



Children's Organizational Skills Scales (COSS™)

By Howard Abikoff, Ph.D. & Richard Gallagher, Ph.D.

Comparative Report

Child's Name/ID: Eric
Gender: Male
Birth Date:
Normative Option: Gender-specific norms

| | Parent 1 | Parent 2 | Child |
|-----------------------------|--------------|--------------|--------------|
| Child's Name/ID: | Eric | Eric | Eric |
| Administration Date: | Jan 02, 2009 | Feb 01, 2009 | Jun 12, 2009 |
| Age: | 12 years | 13 years | 12 years |
| Grade: | 10 | 11 | 10 |
| Rater's Name/ID: | Ms. A | Mr. A | |
| Assessor's Name: | | | |
| Data Entered By: | | | |

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Introduction

The Children's Organizational Skills Scales (COSS™) is a questionnaire about children (ages 8 to 13), designed to obtain observations of how children organize their time, materials, and actions to accomplish important tasks at home and in school. This report combines the results of up to five raters to provide an overview of the child's behavior from a multi-rater perspective, and highlights potentially important inter-rater differences in scores. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Administrators should review the rater's responses to specific items to ensure that these interpretations apply to the child being described. Please note that this Comparative Report is intended to provide an overview of similarities and differences in scores between raters. For detailed information about any given administration, please refer to the COSS Assessment reports. When used in combination with other assessment tools, results from the COSS can provide valuable information to guide intervention decisions.

This computerized report is an interpretive aid and should not be given to parents, teachers, children, or other unqualified users, or used as the sole criterion for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with that gathered from other psychometric measures, as well as from interviews, observations, and review of available records will give the assessor a more comprehensive view of the child than might be obtained from any one source.

Note: For all tables and graphs, P = Parent and C = Child.

Response Style Analysis

The following table provides each rater's scores for the Validity scales.

| Validity Scale | Raw Score (Guideline) | | |
|----------------------------|---|--|-----------------------|
| | P1 | P2 | C |
| Positive Impression | n/a | n/a | 1 (Probably valid) |
| Inconsistency Index | 9 Differentials $\geq 2 = 1$ (Probably valid) | 12 Differentials $\geq 2 = 4$ (Probably invalid) | n/a |

T-score Guidelines

The guidelines in the following table apply to all *T*-scores presented in this report. Caution: *T*-score cutoffs are guidelines only and may vary depending on the context of assessment. *T*-scores from 57–63 should be considered borderline and of special note since the assessor must decide (based on other information and knowledge of the child) whether or not the concerns in the associated area warrant clinical intervention. See the *COSS Manual* for more information.

| T-score | Guideline |
|----------------|--|
| ≥ 70 | Very Elevated Score (Many more concerns than are typically reported) |
| 60-69 | Elevated Score (More concerns than are typically reported) |
| 40-59 | Average Score (Typical levels of concern) |
| ≤ 39 | Low Score (Fewer concerns than are typically reported) |

Overview of Significant Differences Between Raters

The following section summarizes the COSS scores, as well as, significant differences between raters' assessments of Eric's organizational skills.

COSS ratings on the **Total Score** scale indicate the child's level of overall organizational skills. Low/average scores were obtained for Parent 1 ($T = 58$), Parent 2 ($T = 57$), and Child ($T = 53$). Parent 1 ratings were significantly higher than Child ratings.

