Child Outcomes Summary (COS) Process Module

Session 1:
So What's This All About?

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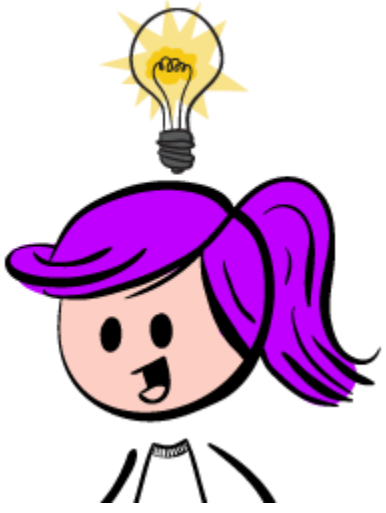
Challenge Question

How would you explain the three child outcomes to the parent/family member of a child in your program?



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Background

U.S. Department of Education
Office of Special Education Programs (OSEP)

$438 million – Early Intervention

$350 million – Preschool Special Education (2014)

Outcome measures help determine if federal funding through IDEA is making a difference for young children with disabilities and their families.

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What is an *Outcome*?

an end result

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Goal of Early Intervention and Early Childhood Special Education

"To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community."

From *Family and Child Outcomes for Early Intervention and Early Childhood Special Education*, Early Childhood Outcomes Center (April 2005).
http://www.fpg.unc.edu/~eco/assets/pdfs/eco_outcomes_4-13-05.pdf

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Three Child Outcomes

- Children have **positive social-emotional skills** (including social relationships).
- Children acquire and use **knowledge and skills** (including early language/communication and early literacy).
- Children use **appropriate behaviors to meet their needs**.

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Children Have Positive Social Relationships

Involves

- Relating with adults
- Relating with other children
- For older children, following rules related to groups or interacting with others

Includes

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

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Children Acquire and Use Knowledge and Skills

Involves

- Thinking and reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding the physical world

Includes

- Imitation
- Early concepts—symbols, pictures, numbers, classification, spatial relationships
- Expressive language and other communication
- Early literacy and numeracy

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Children Take Appropriate Action to Meet Their Needs

Involves

- Taking care of basic needs
- Getting from place to place
- Using tools (e.g., fork, toothbrush, crayon)
- In older children, contributing to their own health and safety

Includes

- Integrating motor skills to complete tasks
- Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- Acting on the world to get what one wants

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Child Outcomes Are Functional

- **meaningful** to the child in the context of everyday living
- an integrated series of behaviors or skills that enable the child to achieve important **everyday goals**

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Outcomes Reflect Global Functioning

The three outcomes reflect

- The integration of multiple skills
- Functioning across settings and situations

Rather than

- Skill by skill
- A standardized way
- Split by domains

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Child Outcomes: Global vs. Individualized

Measuring progress on *global* child outcomes **does not** replace developing and monitoring progress on *individualized* child outcomes or goals.

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Why Gather Child Outcomes Data?

- **Identify** program strengths and weaknesses for improving program services and delivery
- **Inform** stakeholders, including families, about the effectiveness of the program
- **Provide** information for policymakers to justify future funding of programs
- **Meet** federal government requirements

