D Service Coordinator Service Provider(s) Other: _____

7. Please rate the child's **STATUS** in each of the three functional areas, by **circling the number** which **BEST DESCRIBES THE CHILD'S CURRENT BEHAVIORS AND SKILLS**:

7A. (1) To what extent does this child show **POSITIVE SOCIAL EMOTIONAL SKILLS (INCLUDING RELATIONSHIPS)** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

(2) Has the child shown ANY new skills or behaviors related to **POSITIVE SOCIAL EMOTIONAL SKILLS (INCLUDING RELATIONSHIPS)** since the ENTRY outcomes form was completed? Please choose Yes or No below.

YES NO

If Yes, briefly describe progress made, including new skills, behaviors, and/or functional abilities:

7B. (1) To what extent does this child **ACQUIRE AND USE KNOWLEDGE AND SKILLS** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

(2) Has the child shown ANY new skills or behaviors related to **ACQUIRING AND USING KNOWLEDGE AND SKILLS** since the ENTRY outcomes form was completed? Please choose Yes or No below.

YES NO

If Yes, briefly describe progress made, including new skills, behaviors, and/or functional abilities:

7C. (1) To what extent does this child **TAKE APPROPRIATE ACTION TO MEET NEEDS** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

(2) Has the child shown ANY new skills or behaviors related to **TAKES APPROPRIATE ACTION TO MEET NEEDS** since the ENTRY outcomes form was completed? Please choose Yes or No below.

YES NO

If Yes, briefly describe progress made, including new skills, behaviors, and/or functional abilities:

Appendix F

Reproduction of the Department of Health Child Outcomes Summary Form Instructions



New York State Department of Health - Early Intervention Program (EIP) Instructions for Completing the Child Outcomes Summary Form – Child Status on EXIT from the EIP

These instructions are designed to assist IFSP teams in completion of the Child Outcomes Summary Form – Child Status on EXIT from the EIP.

The following demographic information is needed to identify the child, link the child outcome ENTRY and EXIT data for the child, and link 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) assessed the child's scores for 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 NYIES.
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(1), 7b(1), and 7c(1)

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.

Functional Child Outcomes - Questions 7a(2), 7b(2), and 7c(2)

For each of the three outcome areas, the person or person(s) completing the Child Outcome EXIT Summary form should circle one number to indicate whether the child has made progress since early intervention services began. Progress means the acquisition of at least one new skill, behavior, or functional ability related to the outcome. If the answer is YES, the team should briefly describe the progress that has been made, including any new skills, behaviors, or functional abilities the child has gained since beginning early intervention services. See the chart regarding progress that OSEP considers “Impossible”.

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

Appendix G

Definitions for Outcome Ratings

Completely means:	7	<p>Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life.</p> <ul style="list-style-type: none"> Behavior and skills are considered typical for his or her age (see Developmental Milestones Chart). No one has any concern about the child's functioning in this outcome area.
	6	<p>Between Completely and Somewhat</p> <ul style="list-style-type: none"> Child's functioning generally is considered typical for his or her age but there are some concerns about the child's functioning (see Developmental Milestones Chart).
Somewhat means:	5	<p>Child shows behavior and skills expected for his or her age some of the time across situations.</p> <ul style="list-style-type: none"> Behavior and skills are a mix of age appropriate and not appropriate (see Developmental Milestones Chart). Behavior and skills might be described as more like those of a slightly younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging means:	3	<p>Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age expected skills.</p> <ul style="list-style-type: none"> A child possessing immediate foundational skills has attained the developmental milestones expected of a child one age range below the child's actual age but has not attained age-expected developmental milestones (see Developmental Milestones Chart). Behaviors and skills might be described as more like those of a younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not Yet means:	1	<p>Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age expected skills.</p> <ul style="list-style-type: none"> A child who does not possess immediate foundational skills has not attained age-expected developmental milestones OR developmental milestones expected of a child one age range below the child's actual age (Developmental Milestones Chart). Child's ways of forming and maintaining social relationships might be described as more like those of a much younger child. Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.

