

Child Outcomes Summary (COS) Process Module



Session 3:
Essential Knowledge for Completing the
Child Outcomes Summary (COS) Process



CHALLENGE QUESTION

Why are each of the five kinds of essential knowledge important to the COS process?

Team-Based Discussions & Decision-Making

To make a COS rating, a team of people who have knowledge of the child discuss the child's functioning across a variety of settings and situations.

The team may include:

- Parents/family members
- Teachers
- Child care providers
- Service providers
- Service coordinators





Parents and Guardians at the COS Meeting?

Although a parents' information must be considered in the collection of data to assign a COS number, the parent does not have to attend the meeting where the number is decided and assigned to each of the three areas.



Can the COS Meeting be during an ARDC?

The district or charter school may complete the rating portion of the Entry or Exit COSF **prior** to or **immediately following** an ARDC meeting. It is also appropriate to integrate the child outcome measurement into the IEP process by documenting supporting evidence for the COSF throughout the IEP process.

Essential Knowledge for Teams Completing the COS Process

Understand the content of the three child outcomes

Understand age-expected child development

Know about the child's functioning across settings and situations

Understand age expectations for child functioning within the family's culture

Understand how to use the 7-point rating scale



Important Points

- Every member of the team will not have all of the knowledge and expertise needed, but collectively across the team, all areas should be covered.
- The child's family is an important member of the child outcomes summary team. The family provides critical information about the child.
- We don't expect families to be experts on this process, but they are the experts on what their child is doing across settings and situations.

Understand the Content of the Three Child Outcomes

- Which skills and behaviors fall under each outcome area
- Outcomes are functional and reflect the skills and behaviors children use in their every day activities

The team must understand the outcomes well enough to be able to translate information from domain based assessments into functioning in each of the three outcomes.

Understand Age-Expected Development

- Many skills develop in predictable sequences.
- Children typically acquire skills within a certain time frame.
- Child development resources can help the team ground its knowledge of when children develop various skills.



Why Age Anchor?

- Knowledge of child development is needed so the team can age anchor the child's skills and behaviors.
- Age anchoring is important because early intervention and early childhood special education help children acquire age-expected skills to support their full participation in their homes, schools, and communities.



Know About the Child's Functioning Across Settings and Situations

- Includes observations of the child in different settings and times of day
- Includes information from those who know the child well
- More than what standardized assessment tools can tell the team



Describing Children's Functioning

A child's functioning with regard to age expectations can be thought of as:

- age-expected,
- immediate foundational, or
- foundational.



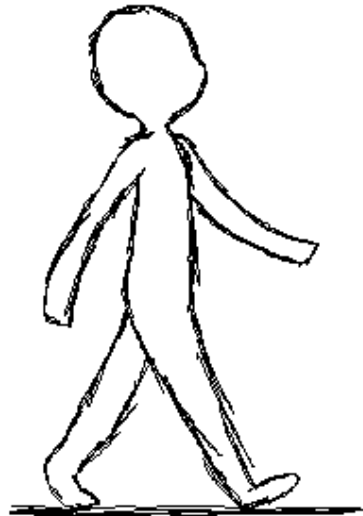
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- **Age-Expected Skills:** Skills and behaviors that are typical for children of a particular chronological age



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Describing Children's Functioning

- **Age-Expected Skills:** Skills and behaviors that are typical for children of a particular chronological age
- **Immediate Foundational Skills:** Skills and behaviors that occur developmentally just prior to age-expected ones
- **Foundational Skills:** Skills and behaviors occurring early in development that are conceptually mapped to later skills and behaviors. These skills serve as the *foundation* for later development.

How Foundational Skills Lead to Age-Expected Functioning



Understand Age Expectations Within the Family's Culture



- For some skills, age-appropriateness is influenced by cultural expectations.
- If the child's functioning appears to be below age expectations, is this a reflection of the family's culture?
- Providers need to have an understanding of age-expectations within different cultures.

Understand the 7-Point Scale

- The team will be asked to assign a rating from 1 to 7 for each of the three outcome areas.
- The 7-point scale:
 - Documents the child's status at a given point in time.
 - Describes the child's status compared to age-expected functioning.
 - Uses specific criteria to differentiate each of the 7 points.
- Examining several ratings over time provides a picture of the child's movement toward age-appropriate functioning.

More to
come!

