

Child Outcomes Summary (COS) Process Training Module

Session 7:

Documenting the Child Outcomes Summary Rating



Challenge Question

**What are the
consequences of NOT
having good
documentation?**



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

What is Child Outcomes Summary (COS) documentation?



COS documentation is ...

- The evidence about the child's functioning that led the team to the rating
- Consistent with the rationale behind the rating
- Commonly written in bulleted or brief narrative format.

Why is it important to document the child's functioning?

Documentation

- Verifies the accuracy of the rating
- Supplies the evidence and rationale that led the team to arrive at its decision.

Documentation as a Historical Record

Documentation can be used by ...

- A team member who could not be present when the rating was assigned
- A new team member who wants to learn about the rationale for the earlier COS rating(s)
- An administrator who wants to review the evidence that led the team to the rating for the child's functioning.



How Documentation Is Used to Improve the Quality of COS Ratings



Documentation provides insight into team decision-making.

- Is the documentation consistent with the rating?
- Is there evidence to show appropriate application of the rating criteria?



Systematic review of documentation can identify priorities for future training and technical assistance.

Effective Documentation





- Can be in varied formats and locations
- Regardless of format, always serves the same function:

Provides someone not present at the Child Outcomes Summary team meeting with an understanding of the rationale for the rating and the key evidence that led to it.



Features of Effective Documentation

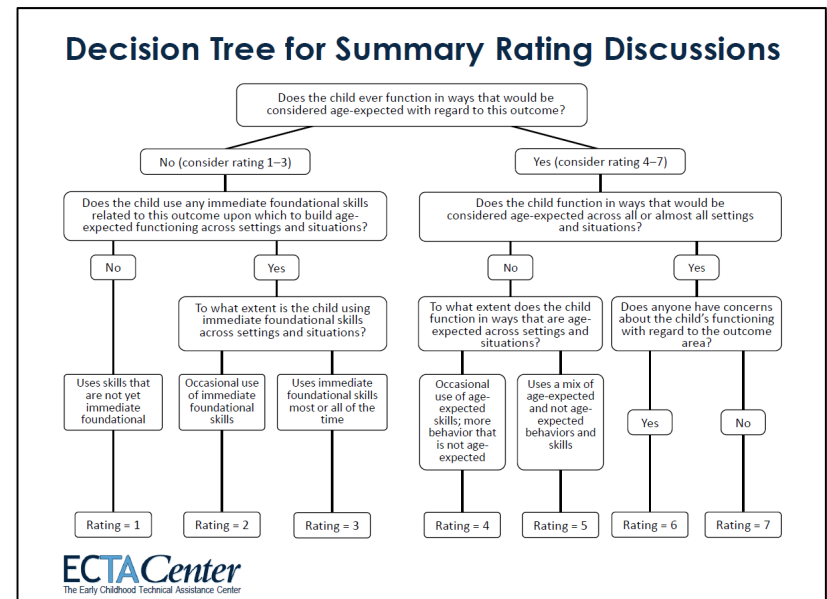
Provides evidence for the rating selected by...

-  Mentioning specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
-  Describing the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
-  Focusing on the child's current level of functioning rather than how much progress the child has made.
-  Identifying the assessment tool(s) that contributed information for the rating.

Connecting Documentation to Rating Criteria

The evidence needed to make the critical distinctions between ratings differs depending on the rating selected.

- Remember, documentation provides the rationale for the rating.
- Documentation must be consistent with the rating.
- The questions on the decision tree can help guide what kinds of evidence to provide in the documentation for each rating.



Evidence needs to match the criteria for the rating.

If the rating is a **3**, the documentation should ...

Describe that the child shows mostly IF skills.
This also shows the rating should not be a 2.

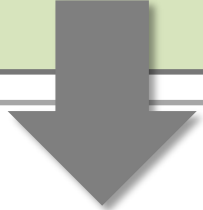
IF = Immediate Foundational

Include a statement that the child has no AE skills. This further distinguishes the rating from a 4, 5, 6, or 7.

AE = Age Expected

Evidence needs to match the criteria for the rating. (cont.)

If the rating is a 5, the documentation should ...



Describe a mix of skills, with most being AE.
This also shows the rating should not be a 4.

Show that some skills are not at an age-expected level. This further distinguishes the rating from a 6 or 7.

Example 1: Weak Documentation

Leona, 43 Months, Outcome 2



ABC Assessment Scores

- Cognitive subdomain standard score 84
- Communication subdomain standard score 78

Features of Effective Documentation

- ☒ Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
- ☒ Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
- ☒ Focuses on the child's current level of functioning rather than how much progress the child has made.
- ☒ Identifies the assessment tool(s) that contributed information for the rating.





