



NEW MEXICO

**Early Childhood**  
Education & Care Department

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**Family Support and Early  
Intervention Division**

FAMILY INFANT TODDLER (FIT)  
PROGRAM

# NEW MEXICO EARLY CHILDHOOD OUTCOMES

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Guidance for Making Decisions Concerning  
Early Childhood Outcomes (ECO)



CENTER FOR  
DEVELOPMENT  
& DISABILITY

Materials contained in this document have been adapted from resources developed by the Early Childhood Technical Assistance (ECTA) Center funded by the Office of Special Education Programs (OSEP), U.S. Department of Education.

## INTRODUCTION AND ORGANIZATION OF MANUAL

The Office of Special Education Programs (OSEP) requires that states and programs providing IDEA Part C and Part B 619 services report on three functional early childhood outcomes to support the goal of early intervention and early childhood special education services: to enable children to be active and successful participants across a variety of settings.

It is important to recognize the Early Childhood Outcomes are not just about collecting data, they represent meaningful, functional goals that benefit all children. In contrast, IFSP outcomes are developed by the IFSP team to achieve the individual priorities identified by the family to support their child to participate in everyday activities and routines. As a child experiences progress with an IFSP outcome, it supports progress in the three early childhood outcomes.

The outcomes are measured by determining how infants and toddlers with IFSPs are functioning before and after receiving early intervention services in comparison to children of the same age. The Family Infant Toddler Program (FIT) collects data on the entry and exit ECO ratings for all children and uses a formula to generate aggregated data reports for OSEP.

This **New Mexico Early Childhood Outcomes (ECO) Manual** is *designed as a follow up document to the Early Childhood Outcomes online training*. The manual provides a quick summary of what is presented in the ECO online training and provides information for the Individualized Family Service Plan (IFSP) team to support their understanding of the three Early Childhood Outcomes, assign and document ratings for each outcome, and work through the Child Outcome Summary Form (COSF) Process. The manual is divided into various sections so that FIT Program personnel can easily access any given section for reference when needed.

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What are the Early Childhood Outcomes Again?

Overview of the Child Outcome Summary (COS) Process:

- ✦ Parent/Caregiver Input
- ✦ Evaluation/Assessment Data
- ✦ Professional Opinion

### Using the Information to Determine a Rating: The Team Decision Resource Sections

1. Tips, Tricks, and Considerations for the Child Outcome Summary (COS) Process
2. Directions for Completing the Child Outcome Summary Form (COSF) for Initial ECO Rating
3. Directions for Completing the COSF for Exit ECO Rating
4. Using the Decision Tree to Determine a Rating
5. Family Service Coordinator (FSC) Responsibilities
6. Tools to Support the Rating Process

# WHAT ARE THE THREE EARLY CHILDHOOD OUTCOMES (ECO) AGAIN?



**Outcome 1:** Positive social emotional skills, including positive social relationships involves relating with adults, relating with other children, and for older children it includes following rules related to groups or interacting with others **FOR EXAMPLE,** children:

- ✦ Demonstrate attachment with the significant caregivers in their lives. Initiate and maintain social interactions.
- ✦ Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in childcare, etc.
- ✦ Demonstrate trust in others.
- ✦ Build and maintain relationships with children and adults.
- ✦ Regulate their emotions.
- ✦ Understand and follow rules.
- ✦ Solve social problems.
- ✦ Use a system of communication to interact in social situations.



**Outcome 2:** Acquisition and use of knowledge and skills including early language and communication involves thinking, problem solving, reasoning, using symbols and language, remembering and understanding physical and social worlds. **FOR EXAMPLE,** children:

- ✦ Explore their environment.
- ✦ Explore and play with people and objects including toys, books and other materials
- ✦ Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner.
- ✦ Use vocabulary either through spoken means, sign language, or augmentative communication devices to communicate in an increasingly complex form.
- ✦ Learn new skills and use these skills in play.
- ✦ Acquire and use the precursor skills that will allow them to begin to learn reading and mathematics in kindergarten.
- ✦ Show imagination and creativity in play.

