Early Intervention Colorado Child Outcomes

Early Intervention Colorado
for Infants, Toddlers & Families

ECO

1

Using the Child Outcomes Summary Form(COSF) Training

February 2011

Section One

The Three Child Outcomes

Goal of Early Intervention

"…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."
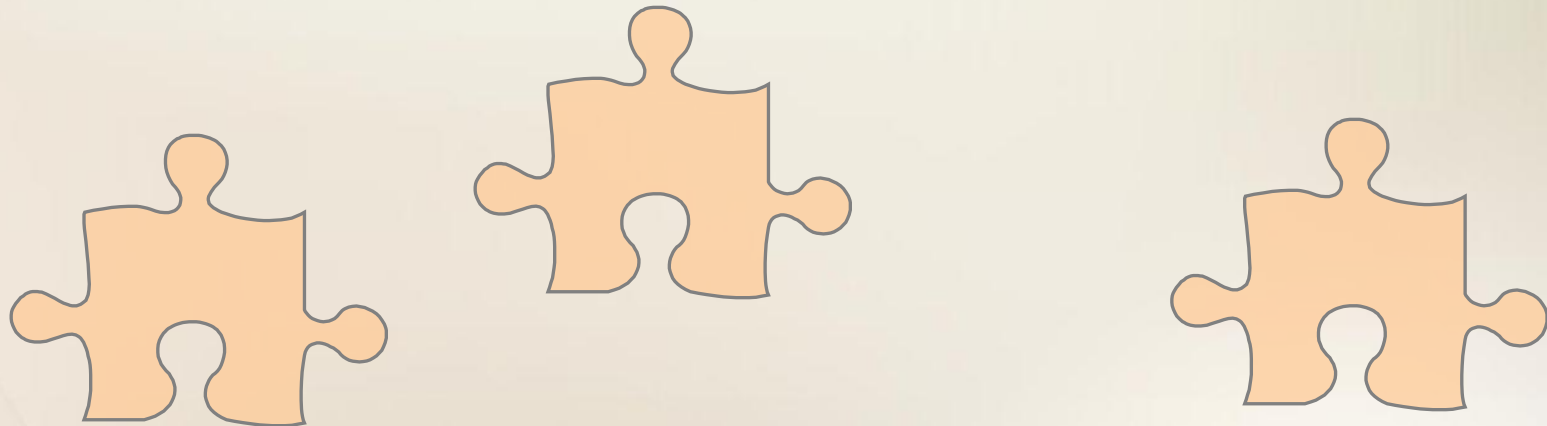
(from Early Childhood Outcomes Center, http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf)

Three Child Outcomes

Positive social emotional skills (including positive social relationships)

Acquisition and use of knowledge and skills (including early language/ communication)

Use of appropriate behaviors to meet their needs

What is the COSF?

- A team process for reviewing child assessment data from different sources culminating in the 'rating' of a child's functioning on a scale of 1-7

- Considers the child's functioning across situations and settings

- Compares child's functioning to same age peers

What is the COSF?

- It is *not* an assessment tool

- It uses information from multiple sources, including assessment tools, observations, and family interview to get a *global* sense of how the child is doing at one point in time

- The COSF is a method for summarizing information from data sources in a way specific to OSEP reporting requirements for Indicator 3.

Why was the COSF developed?

- For federal reporting on child outcomes
- No method to synthesize child outcomes data from multiple sources
- Different programs were using different assessment instruments, and outcomes data needed to be aggregated across programs

Features of the COSF

- 7-point rating scale

- Rating is based on the child's functioning:
  - What the child does across settings and situations
  - Compared with what is expected given the child's age

Section Two
The Child Outcomes Summary Form (COSF)

Colorado's version of the Child Outcomes Summary Form (COSF)

Child Outcomes Summary Form

Early Intervention Colorado
for Infants, Toddlers & Families

Child's Name:	**CCMS ID#:**
DOB:	
Date of Assessment:	
Check one: ☐ Entry status ☐ Exit status ☐ Annual *(optional)*	

Person(s) involved in summary rating	Title

Unable to complete exit rating due to:
☐ Child enrolled < 6 months
☐ Inability to contact family
☐ Other, explain:

Sources of Information
☐ **Assessment Tool(s)** (required)
_____
☐ **Family Interview** (required)
☐ **Observation** (required)
☐ Professional Reports
☐ Decision Making Tree
☐ Other_____

POSITIVE SOCIAL- EMOTIONAL SKILLS (Including Social Relationships)

1a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills since the last outcome summary? ☐ **Yes**   ☐ **No** **Answer 1b only at annual or exit summary rating.*

Supporting Evidence:

ACQUIRING AND USING KNOWLEDGE AND SKILLS

2a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

2b. Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcome summary? ☐ **Yes**   ☐ **No** **Answer 2b only at annual or exit summary rating.*

Supporting Evidence:

TAKING APPROPRIATE ACTION TO MEET NEEDS

3a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

3b. Has the child shown *any* new skills or behaviors related to taking action to meet needs since the last outcome summary?   ☐ **Yes**   ☐ **No** **Answer 3b only at annual or exit summary rating.*

Supporting Evidence:

The Two COSF Questions

a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Rating: 1-7)

- The first question compares the child's functioning to age expectations, on a scale of

  1-7

The Two COSF Questions

b. Has the child shown any new skills or behaviors related to this outcome since the last outcome's summary? (Yes-No)

- The second question is only addressed at the exit rating and compares child's skills with his or her earlier functioning

Why Two COSF Questions?

- Progress data for federal reporting are calculated from the COSF ratings (entry versus exit) plus the yes/no progress question

- The yes/no progress question differentiates between children who made absolutely NO progress or regressed -- and children who gained at least one new skill

Summary Ratings are Based on Information Gathered Through...

- Assessment tool(s)
- Family interview (e.g. Routines Based Interview)
- Observation

Among Them, COSF Team Members Must:

Know about the child's functioning across settings and situations

Understand age-expected child development

Understand the content of the three child outcomes

Know how to use the rating scale

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

Activity 1

Kim at 17 months child example --

Find assessment data that address each of the 3 outcomes:

1. **Social skills**
2. **Learning skills**
3. **Getting needs met**

Section Three

Recommended Practice: Authentic Assessment

Authentic Assessment Focuses on...

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- *Not* the child's capacity to function under unusual or ideal circumstances
- *Not* necessarily the child's performance in a structured testing situation

Functional Skills

- Not domain specific

- Emphasize the purpose behind the action

- Focus on the child's ability to apply the behavior in a meaningful way

Isolated skills

- Also described as discrete skills
- Are not helpful in assessing if a child's skills are age appropriate
- Does not address a child's ability to perform a skill for a specific purpose

Group Activity

What Are:
Functional skills?
Isolated skills?

Exercise: What are functional skills and behaviors?

Look at the list of skills below. Which are examples of isolated skills? Which are examples of functional skills?

Skill	Functional	Isolated
1. Knows how to imitate a gesture when prompted by others		
2. Uses finger in pointing motion		
3. Uses 2-word utterances		
4. Watches what a peer says or does and incorporates it into his/her own play		
5. Points to indicate needs or wants		
6. Engages in back and forth verbal exchanges with caregivers using 2-word utterances		
7. Uses pincer grasp		
8. Can eat dry cereal with fingers		
9. Touches toy or adult's hand to restart an activity		
10. Makes stepping movements		
11. Moves toward a ball in order to continue play activity		

Answers: What are functional skills and behaviors	Functional	Isolated
1. Knows how to imitate a gesture when prompted by others		X
2. Uses finger in pointing motion		X
3. Uses 2-word utterances		X
4. Watches what a peer says or does and incorporates it into his/her own play	X	
5. Points to indicate needs or wants	X	
6. Engages in back and forth verbal exchanges with caregivers using 2-word utterances	X	
7. Uses pincer grasp		X
8. Can eat dry cereal with fingers	X	
9. Touches toy or adult's hand to restart an activity	X	
10. Makes stepping movements		X
11. Moves toward a ball in order to continue play activity	X	

Section Four

Comparing Child's Functioning to Age Expectations

What are Foundational Skills?

Foundational skills are….

- Skills and behaviors that occur earlier in development and serve as the foundation for later skill development

- Teachers and interventionists often use foundational skills to help children move to the next level developmentally

What are Immediate Foundational Skills?