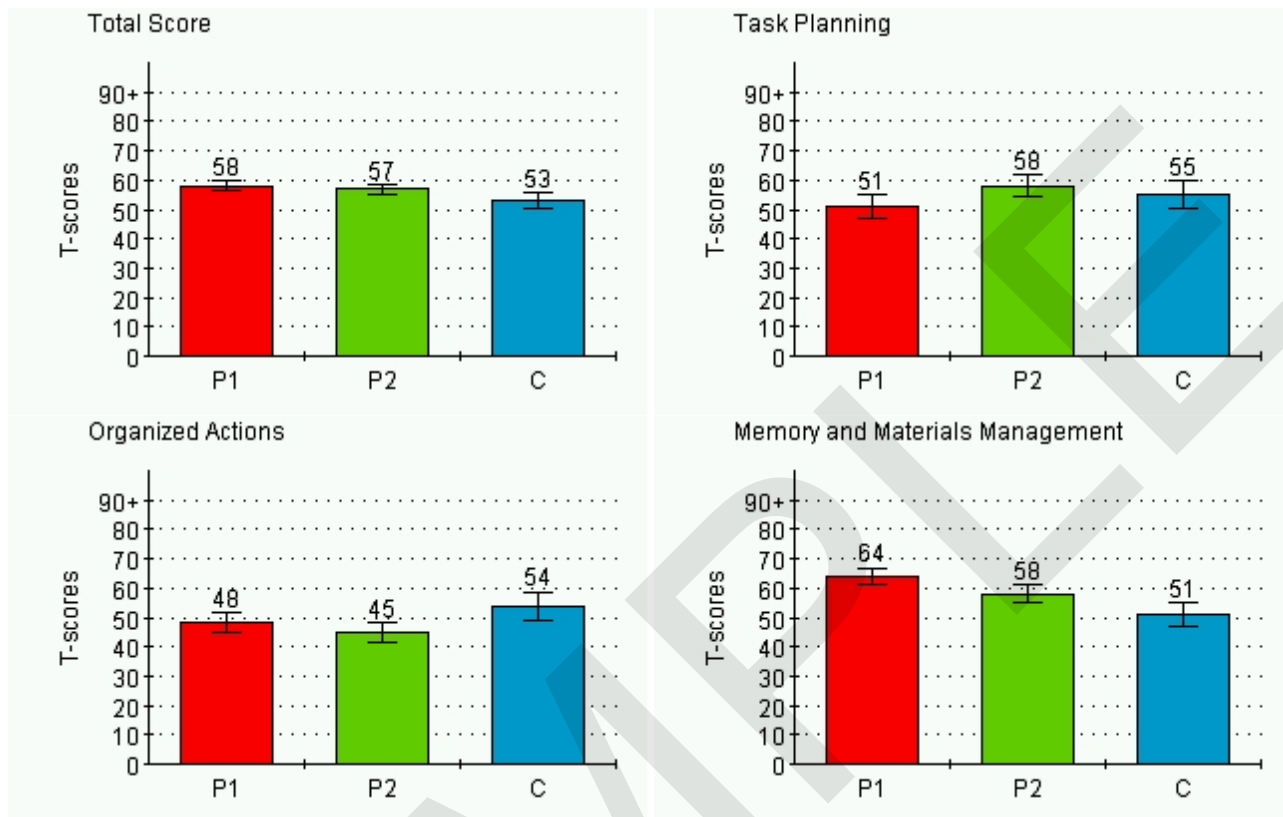
COSS ratings on the **Task Planning** scale indicate the child's ability to complete tasks on time, manage time, and plan the actions needed to carry out tasks, homework, and projects. Low/average scores were obtained for Parent 1 ($T = 51$), Parent 2 ($T = 58$), and Child ($T = 55$). Scores were not significantly different between raters.

COSS ratings on the **Organized Actions** scale indicate the child's ability to use behaviors and tools to facilitate organization. Low/average scores were obtained for Parent 1 ($T = 48$), Parent 2 ($T = 45$), and Child ($T = 54$). Scores were not significantly different between raters.

COSS ratings on the **Memory and Materials Management** scale indicate the child's ability to track assignments, recall due dates, and keep track of papers, books, and supplies. Elevated/very elevated scores were obtained for Parent 1 ($T = 64$). Low/average scores were obtained for Parent 2 ($T = 58$), and Child ($T = 51$). Parent 1 ratings were significantly higher than Child ratings.

T-scores: Comparison Between Raters

The following graphs display the *T*-score results for each scale. The error bars on each bar represent Standard Error of Measurement (*SEM*) for each scale score. For information on *SEM*, see the *COSS Manual*.



Detailed Scores: Comparison Between Raters

The following table summarizes the results for each scale, as well as any statistically significant ($p < .05$) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the “Statistically Significant Differences” column, then the difference between those two raters did not reach statistical significance.

| Scale | <i>T</i> -score ± <i>SEM</i> (percentile) Guideline | | | Statistically Significant Differences |
|---------------------------------|--|--------------------------|--------------------------|---------------------------------------|
| | P1 | P2 | C | |
| Total Score | 58 ± 1.6 (82) Average | 57 ± 1.6 (76) Average | 53 ± 2.5 (58) Average | P1 > C |
| Task Planning | 51 ± 3.8 (61) Average | 58 ± 3.8 (80) Average | 55 ± 4.7 (71) Average | No significant differences |
| Organized Actions | 48 ± 3.4 (40) Average | 45 ± 3.4 (32) Average | 54 ± 4.8 (62) Average | No significant differences |
| Memory and Materials Management | 64 ± 2.9 (90) Elevated | 58 ± 2.9 (81) Average | 51 ± 3.8 (49) Average | P1 > C |

SEM = Standard Error of Measurement.

Impairment Questions

The following table displays each parent's impressions of the impact that Eric's organizational difficulties have in the domains of **life** and **family conflict**.

| Area of Impairment | Item Content | Rating | |
|--------------------|--|--------|----|
| | | P1 | P2 |
| Life | 59. Problems with managing materials. | 4 | 2 |
| | 60. Problems with remembering schedules and due dates. | 1 | 1 |
| | 61. Failure to take steps to organize actions or to use special tools to organize materials. | 2 | 3 |
| | 62. Problems in planning tasks and assignments. | 3 | 2 |
| Family Conflict | 63. Problems with managing materials. | 1 | 1 |
| | 64. Problems with remembering schedules and due dates. | 3 | 3 |
| | 65. Failure to take steps to organize actions or to use special tools to organize materials. | 1 | 1 |
| | 66. Problems in planning tasks and assignments. | 3 | 2 |

Response Key:

Items 59 through 62: 1 = Not at all; 2 = Slightly; 3 = Pretty much; 4 = Very much;

Items 63 through 66: 1 = None; 2 = A small amount; 3 = Pretty much; 4 = Very much;

All Items: ? = Omitted item.