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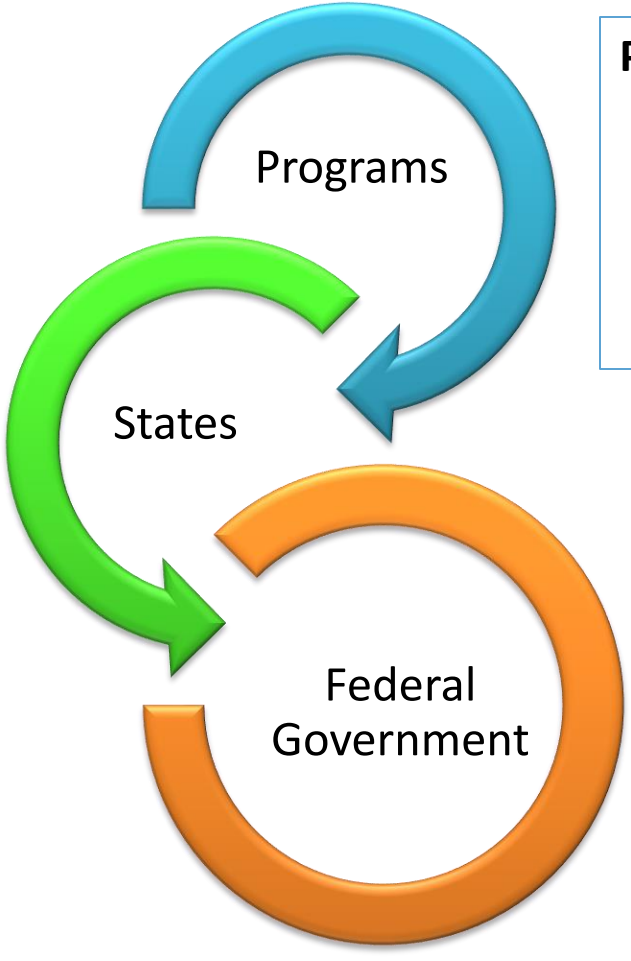
What Happens to the Data?



Programs

- Collect data in common format on three outcomes
- Report data to the state
- Use data for program improvement

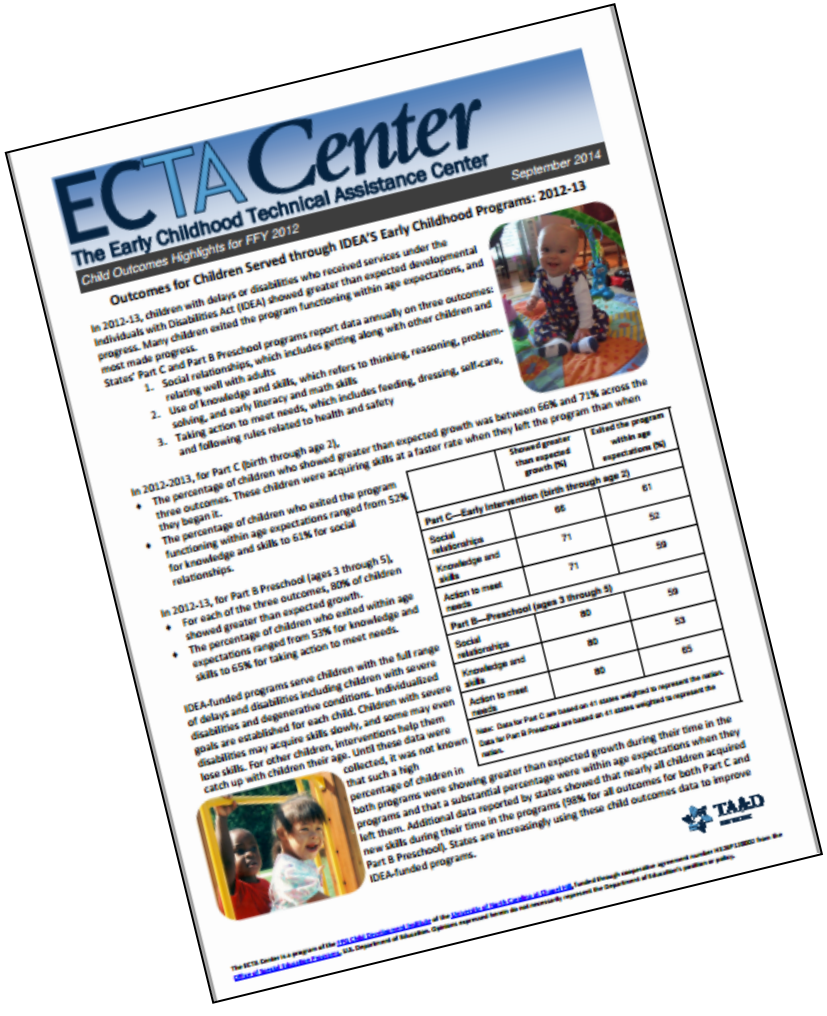
State Agency

- Generates reports for federal reporting
- Uses data for program improvement

US Department of Education Office of Special Education

- Summarizes data to produce a national picture
- Reports data to Congress

Most Recent Data


ECTA Center
The Early Childhood Technical Assistance Center
September 2014
Child Outcomes Highlights for FFY 2012

Outcomes for Children Served through IDEA'S Early Childhood Programs: 2012-13

In 2012-13, children with delays or disabilities who received services under the Individuals with Disabilities Act (IDEA) showed greater than expected developmental progress. Many children exited the program functioning within age expectations, and most made progress.

