

**Child Outcomes Summary Form (COSF) Training Guide:**  
**To be Used with South Carolina 619 Video**  
(taped by ETV 9/26/07)  
DRAFT

**How to Use this Guide**

The guide is organized according to the three video modules:

- Module 1: Early Childhood Outcomes Basics
- Module 2: The COSF Team Discussion
- Module 3: Frequently Asked Questions and Next Steps

In Part I of the guide, Learning Objectives and Training Materials Outline, we list what participants in COSF training should learn and the materials to use for helping them reach the learning objectives.

Part II, Procedures for Training in the Use of the Child Outcomes Summary Form, is meant to help the trainer in

- preparing for the face-to-face training event,
- conducting the event, and
- conducting follow up activities to support implementation.
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To assist the trainer, we have provided, per module:

- discussion questions,
- required small group activities,
- recommended small group activities, and
- optional small group activities.

Attachment A gives detailed instructions for conducting small group practice with the COSF.

Attachment B provides ‘pop quiz’ activities for checking participants’ understanding of the COSF training content.

All training materials, unless otherwise noted, should accompany this guide.

## **I. Learning Objectives and Training Materials Outline**

### **Module 1: Early Childhood Outcomes Basics**

Section 1. Why collect outcomes data

Section 2. The three child outcomes

Section 3. Assessing the three child outcomes

Section 4. The Child Outcome Summary Form (COSF)

#### **Section 1. Why Collect Outcomes Data**

A. Learning objectives – the learner will:

- understand the current requirements and the historical roots of federal accountability
- understand the various purposes and uses of outcomes measurement

B. Training materials

- PPT slides

#### **Section 2. The Three Child Outcomes**

A. Learning objectives – the learner will:

- understand the development of the three child outcomes
- understand the content of the three child outcomes
- differentiate among the three child outcomes
- differentiate between functional outcomes and discrete skills

B. Training materials

- PPT slides
- Functional outcomes handout

#### **Section 3. Assessing the Three Child Outcomes**

A. Learning objectives – the learner will:

- understand the use of formal assessment instruments for measuring child outcomes
- differentiate between evaluation for eligibility purposes and functional assessment of the three outcome areas for accountability purposes

B. Training materials

- PPT slides
- Instrument crosswalks, as appropriate (if used, trainer should select from crosswalks available on the ECO website: [www.the-eco-center.org](http://www.the-eco-center.org))

#### **Section 4. The Child Outcome Summary Form (COSF)**

A. Learning objectives – the learner will:

- understand the rationale for using the COSF
- differentiate between the a and b questions on the COSF
- differentiate between the 7 points on the rating scale
- differentiate among age-appropriate, immediate foundational, and foundational skills and behaviors

B. Training materials

- PPT slides
- Child Outcomes Summary Form (COSF)
- Instructions for Child Outcomes Summary Form
- Immediate foundational skills handout
- Age-expected child development resources
- Developmental milestones (if used, trainer should select from resources used in the district or from those available on line, as shown in the Age-expected child development resources handout)

**Module 2: The COSF Team Discussion**

Team discussion reenactment and debriefing the team discussion

**Team Discussion Reenactment and Debrief**

A. Learning objectives – the learner will:

- understand the content of the three child outcomes
- differentiate among the three child outcomes
- understand how a rating is determined by a team
- understand the role of information about the child’s functioning across settings and situations in determining a rating
- understand the role of age-expected child development in determining a rating
- differentiate among age-appropriate, immediate foundational, and foundational skills and behaviors
- Understand the role of the family in the team rating

B. Training materials

- PPT slides
- COSF discussion prompts
- Developmental milestones
- Decision tree
- Protocol for evaluating team discussion
- Role of families handout
- Consensus handout

**Module 3: Frequently Asked Questions and Next Steps**

Section 1: Frequently asked questions

Section 2: Next steps

**Section 1: Frequently asked questions**

A. Learning objectives – the learner will:

- be able to access resources for answering questions about outcomes measurement
- understand the need for documentation
- be able to document the rationale for ratings

B. Training materials

- ECO Q&A (print from ECO website at: <http://www.fpg.unc.edu/~eco/faqs.cfm>)
- Documentation worksheet
- Ava documentation worksheet

**Section 2: Next steps**

A. Learning objectives – the learner will:

- understand the need for continual practice in using the COSF
- understand the role of quality assurance in outcomes measurement
- be able to access resources that provide additional guidance on using the COSF

B. Training materials

- Guidance for reviewing completed COSFs
- Copy of ECO home page (print from [www.the-eco-center.org](http://www.the-eco-center.org))

## II. Procedures for Training in the Use of the Child Outcomes Summary Form (COSF)

### A. Prepare for the COSF training

Take these steps prior to holding the face-to-face training event.