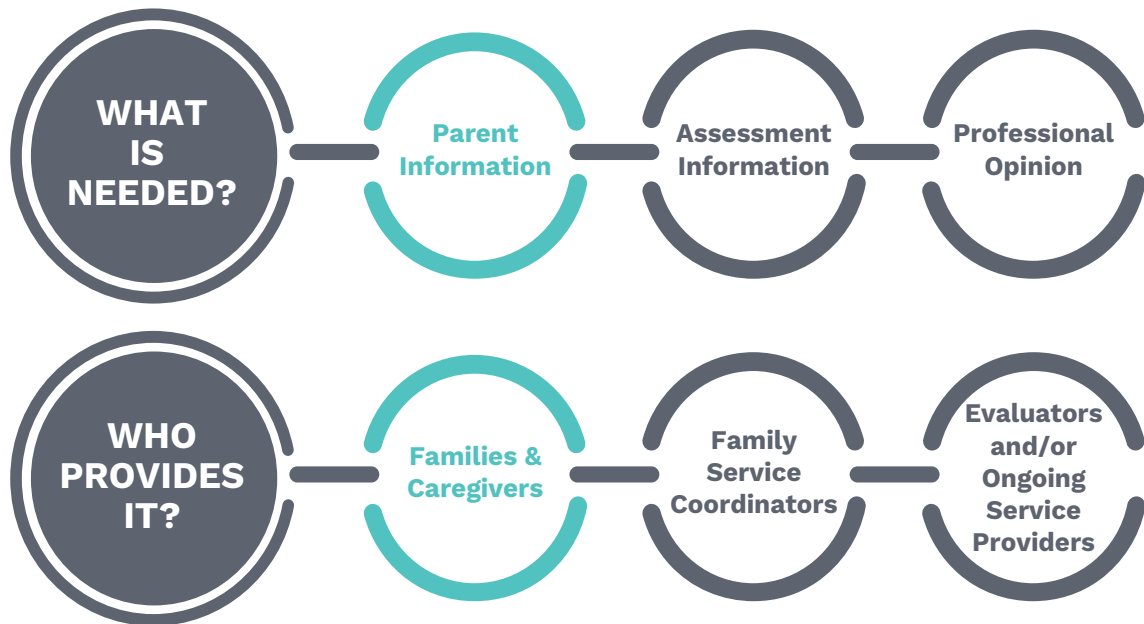


**Outcome 3:** Use of appropriate behaviors to meet their needs involves taking care of basic needs, getting from place to place, using objects as tools, such as forks, sticks and switches. In older children, you also consider the ability to contribute to their own health and safety. **FOR EXAMPLE,** children:

- ✦ Use gestures, sounds, words, signs or other means to communicate wants, needs, thoughts and preferences.
- ✦ Meet their self-care needs in order to participate in everyday routines. (eating, dressing, etc.)
- ✦ Use their ability to modulate themselves.
- ✦ Use objects as tools in appropriate ways. (utensils, crayons, etc.)
- ✦ Move from place to place in order to participate in everyday activities, play, and routines.
- ✦ Seek help when necessary to assist with basic care or other needs.
- ✦ Adapt to new settings and situations. (moving from home to community setting)

# OVERVIEW OF THE CHILD OUTCOME SUMMARY (COS) PROCESS\*

\*This process is used for all ECO ratings. However, please note that there are distinct differences between Initial and Exit ECO ratings which are discussed in separate sections of this manual.



## Team Meeting to determine the Early Childhood Outcome (ECO) Rating:

- 1) FSC supports the team to review all information about the child and use Typical Child Development Birth to 36 Months and the Decision Tree to come to consensus on a rating for each outcome
- 2) FSC ensures that the Child Outcomes Summary Form (COSF) is completed accurately
- 3) FSC ensures that the Parent Brochure is completed accurately

## After the ECO Rating has been completed:

- 1) FSC gives the rating data to the appropriate person to enter into FIT-KIDS
- 2) FSC ensures that the COSF is in the child's file
- 3) FSC reviews the Parent Brochure with the family to ensure that they understand the rating the team has determined for their child.

# COLLECTING INFORMATION: PARENT AND CAREGIVER INPUT

Parents and other primary caregivers (including child care providers, etc.) are our **best source** for learning about the child’s functioning in the three early childhood outcomes. As a result, an essential and **required component** of the Child Outcome Summary (COS) process is family/caregiver input. In order to support families/caregivers to give input, it is important that they understand what we are asking them for and why we are asking it. To support full family/caregiver participation in the process, the **Family Service Coordinator** should be sure to:

- ✦ Explain the three outcomes and how they support all children
- ✦ Describe the purposes/intent of collecting outcomes data, including:
  - o program accountability at program, state and federal levels,
  - o measuring child progress, and;
  - o improving practices, interventions, and/or services.
- ✦ Discuss the outcomes measurement process with families, including:
  1. When and how children are assessed (i.e. entry and exit);
  2. The critical nature of the information that families provide and how it supports the team to create a true picture of the child’s abilities
  3. How this information is gathered (e.g. RBI process, ongoing assessment and observations, etc.)
- ✦ Explain that progress in the three early childhood outcomes and their IFSP outcomes support the child to successfully participate in family and community routines and activities

