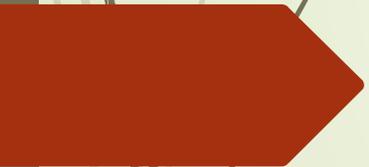


We can't begin to think about the COS without thinking about the actual IFSP process.



Please take some time to think about your current IFSP process.

- Ask yourself how your IFSP process ensures that we are capturing the most honest picture of the child's strengths and needs within each COS area.
- What do you think you and the team do really well?
- How is this information shared?
- What do you feel you could potentially do to improve your current process?
- How has the pandemic affected your team's process? Is your team having all of the same discussions as before?
- **How can we make the most of the information gathered prior to the Evaluation and Assessments?**



Child Outcomes Summary



Objectives

- Discuss COS statements
- Ensure we understand why we complete the COS
- Discuss the importance of the eval and assessment and how that fits with the COS
- Learn to follow a consistent process to increase the accuracy of COS Ratings
- Discuss how and why we involve parents within this process
- Discuss the importance of the team
- Become familiar with the tools – Introduction of NEW Decision Tree

What is the COS?

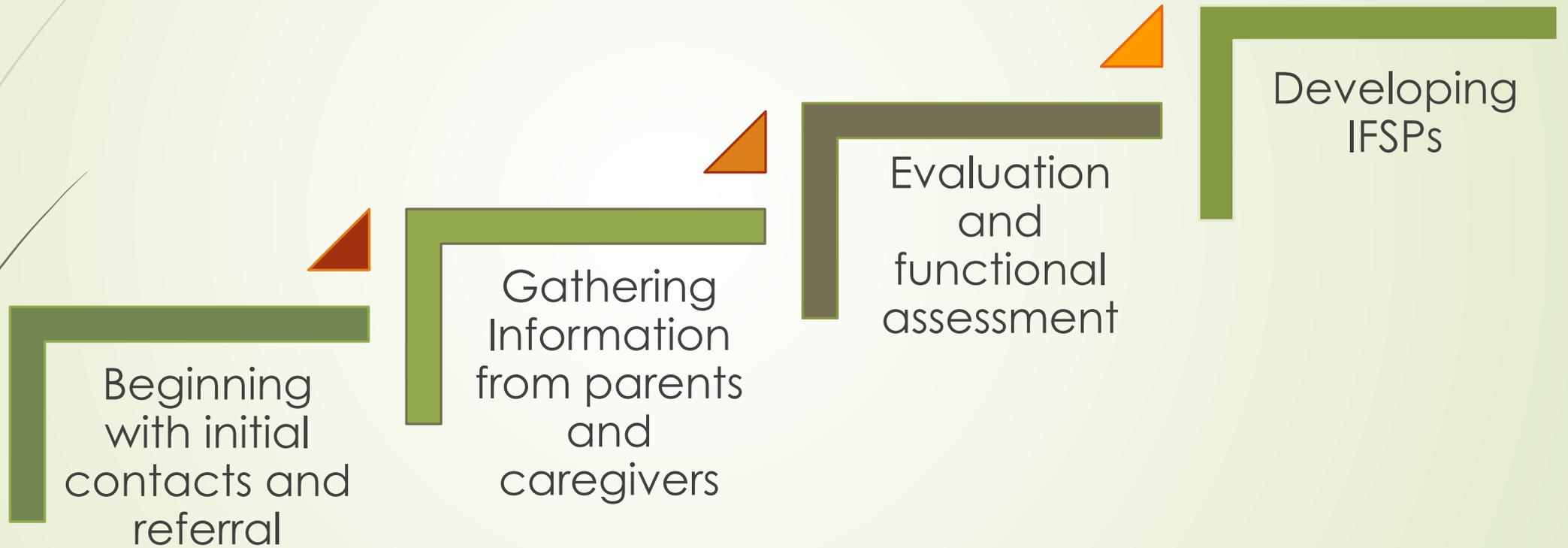
Why were they developed?

How is information gathered?

Who is responsible for determining ratings?



It all starts with gathering information...



IFSP Process-Evaluation

- Administer one of the approved eligibility tools
- Review available records (developmental history, medical, referral etc.)
- Parent Interview-Encourage parent participation
- Gather information from other sources (childcare providers, other family members, medical providers, social workers etc..)
- Determine eligibility for EI in the state of Ohio



IFSP Process - Assessment

It is through the assessment process that we gather detailed information about a child's functioning.

Assessment can include observation of the child and/or child-family interactions, parent interviews, interviews with other caregivers, review of medical records and the use of various assessment tools (though specific assessment tools are not required)

IFSP Process-Assessment

Child Assessment:

Review results of the evaluation

Observations of the child

Identification of the child's needs in each area of development

Family Directed Assessment (tool and interview):

Identify the priorities and concerns of the family

Includes the family's description of its resources, priorities and concerns related to enhancing the child development.



IFSP Process- Making Assessment Authentic

- What?
- How?
- Where?
- Yields a real picture of the child
- Guides identification of **functional** individualized outcomes and goals



IFSP Process-Family Directed Assessment

- Service coordinators will ensure that all families are offered the opportunity to participate in a family directed assessment.
- The service coordinator will make sure the family directed assessment is completed using a tool and interview.
- Service Coordinator conducts FDA and shares information with the E and A team.