Appendix H

TIPS FOR SUCCESS Using Assessment Tools in The Child Outcomes Measurement Process

The information gathered as part of ongoing assessment and evaluation of a child in the EIP is one important source of information that can be used to help the IFSP team complete the Child Outcomes Summary Form.

Standardized tests or norm-referenced tests are assessments in which a child's performance is compared to a larger group or "norm group". Standardized tests can be helpful because:

- They provide information on development in relation to other children
- They use standardized administration procedures
- Many of them may already be used for determining (EIP) eligibility

Criterion-referenced tests are assessments in which a child's performance is compared to a specific performance standard rather than the performance of a norm group comprised of other children. Criterion-referenced tests can be helpful because they:

- Measure a child's performance of specific objectives
- Allow for a direct link between assessment and intervention
- Provide information on children's strengths and emerging skills
- Help teams plan and meet individual children's needs
- Meet recommended assessment practice standards
- Measure intra-child progress
- May be used to measure program effectiveness

Most developmental assessments are domain-based and are not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information, but this information should be used in conjunction with other information that is known about the child, including parent observation and evaluator observations and clinical assessments.

A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it. Assessment information can be beneficial in helping you to decide how close a child's functioning is to typical. However, a child should not be given a lower summary outcome rating if he or she does not "pass" a particular assessment item (e.g., uses speech) but has an alternative way to accomplish an outcome (e.g., sign language).

In completing the Child Outcomes Summary Form, you should consider the three functional outcomes rather than discrete developmental domains (e.g., communication, cognitive, motor). Functional outcomes emphasize integrated series of behaviors or skills across multiple domains that are meaningful in the context of everyday living. For example:

Not only does the child...

- Know how to make eye contact, smile, and give a hug
- Know how to imitate a gesture when prompted by others
- Use finger in pointing motion
- Show a skill in a specific situation

But does the child...

- Initiate affection toward caregivers and respond to others' affection
- Watch what a peer says or does and incorporate it into his/her own play
- Point to indicate needs or wants

Appendix I

Developmental Milestones Chart

Typical development is marked by the emergence of specific age-appropriate behaviors in each of the three outcome areas. The **DEVELOPMENTAL MILESTONES CHART** provides examples of behaviors that are usually exhibited by typically developing children. Development from birth to 36 months of age is described as it relates to each of the three outcome areas. The **DEVELOPMENTAL MILESTONES CHART** may be used to determine whether or not the child has the immediate foundational skills upon which to build age expected skills:

- A child possessing immediate foundational skills has attained the developmental milestones expected of a child one age range below the child's actual age but has not attained age-expected developmental milestones.
- A child who does not possess immediate foundational skills has not attained age-expected developmental milestones **or** developmental milestones expected of a child one age range below the child's actual age.