## FSC Tips

- ✦ **The process and type of information gathered for ECO is the same as gathering information for the IFSP.**
- ✦ **For Initial ECOs, most of the family information will be captured in the “Your Family” section of the IFSP.**

# COLLECTING INFORMATION: EVALUATION/ASSESSMENT DATA

Evaluation data is collected with the Comprehensive Multidisciplinary Evaluation (CME) that determines the child’s initial eligibility for the FIT Program. Assessment data is collected throughout the child’s time in the FIT Program through observations and family/caregiver report during service visits and the use of an ongoing assessment tool. Teams are required to use at least one FIT approved evaluation or ongoing assessment tool as part of the ECO rating determination process. The list of approved tools can be found in the Family Infant Toddler Program Service Definitions and Standards. Since none of these tools are designed to directly measure the three early childhood outcomes, there are a variety of crosswalks to assist with reviewing assessment data for ECO ratings (see Crosswalks in the Tools Section).

## Team Tips

**For Initial ECOs the evaluation data is captured on the Present Abilities, Strengths, and Needs (PASN) page of the IFSP. Teams will want to ensure that this page contains sufficient information so that additional documentation is not needed.**

# COLLECTING INFORMATION: PROFESSIONAL OPINION

Professional opinion is based on what the team knows/saw/thinks about the child, given their individual experiences with the child and the information available to them. Team members generally “have a sense” of where the child is at in terms of their development when they begin the rating process. This professional opinion supports the team in having the discussion and moving through the Decision Tree.

## USING THE INFORMATION TO DETERMINE A RATING: THE TEAM DECISION

### Requirements for Child Outcome Summary (COS) Process

- ✦ Team members must understand both the sequence in which children acquire skills and the age range in which they are acquired
- ✦ Team members must use:
  - The Present Abilities, Strengths and Needs (PASN) page of the IFSP that describes the child’s needs in each of the three outcomes
  - The Decision Tree: three color-coded trees are available as a resource to support teams in the use of the Decision Tree
  - The Typical Child Development Birth to 36 Months resource guide
  - The Childhood Outcomes Summary Form (COSF) to document the rating
- ✦ Team members must engage in a discussion about the child’s skills, compared to typical peers, for each of the three outcomes and use the Decision Tree to reach consensus on the ratings
- ✦ The Family Service Coordinator must document the ratings on the COSF and on the Parent Brochure

### FSC Tips

**Be prepared!**  
Make sure that you provide all team members with copies of the required documents needed to complete the Child Outcome Summary (COS) Process.

### Team Reminder:

**New Mexico requires the team to verify that the information used to determine the rating is documented sufficiently either on the Present Abilities Needs and Strengths (PASN) page of the IFSP or with additional information on page two of the COSF. Please note that completion of page two of the COSF is required for all Exit ECOs.**

# TIPS, TRICKS, AND CONSIDERATIONS FOR THE CHILD OUTCOME SUMMARY (COS) PROCESS

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## **Age Anchoring**

Age anchoring is the process of examining a child's functional abilities, skills and behaviors and determining how close that functioning is to the functioning we expect for the child's chronological age. There are a variety of tools to support this process including, but not limited to, the Typical Child Development Birth to 36 Months resource guide and assessment tool crosswalks.

## **Premature Infants**

A keen difference between evaluation for eligibility and determining a rating for the Early Child Outcomes is that for child outcome ratings, we do not adjust for prematurity. For premature infants, use their chronological age when comparing their skills to the skills of same-age peers.

## **Does the rating make sense?**

Remember to compare your rating to the child's eligibility for the FIT Program and consider the level of prematurity.

- ✦ If the child is eligible under Developmental Delay, which includes use of Informed Clinical Opinion (ICO), they should not be scoring a 6 or 7
- ✦ If the child is eligible only under an At-Risk category they should not ever be scoring a 1

## **Cultural Considerations**

Remember that the cultural expectations of the child's family and community also need to be considered by the team when determining a rating. The team must always be asking itself, what do the developmental milestones for a child of this age look like in his/her culture and not rely solely on the generally accepted/published milestones of development.

## **What if the child uses Assistive Technology and Special Accommodations? (e.g. – communication boards, sign language, walkers, specialized feeding equipment, etc.)**

Ratings are to reflect the child's actual functioning across a range of settings. Children who have adaptive equipment/special accommodations available to them, typically, are more functional in the environment. When those adaptations are not available to the child, her/his functioning might be impacted. When considering a rating:

- ✦ If adaptive equipment/special accommodations are available in the child's everyday environment(s), the rating should describe the child's functioning using those adaptations.
- ✦ If only available in some environments, rate the child's functioning with whatever assistance is commonly present/available, (i.e. – if the support is not available, rate the child's functioning according to his/her behaviors without the adaptation).