Immediate foundational skills are…

- Skills that are conceptually linked to later skills and immediately precede the later skills developmentally

- Example: Children play alongside one another before they interact in play

Immediate Foundational Skills

- The set of skills and behavior that occur developmentally just prior to age-expected functioning

- Are the basis on which to build age-expected functioning

- Functioning looks like a younger child

How Foundational Skills Lead to Age-Expected Functioning

Age-expected functioning

Immediate foundational skills

Foundational skills

Foundational skills

The Seven Points on the COSF Scale...

Activity 2

For a 30 month old, determine which skills are:

- **Age expected (AE)**
- **Immediate foundational (IF)**
- **Foundational (F)**

7-Completely

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

6-Between Completely and Somewhat

- 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

- These concerns are substantial enough to suggest monitoring or possible additional support

- Although age-appropriate, the child's functioning may border on not keeping pace with age expectations

5-Somewhat

- 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-appropriate and not age-appropriate behaviors and skills

- Child's functioning might be described as like that of a **slightly younger child**

4-Between Somewhat and Nearly

- Child shows occasional age-appropriate functioning across settings and situations

- More functioning is **not age-appropriate than age-appropriate**

3-Nearly

- Child does **not yet** show functioning expected of a child of his or her age in any situation

- Child uses **immediate foundational skills,** most or all of the time across settings and situations

- Immediate foundational skills are the skills upon which to build age-appropriate functioning

- Functioning might be described as like that of a **younger child**
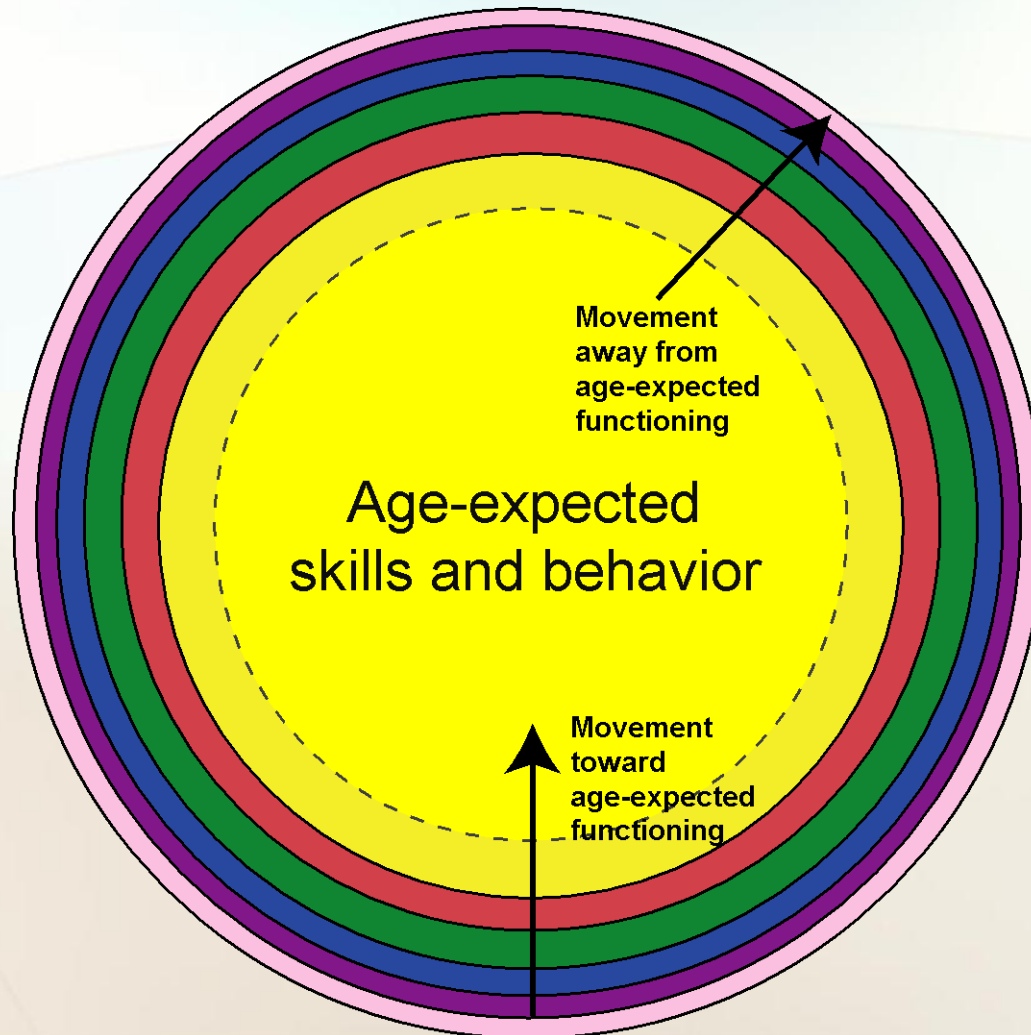
2-Between Nearly and Not Yet

- Child occasionally uses **immediate foundational skills** across settings and situations

- More functioning reflects skills that are **not** immediate foundational than are immediate foundational

1-Not Yet

- Child does **not yet** show functioning expected of a child his or her age in any situation
- Child's functioning does **not yet** include immediate foundational skills upon which to build age-appropriate functioning
- Child functioning reflects skills that developmentally come before immediate foundational skills
- Child's functioning might be described as like that of a **much younger child**

Levels of Functioning

Movement away from age-expected functioning

Age-expected skills and behavior

Movement toward age-expected functioning

Activity 3

Kim child example --
'Age anchor' Kim's skills and behaviors for Outcome 2:

- **Thinking and reasoning**
- **Remembering**
- **Problem solving**
- **Using symbols and language**
- **Understanding her physical and social worlds**

Section Five
The ECO Crosswalks

Crosswalks

- Identify relationships between assessment instruments and the three child outcomes

- Display how content on a given assessment instrument is related to each outcome

- Are not meant to be used as a "checklist" or "score sheet" for measuring child outcomes

- Find crosswalks on http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm

Group Activity

Review an assessment tool using a crosswalk to 3 child outcomes

What do you notice about the crosswalk?

Which outcome area(s) have the most items? The least?

To what extent are the items functional versus discrete?

What information would you want to know in each outcome area that is not included in the assessment?

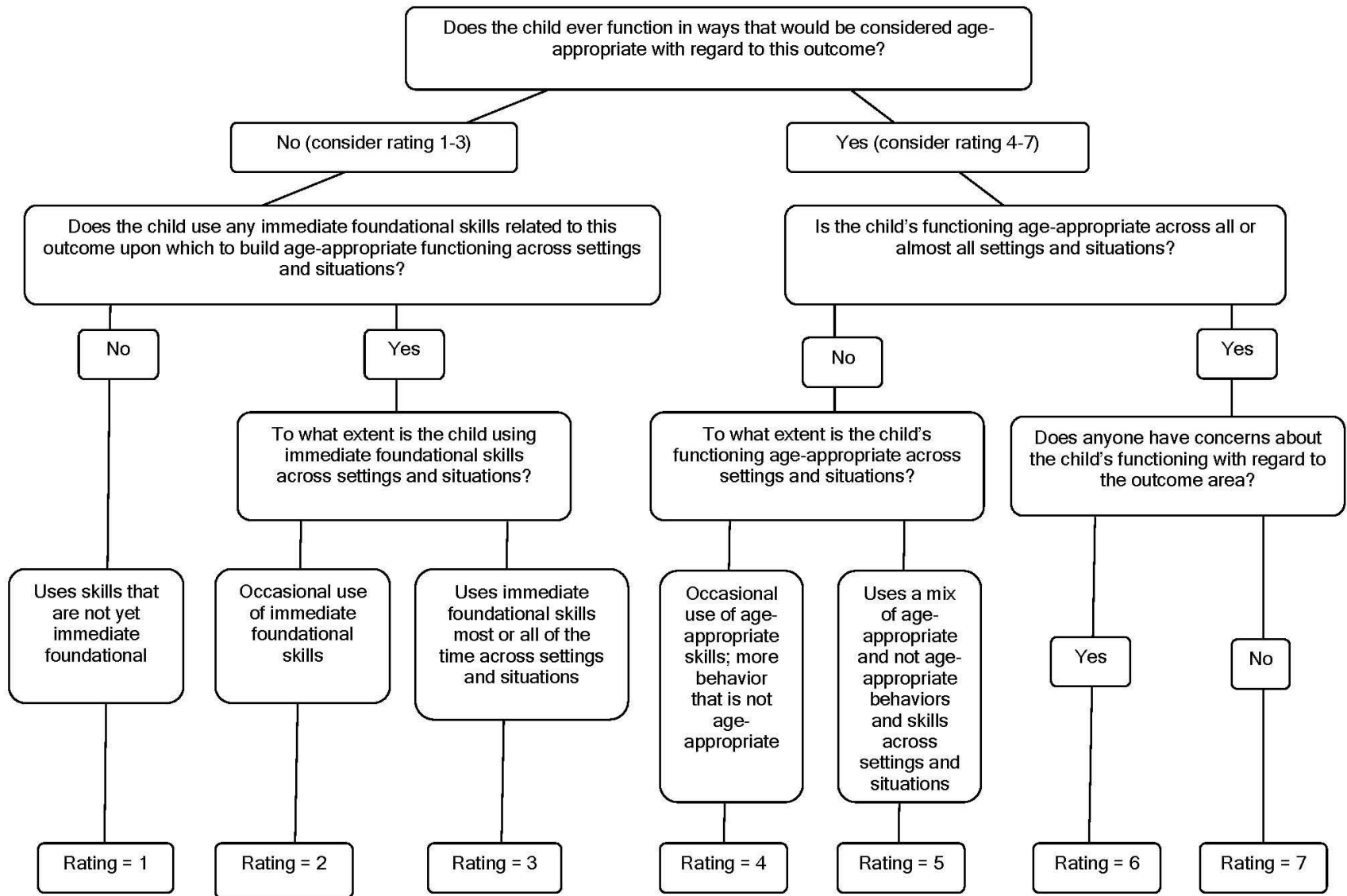What are implications for the need for other data sources?

