

# Measuring Child Outcomes Overview

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In 2005, the U.S. Department of Education - Office of Special Education Programs (OSEP) announced new reporting requirements to measure and report for Child and Family Outcomes. These new reporting requirements resulted from the passage of the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004.

Three specific Child Outcomes must be measured to focus on the results of Idaho's early service system. They are as follows:

- Children have positive social/emotional skills (including social relationships).  
  
Examples of social/emotional skills include responding to others, expressing emotions, turn-taking, using appropriate social greetings, play skills, or having friendships with same-age peers, etc.
- Children acquire and use knowledge and skills (including early language/communication).  
  
Examples of knowledge and skills include expressing thoughts and ideas, listening to and enjoying stories and books, or learning new ways to do things, etc.
- Children use appropriate behaviors to meet their needs.  
  
Examples of appropriate behaviors include getting from place to place, using tools like forks or crayons, and feeding or dressing, etc.

These three Child Outcomes are functional in nature and should be meaningful to the child in the context of everyday living. In addition, they are an integrated series of behaviors or skills that allow the child to achieve the Outcomes, which are not based on a single behavior or domain. Rather, they are based on the sum of a series of discrete behaviors.

The Child Outcomes Summary Form (COSF) is used to record the results of the three Child Outcomes measured. The Child Outcomes Summary Form Instructions is a tool that can be used to assist in completing the COSF.

The Child Outcomes brochure provides parents with information regarding Child Outcomes, the importance of the Outcomes, who needs the Outcome information, and how the Outcome information for their child is used.