Take a moment to review the features of effective documentation and consider why this documentation is weak.

Example 2: Weak Documentation

Charles, 58 Months, Outcome 3

See Early Intervention
(EI) Record

Features of Effective Documentation





-  Mentioning specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
-  Describing the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
-  Focusing on the child's current level of functioning rather than how much progress the child has made.
-  Identifying the assessment tool(s) that contributed information for the rating.

Example 3: Weak Documentation

Jamie, 23 Months, Outcome 2

- Likes to do puzzles
- Limited language
- Some skills are age expected

Features of Effective Documentation

-  Mentioning specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
-  Describing the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
-  Focusing on the child's current level of functioning rather than how much progress the child has made.
-  Identifying the assessment tool(s) that contributed information for the rating.

Example 4: Strong Documentation

COS Rating : 4

Jamie, 23 Months, Outcome 2

- **Jamie shows age-expected skills primarily in the areas of receptive language and problem solving, such as:**
 - Recognizes lots of objects; shows understanding of named objects by pointing to them from pictures (AE)
 - Easily solves problems, e.g., remembers where his parents hid treats (AE)
- **Most of Jaime's other skills are a mix of immediate foundational and foundational (particularly in use of language), such as:**
 - Follows two-step directions, e.g., gets shoes and brings them to his mom when he is getting ready to leave the house (IF)
 - Points to items to draw others' attention to things that he wants but does this inconsistently (IF)
 - Uses gestures to communicate when he is calm or at home, but in other settings/situation, he cries, screams, or grunts (F)
 - Uses some single words (e.g., mama, no); showed an 11-month delay on Expressive Language subdomain of the ABC Assessment (F)

Features of Effective Documentation

- ✓ ☒ Mentioning specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
- ✓ ☒ Describing the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
- ✓ ☒ Focusing on the child's current level of functioning rather than how much progress the child has made.
- ✓ ☒ Identifying the assessment tool(s) that contributed information for the rating.

Example 4: Strong Documentation

Jamie, 23 Months, Outcome 2

COS Rating : 4



Jamie shows some age-expected skills primarily in the areas of problem solving and receptive language. For example, his father reports that Jaime has a strong memory and will regularly remember where his parents hid treats. Jaime also recognizes lots of objects, showing his understanding of named objects by pointing to them from pictures or picking them out of a group. Most of Jamie's skills in the outcome area are at the immediate foundational and foundational levels. Examples of immediate foundational skills including Jamie's ability to follow recurring two-step directions (e.g., getting his shoes and bringing them to his mom when he is getting ready to leave the house) and pointing to draw others' attention to things that he wants. Skills at the foundational level include his inconsistent use of gestures and use of a few single words. He more often cries, screams, or grunts to communicate his curiosity or interest in things to others.

Documentation Takes Practice



Activity



For this activity you will write documentation for the COS rating assigned to Kim, the child you were introduced to in Session 5. First you will review the scenario again where you learned about Kim's functioning in the area of **Positive Social Relationships-Outcome 1**, then you will write documentation.

As you review the Kim scenario, take notes of information to include in the documentation on a scratch piece of paper.

Review Kim Scenario

Session 7: Documenting the COS Rating Activity

Features of Effective Documentation

Select the checkboxes to verify you have met the criteria below.

- ☐ Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed
- ☐ Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating
- ☐ Focuses on the child's current level of functioning, rather than how much progress the child has made
- ☐ Identifies the assessment tool(s) that contributed information for the rating

My documentation for Kim:

What's Wrong With This?

Phrase from Sample Documentation	Issue
Mia plays well with other kids.	
Kyle's speech includes 2-3 word phrases and he got an 84 on his BDI-2 communication subdomain.	
Hanna has shown a lot of progress in understanding and following turn-taking rules at Sunday School.	

Question 1 of 4: Which of the following statements best describes what COS documentation is?

- a) The numerical COS rating assigned to the child's functioning
- b) A summary of assessment results
- c) The evidence that describes the aspects of the child's functioning that led the team to the rating
- d) The child's status when the rating was given

Question 2 of 2: TRUE OR FALSE. Documentation should only provide information about functioning that is at age-expected level.

- True
- False

Question 3 of 4: Documentation should include which of the following:

- a) Information from multiple sources
- b) Descriptions of skills the child uses across everyday situations and routines
- c) Information about how the child functions relative to what is considered age-expected
- d) All of the above

Question 4 of 4: Which of the following is NOT TRUE about COS documentation?