The COS Process: Essential Knowledge

Understand the content of the three child outcomes

Understand age-expected child development

Know about the child's functioning across settings and situations

Understand age expectations for child functioning within the family's culture

Understand how to use the 7-point rating scale



Practice

Put the skills to the appropriate development sequence, with 1 being the earliest skill and 4 being the latest skill.

a) Displays, reads and reacts to emotions:

b) Explores and plays with blocks:

c) Shares toys and materials with others:

d) Moves from place to place to participate in activities, play and routines:

Review them in order:

- 1 | Shares toys and materials with others
- 2 | Explores and plays with blocks
- 3 | Displays, reads and reacts to emotions
- 4 | Moves from place to place to participate in activities, play and routines

Put the skills to the appropriate development sequence, with 1 being the earliest skill and 4 being the latest skill.

a) Plays with books and responds to songs:

b) Chooses to participate in reading, singing, or rhyming initiated by adult:

c) Responds with reflexes to books and songs:

d) Attends for short periods of time as adult reads books, sings songs, or says rhymes:

Review them in order:

- 1 | Responds with reflexes to books and songs
- 2 | Plays with books and responds to songs
- 3 | Attends for short periods of time as adult reads books, sings songs, or says rhymes
- 4 | Chooses to participate in reading, singing, or rhyming initiated by adult

Put the skills to the appropriate development sequence, with 1 being the earliest skill and 4 being the latest skill.

- a) Follows simple safety rules when reminded
- b) Seeks an adult when feeling insecure or unsafe
- c) Knows some simple safety rules without being reminded
- d) Applies known safety rules in a variety of situations

Review them in order:

- 1 | Seeks an adult when feeling insecure or unsafe
- 2 | Follows simple safety rules when reminded
- 3 | Knows some simple safety rules without being reminded
- 4 | Applies known safety rules in a variety of situations |
Chooses to participate in reading, singing, or rhyming initiated
by adult

Question 1 of 4: Why are families essential members of Child Outcomes Summary (COS) teams?

- a) Family members are experts on what their child is doing across settings and situations.
- b) Family members understand the COS process.
- c) Family members can inform the team as to what age skills should appear.

Question 2 of 4: Which of the following is an important reason for COS team members to understand the content of the three child outcomes?

- a) Assessment instruments are designed to measure the three outcome areas.
- b) It is required for state licensing/credentialing.
- c) Team members need to translate a child's assessment data into descriptions of the child's functioning in each outcome area.

Question 3 of 4: What are immediate foundational skills?

- a) Skills and behaviors that come just before age-expected skills in development.
- b) Skills that children perform in response to a request.
- c) Skills and behaviors that are typical for children of a particular chronological age.
- d) All of the above

Question 4 of 4: How is knowledge of typical child development used in the COS process?

- a) To identify where the child is functioning in a typical developmental sequence.
- b) To compare a child's functioning with age-expected development.
- c) To identify foundational, immediate foundational, and age-expected skills.
- d) All of the above

Child Outcomes Summary (COS) Process Module

Session 4: The 7-Point Scale



Challenge Question

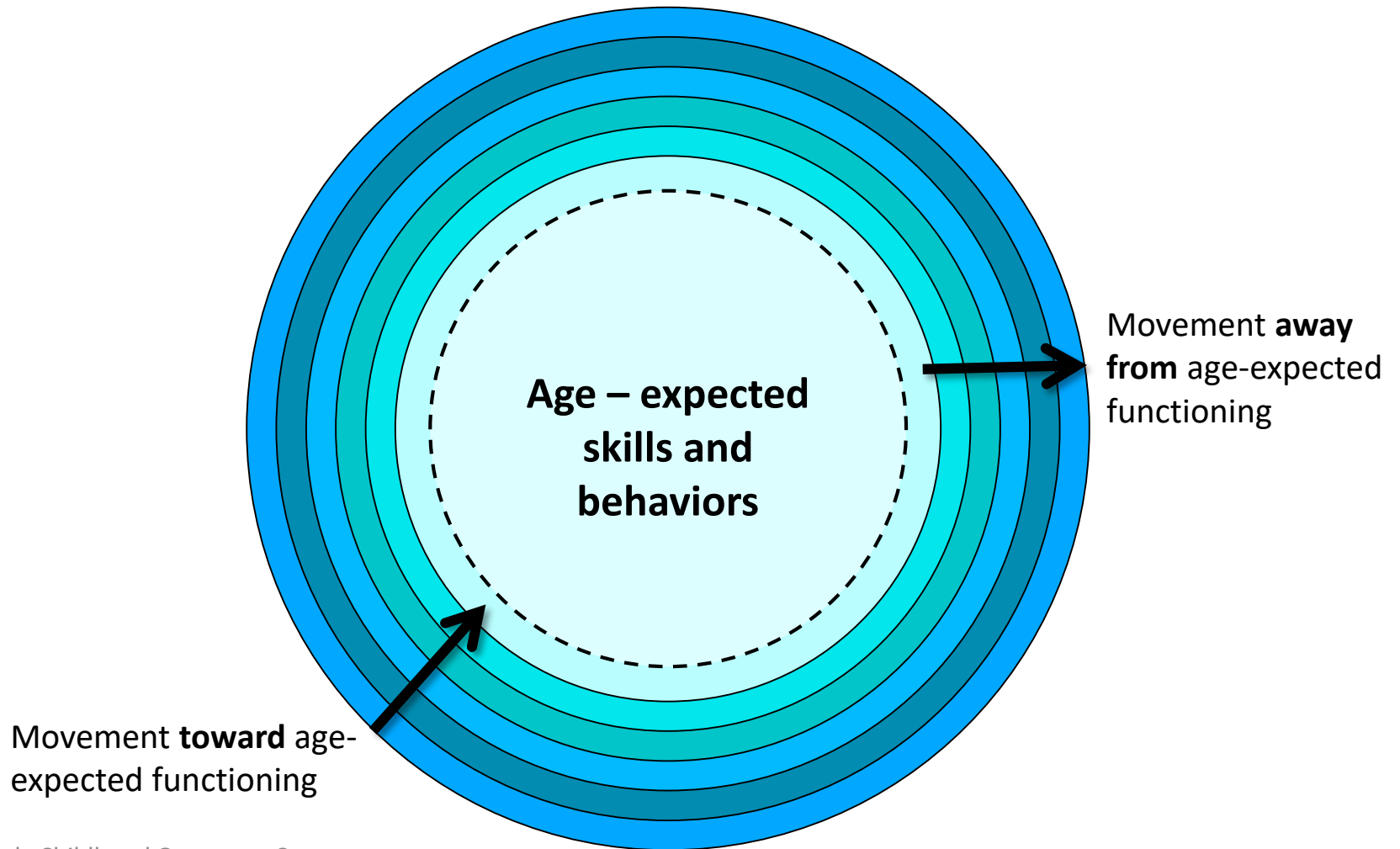
What is the relationship between the 7-point scale and foundational, immediate foundational, and age-expected skills?