[Parent resource book](#)

<https://www.pacer.org/parent/php/PHP-a51.pdf>





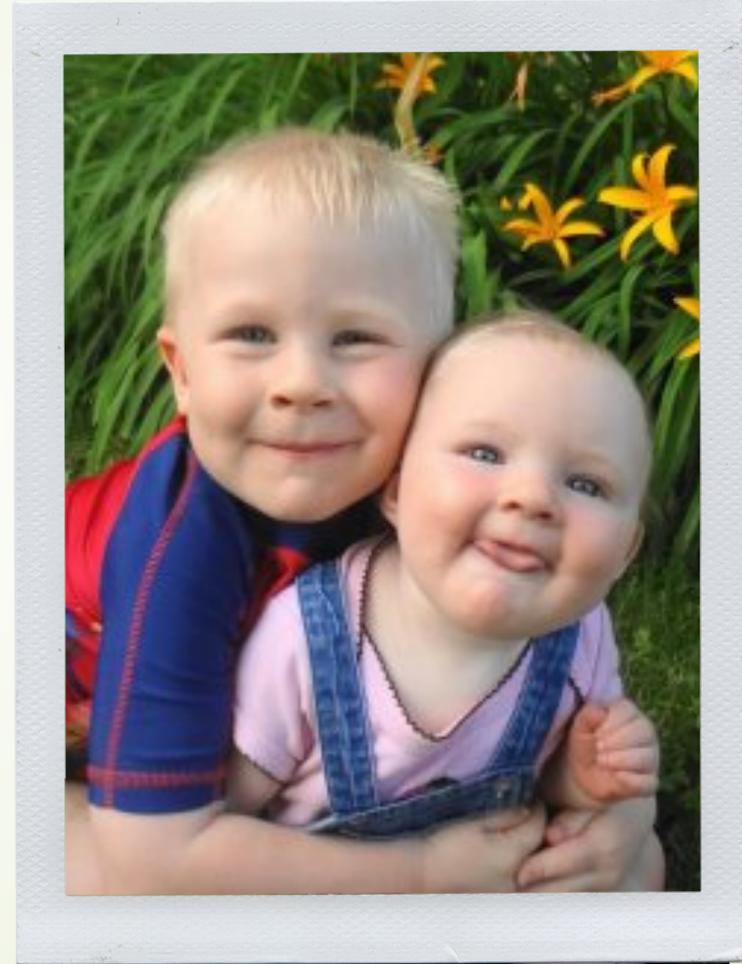
Making the Connection:

Using Functional Assessment to Develop the IFSP

Functional assessment is the **means by which we accomplish an integrated process**, including developing individual outcomes/goals as well as determining the rating for each of the three global child outcomes.

Involving Families

- Listen to the family story
- Observe and ask about the child's day-to-day routines and activities related to
 - engagement
 - independence
 - social relationships
- Ask parents to show or describe
- Observe how the parent engages the child
- Observe the child in play scenarios



Writing Child Outcome Summaries

- Knowing which of the COS Areas to place information is key!
- Provide specific functional examples in each area



Writing Child Outcome Summaries: What are the 3 COS areas?

Developing Positive Social-Emotional Relationships

How children interact and play with their family, other adults, and other children.

Acquiring and Using Knowledge and Skills

How children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten

Taking Appropriate Action to Meet Needs

How children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

COS Cheat Sheet

COS Cheat Sheet -- Children Over 1-Year Old

**This is not an exhaustive list (inclusion of other information encouraged), nor is every skill appropriate for all ages

Positive Social-Emotional Relationships -- *This is how he/she interacts with parents, strangers, and other children. How they communicate feelings and use social language i.e. hi, bye, family names, self-identification.*

- Relationship with family members; who lives in the home; where do they spend most of their time
- Greetings/good-byes
- Eye contact
- Response to name
- Smiling, laughing, and social games
- Showing affection
- Using names of family members, recognizing names of family members
- Behavior away from caretakers
- Behavior around other children; parallel vs associative play
- Use of "mine"
- Pretend play
- Music, i.e. favorite songs, dancing, vocalizing, singing

Acquisition and Use of Knowledge and Skills -- *This is how your child learns, shows us what he/he understands, and how he/he uses words to tell us what he/he knows.*

- Learning, analyzing new information, i.e. learn on own via exploration (visual, tactile, oral, banging, etc.), or by watching and learning from others, or both
- Favorite toys; what does play look like
- Problem solving; persistence; response to difficult tasks
- Hand-eye coordination/fine motor; coloring
- Reading, i.e. bring books to others, read on own, turn pages, pointing to ID, verbally labeling, answer questions
- Body parts
- Listening/following directions; 1-step, 2-step, 3-step; in another room
- Non-verbal communication
- Verbal communication (avoid focusing on wants/needs), i.e. imitation, discussing what they see/hear/experience

Use of Appropriate Behaviors to Meet Needs *This area talks about how your child uses their body to move around, participate in taking care of themselves, and let you know what they want or need.*

- Gross motor, i.e. walking, running, jumping, climbing, up/down steps;
- Favorite outdoor activities; throw/kick ball
- Meals/feeding, i.e. where do they sit, grazing, favorite foods, pickiness, utensils/fingers/fed by other, cups/straws, letting others know when finished, asking for food/drink/more
- Dressing and undressing
- Potty-training; dirty diaper awareness/communication
- Teeth brushing
- Sleep
- Expressing wants/needs, i.e. non-verbal, verbal, yes/no, choices
- Safety concerns