Activity 4

**Practice with the
7-point rating scale**

Section Six

Recommended Practice: Using the Decision Tree

Decision Tree for Summary Rating Discussions

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

No (consider rating 1-3)

Yes (consider rating 4-7)

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

Is the child's functioning age-appropriate across all or almost all settings and situations?

No

Yes

No

Yes

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

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

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

Uses skills that are not yet immediate foundational

Occasional use of immediate foundational skills

Uses immediate foundational skills most or all of the time across settings and situations

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

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Yes

No

Rating = 1

Rating = 2

Rating = 3

Rating = 4

Rating = 5

Rating = 6

Rating = 7

Activity 5

Kim child example --
Age anchor Kim's social skill for Outcome 1
- **Relating with adults**
- **Relating with other children**

Use the decision tree to estimate a rating

Section Seven

Getting to the OSEP Progress
Categories from COSF Data

What Colorado Reports: OSEP Progress Categories

Percentage of children who:

a. Did not improve functioning
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
c. Improved functioning to a level nearer to same-aged peers but did not reach it
d. Improved functioning to reach a level comparable to same-aged peers
e. Maintained functioning at a level comparable to same-aged peers

*The OSEP Categories describe **types of progress** children can make between entry and exit*

The Summary Statements

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

   Children who changed growth trajectories =c+d/a+b+c+d

(How many children changed growth trajectories during their time in the program?)

The Summary Statements

2. The percent of children who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Children who left the program at age level = d+e / a+b+c+d+e

(*How many children were functioning like same aged peers when they left the program?*)

Developmental Trajectories

Functioning like same aged peers

Improved functioning to that of same aged peers

Moved closer to functioning like same aged peers

Improved functioning, no change in trajectory

Did not improve functioning

Growth in Outcome

Age in Months
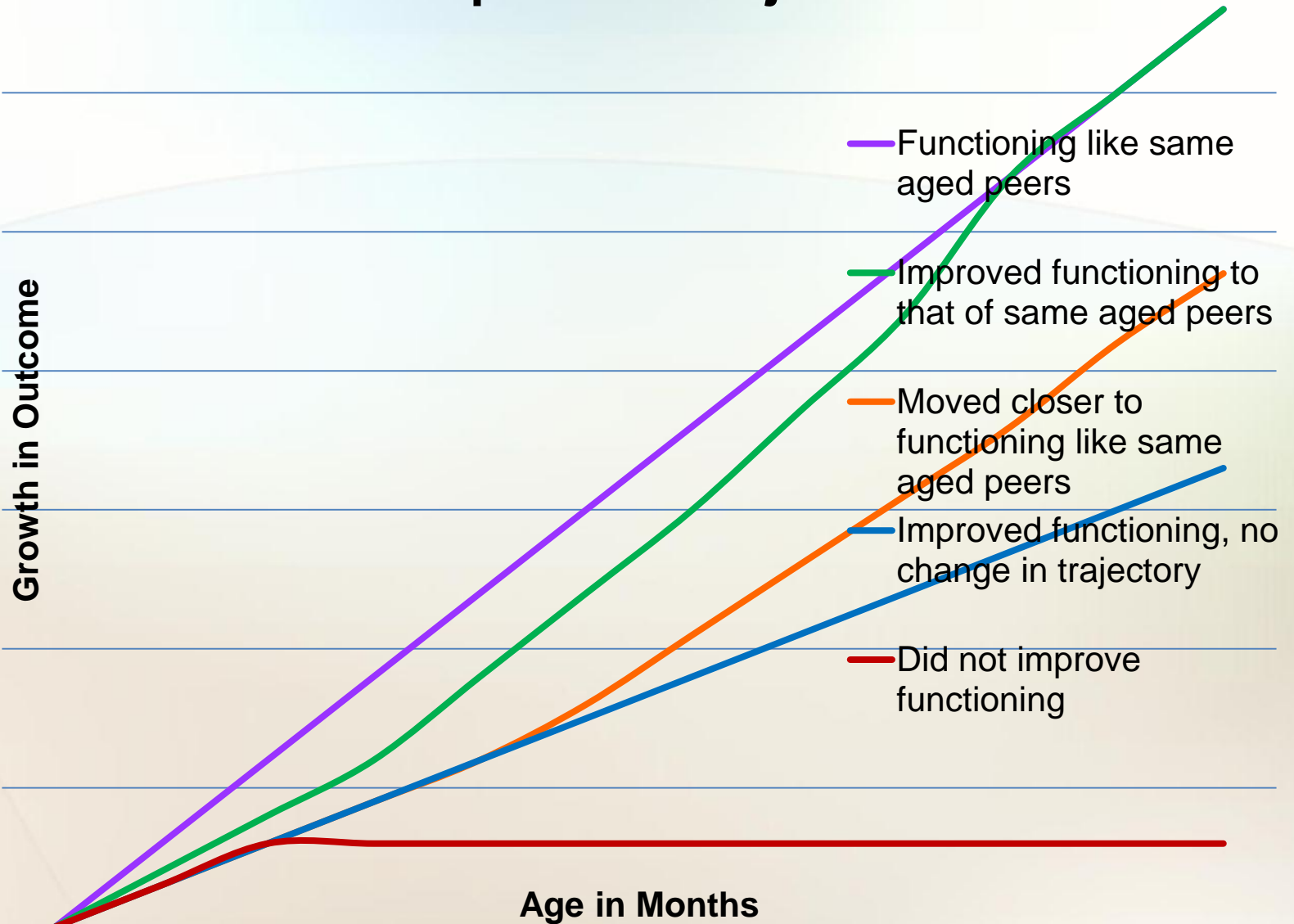
How Changes in Ratings on the COSF Correspond to Reporting Categories a-e

- e. % of children who <u>maintain</u> functioning at a level comparable to same-aged peers

