Children's Organizational Skills Scales–Parent (COSS–P)

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Progress Report

Child's Name/ID: Eric

Gender: Male

Birth Date:

Normative Option: Gender-specific norms

	Administration 1	Administration 2	Administration 3
Child's Name/ID:	Eric	Eric	Eric
Administration Date:	Jan 02, 2009	Jan 19, 2009	Feb 01, 2009
Age:	12 years	13 years	13 years
Grade:	10	11	11
Parent's Name/ID:	Ms. A	Ms. A	Mr. A
Assessor's Name:			
Data Entered By:			

Introduction

The Children's Organizational Skills Scales–Parent (COSS–P™) 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 four COSS–P administrations to help the user interpret important changes in reported behavior that have occurred over time. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Administrators should review the parent's responses to specific items to ensure that these interpretations apply to the child being described. This Progress Report is intended to provide an *overview* of how scores have changed over time. 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–P 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.

Response Style Analysis

The following table provides the parent's scores for the Inconsistency Index.

Validity Scale	Raw Score (Guideline)		
	Admin 1	**Admin 2**	**Admin 3**
Inconsistency Index	9 Differentials ≥ 2 = 1 (Probably valid)	9 Differentials ≥ 2 = 3 (Probably valid)	12 Differentials ≥ 2 = 4 (Probably invalid)

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)

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Overview of Significant Changes in Scale Scores

The following section summarizes the COSS scores, as well as, changes in Eric's scores across the pairs of administrations. Significant increases in scores indicate that problems have become more pronounced (i.e., there are more reported concerns) across administrations. Significant decreases in scores indicate that problems have become less pronounced (i.e., there is a reported improvement) across administrations.

COSS–P ratings on the **Total Score** scale indicate the child's level of overall organizational skills. Low/average scores were obtained for Admin 1 ($T = 58$), Admin 2 ($T = 57$), and Admin 3 ($T = 57$). Scores were not significantly different across administrations.

COSS–P 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. Elevated/very elevated scores were obtained for Admin 2 ($T = 61$). Low/average scores were obtained for Admin 1 ($T = 51$), and Admin 3 ($T = 58$). Scores on this scale significantly increased across: Admin 1 and Admin 2, Admin 1 and Admin 3.

COSS–P 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 Admin 1 ($T = 48$), Admin 2 ($T = 47$), and Admin 3 ($T = 45$). Scores on this scale significantly decreased across: Admin 1 and Admin 3.

COSS–P ratings on the **Memory and Materials Management** scale indicates 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 Admin 1 ($T = 64$). Low/average scores were obtained for Admin 2 ($T = 56$), and Admin 3 ($T = 58$). Scores on this scale significantly decreased across: Admin 1 and Admin 2, Admin 1 and Admin 3.

T-scores: Comparison Across Administrations

The following graph displays the *T*-score results for each scale. Please see the *COSS Manual* for interpretation guidelines, including appropriate use of raw scores or *T*-scores to measure change over time.

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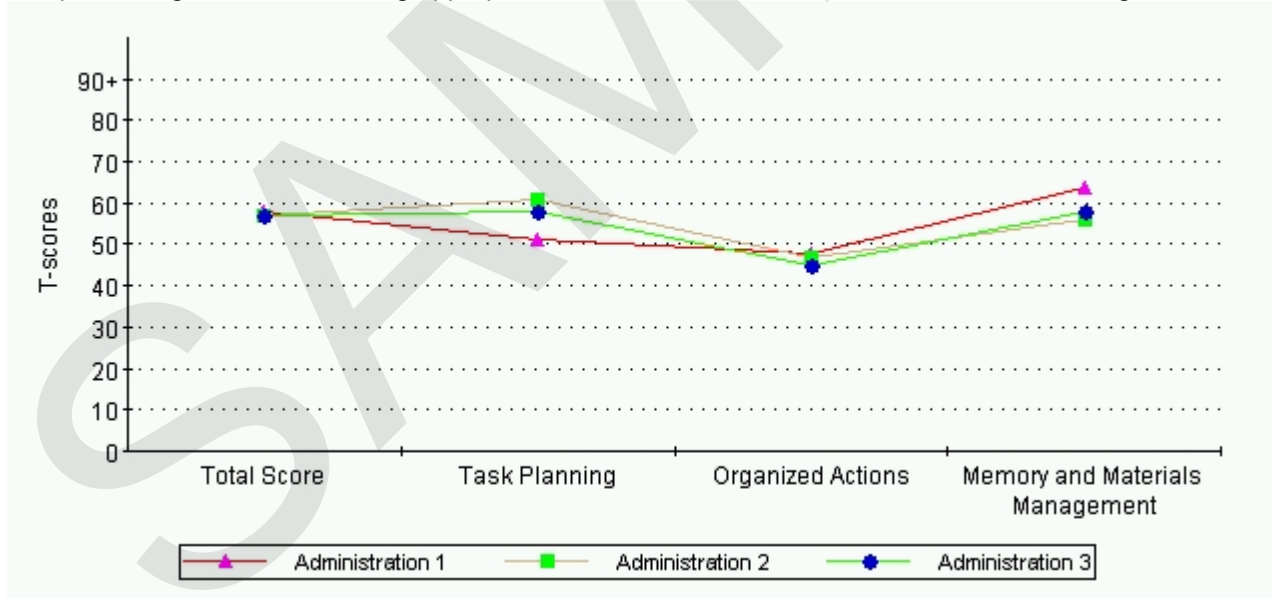
Detailed Scores: Comparison Across Administrations

The following table displays raw scores and *T*-scores for each scale, as well as any statistically significant (*p* < .05) changes in *T*-scores across pairs of administrations. If a pair of administrations appears in the "Significant Increase" column, this indicates that the issues have become more pronounced (i.e., the child's problems have become more of a concern to the parent) across the two administrations. If a pair of administrations appears in the "Significant Decrease" column, this indicates that the issues have become less pronounced (i.e., the parent is reporting that the child has improved) across administrations. If a pair of administrations is not noted in either column, then the amount of change across those two administrations did not reach statistical significance.

Scale	Admin 1 Scores		Admin 2 Scores		Admin 3 Scores		Significant Increase	Significant Decrease
	Raw	*T* (%ile)	Raw	*T* (%ile)	Raw	*T* (%ile)		
Total Score	145	58 (82)	141	57 (76)	141	57 (76)		
Task Planning	11	51 (61)	15	61 (86)	14	58 (80)	1-2; 1-3	
Organized Actions	26	48 (40)	25	47 (37)	24	45 (32)		1-3
Memory and Materials Management	25	64 (90)	20	56 (77)	21	58 (81)		1-2; 1-3

Impairment Questions

Presented in the following table for each administration are the parent's rated impressions of the impact that the child's organizational difficulties have in the domains of **life** and **family** conflict.

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

Parent's Rating:
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.

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Item Responses

The parent marked the following responses for items on the COSS–P.

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

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End of Report

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