Child Outcomes Summary (COS) Process Module
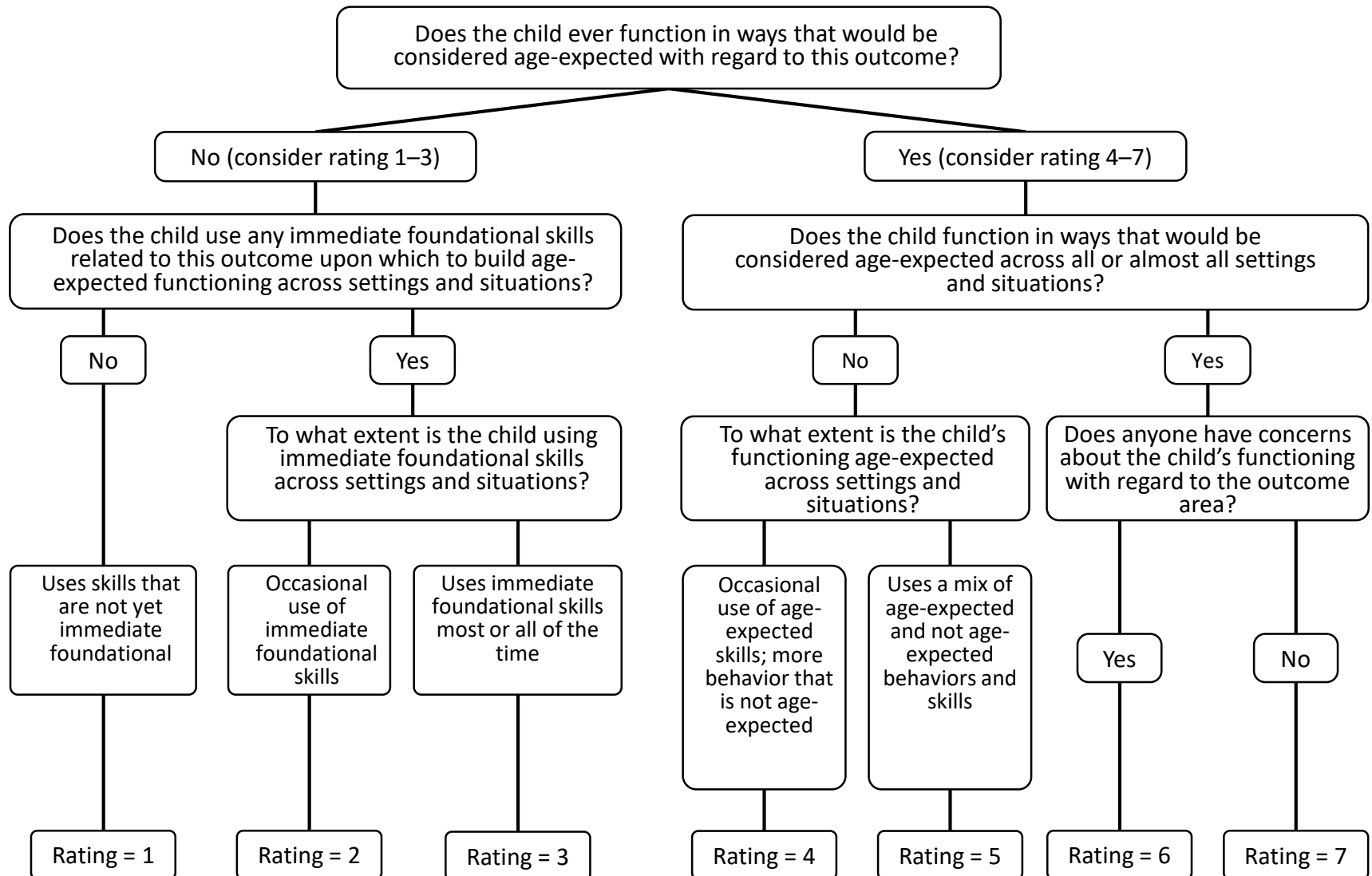
Session 5:
More Information About Determining a Rating

Challenge Question

How might using the decision tree in your child outcomes process result in better and more accurate ratings?