- Rated 6 or 7 at entry; AND

- Rated 6 or 7 at exit

Developmental Trajectories

Age in Months

Developmental Trajectories

Entry · Exit

Age in Months

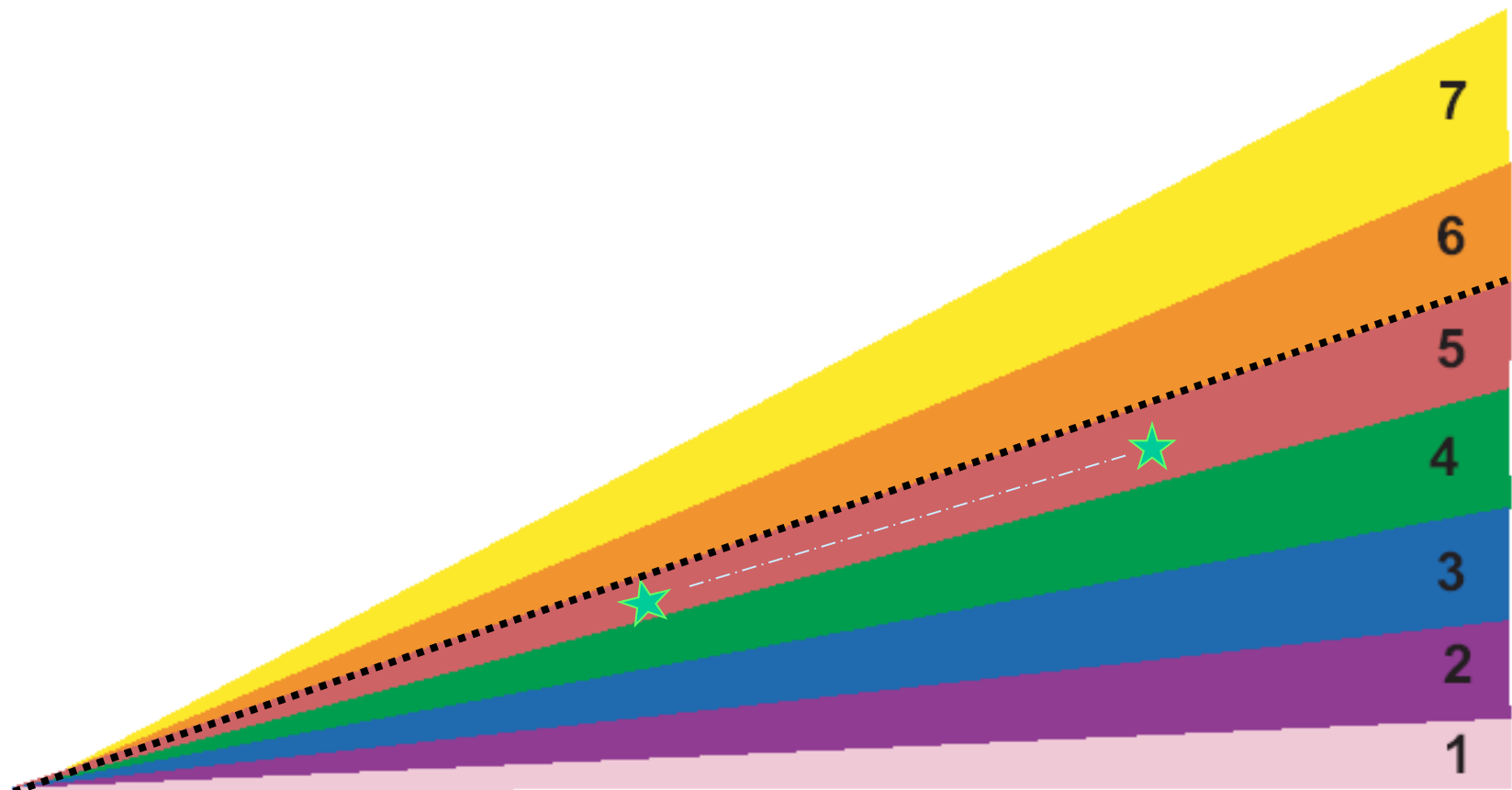# Developmental Trajectories

Entry   Exit
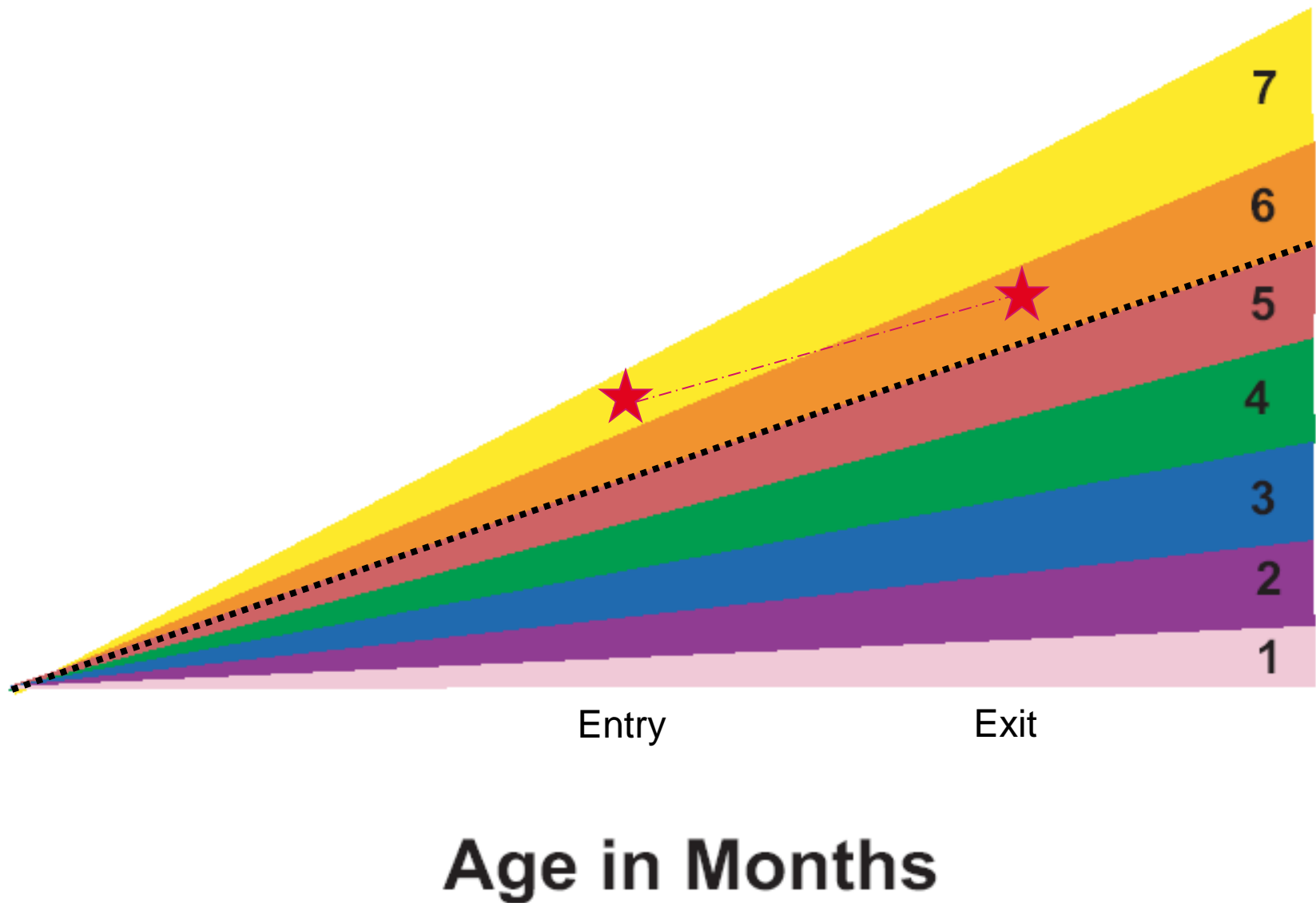
Age in Months

How Changes in the Rating Correspond to Reporting Categories a-e

- d. % of children who improve functioning to <u>reach</u> a level comparable to same-aged peers