Understand the 7-Point Scale

- Teams assign a rating from 1 to 7 for each of the three outcome areas at a given point in time.
- The scale describes the child's status compared to age-expected functioning.
- The highest point represents age-expected functioning, and lower points represent the degree of distance from age-expectations.

Levels of Functioning





Important Notes

Each of the 7 points on the scale is defined by specific criteria.

- The criteria take into consideration age-expected, immediate foundational, and foundational skills.

Not all states use numbers to record the Child Outcomes Summary ratings.

- Some states use phrases or longer “descriptor statements” instead.

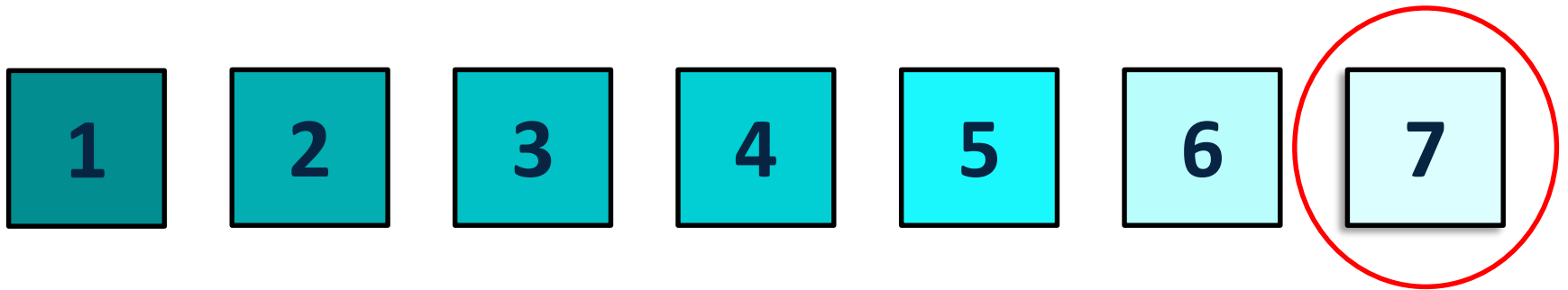


In Texas

The State of Texas uses the numbers from 1-7 to record the Child Outcome Summary Ratings, rather than a statement.

* Please keep in mind that throughout this presentation, examples will be given for both “numbers” and “descriptive statements”, since this presentation is used nationally.

Rating of



- Child shows functioning expected for his or her age in **all or almost all everyday situations that are part of the child's life.**
- No one on the team has concerns about the child's functioning in this outcome area.

Descriptor Statements for

7

- For a 35-month-old girl, Kimberly is showing age-expected functioning in Positive Social Relationships.
- Relative to other 48-month-olds, there are no concerns. Nathan has all the skills that we would expect of a child his age in the area of Knowledge and Skills.
- Calvin has age-expected skills, with no concerns, in the area of Taking Action to Meet Needs.