COS Cheat Sheet -- Children Under 1-Year Old

**This is not an exhaustive list (inclusion of other information encouraged), nor is every skill appropriate for all ages

Positive Social-Emotional Relationships -- *This is how he/she interacts with parents, strangers, and other children. How they communicate feelings and use social language i.e. hi, bye, family names, self-identification.*

- Relationship with family members; who lives in the home; where do they spend most of their time
- Tracks people; looks at faces
- Response to people other than major caretaker
- Smiles and/or giggles for certain people or activities
- Upset when people leave the room or okay on their own for a few minutes
- What makes them upset
- Different cries for different needs
- Calms when familiar person enters the room, talks to them, or picks them up
- Other items/activities that calm them
- Response to reflection
- Response to music

Acquisition and Use of Knowledge and Skills -- *This is how your child learns, shows us what he/he understands, and how he/he uses words to tell us what he/he knows.*

- Learning, analyzing new information, i.e. learn on own via exploration (visual, tactile, oral, banging, etc.), or by watching and learning from others, or both
- Interest in people vs objects
- Tracking of items and/or sounds
- Specific items or toys of interest/preference
- Imitation of actions or sounds
- Types of vocalizations, any back and forth;
- Watches hands/feet
- Reaching for items/toys; success of grasping items they reach for;
- Hands loosely fist or open most of the time
- Bring toys to mouth; moving toys between hands
- Banging toys; shaking toys to make noise; looking for dropped toys
- Handing toys to others when asked (gestures needed)

Use of Appropriate Behaviors to Meet Needs *This area talks about how your child uses their body to move around, participate in taking care of themselves, and let you know what they want or need.*

- Gross motor, i.e. tummy time, rolling, neck strength/head position, level of support needed for sitting; crawling; cruising; etc.
- Meals/feeding; i.e. fed where; utensils/fingers/fed by other, bottle/cups/straws, letting others know when finished, asking for food/drink/more; (suck-swallow), anticipation of bottle (at sight, sound, or not until bottle is in mouth), placing hands on bottle, spoon feeding, solids, favorite foods, pickiness, acid reflux
- Sleeping; duration, restlessness, communicating waking up, naps
- Diapering
- Different cries for different needs

Writing Child Outcome Summaries: What are the 3 COS areas?

Developing Positive Social-Emotional Relationships

How children interact and play with their family, other adults, and other children.

Acquiring and Using Knowledge and Skills

How children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten

Taking Appropriate Action to Meet Needs

How children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Writing Child Outcome Summaries: What are the 3 COS areas?

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How children interact and play with their family, other adults, and other children.

Acquiring and Using Knowledge and Skills

How children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten

Taking Appropriate Action to Meet Needs

How children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Writing Child Outcome Summaries: What are the 3 COS areas?

Developing Positive Social-Emotional Relationships

How children interact and play with their family, other adults, and other children.

Acquiring and Using Knowledge and Skills

How children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten

Taking Appropriate Action to Meet Needs

How children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Thinking Functionally

Not just...

- ▶ Shows a skill in a specific situation

- ▶ Makes eye contact, smiles, & gives a hug

- ▶ Points at pictures in a book

- ▶ Uses a spoon

But does he/she...

- ▶ Use a skill in actions across settings & situations to accomplish something meaningful to the child

- ▶ Initiate affectionate interaction toward caregivers & respond to others' affection

- ▶ Engage in play with books by pointing at & naming pictures

- ▶ Use spoon to scoop up food & feed self at meals

Writing Functional Summaries

Developing Positive Social-Emotional Skills

Summary of how our child interacts and plays with the family, other adults, and other children. This includes skills, such as (1) communicating and interacting with family, friends, caregivers, and others, (2) showing his or her feelings, (3) playing social games, such as a peek-a-book or turn-taking, using words, sounds, signs, or gestures, (4) calming down when upset (5) and showing understanding of social rules, such as sharing and taking turns.

Child's strengths

Sami lives at home and spends most of her time with her mom, dad, big brother, and her baby sister. Sami is often happy and enjoys playing peek-a-boo with Mom and Dad. She is typically easy-going and has not yet shown signs of stranger anxiety. She appears to have some awareness of strangers, as when the family goes to the grocery store and a stranger says "hi," she may hide her face. Sami waves and says, "hi" and "bye-bye," and sometimes says, "bye-bye Daddy," when he leaves for work in the mornings. She also likes to say, "Hi, Sissy" to her baby sister. Sami loves to give kisses and snuggles to her family and even to new people who visit the house. When something scares Sami, she immediately looks to Mom and Dad to see their reaction. Sami calls for her parents, using "Mama" and "Dada." Sami often engages in pretend play. She likes to pretend to take care of a baby doll by giving her snuggles, rocking her in her little crib, and giving kisses. She also tries to help take care of her baby sister. She may cover her sister with a blanket, hold her hand, give her toys, and occasionally tries to give her a bottle when she cries.