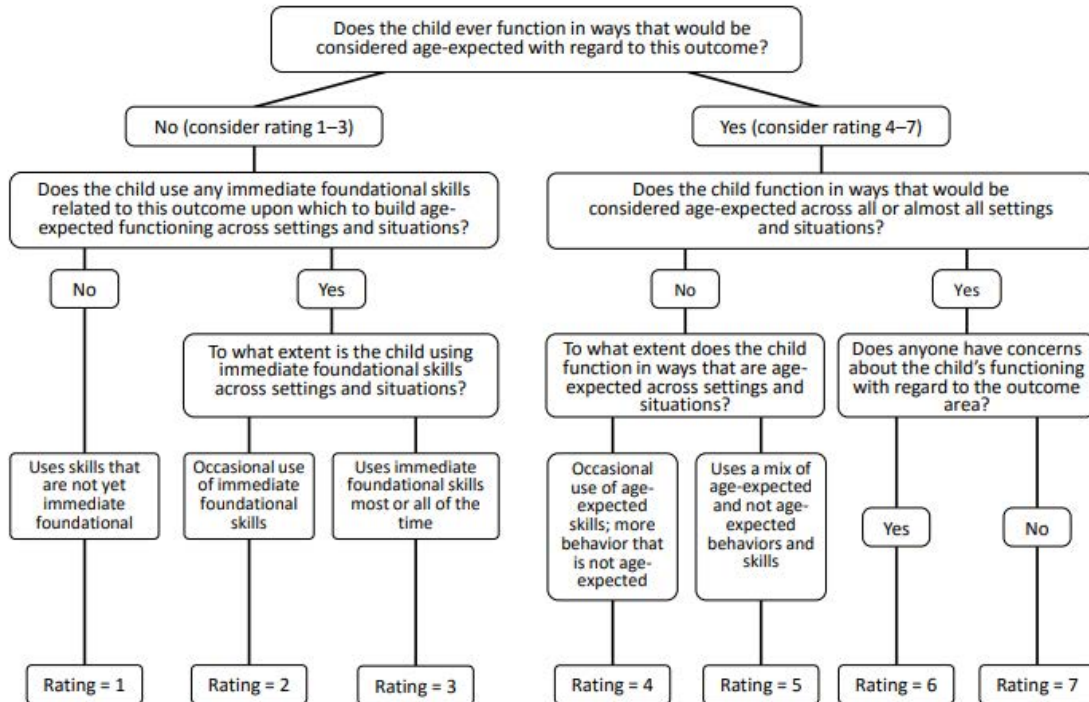
Age	Outcome 1: Positive Social Emotional Skills	Outcome 2: Acquiring and Using Knowledge and Skills	Outcome 3: Taking Appropriate Action to Meet Needs
By 3 months		Turn their heads toward bright colors and lights	
	Smile	Move both eyes in the same direction together	Lift head and chest when on stomach
	Making cooing sounds	Recognize bottle or breast	Recognize bottle or breast
	Enjoy playing with people	React to sudden sounds or voices	Wiggle and kick with arms and legs
		Make fists with both hands to grasp toys or hair	
By 6 months	Recognize familiar faces	Recognize Familiar faces	Reach for objects and pick them up
	Babble	Follow moving objects with their eyes	Switch toys from one hand to the other
	Smile at self in mirror	Turn toward the source of normal sound	Help hold the bottle during feeding
		Play with their toes	
By 12 months	Wave bye-bye		Sit without support
	Know five or six words	Stack two blocks	Pull to a standing position
	Play peek-a-boo and patty cake	Put objects in a container	Drink from a cup
	Repeat sounds or gestures for attention		Hold out their arms and legs while being dressed
			Know five or six words
By 18 months			Pull off shoes, socks, and mittens
	Follow simple directions ("Bring the ball")		Feed themselves
	Act out a familiar activity in play (e.g. taking a bath)	Like to pull, push, and dump things	Make marks on paper with crayons
	Bring toys to share with parent		Walk without help
			Step off a low object and keep balance
By 24 months	Use 2-3 word sentences	Say names of toys	
	Like to imitate their parent	Recognize familiar pictures	Use 2-3 word sentences
	Show affection	Identify hair, eyes, ears, and nose by pointing	Carry something while walking
	Play alone (independently)	Turn 2-3 pages at a time	Feed themselves with a spoon
	Comfort a distressed friend or parent	Build a tower of four blocks	
By 36 months	Play with other children for a few minutes		Walk up steps (alternating feet)
	Use 3-5 word sentences	Turn one page at a time	Put on their shoes
	Understands concept of 'mine' and 'his/hers'	Name at least one color correctly	Open door
	Spontaneously shows affection for familiar playmates	Repeat common rhymes	Use 3-5 word sentences
	Takes turns in a game		Is toilet trained
	Imitates adults and playmates		Ride a tricycle

Appendix J

Decision Tree for Summary Rating Discussions

This flow chart provides information on how to make decisions regarding summary ratings for the child outcomes summary form.