1. Determine which activities you will conduct during the event and which you will conduct as follow-up.
2. Prepare an agenda, based on the activities you will conduct during the face-to-face training event.
3. Gather materials for participant packets. The training materials named above per module with learning objectives are summarized below. Materials with an asterisk are **required** for the COSF training. Materials without an asterisk are optional.
  - PPT slides\*
  - Functional outcomes handout
  - Instrument crosswalks (trainer should identify and select from ECO website)
  - Child Outcomes Summary Form (COSF)\*
  - Instructions for Child Outcomes Summary Form\*
  - Immediate foundational skills handout\*
  - Age-expected child development resources\*
  - Developmental milestones (trainer should identify and select from district or from resource listed above)
  - COSF discussion prompts\*
  - Decision tree\*
  - Protocol for evaluating team discussion
  - Role of families handout
  - Consensus handout
  - ECO Q&A
  - Documentation worksheet
  - Ava documentation worksheet
  - Ava summary of relevant results
  - Guidance for reviewing completed COSFs
  - Copy of ECO home page (print from [www.the-eco-center.org](http://www.the-eco-center.org))
4. Identify a teacher/provider to present a child example. Select someone who you think will be comfortable presenting in front of the group. Ask her to come prepared to discuss and describe the functioning of a child with whom she works, who has entered services in the last 2 or 3 months, and whom she knows fairly well. She should bring any information she has about the child, including recent

assessment data, observation notes, or other records that might help her remember and think about the child's functioning.

5. Invite all participants to bring a child's file for small group practice with the COSF. Use this paragraph to make the request: "Please come prepared to discuss and describe the functioning of at least one child with whom you work, who has entered services in the last 2 or 3 months, and whom you know fairly well. Bring any information you have about the child or children, including recent assessment data, observation notes, or other records that might help you remember and think about the child's functioning. We will be using the example in an exercise to practice thinking about the child's social relationships, learning and problem solving, and ability to get his or her needs met across various settings. You will NOT be sharing the records or any written materials with others, so one copy is enough, and you may remove the child's name from any files you bring if you are worried about revealing confidential information."
6. Locate equipment. You will need:
  - Capacity to play video
  - Capacity to show PPT
  - Capacity to show websites on line (optional)
7. Determine how you will arrange the training space. You will need:
  - Seating that allows good viewing of the PPT
  - Seating that allows participants to break into small groups
8. Will you evaluate the training event? If so, develop evaluation questions and a format for participants to respond.

## **B. Conduct the Training**

Follow the sequence below during the face-to-face training event.

1. **Introduction** -- welcome, purpose, review of agenda, housekeeping, etc.
2. **Module 1: Early Childhood Outcomes Basics** – show video
  - **Section 1: Why Collect Outcomes Data** -- PPT slides 1-10
  - Pause video for questions/discussion. Discussion questions may include:
    - What is the driving force behind accountability?
    - What are some ways states might use the outcomes data?
  - **Section 2: Understanding the Three Child Outcomes** -- PPT slides 11-25
  - Pause video for questions/discussion. Discussion questions may include:
    - Why are the child outcomes so global?
    - What is meant by a 'functional' outcome?
    - What are some examples of 'functional' skills in each outcome area?

- **Section 3:** Assessment -- PPT slides 26-34
- Pause video for questions/discussion. Discussion questions may include:
  - What sources of data should be used to assess a child's functioning?
  - How do the 5 domains evaluated for eligibility determination align with the three functional child outcomes?
  - What assessments do we/you use?
  - How functional are they?
  - How well do they cover the three outcomes?
  - What additional information do we/you typically collect on every child that would be useful?
- Activity (optional)

Ask participants to break into small groups of 3-4 and review an assessment instrument and crosswalk (depending on the program, all groups may be looking at the same instrument or several different instruments might be looked at). Have small groups answer these questions:

  - How functional are the items on the assessment instrument?
  - How well does the instrument cover the three outcomes? What are the strengths? What are the weaknesses?
  - What additional information would be needed to get a full picture of the child?
- **Section 4:** The Child Outcomes Summary Form (COSF) -- PPT slides 35-56
- Pause video for questions/discussion. Discussion questions may include:
  - What is the rationale for using the COSF, versus one statewide assessment tool?
  - What are immediate foundational skills?
  - Which points on the scale include age-appropriate functioning?
  - Which points on the scale include immediate foundational skills?
- Activity (optional)
  - Ask participants to break into small groups of 3-4 and look at developmental milestone resources. Have small groups answer these questions:
    - Suppose a child is 3 years old. What would be considered age-appropriate social-emotional skills? What would be considered immediate foundational skills in this area?
    - Suppose a child is 4 years old. What would be considered age-appropriate acquisition and use of knowledge and skills? What would be considered immediate foundational skills in this area?
    - Suppose a child is 5 years old. What is age-appropriate action to meet her needs? What would be considered immediate foundational skills in this area?

### 3. Module 2: The COSF Team Discussion

- Show PPT slides 57-61
- Let participants know that you will discuss, and therefore they should pay attention to, per outcome area:
  - the rating determined by the team
  - settings and situations discussed
  - functional skills discussed
  - examples of age-appropriate functioning
  - examples of immediate foundational skills
  - examples of foundational (skills that would lead to immediate foundational)?
  
- Play the Team Discussion portion of the video
- Pause video for questions/discussion. Discussion questions may include, per outcome:
  - What did you think the team did particularly well?
  - What was the rating determined by the team?
  - What settings and situations were discussed?
  - What were some of the functional skills discussed?
  - Were some of TJ's skills age-appropriate? Give examples.
  - Were some of TJ's skills immediate foundational? Give examples.
  - Were some of TJ's skills foundational (skills that would lead to immediate foundational)? Give examples.
  - What other questions would you ask about TJ?
  - How might you conduct the conversation slightly differently?
  
- Present the 'decision tree.' Discuss how the decision tree might have been used to reach the ratings for TJ.
  
- Re-start video and play through 'debrief'
- Pause video for questions/discussion. Discussion questions may include:
  - How should families be involved in the COSF rating process?
  - How should families be informed about child outcomes measurement and reporting?
  - In what setting might the team discussion take place in your program? At entry? At exit? (IEP meeting, staffing, team meeting, transition meeting, etc.)
  
- Activity (highly recommended)

Ask the pre-selected teacher/provider to come forward and talk about a child they know. Have the teacher give the child's age. Beginning with Outcome 1, have her describe the child's social-emotional skills. Have participants ask questions about the child in order to have enough information to determine a rating. Talk about whether the child's skills and behaviors are age appropriate, immediate foundational, or foundational. After a rich discussion, ask participants to suggest a rating. As they do so, have participants give the rationale for the rating. Attempt to reach consensus, but, for training purposes, settle for ratings that are

within one point of each other. Continue discussion through Outcomes 2 and 3, as time allows. See Attachment A – ‘Guidance for Preparing and Running COSF Practice Activities with Case Examples’ for more detail.

- Activity (required)

Ask participants to break into small groups of 3-4 to discuss a child and determine ratings. The groups should use a child’s file brought to the training for this purpose. Give small groups these instructions:

- Discuss what is known about the child with regard to outcome 1
- Discuss the child’s functioning with regard to age expectations
- What is age appropriate? What is not?
- What should be considered immediate foundational skills?
- Decide on a rating and record it
- Repeat for outcomes 2 and 3
- Note issues, “sticky points,” or questions that arise

Debrief the small group work—what ratings did the groups come up with? What issues did they encounter? What was easy? What was hard?

#### **4. Module 3 -- Frequently Asked Questions and Next Steps**

- Play video through ‘frequently asked questions’
- Pause video for questions/discussion. Discussion questions may include:
  - What other questions do you have about using the COSF? About outcomes measurement in general?
  - How might you use the documentation worksheet?
  - What should be included in the summary of relevant results on the COSF?
- Activity (optional)

Ask participants to break into small groups of 3-4 to discuss the Ava documentation worksheet. Have groups record information from the documentation worksheet onto the summary of relevant results on the COSF.
- Play video through ‘next steps’
- Pause video for questions/discussion. Discussion questions may include:
  - What are opportunities in your district to practice using the COSF as a group (staffings, staff meetings, staff development days, etc.)?
  - What quality assurance activities might you undertake at the district level?
  - What further resources do you need to implement the use of the COSF in your district?
- Activity (optional)

Using a computer with internet access and an LCD projector, show the ECO website, as well as the child development websites identified on

the resources handout. Locate information on the websites that may be useful to answer questions and otherwise further participants' understanding of the use of the COSF, as well as outcomes measurement in general.