## **Progress for the Exit ECO (1b, 2b, 3b)**

The Exit ECO rating requires the team to look at "any new skills" that the child might have, i.e. - the progress that the child has made while in the FIT Program. Please remember that, for any child, as long as they have not regressed in skills, they have progressed in their development. This means that, for almost all children, teams should note YES to the second part of each outcome on the [Child Outcome Summary Form](#) (COSF), even if the rating itself is still the same as the initial.

## **Children who exit without enough service visits to provide sufficient information for a rating determination**

Sometimes children are not in our program long enough for the team to be able to gather information to support an Exit ECO rating, e.g. family moves out of state, family withdraws/disappears, family has inconsistent/poor attendance for visits, etc. In these instances, the team can clarify in their documentation on page 2 of the COSF, the reason for a lack of documentation and then include any and all available information (regardless of how little it is) that they used to determine a rating. Again, unless the team has evidence that the child has regressed in their skills, it should be assumed that progress has been made, even if the rating itself is still the same as the initial.



# DIRECTIONS FOR COMPLETING THE COSF FOR INITIAL ECO RATING

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The **Family Service Coordinator** is responsible for the following:

- ✦ Ensuring that the team has all of the required information to determine a rating,
  - ✦ Facilitating the team discussion,
  - ✦ Filling out the **COSF**.
1. Page 1: Provide all the requested information and be sure to correctly indicate all applicable eligibility categories. Please print legibly or use the electronic fillable form available on the NM FIT Training and Resource Portal.
  2. Use the **Typical Development Birth to 36 Months** resource guide to support age anchoring and use the **Decision Tree** to have a team discussion and answer questions 1A, 2A and 3A: Check only one rating for each outcome, between 1 and 7. Please note, questions 1b, 2b, and 3b are NOT answered for initial ECO ratings.
  3. As you use the **Decision Tree**, determine if the information needed to complete the rating is sufficient, includes information received from the family and is documented on the Present Abilities, Strengths and Needs (PASN) page of the IFSP. Check the appropriate box YES or NO, underneath the box for Outcome 3. If you answer no, complete page 2 of the **COSF** to document the additional information used to obtain a rating for each of the outcomes. Remember, sufficient information would require:
    - ✦ All developmental levels are documented using age ranges obtained from evaluation and assessment results
    - ✦ Detailed functional descriptions of strengths and needs are provided
    - ✦ All information is written using family friendly language
    - ✦ Relevant to daily life
  4. If completion of page 2 is needed: Indicate the source of the evidence (e.g., parent, speech therapist, day care provider, XYZ assessment), enter the date the evidence was obtained, provide a description of child's functioning to support rating by summarizing all the information gathered.
  5. Have all team members who participated in the rating process sign the **COSF**.