Decision Tree for Summary Rating Discussions



Appendix K

Reproduction of the Department of Health Supplement Codes for Child's County of Residence



New York State Department of Health Early Intervention Program Child Outcomes Summary Form – Instructions Supplement Codes for Child's County of Residence

County	FIPS Code	County	FIPS Code
Albany	001	Orange	071
Allegany	003	Orleans	073
Broome	007	Oswego	075
Cattaraugus	009	Otsego	077
Cayuga	011	Putnam	079
Chautauqua	013	Rensselaer	083
Chemung	015	Rockland	087
Chenango	017	St. Lawrence	089
Clinton	019	Saratoga	091
Columbia	021	Schenectady	093
Cortland	023	Schoharie	095
Delaware	025	Schuyler	097
Dutchess	027	Seneca	099
Erie	029	Steuben	101
Essex	031	Suffolk	103
Franklin	033	Sullivan	105
Fulton	035	Tioga	107
Genesee	037	Tompkins	109
Greene	039	Ulster	111
Hamilton	041	Warren	113
Herkimer	043	Washington	115
Jefferson	045	Wayne	117
Lewis	049	Westchester	119
Livingston	051	Wyoming	121
Madison	053	Yates	123
Monroe	055	New York	061
Montgomery	057	Bronx	005
Nassau	059	Kings	047
Niagara	063	Queens	081
Oneida	065	Richmond	085
Onondaga	067		
Ontario	069		

Appendix L

Developmental Assessment Tools for Use with Children Birth – 3 Years

The following are developmental tests that can be used to obtain supporting evidence for the three OSEP functional child outcomes that must be measured and reported by state early intervention programs. These tests are not *required* for use in measuring these outcomes and this list is not exhaustive; however, these tests are commonly used and have items related to children’s functioning in the areas of positive social relationships, acquisition and use of knowledge and skills, and taking action to meet needs.

This list will not be updated each time a tool is reissued, however the most recent edition of an assessment instrument should be used as soon as it is available.

Number Code	Developmental Assessment Tool	Age Can Be Used With	Outcome 1: Positive Social Relationships	Outcome 2: Acquire and Use Skills and Knowledge	Outcome 3: Takes Action to Meet Needs
01	Adaptive Behavior Assessment System	0 to 5 yrs			X
02	Ages and Stages Questionnaires	4 to 48 months	X	X	X
03	Ages and Stages Questionnaires: Social-Emotional	3 to 66 months	X	X	X
04	Alberta Infant Motor Scale	Birth to 18 months		X	
05	Arizona Articulation Proficiency Scale – 3 rd Ed	1-5 to 18-0 yrs		X	
06	Assessment, Evaluation, and Programming System for Infants and Children	0 to 6 yrs	X	X	X
07	Autism Diagnostic Interview – Revised	Mental Age >2 yrs	X	X	X
08	Autism Diagnostic Observation Scale	Dev Age >12 months	X	X	X
09	Battelle Developmental Inventory – 2 nd Ed	Birth to 7-11 yrs	X	X	X
10	Bayley Scales of Infant and Toddler Development – 3 rd Ed	1 to 42 months	X	X	
11	Behavior Assessment System for Children – 2 nd Ed	2-6 to 18	X		X
12	Brazelton Neonatal Behavioral Assessment Scale	0 to 2 months		X	X