Child's needs

Sometimes, it seems as if Sami does not always hear her parents when they call her name, even though she quickly turns towards Mom's phone when she hears a familiar song. Sometimes Sami spins in circles when listening to music. Dad and Sami's older brother like to sing during bath time. When they sing, Sami often laughs, but she is not yet attempting to sing along to any nursery rhymes with them. Sami is not yet making consistent eye contact when she plays with her family. Although, when she sits on Dad's lap facing him, she often looks at his face when he speaks to her and likes to reach out and grab his lips. Sami often becomes upset after coming up to Mom or Dad and making "uhh" sounds, unless they give her what she wants. Mom and Dad do not often know what she wants and offer the wrong item, a tantrum follows. Sami typically needs 30 or more minutes to calm down when this happens. Sometimes Mom thinks she figures out what Sami wanted, but she still does not calm down when Mom offers what she thinks was the desired item. Additionally, Sami becomes upset if her big brother or another child takes an item she is playing with. She is not yet telling other children "mine" to claim items.

Writing Functional Summaries

Acquiring and Using Knowledge and Skills

Summary of how our child learns new things and uses basic language, communication, and problem solving skills. This includes (1) copying others actions, (2) problem-solving, (3) using gestures, words, or signs, (4) communicating needs and wants, (5) understanding directions, (6) and communicating his or her own thoughts and ideas.

Child's strengths

Sami learns all about her world through play and self-exploration. She often likes to investigate new toys and items on her own. Sami's favorite toy right now is her activity cube. She loves to use the hammer to bang on the buttons on the top and side. She also likes to push the buttons on her dancing dogs, which makes them light up and plays music. Sometimes Sami watches her older brother play. Over the summer, she would sit and watch him play in his play kitchen every day before nap. Now, she frequently pretends to cook in the play kitchen; putting food in the pans, stirring with spoons and forks, and pretending to drink from the teacups. She may become frustrated and walk away when someone else attempts to join in her kitchen play, even her big brother. Sami also enjoys scribbling with her crayons, especially her bath crayons while in the tub.

Child's needs

Sami's eyes and hands are still learning how to work together to be careful when playing with toys like her Lego blocks and putting together puzzles. While playing today, Sami used her hands to hold and manipulate toys but did not use her thumb and index finger to pick up and manipulate small items or crayons. Mom typically reads with Sami before nap time. Sami's interest in books is growing, though she prefers to control the book, often turning the pages quickly. She is not yet examining the pictures, nor copying Mom when Mom points to pictures.

Sami uses a few words on her own during the day, but mostly communicates through sounds. She is not yet using words to name her toys, like her baby doll or her drum, though she imitated "baby" while playing, today. Sami jabbars throughout the day, using a variety of sounds, though she does not yet imitate sounds back and forth. When Mom or Dad try to get Sami to copy what they say, she either laughs or does not respond. Sami used to imitate silly sounds with her lips but stopped about a month ago. She also used to say "duck" all the time, as she lives right next to the water and frequently sees ducks walking by but stopped saying it a few months ago too. Sami follows simple directions like "come here" or "put this in the trash" more for Mom than Dad, though she is not yet consistently retrieving familiar items, like a book or her monkey when asked by anyone.

Writing Functional Summaries

Using Appropriate Action to Meet Needs

Summary of how our child is beginning to take care of his or her own needs, such as moving from place to place, eating independently, and taking care of basic needs. This includes (1) letting me know when he or she is hungry, (2) letting someone know when he or she needs help, (3) working on getting something that is out of reach, and (4) how much help our child needs with dressing, eating, using the toilet, and communicating.

Child's strengths

Sami is a very active little girl who likes exploring her home. She runs everywhere and likes climbing up on the couch to get to things she wants. Sami enjoys rough house play with Dad and likes to stack up the pillows from the couch, climb onto the couch, and then jump onto the pillows. She uses both her hands to play with toys and enjoys throwing balls out of her ball pit. When it is time for bath, Sami walks up the stairs, placing one foot on each step. She prefers to hold on to the wall or rail, rather than hold Mom or Dad's hand.

During meals, Sami typically sits in her booster seat at the table. She is often fed at the same time as her younger sister, typically before her parents sit down to eat. Sami is a good but picky eater and prefers to graze throughout the day. She likes noodles, mac and cheese, ravioli, chicken nuggets, French fries, dry cheerios, and yogurt melts.

Sami is starting to help with dressing by pushing her arms through her shirt, pulling her pants and shirt off, and undoing her diaper. Sami loves the bath and leans her head back to wash her hair when Mom grabs a cup of water, taps on the back of Sami's head, and asks her to lean back. At night, Sami sleeps in her toddler bed, in her and her sister's room. She takes a 2-3-hour nap in the afternoon, and almost always sleeps through the night.