Rating of



- Child's functioning generally is considered **appropriate for his or her age**, but there are **some significant concerns** about the child's functioning in this outcome area.
- Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

Example descriptor statement: Relative to same-age peers, Tuan has the skills that we would expect of his age in regard to Knowledge and Skills; however, there are concerns about his development staying at an age-expected level.

“Concerns” That Distinguish Ratings of 7 vs. 6

- Concerns raised for which families and providers may want to offer extra support and strategies to promote development, but the area of concern is not a possible indicator or precursor of a significant developmental problem. **(7)**

vs.

- Developmental concerns—weaknesses significant enough to watch closely and possibly support. Although age-expected now, the child’s development borders on not keeping pace with age-expected levels or shows early signs of possible developmental problems. **(6)**

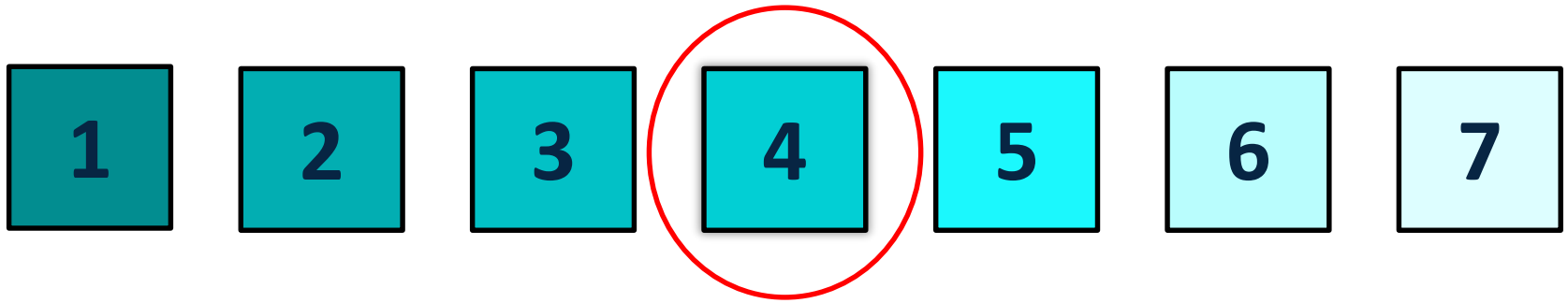
Rating of



- Child shows functioning expected for his or her age **some of the time and/or in some settings and situations.**
- Child's functioning is a **mix of age-expected and not age-expected** behaviors and skills.
- Child's functioning might be described as like that of a **slightly younger child.**

Example descriptor statement: For a 17-month-old girl, Julia uses a mix of age-expected skills, but she continues to demonstrate some skills below her age level in Taking Action to Meet Needs.

Rating of



- Child shows **occasional** age-appropriate functioning across settings and situations.
- More functioning is **not age-expected than age expected**.

Example descriptor statement: Will has a few of the skills we would expect in the area of Positive Social Relationships, but he shows more skills that are not age-appropriate.



Important Note

The 7-point scale can be used to describe the functioning of children with a wide range of abilities, including those with mild developmental delays and those with significant disabilities or regressive disorders.





Practice



RATING SCALE JEOPARDY

Rating Scale Jeopardy

\$100	\$100	\$100
\$200	\$200	\$200
\$300	\$300	\$300

What's the number?



Age-expected
functioning; no
concerns

7

What's the number?



Mix of age-
expected and not
age-expected
functioning

5

What's the number?



No age-expected
functioning; not yet
showing immediate
foundational skills

1

What's the number?



Occasional age-
expected
functioning

4

What's the number?



No age-expected
functioning; many
immediate
foundational skills

3

What's the number?



Age-expected
functioning; some
concerns

6

What's the number?



Rarely shows age-
expected
functioning

4

What's the number?



No age-expected
functioning; some
immediate
foundational skills

2

What's the number?



All or almost all
functioning is age-
expected

6 or **7**

Question 1 of 4: Which ratings include age-expected functioning?

a) 4, 5, 6, & 7

b) 2, 3, & 4

c) 1 & 2

Question 2 of 4: Maria shows occasional immediate foundational skills, though not yet any age-expected functioning. How would you rate Maria?

- a) 1
- b) 2
- c) 3
- d) 4

Question 3 of 4: James has shown much progress in your program. He has early skills and can accomplish new tasks, but he does not yet have immediate foundational or age-expected skills. How would you rate James on the 7-point scale?

- a) 1
- b) 2
- c) 3
- d) 1 or 2

Question 4 of 4: Ana is 32 months old. Through discussion, the team determined that she is displaying the skills they would expect to see for a child her age in Positive Social Relationships; however, they are concerned about her occasionally hitting other children. How would you rate Ana's functioning?

- a) 4
- b) 5
- c) 6
- d) 7