ATTACHMENT A  
**Guidance for Preparing and Running  
COSF Practice Activities with Case Examples**

Before the event:

1. Invite 1-3 people to bring a child's case to the training event.
2. Considerations:
  - a. overall, it is helpful to have a variety of examples with regard to the child's functioning (i.e. it helps the group understand the whole scale if examples include a child that is lower functioning, a child that is higher functioning, and a child that may fall somewhere in between)
  - b. overall, it would be good to have some variety in age but best if the child is not about to age out of the program
  - c. for a specific case, it is essential that a provider bring an example where they know the child and have worked with the child personally
  - d. for a specific case, it is important the provider having information from multiple sources of data (e.g. formal assessment, observation, parent interview)
  - e. it is best if the case is a child who has recently been assessed and who has not been in the program for much longer than your state's 'near entry' definition

At the Event:

1. Invite one provider to take the 'hot seat'
2. Ask the provider to share a little bit about the child/case they brought (e.g. chronological age, reason for referral, etc.)
3. Next, ask the provider to focus in on outcome one and tell the group about how the child is functioning with regard to outcome 1. Remind them what outcome 1 includes (you may want to refer back to the slide definition).
4. When the provider is done with basic information about the outcome; turn to the whole group and ask– "What else do you want to know about this child's social relationships?" If needed, prompt them to ask about:
  - Formal assessment scores; items relevant to this outcome only
  - Observation
  - Family input (parents, grandparents, siblings)
  - Other providers' input (day care)
  - Functioning across different settings and situations – grocery store, neighborhood, family events, school, playground, etc.
5. Keep the discussion going until you feel enough information has been shared. Don't let participants rush to a number. When it seems enough information has been discussed, ask participants if they are ready to start talking about how the child's functioning compares to age expectations for this outcome area.
6. If the group is ready, walk through the decision tree questions to facilitate the group discussion. Start with, "Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?"
  - As participants respond, ask them what they heard that led them to that answer (their rationale); ask for examples of the child's function that were

or were not age appropriate. Remind them of examples you heard, if they don't mention some you think are important.

- Remind the group of the child's chronological age and ask the group what we would expect for a child that age.
- Remind the group to think across settings and situations.

7. Possible conversation prompts for groups having difficulty reaching consensus:
  - a. Suggest that they re-visit documents that give examples of the breadth of content covered in each outcome. Have they discussed the child's skills regarding those aspects of the outcomes? Are the comments being considered relevant to the outcome up for rating discussion?
  - b. I hear you describing the child's skills with regard to [insert content], what information do you have about the child's skills in [insert another relevant setting or situation or outcome component that hasn't yet been discussed]?
  - c. Tell me about the kinds of evidence that suggest to you this child has [insert modifier] age-expected behavior or has [insert modifier] immediate foundational skills?
    - When have you observed or documented those skills?
    - In what situations?
    - How frequently does that occur?
    - Were the accommodations/supports available in that setting those that are usually available to the child? What were they?
    - You identified this as an immediate foundational skill. Are there other steps in the sequence of development that need to occur between developing this skill and the age-expected skills in this area?
    - Is there other information you need or want to be better equipped to make this decision?
    - Has everyone on the team had a chance to talk about the skills they have observed and the evidence they are considering in reaching a rating? (Is any one person dominating conversation and that is part of the problem?)
  - d. What do most [insert child's age] year olds do with regard to this skill [or this outcome area]?
  - e. How does the child's disability/the child's delay/the change in the child's approach to these skills impact his/her ability to function in achieving this outcome RIGHT NOW?
  - f. Ratings are based on the child's functioning RIGHT NOW at one point in time. Thinking about the child's skills that have been discussed...
  - g. Right now is the child showing skills that are expected for his/her age?