- a) Documentation confirms that COS ratings reflect high-quality data.
- b) Documentation is only useful for the team members present and participating in discussions about ratings.
- c) Documentation allows an independent reviewer to understand the information that the team used to determine the rating.
- d) Documentation helps administrators understand how the COS process is being implemented.

Child Outcomes Summary (COS) Process Training Module

Session 8: The Exit COS Rating



Challenge Question

At exit from the program, how would you explain to a child's parents that their son has made progress even though his rating is the same as it was at entry?



What Happens at the Exit COS?

At the exit COS, there are two parts to the discussion:

1

Determining the rating

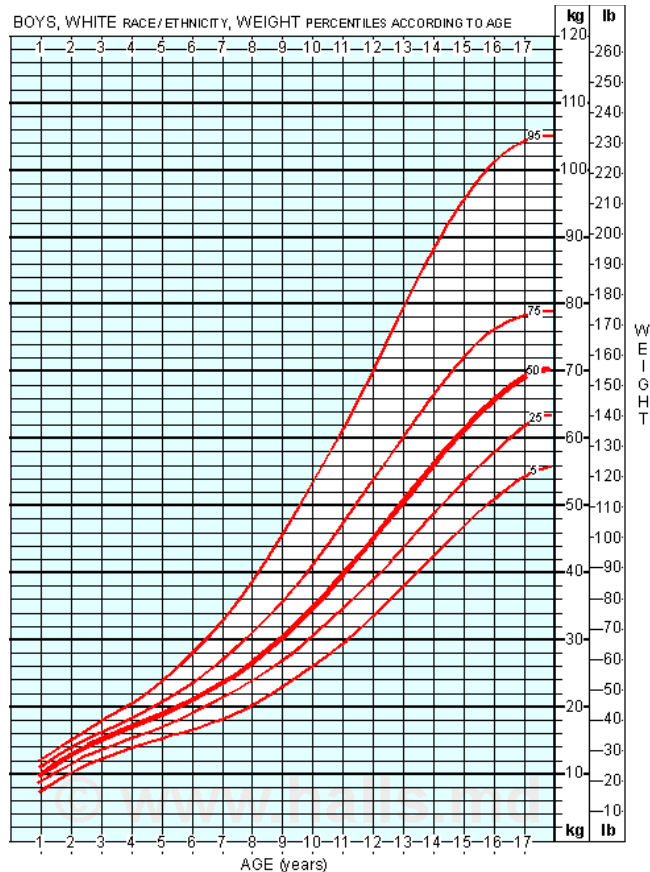
- The process is just like the entry rating.

2

Discussing progress since the entry COS rating was assigned

- This part is new.

Thinking about Progress



- Development follows a predictable course.
- Development can be measured and plotted.
- Example: Growth charts used by pediatricians



Two Questions Addressed at Exit



Rating Question: To what extent does the child show age-appropriate functioning, across settings and situations, on this outcome?



Progress Question: Has the child shown *any* new skills or behaviors related to this outcome since the last outcomes summary?

How to Answer the Progress Question



Answer “yes” if the child has acquired ANY new skill related to any aspect of the outcome since the entry rating.