- Rated 5 or lower at entry; AND

- Rated 6 or 7 at exit

Developmental Trajectories

Entry   Exit

7
6
5
4
3
2
1
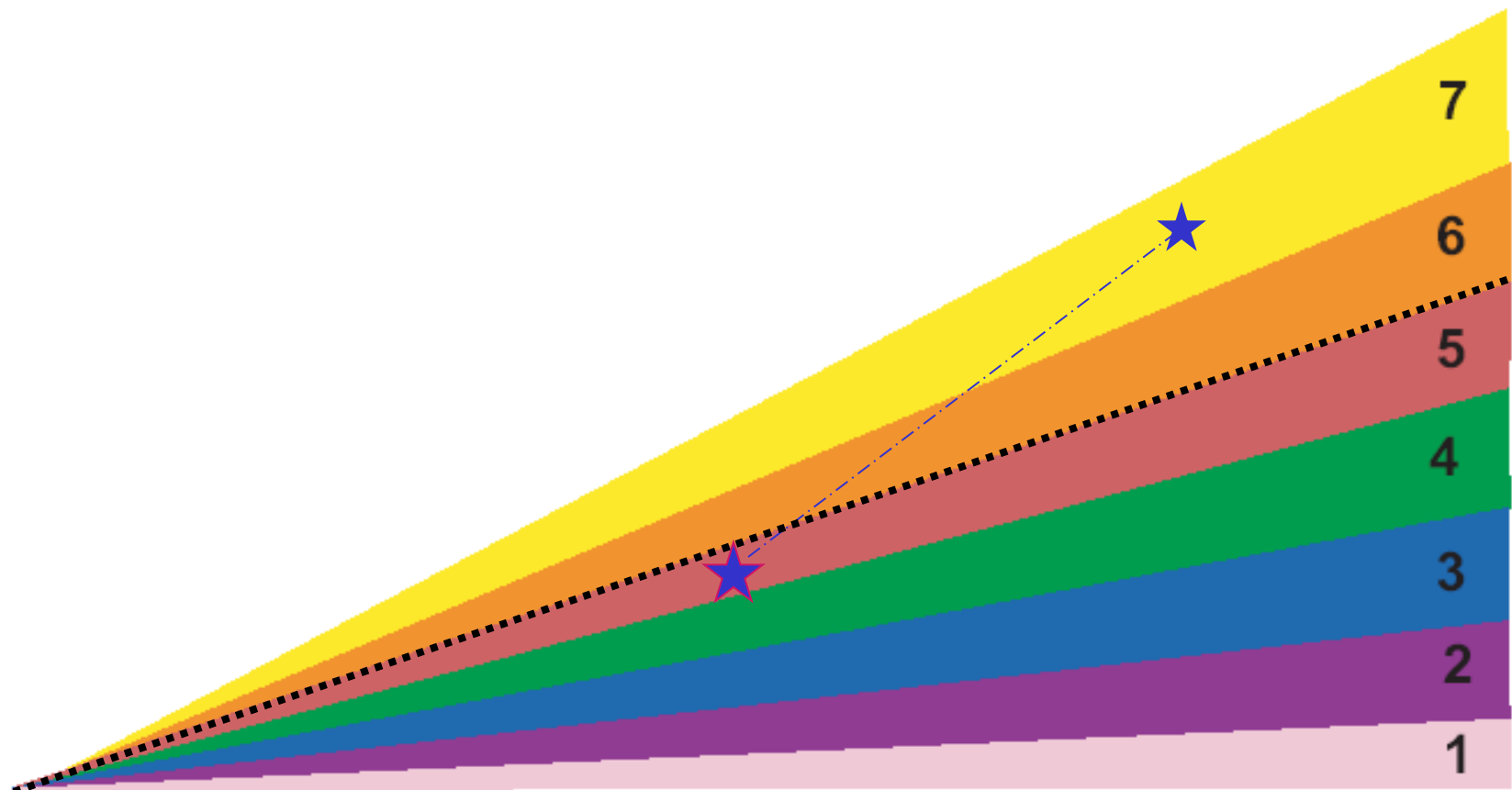
Age in Months

How Changes in the Rating Correspond to Reporting Categories a-e

- c. % of children who improved functioning to a level <u>nearer</u> to same aged peers, but did not reach it

- Rated higher at exit than entry; AND

- Rated 5 or below at exit

Developmental Trajectories
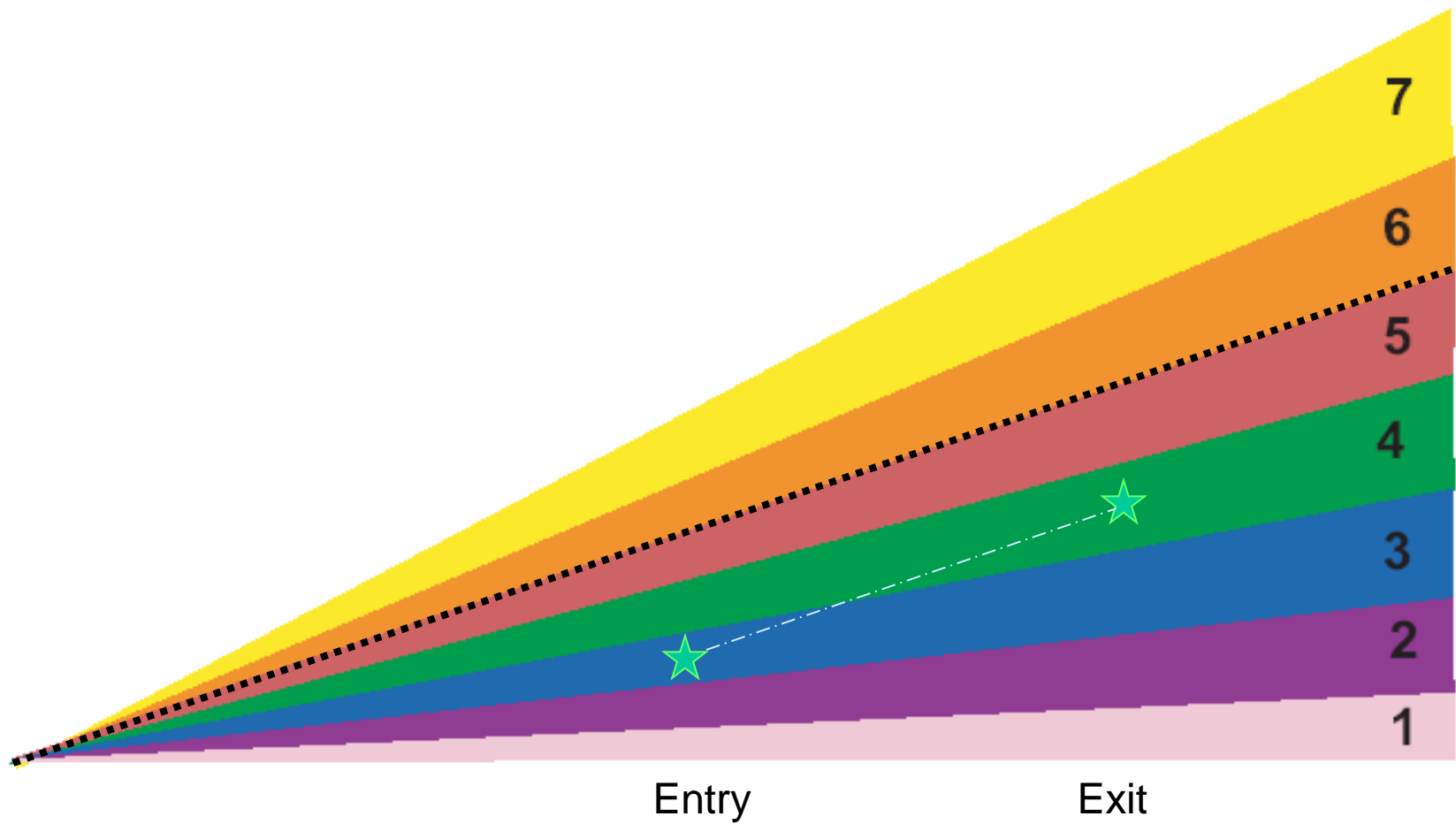
Entry   Exit

Age in Months

Developmental Trajectories
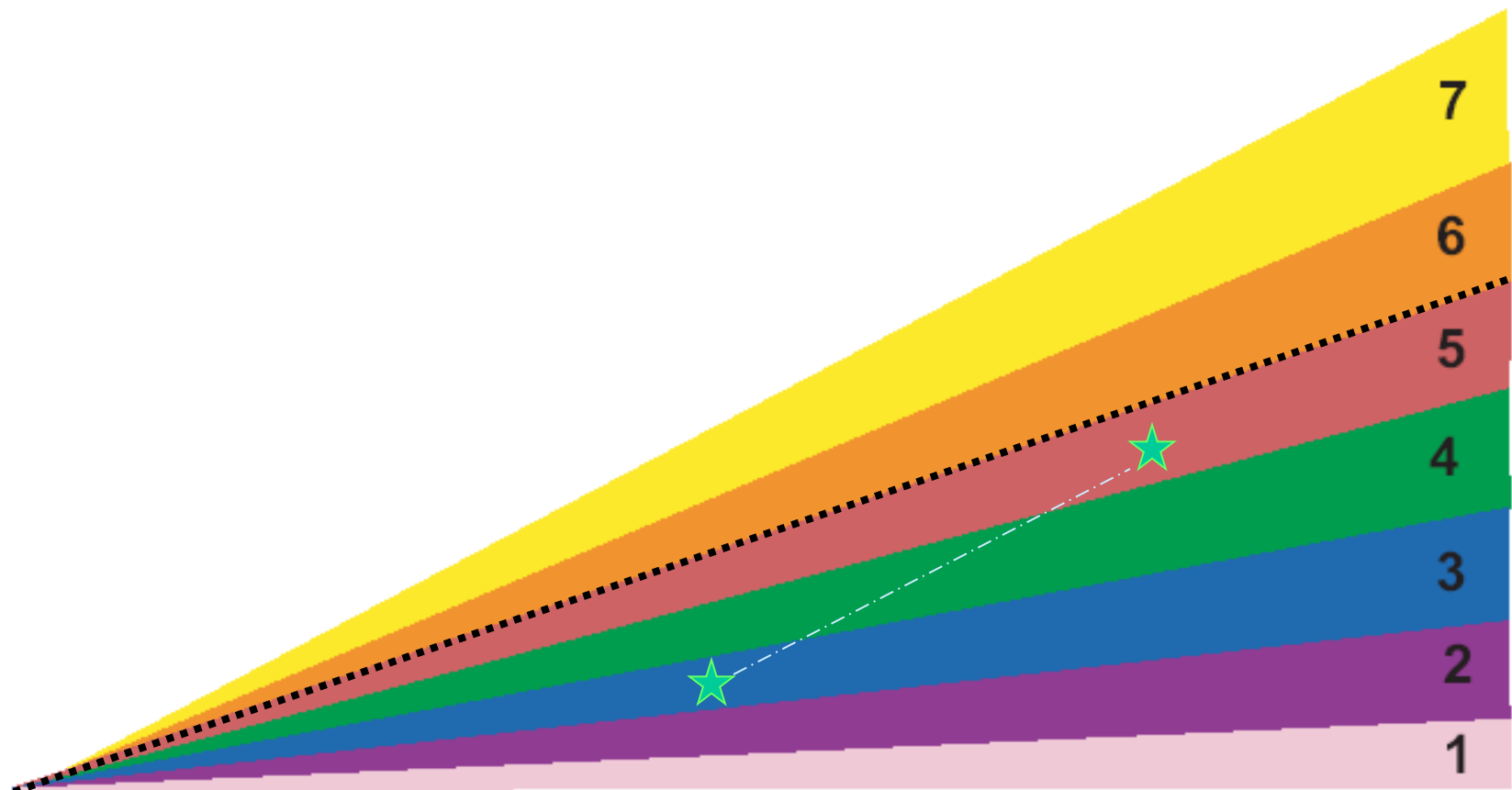
How Changes in the Rating Correspond to Reporting Categories a-e