Item Responses

The following responses were marked for the items on the COSS.

Parent Items

| Item | Rating | | Item | Rating | | Item | Rating | |
|------|--------|----|------|--------|----|------|--------|----|
| | P1 | P2 | | P1 | P2 | | P1 | P2 |
| 1. | 1 | 1 | 23. | 3 | 2 | 45. | 1 | 4 |
| 2. | 2 | 2 | 24. | 2 | 1 | 46. | 3 | 4 |
| 3. | 3 | 3 | 25. | 1 | 1 | 47. | 2 | 4 |
| 4. | 1 | 1 | 26. | 3 | 1 | 48. | 1 | 4 |
| 5. | 1 | 2 | 27. | 2 | 3 | 49. | 2 | 4 |
| 6. | 3 | 1 | 28. | 1 | 2 | 50. | 3 | 2 |
| 7. | 2 | 3 | 29. | 3 | 1 | 51. | 1 | 1 |
| 8. | 1 | 2 | 30. | 2 | 3 | 52. | 4 | 3 |
| 9. | 3 | 1 | 31. | 1 | 2 | 53. | 4 | 2 |
| 10. | 2 | 3 | 32. | 2 | 1 | 54. | 4 | 1 |
| 11. | 1 | 2 | 33. | 1 | 2 | 55. | 4 | 3 |
| 12. | 3 | 4 | 34. | 3 | 1 | 56. | 4 | 2 |
| 13. | 2 | 4 | 35. | 2 | 3 | 57. | 4 | 1 |
| 14. | 4 | 4 | 36. | 1 | 1 | 58. | 4 | 3 |
| 15. | 4 | 4 | 37. | 2 | 1 | 59. | 4 | 2 |
| 16. | 1 | 4 | 38. | 3 | 2 | 60. | 1 | 1 |
| 17. | 2 | 4 | 39. | 1 | 4 | 61. | 2 | 3 |
| 18. | 3 | 4 | 40. | 3 | 4 | 62. | 3 | 2 |
| 19. | 2 | 1 | 41. | 2 | 4 | 63. | 1 | 1 |
| 20. | 1 | 2 | 42. | 1 | 4 | 64. | 3 | 3 |
| 21. | 2 | 2 | 43. | 3 | 4 | 65. | 1 | 1 |
| 22. | 1 | 3 | 44. | 2 | 4 | 66. | 3 | 2 |

Response Key:

Items 1 through 58: 1 = Hardly ever or never; 2 = Sometimes; 3 = Much of the time; 4 = Just about all of the time; **Items 59 through 62:** 1 = Not at all; 2 = Slightly; 3 = Pretty much; 4 = Very much; **Items 63 through 66:** 1 = None; 2 = A small amount; 3 = Pretty much; 4 = Very much; **All Items:** ? = Omitted item.

Child Items

| Item | Rating | Item | Rating | Item | Rating | Item | Rating | Item | Rating | Item | Rating |
|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|
| 1. | 1 | 12. | 3 | 23. | 3 | 34. | 2 | 45. | 1 | 56. | 3 |
| 2. | 2 | 13. | 2 | 24. | 2 | 35. | 1 | 46. | 2 | 57. | 1 |
| 3. | 3 | 14. | 4 | 25. | 1 | 36. | 3 | 47. | 3 | 58. | 3 |
| 4. | 2 | 15. | 2 | 26. | 2 | 37. | 2 | 48. | 1 | 59. | 2 |
| 5. | 1 | 16. | 1 | 27. | 1 | 38. | 1 | 49. | 2 | 60. | 1 |
| 6. | 1 | 17. | 2 | 28. | 3 | 39. | 3 | 50. | 3 | 61. | 2 |
| 7. | 3 | 18. | 3 | 29. | 1 | 40. | 2 | 51. | 1 | 62. | 1 |
| 8. | 2 | 19. | 2 | 30. | 3 | 41. | 1 | 52. | 2 | 63. | 2 |
| 9. | 1 | 20. | 3 | 31. | 2 | 42. | 3 | 53. | 4 | | |
| 10. | 3 | 21. | 2 | 32. | 1 | 43. | 2 | 54. | 1 | | |
| 11. | 2 | 22. | 1 | 33. | 3 | 44. | 4 | 55. | 2 | | |

Response Key: 1 = Hardly ever or never; 2 = Sometimes; 3 = Much of the time; 4 = Just about all of the time; ? = Omitted item.

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End of Report