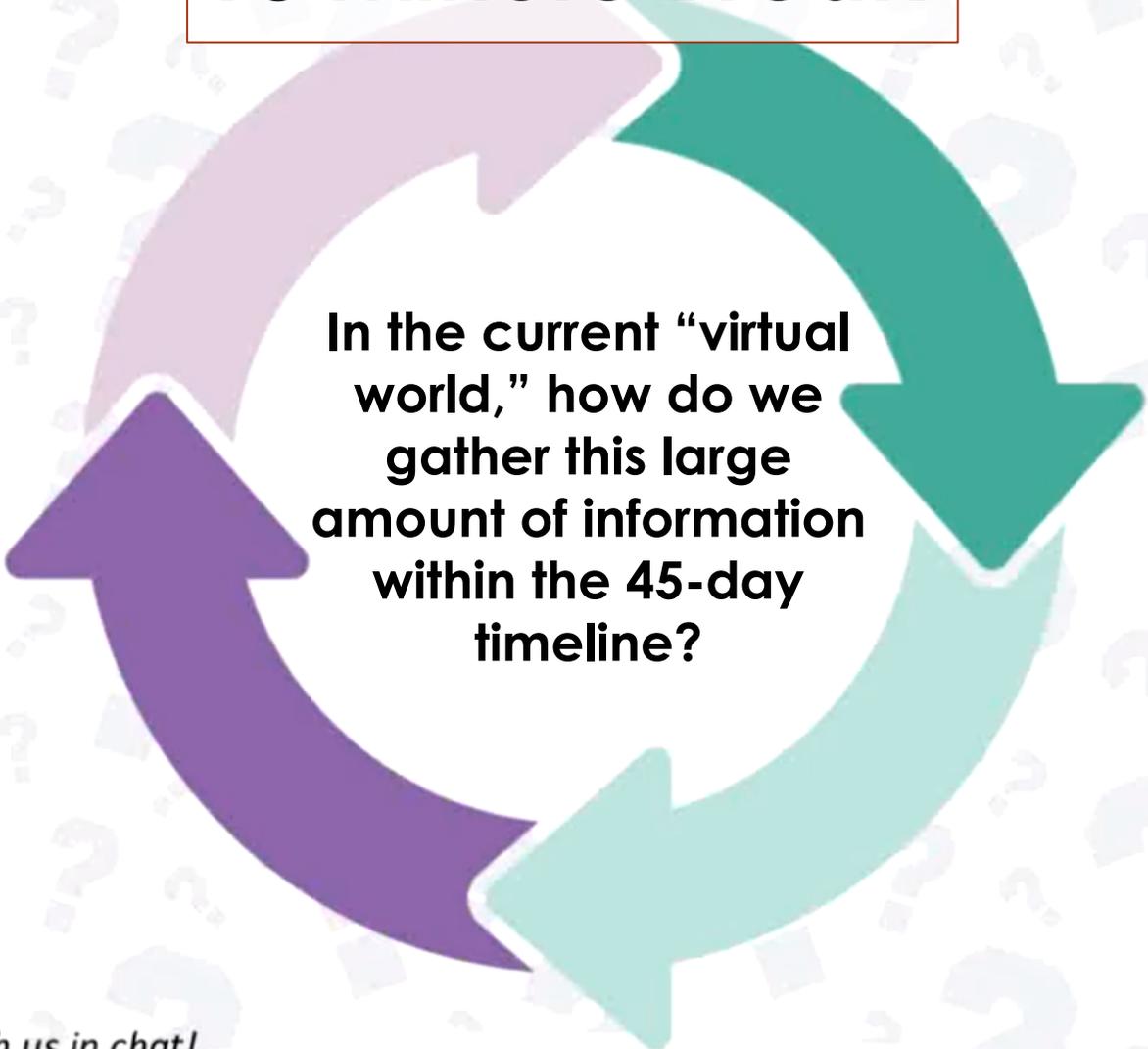
Child's needs

Recently, Mom has attempted to figure out why Sami only eats certain foods. She has noticed that Sami typically prefers softer foods. When given meats or other foods that require more chewing, Sami often spits them out. However, she enjoys eating a specific baked cheese-stuffed chicken dish that Mom makes. When the family has time, Sami feeds herself with her hands. Typically, she picks up food with her whole hand. She may become frustrated if her cheerios break apart when she attempts to pick them up. When given a utensil, Sami typically bangs with and shakes the spoon or fork on and around the table. Sometimes she will try to stick the utensils in Mom or Dad's glass. She is not yet using a spoon or fork to feed herself. Sami's mom or dad typically feed her to get through a meal. Sami drinks 20oz of milk each day, from a sippy cup. She drinks from an open cup or water bottle if her parents help to hold the container steady.

Sami touches buttons on a phone or computer with her pointer finger but is not yet pointing to things she wants or pointing to things she finds interesting to show her parents. Sami often make sounds (i.e. "uhh") while standing in front of her parents when she wants something. Sami is not yet consistently using words or pointing to objects to get her needs met during the day. Sami's mom and dad typically anticipate what she wants throughout the day and often provide her with items she may want before giving her an opportunity to ask for it.



10 Minute Break



In the current “virtual world,” how do we gather this large amount of information within the 45-day timeline?

Share with us in chat!



Developing the IFSP with the Family

Preparation and Your Next Steps in IFSP Development

[ECTA Center: Considerations for COS Completion via Technology -- https://ectacenter.org/~pdfs/eco/cos-distance.pdf](https://ectacenter.org/~pdfs/eco/cos-distance.pdf)

Poll Time!