# DIRECTIONS FOR COMPLETING THE COSF FOR EXIT ECO RATING

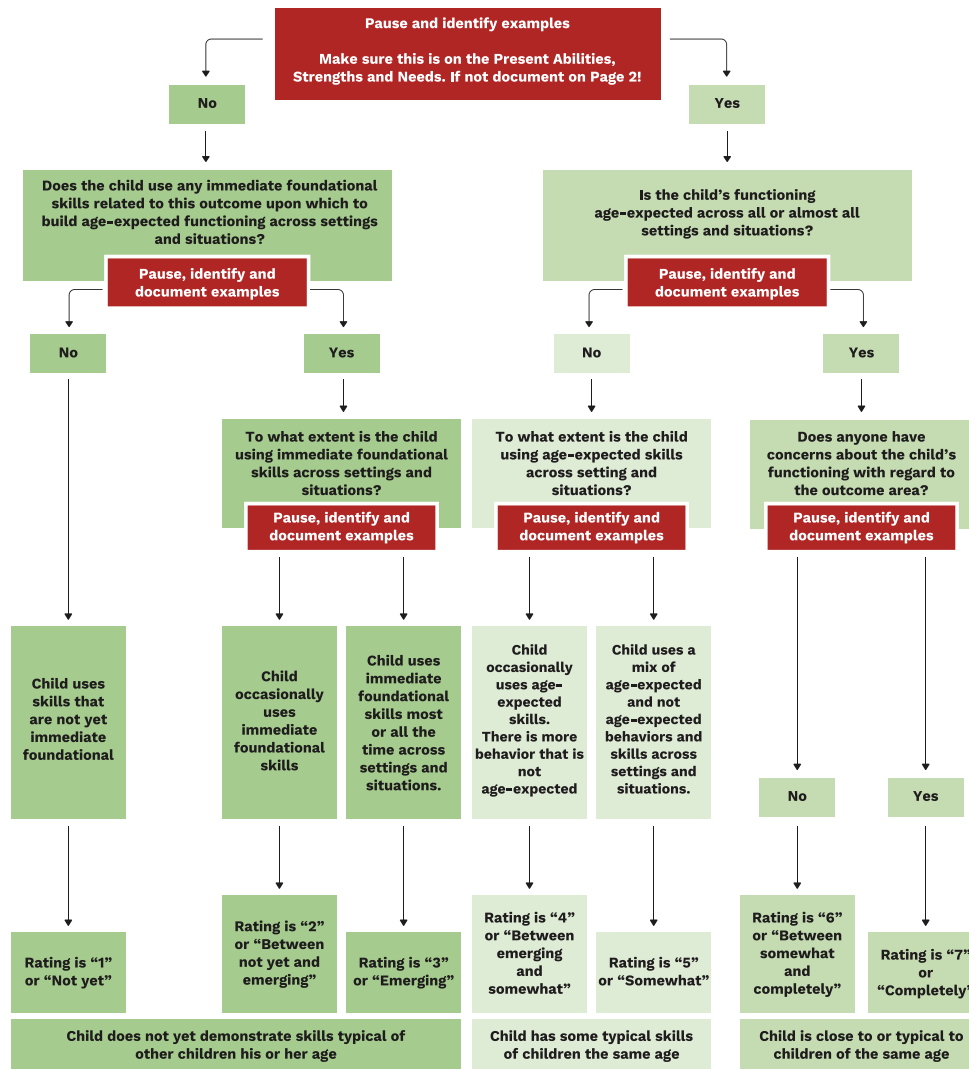
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1. Page 1: Provide all the requested information and be sure to correctly indicate all applicable eligibility categories. Please print legibly or use the electronic fillable form available on the NM FIT Training and Resource Portal.
  2. Use the **Typical Development Birth to 36 Months** resource guide to support age anchoring and use the **Decision Tree** to have a team discussion and **answer questions 1a, 2a and 3a**: Check only one rating for each outcome, between 1 and 7.
  3. As you discuss the rating, also discuss whether or not the child has shown **any** new skills or behaviors to indicate progress in development since the initial rating. Use this information to **answer questions 1b, 2b, and 2b**. Remember, for most children, if they have not regressed in their development, they have made progress and have new skills so the answer is typically YES.
  4. Completion of page 2 of the **COSF** is required for all Exit ECOs. As you move through the **Decision Tree**, be sure to document detailed examples of the child's skills. Pay particular attention to **documenting new skills** that the child has gained while in the FIT program.  
**Remember, sufficient information would require:**
    - ✘ All developmental levels are documented using age ranges obtained from evaluation and assessment results
    - ✘ Detailed functional descriptions of strengths and needs are provided
    - ✘ All information is written using family friendly language
    - ✘ Relevant to daily life
  5. For all information on page 2, indicate the source of the evidence (e.g., parent, speech therapist, day care provider, XYZ assessment), enter the date the evidence was obtained, provide a description of child's functioning to support rating by summarizing all the information gathered.
  6. Have all team members who participated in the rating process sign the **COSF**.

# USING THE DECISION TREE TO DETERMINE A RATING

Does the child ever function in ways that would be considered age-expected with regard to this outcome



## Be sure to utilize a Decision Tree for each outcome for each child.

- 1) Consider the first question: Does the child EVER function in ways that would be considered age appropriate? The team needs to agree on a decision (i.e.-come to consensus). Follow the path that fits with the team's opinion of the child's skills across people and settings.
- 2) For each path (Yes or No), consider the next question, note examples from observations and available information and ensure that they are documented on either the PASN page and/or page 2 of the COSF. Discuss and come to agreement on a decision.
- 3) If the team feels that they do not have enough information available to answer the question, a rating cannot be determined. Instead, the team can consider what information is needed to reach a decision and develop a plan to obtain the information (e.g. – follow up phone call with family, etc.).
- 4) A rating is determined once the team comes to agreement on all of the questions and progresses down to a rating between 1 and 7.
- 5) Be sure to fill out the COSF with the rating for each outcome

# FAMILY SERVICE COORDINATOR (FSC) RESPONSIBILITIES

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The following is a list of responsibilities of the FSC for the ECO process. This is included as a reference but FSCs can also choose to use this as a checklist for different parts of the process.