- b. % of children who <u>improved</u> functioning, but not sufficient to move nearer to same aged peers

- Rated 5 or lower at entry; AND
- Rated the same or lower at exit; AND
- "Yes" on the progress question (b)
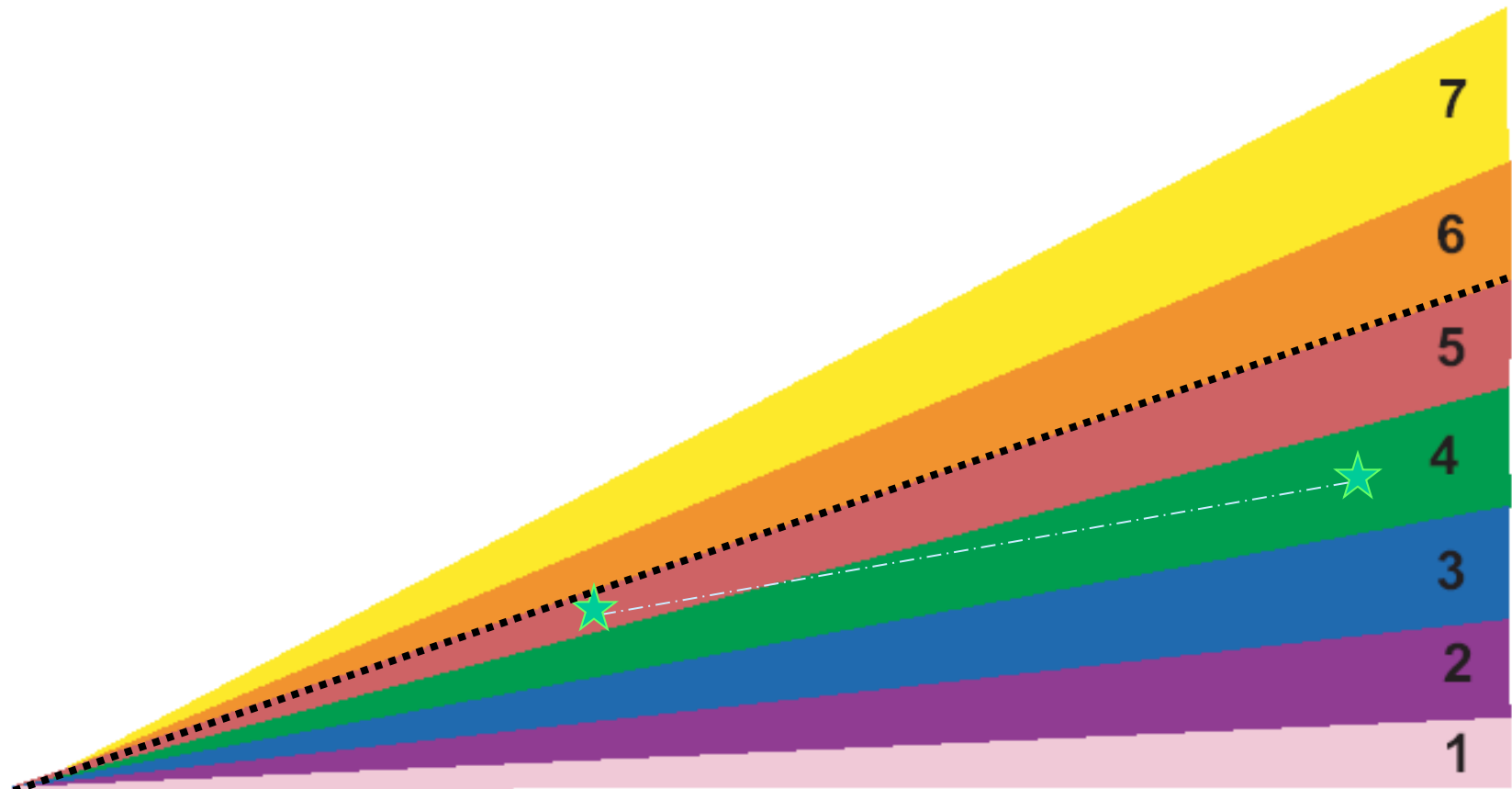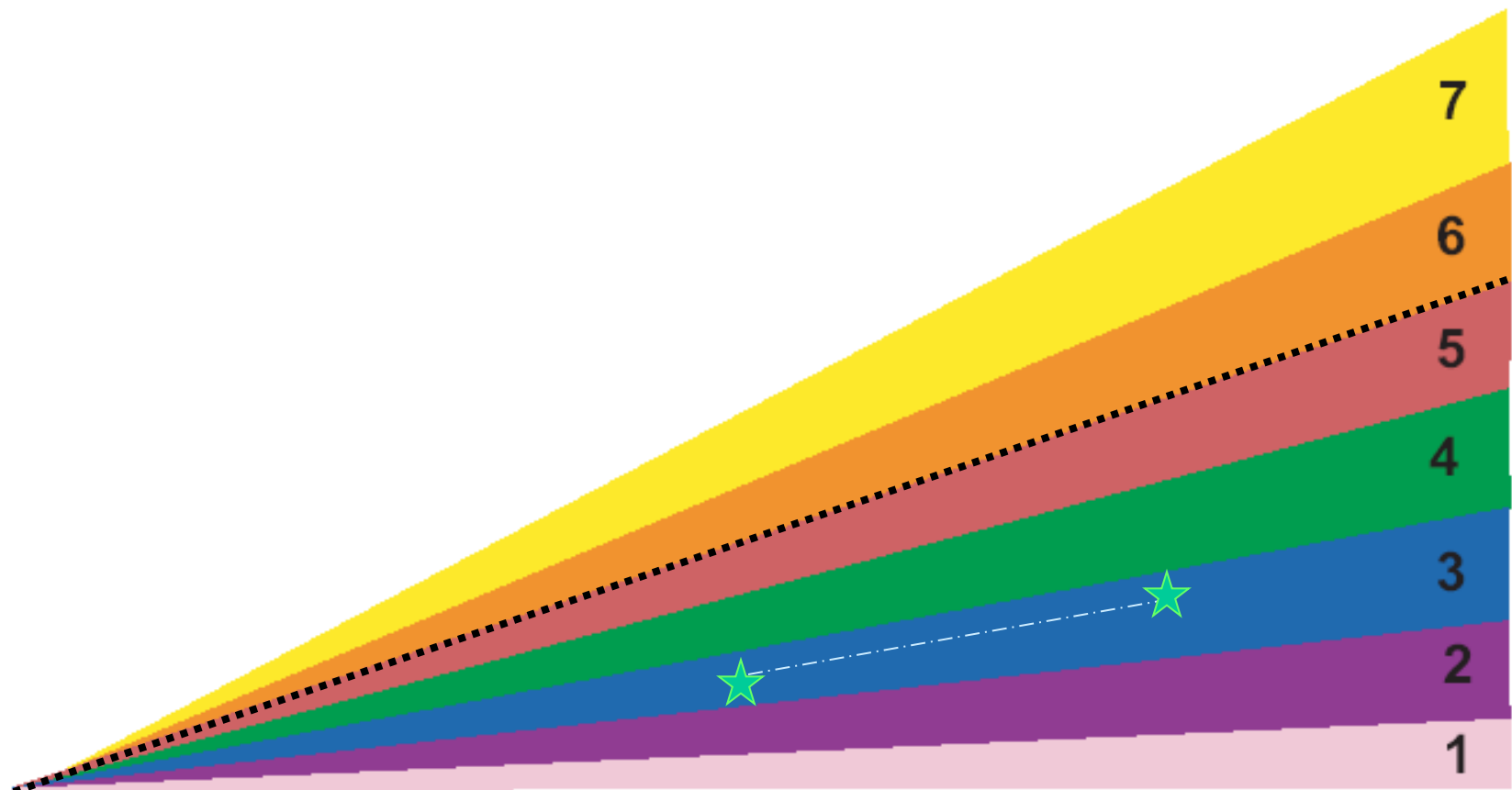
Developmental Trajectories