- Example:
 - Using one new word or gesture to get his needs met

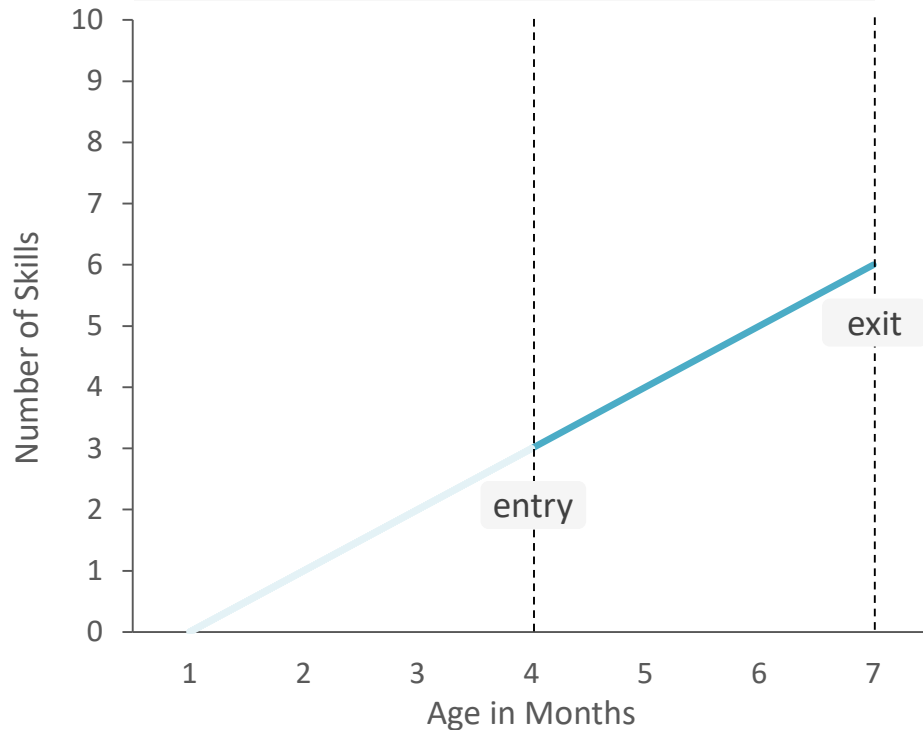


Answer “no” if the child has not acquired ANY new skill related to any aspect of the outcome since the entry rating.

Skill Acquisition Over Time

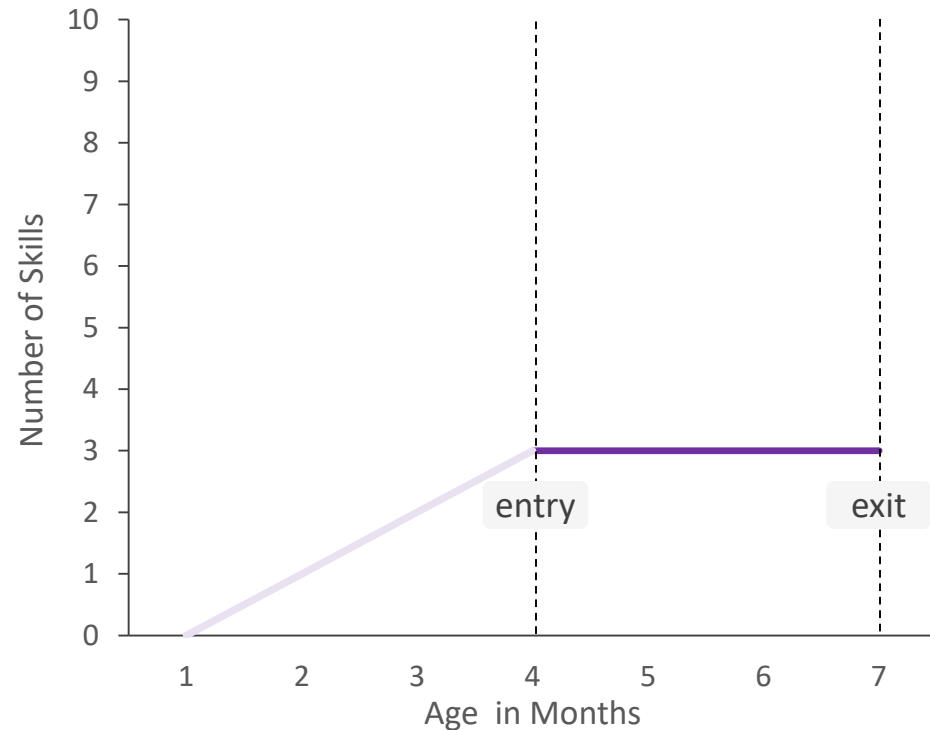
Answer to
Progress Question is

YES



Answer to
Progress Question is

NO



Points to Consider

Answer “yes” if the child has acquired **any new skill**, even if the child has...

- Not made progress across all the skills in an outcome area
- Not moved closer to age-expected development

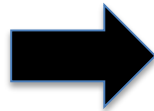


Yes

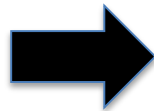


What Happens During the Exit COS Process?

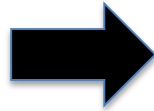
For each outcome, the team will:



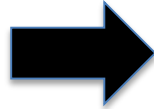
Gather information about the child's functioning



Discuss the information and determine the rating



Document the rationale for the rating



Answer the progress question

Should the team look at the entry COS ratings when determining exit ratings?

No!

This may bias the team's determination of the exit ratings.

When to Complete the Exit COS



Complete the exit COS process as close to the child's discharge from the program as possible.



What if......the team members who participated at the exit COS are different from those who participated at entry?