Decision Tree for Summary Rating Discussions

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

No (consider rating 1–3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

No

Yes

To what extent is the child using immediate foundational skills across settings and situations?

Uses skills that are not yet immediate foundational

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time

Rating = 1

Rating = 2

Rating = 3

Yes (consider rating 4–7)

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

No

Yes

To what extent is the child's functioning age-expected across settings and situations?

Does anyone have concerns about the child's functioning with regard to the outcome area?

Occasional use of age-expected skills; more behavior that is not age-expected

Uses a mix of age-expected and not age-expected behaviors and skills

Yes

No

Rating = 4

Rating = 5

Rating = 6

Rating = 7

Using the Decision Tree Effectively

- **Not** a script

- Guides the team to consider the implications of the distance of the child's skills from age expected for the selection of a rating

Special Considerations

Always Provide Ratings for All Three Outcomes

Ratings are needed for **all** outcomes even if…

- No one has concerns about a child's development in an outcome area.

- A child has delays in one or two outcome areas but not in all three.

Do *Not* Adjust Age for Prematurity

- The purpose of the COS rating is to document **current** functioning.

- *Do not adjust* for prematurity.

- Determine the rating on the basis of what would be expected for the child's chronological age.

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Children Who Have Only Communication Delays

The COS team needs to focus discussions on whether and how communication difficulties are affecting the child's functioning with regard to each of the three outcomes.

Discussion Points for the Team

- Is the child able to communicate with peers in play situations?

- Can others understand the child when he is making a request ?

- Is the child able to convey critical needs (e.g., safety needs)?

- How does the child's communication influence her functioning across settings and with different people?

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Children With Atypical Functioning

Sometimes children display skills or behaviors that are different from the typical progression of skills.

Examples of atypical behaviors:

- Self-stimulating behaviors
- Perseverations on specific activities
- Strict adherence to daily rituals
- Echolalia

Considering Atypical Functioning in Ratings

To determine a rating, consider:

- The extent to which the atypical behavior influences the child's functioning in the outcome area; and

- As with all ratings, the extent to which the child shows age-expected functioning in the outcome area across settings and situations.

Assistive Technology Devices

Assistive technology device

"Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability."

(IDEA, 2004)

- If the child has access to and uses an assistive technology device, rate the child's functioning using that device.

- If the child uses an assistive technology device only in some settings (e.g., only at home), think about this as you would any instance where the child displays different skills or behaviors across settings.

Can a Child Have All 7's at Entry?

- Ratings reflect everyday functioning.

- Children with visual impairments or other diagnosed conditions may show age-expected functioning in all three outcomes even at program entry. For these children, services are provided to keep their functioning at age expectations.

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Should a 3-5 year old student in Texas have all 7's at entry?

In Texas, early child special education services (PPCD) are only provided to children who meet eligibility criteria AND WHO HAVE A CURRENT EDUCATIONAL NEED.

Please see the legal framework for definition of PPCD.

Final Points to Ponder

Practice

Meet Kim

| MEET KIM | Notetaking Tool | General Information | Routines and Priorities | Occupational Therapist's Notes | Developmental Assessment Results | Summarizing Kim's Functioning |

Before learning about Kim, review the types of skills/behaviors you would expect to see in a child her age (35 months) using an age-anchoring tool/resource commonly used by your program.

You may want to consider using some of the developmental resources listed on the ECTA website.