Read the next two Child Outcome Summaries and give each child a rating using your typical COS Rating Process

Acquiring and Using Knowledge and Skills

Emma, 27 Months

Emma is a self-motivated learner and an excellent problem solver. She often plays with her lock-puzzle and typically finds a way to open a variety of closed items, especially things Mom does not want her to open, like bottles of juice and DVD cases. She also enjoys trying to put together her animal puzzle and playing with her shape sorter. Mom and Emma frequently play with mega-blocks together. When playing, she either stacks them up or methodically lines them up. She often adds blocks to Mom's creation but pushes Mom's hand away if Mom tries to add to Emma's creation. When investigating new items and playing, Emma often mouths objects, first, then explores and learns about them. When Emma is paying attention to others, she may imitate their actions and sounds/words, but this occurs inconsistently. Emma occasionally looks at books by herself. She turns the pages carefully and stares at all the pictures. She sometimes quietly touches each picture with one finger but is not yet pointing to photos when asked by Mom or Dad. Today, when she saw her alphabet book while playing with the team, she exclaimed "apple," which is the first picture in the book. This was the first time that her family witnessed this.

Emma understands when told to come here or to give an item she is holding. She responds when told "stop" in a deep and serious tone, often associated with safety directions. Mom frequently tells her to "stop," when Emma tries to climb up to a dangerous height, like on to her dresser, to get to a toy or food item. Mom has noticed that it appears as though Emma does not yet notice when given other directions, like to retrieve her cup from the table or go to the kitchen. Emma jabbars and babbles, all throughout the day. She may imitate single words after Mom or Grandma, but she is not yet applying those words on her own. She says "bye-bye," "no," and names for family members, but she is not yet using single words to talk about what she is observing or is interested in.

Using Appropriate Action to Meet Needs

Ed, 30 Months

Ed is an active little guy. He enjoys climbing and running all over. He likes to be chased by his family. Ed loves to jump on the bed at home. He enjoys going to the park or playground to run around. He typically runs up to other children and tries to initiate interaction by nicely reaching out towards them. Sometimes Ed and the other kids run around together. He also enjoys climbing up on the playground equipment and going down the slide, as long as it is not too scary. Ed climbs up and back down steps on his own. He also holds Mom or Dad's hand to walk up and down steps.

When getting dressed, Ed cooperates by lifting up his arms and legs and pushing them in to clothing. He steps into his shorts but is not yet helping to pull them up. Ed loves his new light-up shoes and now tries to put them on his own. He also tries to put on his parents' shoes. Ed does not like wearing socks, so he frequently takes them off on his own. He is not yet removing any clothing independently. When he has a dirty diaper, Ed typically cries to let Mom and Dad know he needs to be changed.

During meals, Ed sits in his highchair and feeds himself dry foods with his hands. Mom typically feeds him foods that require a spoon. He is not yet using utensils to feed himself during meals. He typically eats the same food as his parents and willingly tries new foods. When Ed is finished eating, he either shakes his head "no" or pushes food away from him. Ed typically drinks milk from a bottle throughout the day. He is not interested in drinking other liquids or drinking milk from other containers.

Mom and Dad are very responsive to Ed's wants and needs. They know Ed well, and quickly anticipate his needs. Ed typically expresses his wants and needs by crying and fussing. Mom and Dad often must guess as to what he needs, especially when he is hungry or needs his diaper changed. He is not yet pointing to make requests. He may say "mama" or "baba" for his parents but is not yet doing so consistently to request their attention or assistance. When he wants his parents' assistance, he may grab their shirt or their finger and pull them to where he needs help.



How do you strive
for consistency
when every
situation is
unique?

Share with us in chat!

A central graphic featuring four thick, curved arrows in a circular arrangement. The arrows are colored purple, teal, light blue, and pink, pointing clockwise. The background of this central area is white with a pattern of faint, light blue question marks. The entire graphic is enclosed in a black rectangular border.

Share with us in chat!

The IFSP Team

Including the Family in the Process

- The IFSP team includes Parent(s), EISC, and Eval/Assessment Team/Most Likely PSP
- **Share information from the evaluation and assessments with ALL IFSP team members**
 - During the IFSP meeting, read the narratives to the family and accept feedback from the family
- Everyone on team should assist with:
 - Creation of the summaries
 - Determining the COS Ratings
 - Developing the outcomes
 - And then selecting the needed EI services and supports to address the outcomes

Including the Family in the COS Process Flowchart

Summarize the Skills Included in the COS Area

- For children to be active and successful participants at home and in their communities, they need to develop skills in three functional areas.
- “This area involves how your child...”
- “Summary of how our child...”



Share the Child’s Summary

- Paint a picture of the child’s functional skills, strengths, and needs during everyday settings – include specific, individualized information embedded in typical routines
- Check *COS Cheat Sheet* to make sure rich variety of information is included
- Ask family if the summary sounds like their child; if they would like any changes



Review the COS Rating Process with Family

- Explain it is time to compare the child to other kids their age
- Cite the previous conversations the family has had with EISC
- Explain that we complete this process now, at every annual IFSP, and at exit, and that it lets us see how their child has grown and changed while receiving EI services