What if... a family has left the program without notice?

Let's Discuss



If they leave the program without notice in Texas?

- No, you will not fill out an Exit COS Form
- The online data collection application (TEASE) allows a child to have ONE entry record **per district** and one exit record **per child**.
- Exit data are not reported for student with entry data who:
 - Leaves the district with or without prior knowledge
 - Is deceased

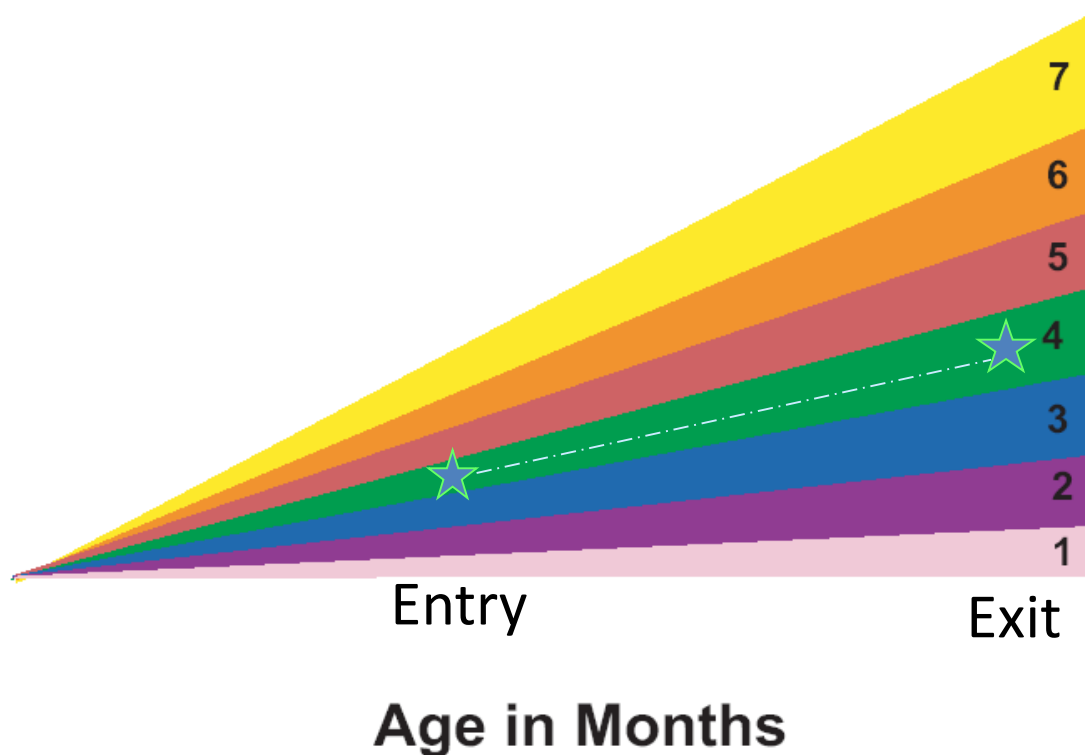


What happens to the Entry record of students who leave a campus and never have an Exit record completed?

- Beginning in 2015-2016 data collection, all students who meet the criteria for exiting must have an **exit reason** recorded in the data collection prior to certification and submission.

Relationship between the Ratings and the Progress

Developmental Trajectories



A rating of 4 at entry is not the same as a rating of 4 at exit.

Practice



Alejandro



At 22 months of age, Alejandro was diagnosed with tuberous sclerosis, a genetic disease that causes benign tumors to grow in the brain and on other vital organs. At the time of preschool transition, Alejandro exited the program with a rating of 1 in the area of Acquiring and Using Knowledge and Skills (Outcome 2). During the time he was in the program, Alejandro experienced frequent seizures that caused damage to his brain that prevented him from learning any new skills and resulted in loss of skills.

Based on the above information, how would you answer the progress question: Has the child shown any new skills related to this outcome?

Yes

No

**Unable to
Determine**

Jeremiah



When he transitioned to preschool from Early Intervention at the age of 3, Jeremiah was performing in the Average range on the Social Emotional domain of the ABC Assessment (Standard Score = 92). Although he has motor delays, they do not affect his ability to interact with adults and peers. At exit from preschool at age 5, he was still performing in the Average range in the assessed area (Social Emotional, Standard Score = 92). The team is discussing his progress in Outcome 1 (Positive Social Relationships).

Based on the above information, how would you answer the progress question: Has the child shown any new skills related to this outcome?