Number Code	Developmental Assessment Tool	Age Can Be Used With	Outcome 1: Positive Social Relationships	Outcome 2: Acquire and Use Skills and Knowledge	Outcome 3: Takes Action to Meet Needs
13	Brigance Inventory of Early Development	Birth to 7 yrs	X	X	X
14	Caregiver-Teacher Report Form	1-6 to 5 yrs	X		
15	Carey Temperament Scales	0 to 12 yrs	X		
16	The Carolina Curriculum for Infants and Toddlers – 3 rd Ed	Birth to 3 yrs	X	X	X
17	Child Behavior Checklist for Ages 1 1/2 to 5	Ages 1-6 to 5 yrs	X		
18	Communication and Symbolic Behavior Scales Developmental Profile	6 months to 6 yrs		X	X
19	Clinical Linguistic and Auditory Milestone Scale	1 to 36 months		X	
20	Denver II Development Screening Test	0 to 6 yrs	X	X	
21	Developmental Assessment of Young Children	Birth to 5-11 yrs	X	X	X
22	Developmental Observation Checklist	0 to 6 yrs	X	X	
23	Developmental Profile II	0 to 7 yrs	X	X	X
24	Devereux Early Childhood Assessment	2 to 5 yrs	X		X
25	Differential Ability Scales	2-6 to 17 yrs		X	
26	Early Coping Inventory	4 to 36 months	X		X
27	Early Language Milestone Scale	0 to 3 yrs		X	X
28	Early Learning Accomplishment Profile – Revised	0 to 36 months	X	X	
29	Expressive One Word Picture Vocabulary Test	2 to 18 yrs		X	
30	Functional Emotional Assessment Scale	7 to 48 months	X	X	X
31	Functional Independence Measure for Children	6 months to 7 yrs		X	
32	Gesell Developmental Schedules	0 to 72 months	X	X	X
33	Goldman-Fristoe Test of Articulation – 2	2-0 to 21-11 yrs		X	
34	Hawaii Early Learning Profile	0 to 3 yrs	X	X	X
35	High/Scope Child Observation Record Form for Infants and Toddlers	6 weeks to 3 yrs	X	X	X

Number Code	Developmental Assessment Tool	Age Can Be Used With	Outcome 1: Positive Social Relationships	Outcome 2: Acquire and Use Skills and Knowledge	Outcome 3: Takes Action to Meet Needs
36	Humanics National Infant-Toddler Assessment	0 to 3 yrs	X	X	X
37	Infant-Toddler Developmental Assessment	0 to 42 months	X	X	X
38	Infant Toddler Checklist for Communication and Language Development	6 to 24 months		X	
39	Infant Toddler Social-Emotional Assessment	1 to 4 yrs	X	X	
40	Infant Toddler Symptom Checklist	7 to 30 months	X	X	
41	Learning Accomplishment Profile – D	30 to 72 months	X	X	
42	Leiter International Performance Scale – Revised	2 to 20-11 yrs		X	
43	MacArthur Communicative Development Inventories	8 to 30 months		X	X
44	Movement Assessment of Infants	0 to 12 months		X	
45	Mullen Scales of Early Learning	Birth to 68 months		X	
46	Neurobehavioral Assessment of the Preterm Infant	0 to 32 weeks post-conception age		X	X
47	The Ounce Scale	Birth to 42 months	X	X	X
48	Peabody Developmental Motor Scales – 2	Birth to 5 yrs			X
49	Peabody Picture Vocabulary Test – III	2-6 to 90 yrs		X	
50	Pediatric Evaluation of Disability Inventory	8 months to 6 yrs	X	X	X
51	Pervasive Developmental Disorder Behavior Inventory	1-6 to 12-5 yrs	X		X
52	Prechtl	Infants		X	X
53	Preschool Evaluation Scale	Birth to 72 months	X	X	X
54	Preschool Language Scale – 4	Birth to 6-11 yrs		X	X
55	Pre-speech Assessment Scale	0 to 2 yrs		X	
56	Receptive-Expressive Emergent Language Test – 2 nd Edition	0 to 3 yrs		X	X