States' Part C and Part B Preschool programs report data annually on three outcomes:

1. Social relationships, which includes getting along with other children and relating well with adults
2. Use of knowledge and skills, which refers to thinking, reasoning, problem-solving, and early literacy and math skills
3. Taking action to meet needs, which includes feeding, dressing, self-care, and following rules related to health and safety

In 2012-2013, for Part C (birth through age 2),

- The percentage of children who showed greater than expected growth was between 66% and 71% across the three outcomes. These children were acquiring skills at a faster rate when they left the program than when they began it.
- The percentage of children who exited the program functioning within age expectations ranged from 52% for knowledge and skills to 61% for social relationships.

	Showed greater than expected growth (%)	Exited the program within age expectations (%)
Part C—Early Intervention (birth through age 2)		
Social relationships	66	61
Knowledge and skills	71	52
Action to meet needs	71	59
Part B—Preschool (ages 3 through 5)		
Social relationships	80	59
Knowledge and skills	80	53
Action to meet needs	80	65

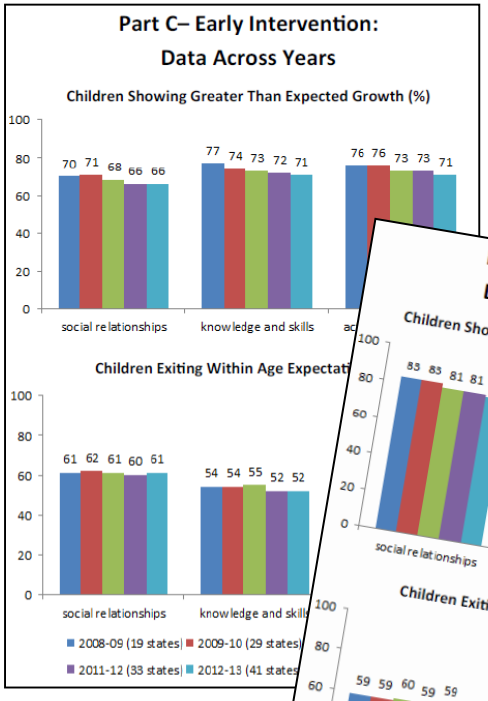
Note: Data for Part C are based on 41 states weighted to represent the nation. Data for Part B Preschool are based on 41 states weighted to represent the nation.

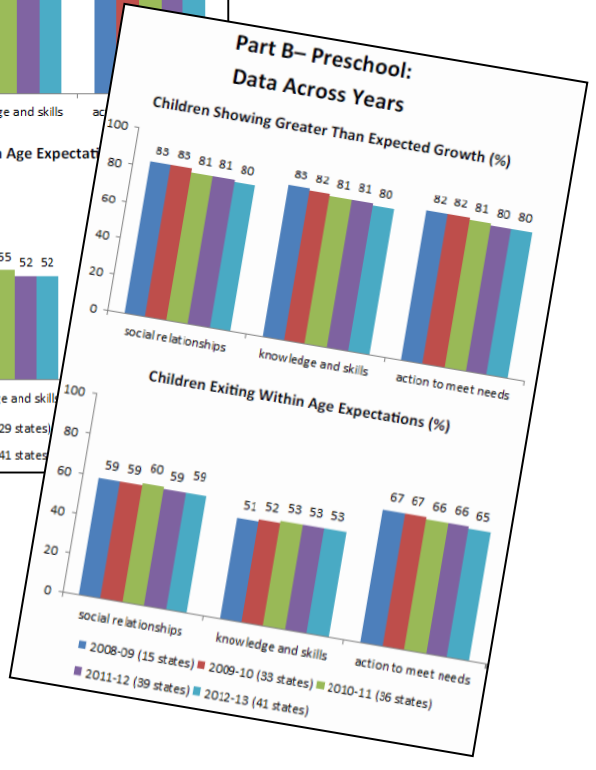
In 2012-13, for Part B Preschool (ages 3 through 5),

- For each of the three outcomes, 80% of children showed greater than expected growth.
- The percentage of children who exited within age expectations ranged from 53% for knowledge and skills to 65% for taking action to meet needs.