## **Intake**

- Review the Family Handbook and explain what ECO is and why we do it
- Share the Parent Brochure with families and explain that the team will determine the rating based, in part, on information from the family
- Gather information about the child's skills and abilities throughout the Routines-Based Interview (RBI)

## **IFSP Meeting**

- Be sure that the Present Abilities, Strengths and Needs (PASN) page of the IFSP is reviewed with the family and contains detailed information about the child's functional skills and abilities

## **Initial ECO Rating Determination Meeting**

- Ensure that all team members have access to all required documents (PASN page, Decision Trees, Typical Child Development Birth to 36 Months)
- Ensure that all team members have access to additional documents to support the rating discussion (e.g. – evaluation tool scoring protocols, crosswalks, etc.)
- Facilitate the discussion and support the team to move through the Decision Tree
- If additional information was used to determine the rating, be sure to include that on page 2 of the Childhood Outcome Summary Form (COSF)
- Complete the Childhood Outcome Summary Form following the Directions for Completing the COSF for Initial ECO Rating, including obtaining team signatures
- Complete the Parent Brochure to ensure that it matches the team's rating decisions

## **Following the Rating Determination Meeting**

- Ensure that the rating information is given to the appropriate person to enter into FITKIDS
- Schedule a meeting with the family to review the Parent Brochure
- When meeting with the family, remind them of what ECO is and review the Parent Brochure; if able to, answer questions and make a plan to answer any additional questions that cannot be answered at the time

## **Exit ECO Rating Determination Meeting**

- Ensure that all team members have access to all required documents (PASN page, Decision Trees, Typical Child Development Birth to 36 Months)
- Ensure that all team members have access to additional documents to support the rating discussion (e.g. – assessment tool scoring protocols, crosswalks, Transition Assessment Summary Forms (TASF), information from service visits and parent report, etc.)
- Facilitate the discussion and support the team to move through the Decision Tree
- Document all information used to determine the rating on page 2 of the Childhood Outcome Summary Form (COSF)
- Complete the Childhood Outcome Summary Form following the Directions for Completing the COSF for Exit ECO Rating, including obtaining team signatures

# TOOLS TO SUPPORT THE CHILD OUTCOME SUMMARY (COS) PROCESS

**REQUIRED:** [Decision Tree & Typical Development Birth to 36 Months resource guide](#) (available as separate documents on the FIT Training and Resource Portal).

## Discussion Prompts:

This is a section of the Typical Development Birth to 36 Months resource guide. These questions can help to guide the team discussion about the child's skills.

## Evaluation/Assessment Tool Crosswalks:

The next 3 pages contain crosswalks for the following tools:

- ✦ AEPS (ongoing assessment tool)
- ✦ HELP (ongoing assessment tool)
- ✦ IDA (evaluation tool)

Crosswalks provide us with examples of test items from each tool and categorize those items to correspond to the three early childhood outcomes. They can assist the team in looking at the information from evaluation and/or assessment tools as part of the team discussion. As each of these crosswalks refers to specific items from each tool, it may be helpful for the team to have access to the actual scoring protocols from the tool as part of the rating discussion.

## Quick Tip on Discussion Prompts:

**These questions can also support discussions with families and caregivers during the RBI and CME processes.**

# CROSSWALK BETWEEN OSEP CHILD OUTCOMES AND THE AEPS® BIRTH TO THREE (LEVEL I)

## Outcome 1: Positive social-emotional skills

### Cognitive

- ✦ Reproduces part of interactive game and/or action in order to continue game and/or action
- ✦ Solves common problems

### Social-Communication

- ✦ Turns and looks toward person speaking
- ✦ Follows person's gaze to establish joint attention
- ✦ Engages in vocal exchanges by babbling
- ✦ Gains person's attention and refers to an object, person, and/or event
- ✦ Recognizes own name
- ✦ Quiets to familiar voice
- ✦ Carries out two-step direction without contextual cues Social
- ✦ Responds appropriately to familiar adult's affect
- ✦ Initiates and maintains interaction with familiar adult
- ✦ Initiates and maintains communicative exchange with familiar adult
- ✦ Participates in established social routines
- ✦ Initiates and maintains interaction with peer\*
- ✦ Initiates and maintains communicative exchange with peer

## Outcome 2: Acquisition and use of knowledge and skills

### Fine Motor

- ✦ Orients picture book correctly and turns pages one by one
- ✦ Copies simple written shapes after demonstration