Number Code	Developmental Assessment Tool	Age Can Be Used With	Outcome 1: Positive Social Relationships	Outcome 2: Acquire and Use Skills and Knowledge	Outcome 3: Takes Action to Meet Needs
57	Receptive One Word Picture Vocabulary Test	2 to 18 yrs		X	
58	Reynell Developmental Language Scales	1 to 6-11 yrs		X	X
59	Rossetti Infant-Toddle Language Scales	Birth to 3 yrs	X	X	
60	Sensory Profile Checklist	Birth to 3 yrs			X
61	Sequenced Inventory of Communication Development – Revised	4 months to 4 yrs		X	X
62	Stanford-Binet Intelligence Test	2 to 23 years		X	
63	Stuttering Severity Instrument for Children & Adults – 3 rd Ed	2 to adult		X	
64	Test of Sensory Function in Infants	4 to 18 months		X	
65	Test of Early Language Development	2 to 7 yrs		X	X
66	Toddler Infant Motor Evaluation	Birth to 3.5 yrs	X	X	X
67	Transdisciplinary Play Based Assessment	Infancy to 6 yrs	X	X	X
68	Vineland Adaptive Behavior Scales – 2 nd Edition	0 to 18-11 yrs	X	X	X
69	Vineland Social Emotional Early Childhood Scales	Birth to 5-11 yrs	X	X	X
70	Wechsler Preschool and Primary Scale of Intelligence – III	2-6 to 7-3 yrs		X	
71	Westby Play Scale	9 months to 5 yrs		X	
72	Woodcock-Johnson III	2 to 90 yrs		X	

Appendix M

OSEP "Impossible" Progress

*Sometimes providers mistakenly answer the progress question "No" for a child who has the same rating of entry and exit. The progress question refers to the acquisition of any new skills. Children who maintain a rating of 2 or higher over time are acquiring new skills to be able to keep the same rating because what is expected of older children developmentally is more than what is expected of younger children. For more information and OSEP calculators please see this website: DaSy/ECTA Online Interactive (<http://dasyonline.org/cos-osep-reporting>)

Entry Rate	Exit Rate	New Skills?	OSEP Category
1	1	No	a: Children who did not improve functioning
1	2 or 3 or 4 or 5 or 6 or 7	No	Impossible*
1	1	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
1	2 or 3 or 4 or 5	Yes	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it
1	6 or 7	Yes	d: Children who improved functioning to reach a level comparable to same-aged peers
2	1	No	a: Children who did not improve functioning
2	2 or 3 or 4 or 5 or 6 or 7	No	Impossible*
2	1 or 2	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
2	3 or 4 or 5	Yes	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it
2	6 or 7	Yes	d: Children who improved functioning to reach a level comparable to same-aged peers
3	1 or 2	No	a: Children who did not improve functioning
3	3 or 4 or 5 or 6 or 7	No	Impossible*
3	1 or 2 or 3	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
3	4 or 5	Yes	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it
3	6 or 7	Yes	d: Children who improved functioning to reach a level comparable to same-aged peers
4	1 or 2 or 3	No	a: Children who did not improve functioning
4	4 or 5 or 6 or 7	No	Impossible*
4	1 or 2 or 3 or 4	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
4	5	Yes	c: Children who improved functioning to a level nearer to same-aged peers but did not reach it
4	6 or 7	Yes	d: Children who improved functioning to reach a level comparable to same-aged peers
5	1 or 2 or 3 or 4	No	a: Children who did not improve functioning
5	5 or 6 or 7	No	Impossible*
5	1 or 2 or 3 or 4 or 5	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
5	6 or 7	Yes	d: Children who improved functioning to reach a level comparable to same-aged peers
6	1 or 2 or 3 or 4 or 5	No	a: Children who did not improve functioning
6	6 or 7	No	Impossible*
6	1 or 2 or 3 or 4 or 5	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
6	6 or 7	Yes	e: Children who maintained functioning at a level comparable to same-aged peers
7	1 or 2 or 3 or 4 or 5	No	a: Children who did not improve functioning
7	6 or 7	No	Impossible*
7	1 or 2 or 3 or 4 or 5	Yes	b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
7	6 or 7	Yes	e: Children who maintained functioning at a level comparable to same-aged peers