7

6

5

4

3

2

1

Entry   Exit

Age in Months

Developmental Trajectories

Entry   Exit

Age in Months

Developmental Trajectories

Entry   Exit

Age in Months

Developmental Trajectories

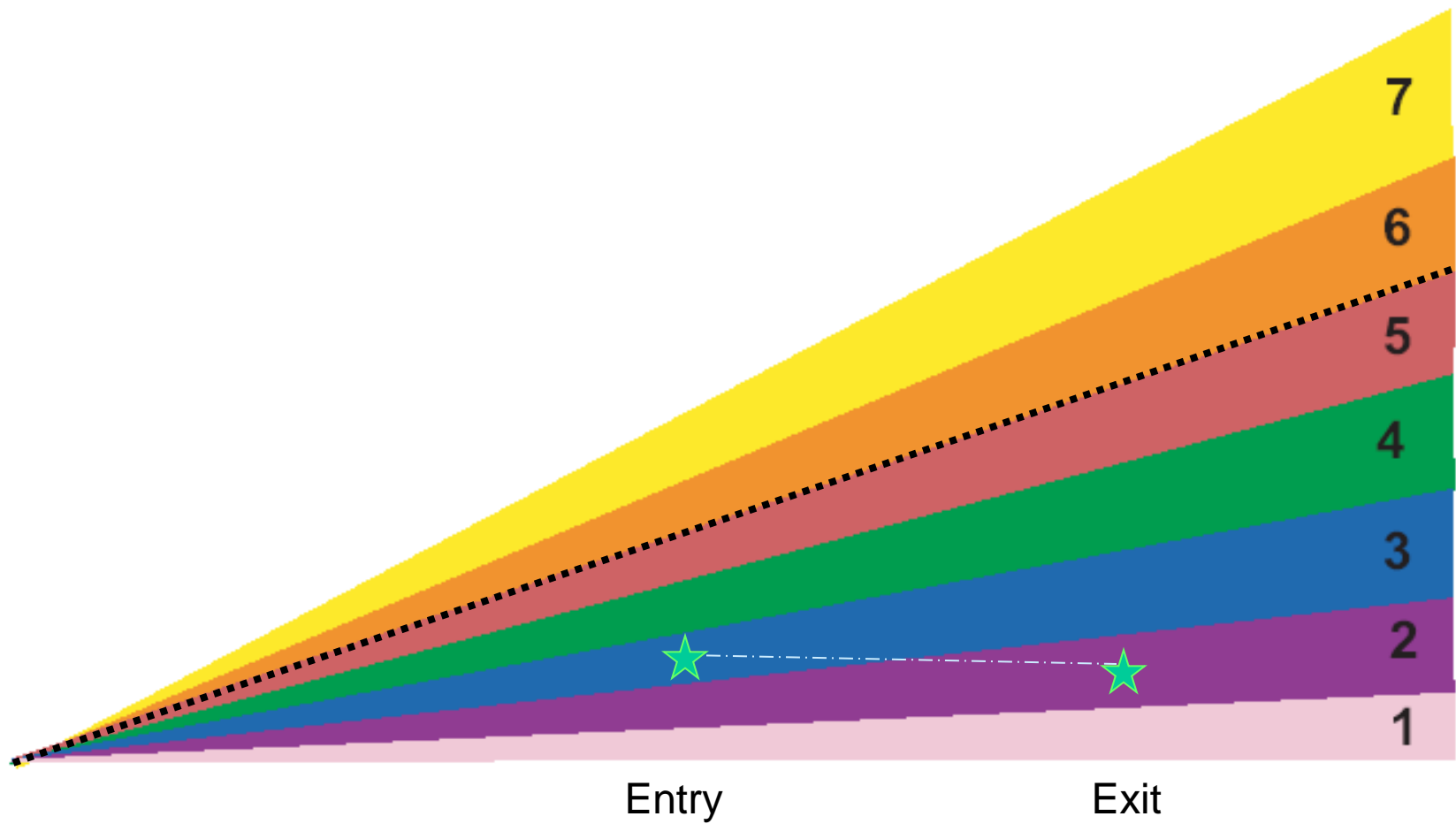Entry   Exit
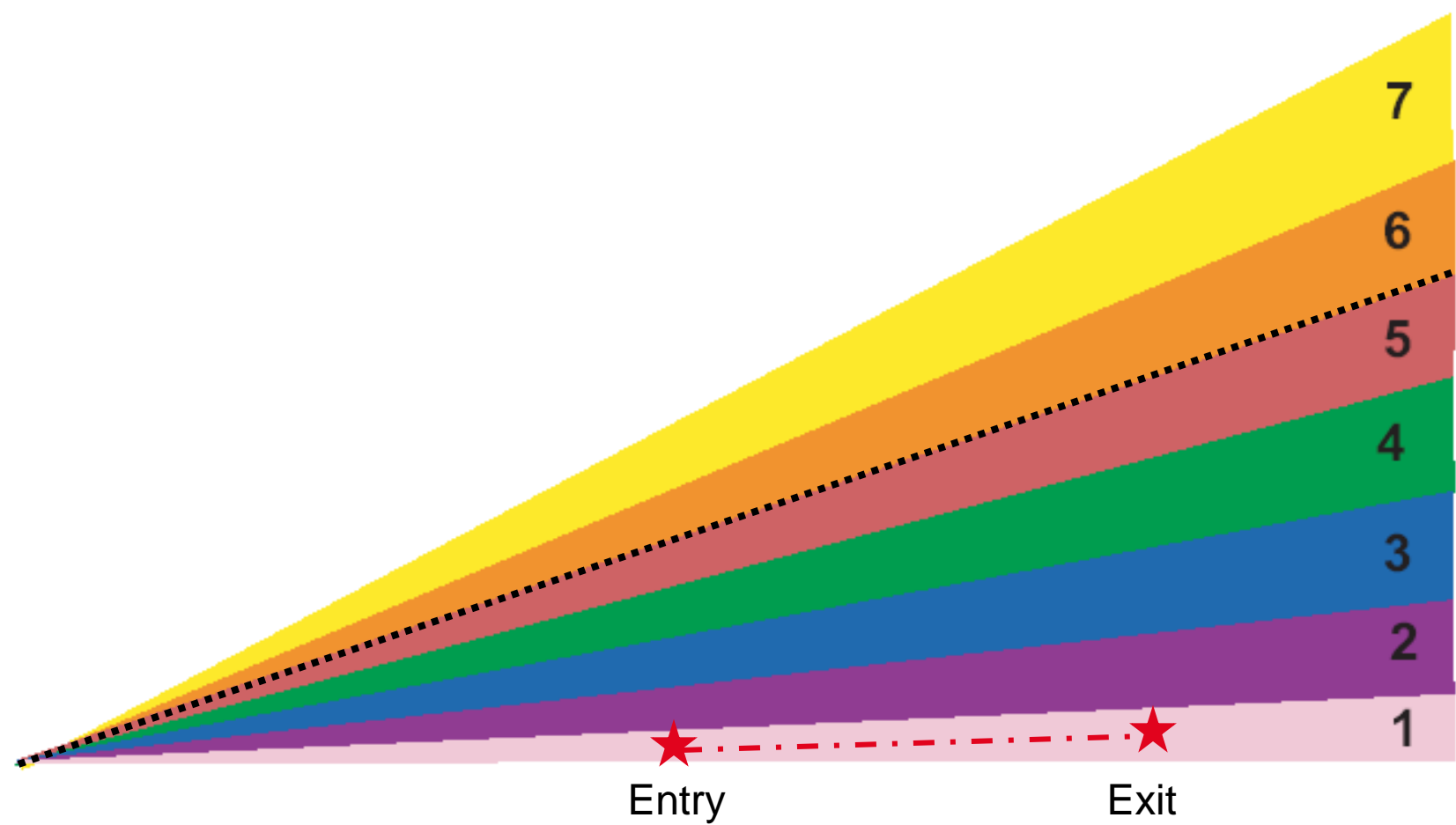
Age in Months