Reviewing Typical Development

http://ectacenter.org/eco/pages/childdevelopment.asp

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For a child with only communication delays, outcomes ratings should be assigned for the following areas:

a) Only for Outcome 1 (Positive Social Relationships)
b) Only for Outcome 2 (Acquire and Use Knowledge and Skills)
c) Only for Outcome 3 (Take Appropriate Action to Meet Needs)
d) For all of the outcome areas

The team is leaning to giving all 7s at entry. One of the team members says that is not possible. Which of the following is a reasonable response to that team member?

a) Yes, you're right. We shouldn't give her all 7s at entry because she wouldn't be eligible for services.
b) Yes, you're right. We can't give her the same rating for all three outcomes.
c) No, it's OK for us to give her all 7s because she is functioning at age expectations for each of the three outcome areas.
d) No, it's OK for us to give her all 7s because she's a very young baby and we don't expect her to be doing very much right now.

The team is leaning to giving all 7s at entry. One of the team members says that is not possible. Which of the following is a reasonable response to that team member?

c. No, it's OK for us to give her all 7s because she is functioning at age expectations for each of the three outcome areas.

Let's Discuss

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Question 3 of 5: TRUE OR FALSE. The child outcomes team should use adjusted age when considering age expectations for a child born prematurely.

a) True
b) False
c) Neither true nor false--it depends on the child's age

If a child uses assistive technology (AT) in one setting, but not another, what should the team consider when assigning outcome ratings?

a) The mix of the child's functioning in settings with and without the AT
b) The child's best functioning as seen when using the AT
c) The child's functioning without the use of the AT
d) It depends on the type of AT.

TRUE or FALSE. A child who displays self-stimulating behavior can never be considered age-expected in an outcome area.

a) True
b) False
c) Neither true nor false--it depends on the child's age

Child Outcomes Summary (COS) Process Module

Session 6:
Good Teaming, Good Decisions

Challenge Question

How does a good COS team process support reaching an accurate rating?

Supporting Multiple Needs

Why Team for the COS Process?

Obtaining a complete picture of the child's functioning requires people who

- Spend time with the child in different settings, situations, and everyday routines

- Have different perspectives about the child's functioning based on their particular expertise in observing skills and behaviors.

Preparing the Family

National Parent Technical Assistance Center
Information for families and Parent Centers

A Family Guide to Participating in the Child Outcomes Measurement Process

ALL-71
Developed by the National Parent Technical Assistance Center at PACER Center
ParentCenterNetwork.org
PACER.org

in collaboration with:
ECTA Center
The Early Childhood Technical Assistance Center
ectacenter.org

Before the meeting,

- Explain the COS process to the family.

- Share written materials describing the process.

- Review what the family can expect.

- Answer questions.

PACER Center/ECTA Center (2013): A Family Guide to Participating in the Child Outcomes Measurement Process
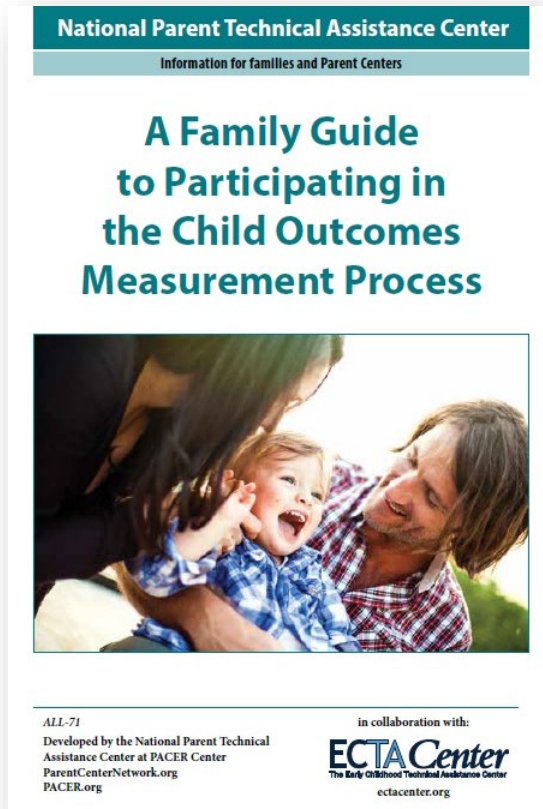
Effective Teaming Practices

- All members participate.