Provide Examples of Age Expected Skills

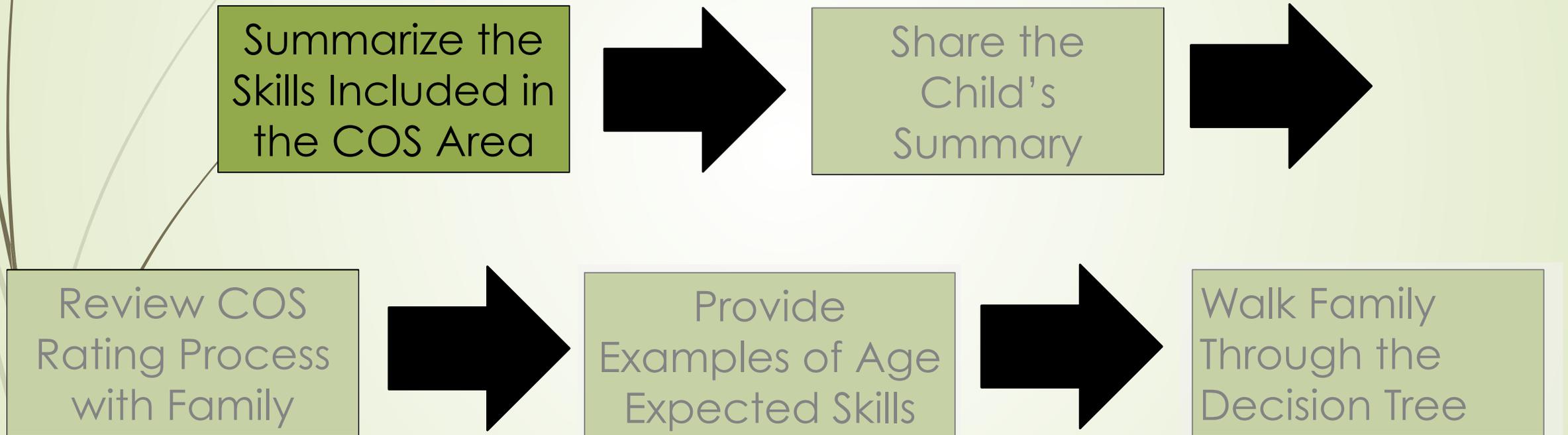
- Use your knowledge of child development and the *Age Expected Skills Snapshot* or other age-anchoring tools
- Provide examples of age expected skills that are relevant to the child and match with what skills you described in the child’s summary



Walk Family Through the Decision Tree

- EISC can show family a copy of the decision tree and guide them through the process
- Provider(s) should start at the top of the decision tree and read each step as a question
- Ask for examples or cite examples that were shared from summaries for each step
- **Age expected skills that emerge at a younger age are not enough to answer “yes”**

Including the Family in the COS Process Flow Chart



Summarize the Skills Included in the COS Area

Developing Positive Social-Emotional Relationships

How children interact and play with their family, other adults, and other children.

Acquiring and Using Knowledge and Skills

How children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten

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How children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Describing the 3 Child Outcome Summary Areas

COS Cheat Sheet -- Children Over 1-Year Old

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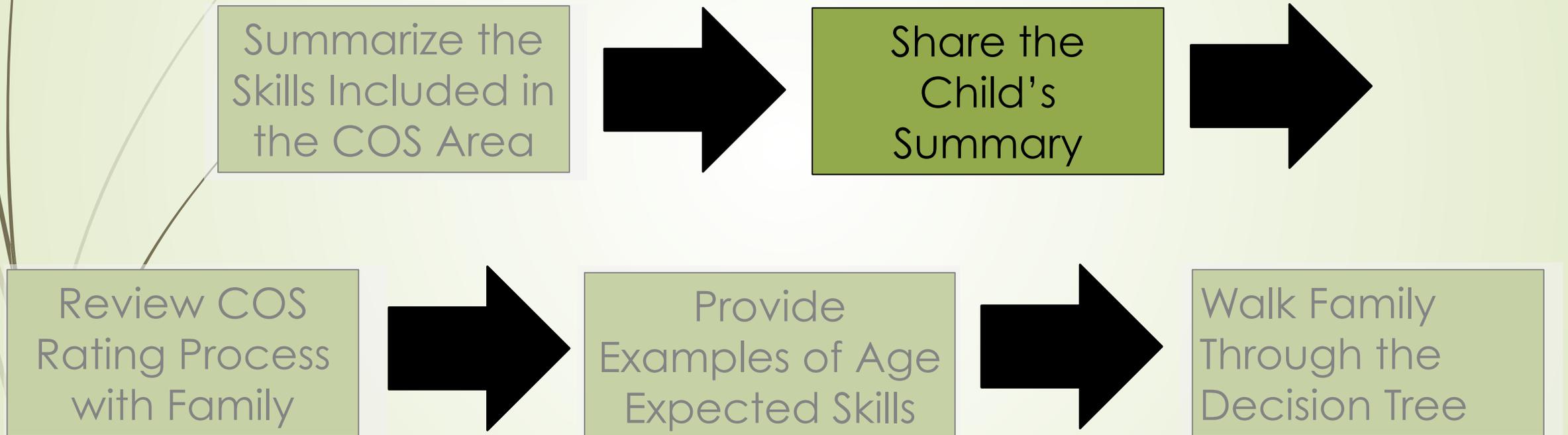
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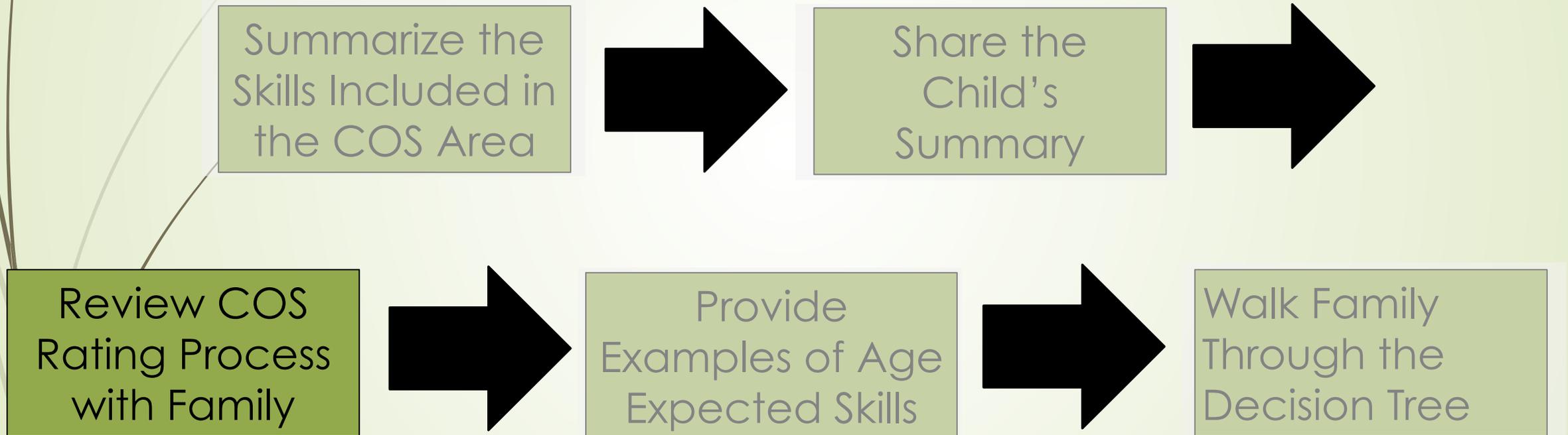
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- Meals/feeding, i.e. where do they sit, grazing, favorite foods, pickiness, utensils/fingers/fed by other, cups/straws, letting others know when finished, asking for food/drink/more
- Dressing and undressing
- Potty-training; dirty diaper awareness/communication
- Teeth brushing
- Sleep
- Expressing wants/needs, i.e. non-verbal, verbal, yes/no, choices
- Safety concerns