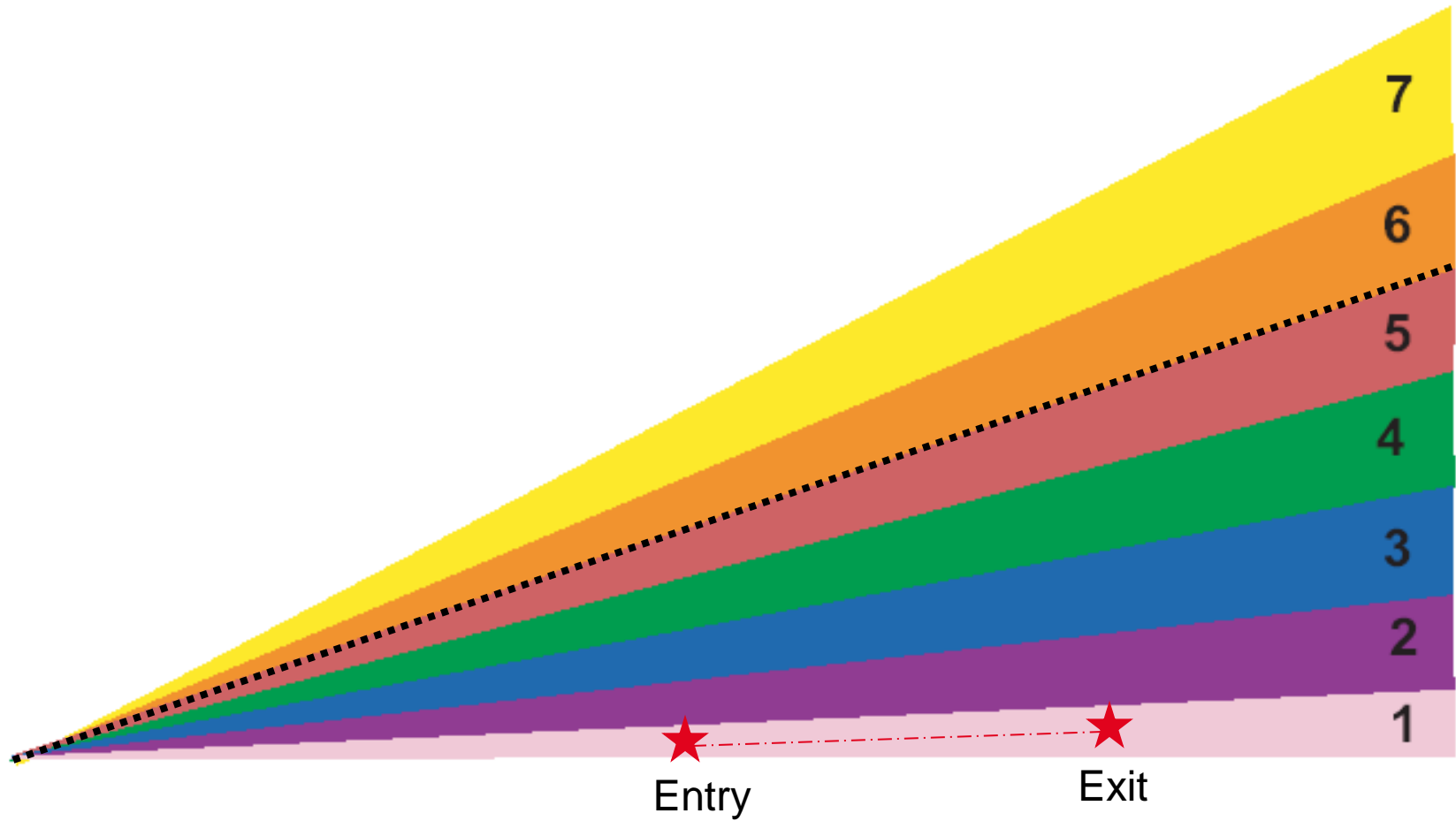# How Changes in the Rating Correspond to Reporting Categories a-e

- a. % of children who <u>did not improve</u> functioning

- Rated lower at exit than entry; OR

- Rated 1 at both entry and exit; AND

- Scored "No" on the progress question (b)

Developmental Trajectories

Age in Months

Developmental Trajectories

Age in Months

Activity 7

**Translate COSF data to
OSEP progress categories**

Section Eight

Working as a Team, Including the Family

What is a High-Quality COSF Team Discussion?

- All team members participate

- Parent input is respectfully considered

- Multiple sources of assessment information are considered (observation, family report, formal 'testing')

In a Quality Team Discussion…

- The team describes the child's functioning (not just test scores)

- Discussion includes the child's full range of functioning

- The team documents the rationale for the rating

Involving Families

Involving Families in a Conversation About Their Child's Functioning

- Avoid jargon

- Avoid questions that can be answered with a yes or no (e.g., "Does Anthony finger feed himself?")

- Ask questions that encourage parents to tell you what they have seen (e.g., "Tell me how Anthony eats.")

What We Should Expect From Family Involvement

- That they can provide rich information about their child's functioning across settings and situations – YES!

- That they will know whether their child is showing age appropriate behavior?   MAYBE … but not necessarily!

Section Nine

Where to Focus in Deciding the Rating

Activity 8

Deciding the Rating

• Using your child example, select an outcome area

• Focus on the child's overall functioning across settings and situations

• Functioning that is displayed rarely and/or when the child is provided with a lot of unusual support or prompts is of little significance for the rating

Activity 8 (cont.)
The Process for Answering 1a,2a,3a

- Discuss the child's current functioning in this outcome area across settings and situations

- Identify areas where the child's functioning is age appropriate

- If not all functioning is age appropriate, identify areas where the child's functioning reflects immediate foundational skills

- Decide which rating best describes the child's current functioning

Section Ten

Recommended Practice:

Documenting the Rating

Documenting the Rating

On the form, you will need to document:

- Who participated in the conversation and the decision
- Sources of information
- Rating
- Supporting evidence (e.g., age expected functioning, immediate foundational skills and skills and behaviors that will lead to foundational skills)

Supporting Evidence

- Provides a written rationale for the rating

- Evidence can be reviewed to see whether people are using the system properly (e.g., rating similar children in the same ways)

- Helps identify needs for future training and technical assistance

- May be useful for new team members reviewing the file

Activity 9

Kim child example – Outcome 3
- **Taking care of basic needs**
- **Getting from place to place**
- **Using tools (e.g., spoon)**

Document the rating

Section Eleven

What the Data Can Tell Us

Key Idea

The primary focus of Child Outcomes data is to determine the percentage of children that have improved.

Continuous Program Improvement

Reflect
Are we where we want to be?

Plan (vision)
Program characteristics
Child and family outcomes

Implement

Check
(Collect and analyze data)

Section Twelve

Assuring the Quality of the COSF Data

Why It's Important

- If data are not (yet) valid, they cannot be used for program effectiveness, program improvement or anything else

- If data are not as good as they should be… continue to improve data collection through ongoing quality assurance

Training and Communication for Quality Assurance

Increase data quality through training and communication related to:

- Assessment
- Understanding the COSF process
- Age expectations
- Data entry

After the COSF is Complete…

Check the completed COSF for quality:

- Is anything missing?

- Does the evidence match the appropriate outcome area? Is it functional?

- Is there adequate evidence for the basis of the rating? Consistent with the rating?

- Does evidence reflect the child's functioning across settings and situations?

Activity 10

Check a completed COSF for errors

Section Thirteen

How Will the COSF Process Work in Your CCB?

Add CCB Specific Details

Website Information

Additional information is available:

ECO Center

www.the-eco-center.org

Early Intervention Colorado:

Lenita Hartman – 303-866-7262
Lenita.hartman@state.co.us

Christy Scott – 303-866-7270 christy.scott@state.co.us

www.eicolorado.org