Yes

No

**Unable to
Determine**

Ana



Ana was 5 months old when she entered the program. At that time, she was getting to the toys she wanted to play with by rolling to them (Outcome 3-Taking Action to Meet Needs). She was not indicating which toy she wanted, but she could get to whatever it was that she was after. The family bought a house in another district and exited the program when Ana was approximately 1 year old, at which time she was still rolling to get to her toys, but she was also pointing to show what she wanted to get before she began rolling toward it.

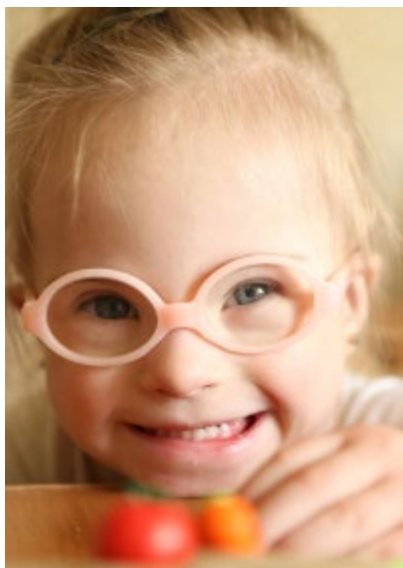
Based on the above information, how would you answer the progress question: Has the child shown any new skills related to this outcome?

Yes

No

**Unable to
Determine**

Cherisse



Cherisse is a 4 ½ -year-old girl with Down syndrome who has acquired skills during her time in the early childhood special education (ECSE) program, but at a slower rate than other children. Scores from the last administration of the Teaching Strategies GOLD® assessment show a notable drop in distance from age-expected from the previous administration, with lower percentile rankings in all assessed developmental areas. The team is discussing progress for Outcome 2 (Acquiring and Using Knowledge and Skills). Despite her lower assessment scores, Cherisse's parents are pleased about the ways in which she has shown improvement in the outcome area, such as sorting her toys when she puts them away and completing 8-piece puzzles.

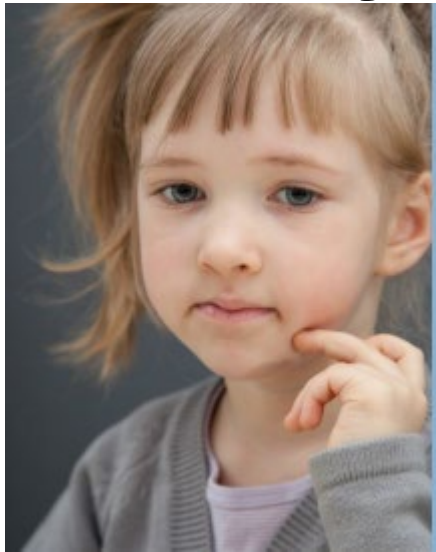
Based on the above information, how would you answer the progress question: Has the child shown any new skills related to this outcome?

Yes

No

**Unable to
Determine**

Caitlyn



Caitlyn's IEP team updated her COS ratings at an annual review. When discussing her functioning in the area of Positive Social Relationships (Outcome 1), they considered the results of a recent administration of the Devereux Early Childhood Assessment Preschool Program-2nd Edition (DECA-P2). In the area of Attachment/Relationships, her score went from the 14th percentile (T score = 43) to the 10th percentile (T score = 41).

Based on the above information, how would you answer the progress question: Has the child shown any new skills related to this outcome?

Yes

No

**Unable to
Determine**

Question 1 of 4: TRUE OR FALSE. A child with a COS rating of 4 at entry to the program and a rating of 4 at exit from the program two years later has not made progress in the outcome area.

- a) True
- b) False

Question 2 of 4: Which of the following best describes what an answer of “yes” to the progress question means?

- a) Has acquired at least one new skill compared to what he could do before.
- b) The child has made some progress compared to his peers.
- c) The child has closed the gap compared to his same-age peers.
- d) All of the above

Question 3 of 4: When should the exit COS rating be assigned?

- a) No more than 2 weeks after the child stops services
- b) Up to 3 weeks before the child is expected to stop services
- c) At the last annual review before the child is expected to stop receiving services
- d) As close as possible to the child stopping services

Question 4 of 4: Which type of progress needs to be considered to answer the progress question?

- a) Compared to age expectations
- b) Compared to the COS ratings
- c) Compared to self over time
- d) All of the above

Questions?

Juanita Lovejoy

Education Specialist – Preschool

Special Education

Email: jlovejoy@esc1.net

(956) 984-6215