### Cognitive

- ✦ Imitates words not frequently used
- ✦ Uses an object to obtain another object
- ✦ Solves common problems
- ✦ Uses imaginary objects in play
- ✦ Categorizes like objects
- ✦ Demonstrates functional use of one-to-one correspondence
- ✦ Recognizes environment symbols (signs, logos, labels)
- ✦ Demonstrates functional use of reading materials
- ✦ Demonstrates use of common opposite concepts
- ✦ Repeats simple nursery rhymes

### Social-Communication

- ✦ Gains person's attention and refers to an object, person, and/or event
- ✦ Uses consistent word approximations
- ✦ Uses 50 single words
- ✦ Uses two-word utterances
- ✦ Uses three-word utterances

## Outcome 3: Appropriate behaviors to meet needs

### Fine Motor

- ✦ Grasps hand-size object with either hand using ends of thumb, index, and second fingers
- ✦ Rotates either wrist on horizontal plane

### Gross Motor

- ✦ Creeps forward using alternating arm and leg movements
- ✦ Assumes balanced sitting position
- ✦ Walks avoiding obstacles
- ✦ Stoops and regains balanced standing position without support

### Adaptive

- ✦ Uses tongue and lips to take in and swallow solid foods and liquids
- ✦ Bites and chews hard and chewy foods
- ✦ Drinks from cup and/or glass
- ✦ Eats with fork and/or spoon
- ✦ Initiates toileting
- ✦ Washes and dries hands
- ✦ Brushes teeth
- ✦ Undresses self

### Cognitive

- ✦ Navigates large object around barriers

### Social-Communication

- ✦ Gains person's attention and refers to an object, person, and/or event
- ✦ Uses consistent word approximations
- ✦ Uses 50 single words
- ✦ Uses two-word utterances
- ✦ Uses three-word utterances

### Social

- ✦ Initiates communication with familiar adult
- ✦ Meets observable physical needs in socially appropriate ways
- ✦ Participates in established social routines

# HAWAII EARLY LEARNING PROFILE (HELP® BIRTH TO 3, ©2004): CROSSWALK TO CHILD OUTCOMES

| <p><b>Outcome 1</b><br/><b>Has positive social relationships</b></p>                                                                                                                                                                                                                                                             | <p><b>Outcome 2</b><br/><b>Acquires and uses skills and knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Outcome 3</b><br/><b>Takes appropriate action to meet needs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><u>5.0 SOCIAL-EMOTIONAL</u></p> <p>5-1 Attachment/separation/autonomy</p> <p>5-3 Expression of emotions and feelings</p> <p>5-4 Learning rules and expectations</p> <p>5-5 Social interactions and play</p> <p><u>2.0 II. LANGUAGE -EXPRESSIVE</u></p> <p>2-4 Communicating with others<br/>A. Gesturally<br/>B. Verbally</p> | <p><u>1.0 COGNITIVE DEVELOPMENT</u></p> <p>1-1 Development of symbolic play</p> <p>1-2 Gestural imitation</p> <p>1-3 Sound awareness and localization*</p> <p>1-4 Problem solving<br/>A. Object permanence<br/>C. Cause and effect</p> <p>1-5 Spatial relationships</p> <p>1-6 Concepts<br/>A. Pictures<br/>B. Numbers</p> <p>1-7 Discrimination/classification<br/>A. Matching and sorting<br/>B. Size<br/>C. Associative</p> <p><u>2.0 I. LANGUAGE - RECEPTIVE</u></p> <p>2-1 Understanding the meaning of words<br/>A. Objects, events, and relationships<br/>B. Body parts</p> <p>2-2 Understanding and following directions</p> <p><u>2.0 II. LANGUAGE - EXPRESSIVE</u></p> <p>2-3 Expressive vocabulary</p> <p>2-4 Communicating with others<br/>A. Gesturally<br/>B. Verbally</p> <p>2-5 Learning grammar and sentence structure</p> <p>2-6 Development of sounds and intelligibility</p> <p>2-7 Communicating through rhythm</p> | <p><u>1.0 COGNITIVE DEVELOPMENT</u></p> <p>1-4 Problem solving<br/>B. Means-ends</p> <p><u>3.0 GROSS MOTOR DEVELOPMENT*</u></p> <p>3-1 Prone</p> <p>3-2 Supine</p> <p>3-3 Sitting</p> <p>3-4 Weight-bearing in standing</p> <p>3-5 Mobility and transitional movements</p> <p>3-6. Reflexes/reactions/responses<br/>A. Reflexes/reactions<br/>B. Anti-gravity responses</p> <p>3-7 Advancing postural control<br/>A. Standing<br/>B. Walking/running<br/>D. Climbing<br/>E. Stairs</p> <p><u>4.0 I. FINE MOTOR DEVELOPMENT FOUNDATIONS*</u></p> <p>4-2 Grasp and prehension</p> <p>4-3 Reach/approach</p> <p>4-4 Development of voluntary release</p> <p>4-5 Bilateral and midline skills</p> |

**Note:** Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to [staff@the-eco-center.org](mailto:staff@the-eco-center.org).