IDEA-funded programs serve children with the full range of delays and disabilities including children with severe disabilities and degenerative conditions. Individualized goals are established for each child. Children with severe disabilities may acquire skills slowly, and some may even lose skills. For other children, interventions help them catch up with children their age. Until these data were collected, it was not known that such a high percentage of children in both programs were showing greater than expected growth during their time in programs and that a substantial percentage were within age expectations when they left them. Additional data reported by states showed that nearly all children acquired new skills during their time in the programs (98% for all outcomes for both Part C and Part B Preschool). States are increasingly using these child outcomes data to improve IDEA-funded programs.

TA&D





To access the most recent national summary of child outcomes data, visit:
http://ectacenter.org/eco/assets/pdfs/childoutcomeshighlights.pdf

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Child Outcomes: Making a Difference

Early intervention and preschool special education strive to achieve the three outcomes for ***all*** children receiving services.

Gathering child outcomes data is an important part of the process that shows how a program can make more of a difference through continuous improvement.

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Lets Practice

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Activity

1. Use the envelopes on the table.
2. You will place the small cards in the correct outcome on the table provided in the envelope.
3. Be ready to debrief with the whole group.

Outcome One: Children Have Positive Social Relationships	Outcome Two: Children Acquire and Use Knowledge and Skills	Outcome Three: Children Take Appropriate Action to Meet Their Needs

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Question 1 of 4: What are reasons to measure outcomes?

a) To report data outcomes to the federal government
b) To learn whether programs are effective
c) For program improvement
d) All of the above

Question 2 of 4: What is the Child Outcomes Summary?

a) An assessment tool
b) A method for determining eligibility
c) A synthesis of information of the child's functioning across settings and situations
d) Another name for the Individualized Family Service Plan (IFSP) or the Individual Education Program (IEP)

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Question 3 of 4: How are global child outcomes different than IFSP outcomes?

a) They are not different. They are exactly the same.
b) They are a standard set of outcomes that describe the benefits we expect for all children receiving early intervention or early childhood special education services.
c) They focus on the needs of the family.
d) They are an array of specific outcomes that describe what an individual child will achieve.

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Question 4 of 4: True or False - We only record how a child is doing on the three global outcomes once during the child's participation in the program.

a) True
b) False

Child Outcomes Summary (COS) Process Training Module

Session 2:
Overview of the COS Process

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CHALLENGE QUESTION

Why are multiple sources of information and multiple measures necessary for the Child Outcomes Summary process?

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What is the COS Process?

A team process for summarizing information on a child's functioning in each of the three child outcome areas

Why is the COS Process Needed?

- No assessment instrument assesses the three outcomes directly.
- Recommended assessment practice is to use multiple sources of information.
- Different programs use different assessment instruments, and outcome data need to be summarized across programs.

Features

- Uses information from multiple sources to describe how a child is functioning
- Relies on team-based discussion and decision-making
- Uses a 7-point rating scale to describe the child's functioning across settings and situations
- Is completed upon program **entry and exit** (at a minimum)

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Division of Early Childhood (DEC) Recommended Practices for Assessment

- Involves **multiple sources** of information

  information from a child's family and other significant individuals in the child's life

- Includes **multiple measures**

  observations, interviews, and direct assessments appropriate for the child's age and level of development, sensory, physical, communication, cultural, linguistic, social, and emotional characteristics

2014 DEC Recommended Practices in Early Intervention and Early Childhood Special Education

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The COS process uses:

Multiple Methods

- Curriculum-based assessment
- Norm-referenced assessment
- Developmental screening tool
- Observation across settings and situations
- Parent report

Multiple Sources of Information

- Family
- Interventionists
- Teachers
- Service providers
- Physicians
- Child care providers
- Other people familiar with the child

The COS process produces a synthesis of information.
It is not an assessment.