- Diverse perspectives and different opinions are encouraged.

- Acronyms and jargon are minimized.

- Professional terms are explained.

A Few More Effective Teaming Practices

- Use appropriate eye contact.

- Listen empathically with responsive body language and appropriate facial expressions.

- Allow speakers to reflect on and finish their thoughts before moving on.

- Summarize, paraphrase, or ask for descriptive examples to check understanding.

- Ask follow-up questions to get additional information, as needed.

Quality COS Teaming Practices (1)

1. Plan ahead to have the information needed for the discussion.

Quality COS Teaming Practices (2)

1. Plan ahead to have information needed for the discussion.

2. Discuss the child's functioning on each outcome, across settings, and relative to what is age expected.

Rich Discussion: Example Questions to Ask

- What skills and behaviors does the child use?

- In what settings and situations?

- How often is the child using those skills and behaviors? What supports are needed for the child to use them?

- Are these skills and behaviors that we expect of a child this age?

- Are there skills or behaviors that we would expect a child this age to use that this child is not yet using?

Rich Discussion: Addressing the Full Content of Each Outcome

For example, for Positive Social Relationships,

- How does the child interact with familiar adults? With unfamiliar adults?

- How does the child interact with peers?

- How well does the child follow rules and routines when at child care?

- How does the child express himself when he is frustrated? Excited? (other emotions)

- How does the child handle transitions between activities?

Rich Discussion: Considering Age Expectations

Discuss how the child's functioning relates to age expectations.

Draw on child development resources to age-anchor skills.

Consider such factors as:
- What is expected in the child's culture; and
- Availability and use of assistive technology devices.

Quality COS Teaming Practices (3)

1. Plan ahead to have the information needed for the discussion.

2. Discuss the child's functioning on each outcome, across settings, and relative to what is age-expected.

3. Consider as a team what you have learned about the child in relation to the criteria on the 7-point scale and use the decision tree to help apply the criteria.

> *Example: With regard to positive social relationships, Bella interacts in age-expected ways with adults but is not yet interacting with peers. We are seeing a mix of age-expected and not age-expected skills. Does everyone agree?*

Remote Participation

When Teams Struggle with Consensus

Make sure team members…

- Share the same understanding of the three outcomes.

- Have the opportunity to thoroughly describe the child's functioning.

- Agree on the age-anchoring of skills.

- Revisit/review the definitions or criteria for the ratings being considered.

Is the COS Rating Subjective?

What does "subjective" mean?

- "Relating to the way a person experiences things in his or her own mind based on feelings or opinions rather than facts." – Merriam-Webster Dictionary

Research shows that consistent application of rating criteria, like those in the COS process, produces valid information.

Final Thoughts

Checking Understanding

Question 1 of 4: All of the following are ways professionals can help prepare families to participate in COS discussions EXCEPT:

a.) Explain the COS process

b.)Share written materials describing the process

c.)Review what the family can expect and give them opportunities to ask questions

d.) Ask the family to come to the meeting with an idea of what they think the COS ratings should be

Which of the following questions is LEAST LIKELY to lead to a rich dialogue about the child's functioning in the area of Taking Action to Meet Needs (Outcome 3)?

a) What skills and behaviors does the child use to take care of his own basic needs (e.g., dressing, toileting)?

b) Does the child do things for himself?

c) What does the child do to let you know he wants something?

d) How does the child move about from place to place?

A team member is unable to physically participate in the meeting. How might the team proceed?

a)   The person can participate remotely (e.g., by phone or webcast).

b)   The person can talk with other team members and submit written input in advance.

c)   The team can reschedule the meeting.

d)   All of the above.

A team is having trouble coming to consensus on a rating. Which of the following is an appropriate suggestion for how to overcome this?

a) Use the rating choice of the person who spends the most time with the child

b) Use majority rule

c) Make sure everyone on the team agrees on the age-anchoring of the child's skills

d) Use the rating that most closely matches current formal assessment results