# INFANT-TODDLER DEVELOPMENTAL ASSESSMENT (IDA) RECORD: CROSSWALK TO CHILD OUTCOMES

| <p><b>Outcome 1:<br/>Positive social relationships</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Outcome 2:<br/>Knowledge and skills</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Outcome 3:<br/>Action to meet needs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>3. Relationship to Inanimate Objects</b><br/><b>12.a (extends toy to adult)</b></p> <p><b>4. Language/Communication</b><br/>4.a, 8.a ,8.c, 9 (Vocalizes spontaneously to persons; plays pat-a-cake; responds to ‘no’; extends toy to adult)</p> <p><b>6. Relationship to Persons</b><br/>1-3, 4-5.a,7, 8.a-9, 10-11, 11.b-13, 14-17, 19- 23.a (Looks at adult; social smile; creates social contact; plays peek-a-boo; begins to object to separation; seeks affection or reassurance; begins cooperative play; talks about daily events; etc)</p> <p><b>7. Emotions &amp; Feeling States</b><br/>1-19 (Expresses discomfort; shows pleasure on social stimulation; shows anticipatory excitement; laughs aloud; expresses many recognizable emotions; expresses affection toward familiar persons actively; labels feelings in self, etc)</p> <p><b>8. Coping Behavior</b><br/>12, 14, 18 (Shows pleasure in new skills; begins to play cooperatively with peers, child becomes more versatile ---- language and social skills in coping with stress or tension.</p> | <p><b>2. Fine Motor</b><br/>12,16.a,17, 17.b, 18.b (Imitates scribble; executes circular stroke with crayon; imitates vertical and horizontal stroke; imitates cross; etc).</p> <p><b>3. Relationship to Inanimate Objects</b><br/>1-4, 5.a, 7, 9-12,13,13.a, 14.a-15, 16-16.a,18,19, 20.a, 20.c, 21 (Looks at object: follows visually; uncovers toy; puts one object inside another; knows use of 3 objects; copies circle; etc)</p> <p><b>4. Language/Communication</b><br/>1- 4, 4.b-6, 7-8, 8.b -10.b, 11.a- 14, 14.b-19.a (Vocalizes ah, eh, uh; attends to voices squeals; imitates sounds; uses dada, mama as names; recognizes names of 2 objects; has 5-6 words; follows 2 directions; uses 3 word sentences; Identifies 7 pictures; Tells use of 3 objects; etc)</p> <p><b>6. Relationship to Persons</b><br/>6, 7.a, 9.a, 11.a, 13.a, 18 (Distinguishes parent; facial mimic, imitates knocking with hand; responds to pick up gesture; understands “no”; imitates actions; imitates adult activities)</p> <p><b>8. Coping Behavior</b><br/>10 Looks for hidden object.</p> | <p><b>1.Gross Motor</b><br/>1-21* (Holds head steady; rolls: supine to prone; supports weight: bounces actively; sits alone, 1-2 minutes; crawls on belly; walks well alone; runs well; jumps on floor with both feet; walks up stairs; etc)</p> <p><b>2. Fine Motor</b><br/>1- 19* (Retains rattle; rakes pellet; releases cube into cup; builds a cube structure; cuts paper with scissors; etc)</p> <p>12,16.a,17, 17.b, 18.b (imitates scribble; executes circular stroke with crayon; imitates vertical and horizontal stroke; imitates cross; etc)</p> <p><b>3. Relationship to Inanimate Objects</b><br/>5, 6, 8, 14, 15.b, 17,17.a, 19.a, 20.b (Reaches and grasps toy; displeased at loss of toy; works to obtain toy out of reach; builds towers of cubes.</p> <p><b>4. Language/Communication</b><br/>6.a, 11, 14.a (Uses vocal signals to gain attention; indicates wants by pointing; uses words to make wants known)</p> <p><b>5. Self-Help</b><br/>1-15.b* (Comforts self by sucking thumb or fingers; works to obtain toy out of reach; feeds self cookie or cracker; handles cup well; helps with dressing; washes and dries hands and face; etc)</p> <p><b>6. Relationship to Persons</b><br/>8, 15, 17 (Pushes/Moves to avoid; indicates wants by pointing, uses words to make wants known)</p> |