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Team-Based Discussions & Decision-Making

A team of people knowledgeable about the child:

- Parents
- Teachers
- Child care providers
- Service providers
- Service coordinators

Discussing the child's functioning across variety of settings and situations

7-Point Rating

- The COS process results in a rating for each of the three child outcomes.
- The rating is based on child's functioning across settings and situations.
- A child's functioning is compared with what is expected for the child's age.

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When to Complete the COS Process

Entry to Program

Required

Interim

Optional

Exit from Program

Required

The COS process is to be completed in the **present** time to reflect the child's **current functioning**.

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Take a Look at State Specific Guidelines

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In Texas

Entry to Program

Exit from Program

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Definition of Entry

1. **A new student.** Summarize assessment data related to child and record the data on the COSF within 30 school days after a child, age three, four or five, has been found eligible and placed in the Preschool Programs for Children with Disabilities Program (PPCD).
2. Completed COS Form(s) remains in the child's eligibility folder.

Definition of Entry

2. **A transfer student from another district**. Summarize assessment data related to child and record the data on the COSF within 30 school days after a child, age three, four or five, has transferred into Special Education from another district.

Note: For a transfer student who has existing Entry Data and moves between campuses in the same district, “new” Entry Data are not required to be reported on the student by the receiving campus.

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Definition of Entry

3. **A student with an auditory and/or visual impairment enrolled in a school receiving special education services prior to age three**.

Upon the child's enrollment in a PPCD program at age three, an assessment team will complete the Child Outcomes Summary Form (COSF) using current assessment data reflecting the child's current functioning levels as he/she prepares to enter the PPCD program. The assessment date used will be the date the assessment team meets and completes the COSF.

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Definition of Exit

Exit data are reported for a child with Entry Data who has been in the PPCD program at least six months. Summarize assessment data related to child and record the data on the COSF no earlier than 30 school days before a child, age three, four or five, has:

- aged out of the PPCD program
- been dismissed from special education by the ARDC

Definition of Exit

- If a 5-year-old child turns six after September 1 of the current school year and the ARDC has determined the child will continue receiving special education services in the PPCD program, then the assessment must be conducted and results recorded on the COSF no earlier than 30 school days (not calendar days) before the child exits the program, which may be at the end of the school year.

Definition of Exit

If a child turns six after the end of the school year, but before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year.

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Definition of Exit

Exit data are **not reported** for students with entry data who:

•left prior to six months in the program

•were in the program at least six months and moved out of the district before meeting one of the two criteria for Exit data collection.

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Child Outcomes Summary (COS) Process Takeaways

The COS Process:

- Relies on **team-based** discussion and decision-making.
- Uses information from **multiple sources** to describe how a child is functioning
- Uses a **7-point rating scale** to compare a child's functioning across settings and situations with what is expected for the child's age.
- Is completed at **entry and exit** (at a minimum).

Question 1 of 4: Which of the following IS NOT a key feature of the Child Outcomes Summary (COS) process?

a) Uses information from multiple sources to describe how a child is functioning
b) Relies on team-based discussion and decision-making
c) Is completed once upon program entry
d) Uses a 7-point rating to describe the child's functioning across settings and situations

Question 2 of 4: Why is the COS process needed?

a) Because no single assessment instrument assesses the three outcomes directly. Relies on team-based discussion and decision-making
b) Because recommended assessment practice is to use multiple sources of information. Uses a 7-point rating to describe the child's functioning across settings and situations
c) Because different programs use different assessment instruments, and outcome data need to be summarized across programs.
d) All of the above.

Question 3 of 4: True or False-The COS team only needs to discuss the results of formal assessments.

a) True
b) False

Question 4 of 4: True or False – Accurately identifying a COS rating requires the team to compare the child's skills and behaviors with those expected for his or her age.

a) True
b) False