- h. Right now, is the child showing skills that are immediate foundations for the skills that other peers his/her age are showing?
  - i. How often? Can you describe what they are and when and where they occur?
  - j. What is the key difference between a X vs a X [insert numbers of ratings that are sources of disagreement]? What skills (or lack of skills) stand out in making you choose that number [or insert differentiating language associated with number]?
  - k. I hear a lot of discussion about wanting ratings to agree with eligibility. With some kids and in some states there is a lot of overlap between achievement of functional outcomes and eligibility; with other kids and in other states, there is not. Eligibility may focus a lot on testing done in contexts that differ substantially from those common in everyday functioning. Eligibility may or may not allow certain kinds of accommodations or supports; to the extent that these are available to the child in everyday situations, then they would be allowed in considering outcomes ratings. Eligibility usually is organized around specific domains whereas the functional outcomes are organized in a different way that could lead to different conclusions. Taking all this into account, let's set eligibility decisions aside for a moment (though not necessarily the data you got to help make them), what do the child's skills and actions suggest about the child's functioning right now with regard to the outcome?
- 8. Repeat 3-6 with outcome 2
  - 9. Repeat 3-6 with outcome 3
  - 10. Review the 3 ratings. Ask the group for general comments about the rating process.

ATTACHMENT B

**‘Pop Quiz’ Activities to Test Mastery of COSF Learning Objectives**

**Pop Quiz: Module 1 -- Early Childhood Outcomes Basics**

1. State government is the driving force behind measuring child outcomes. True or False
2. Reasons to measure outcomes include:
  - a. to report data to the federal government
  - b. to learn whether programs are effective
  - c. for program improvement
  - d. all of the above
3. Stakeholders developed the three child outcomes based on a vision for
  - a. children with special needs
  - b. all children
4. Problem solving, attention, and understanding cause and effect fall under
  - a. Outcome 1
  - b. Outcome 2
  - c. Outcome 3
5. Awareness of safety falls under
  - a. Outcome 1
  - b. Outcome 2
  - c. Outcome 3
6. Pre-academics fall under
  - a. Outcome 1
  - b. Outcome 2
  - c. Outcome 3
7. Playing with other children falls under
  - a. Outcome 1
  - b. Outcome 2
  - c. Outcome 3
8. Which of the following would we consider ‘discrete,’ versus functional, skills? (circle all that apply)
  - a. uses prepositions
  - b. hops on one foot
  - c. hands a toy to a child to engage in play
  - d. says “I’m hungry” when he wants food

9. Which of the following would we consider ‘functional,’ versus discrete, skills? (circle all that apply)
  - a. looks for his cup when it is not in its usual place
  - b. repeats a sequence of 4 numbers
  - c. asks a question in conversation
  - d. crosses midline
  
10. Assessment tools are designed to measure the three child outcomes.  
True or False
  
11. Assessing functional outcomes can involve (circle all that apply)
  - a. asking the family about the child’s behavior at home
  - b. asking the family about the child’s behavior in the grocery store
  - c. observing the child on the playground
  - d. talking to the child care provider about the child’s eating habits at lunch
  
12. The Child Outcomes Summary Form (COSF) is an assessment tool designed by the ECO center to measure child outcomes. True or False
  
13. A six on the 7-point rating scale means that the child’s functioning is
  - a. below age appropriate
  - b. rarely age appropriate
  - c. overall age appropriate
  
14. A one on the 7-point rating scale means that the child’s functioning is
  - a. below age appropriate
  - b. rarely age appropriate
  - c. overall age appropriate
  
15. A three on the 7-point rating scale means that the child’s functioning is
  - a. below age appropriate
  - b. rarely age appropriate
  - c. overall age appropriate
  
16. The ‘a’ question on the COSF should be addressed
  - a. at entry and exit
  - b. at entry only
  - c. at exit only
  
17. The ‘b’ question on the COSF should be addressed
  - a. at entry and exit
  - b. at entry only
  - c. at exit only

**Pop Quiz: Module 2 -- The COSF Team Discussion**

Replay the video of the team discussion. Ask participants to evaluate the team discussion using the Protocol for Evaluating Team Discussions -- which poses these questions:

Does the discussion...

- Focus on functional, versus discrete, skills and behaviors?
- Elicit a lot of information from the family member?
- Cover the breadth of the outcome area?
- Stay focused on the targeted outcome area?
- Provide information across situations and settings?
- Provide a good rationale for the rating?

Compare responses.

**Pop Quiz: Module 3 -- Frequently Asked Questions and Next Steps**

Distribute a copy of the Ava summary of relevant results. Have participants code Ava's skills and behaviors as 'AA' for age appropriate, 'IF' for immediate foundational, and 'F' for foundational. Have participants decide what rating would be most appropriate given the child's skills and behaviors.

Distribute a copy of a completed COSF that has been mocked up to include correct and incorrect documentation. Have participants critique the COSF using the Guidance for Reviewing Completed COSFs.