Including the Family in the COS Process Flow Chart



Including the Family in the COS Process Flow Chart



****Only needed after sharing
Developing Positive
Social-Emotional
Relationships summary**

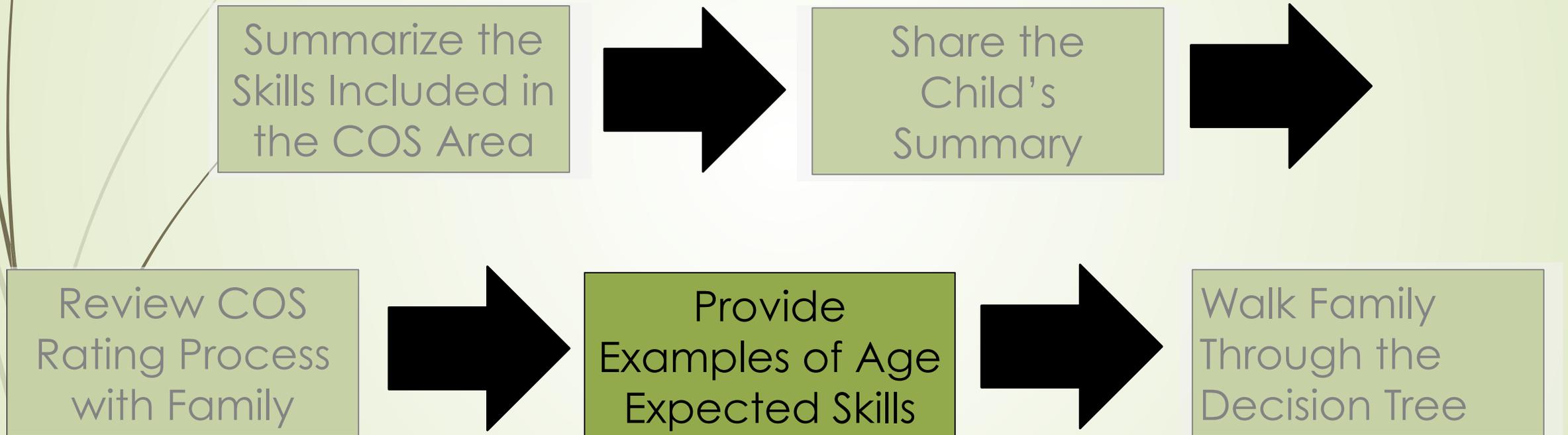


Review COS Rating Process with Family

What Do Families Need To Know?

- ▶ Three Global Child Outcomes
- ▶ Program Accountability/Federal Reporting
- ▶ Frequency of COS ratings
- ▶ Importance of Family Participation

Including the Family in the COS Process Flow Chart





Provide Examples of Age Expected Skills

- ▶ Generating a COS rating requires thinking about a child's functioning in relationship to age-expected development
- ▶ Listing age-expected skills to the family, educates them on what is expected and encourages their participation
- ▶ Use of resources can be helpful...
 - ▶ for teams as they consider the appropriate rating to describe a specific child's functioning.
 - ▶ as professionals communicate with family members about ratings.

Examples of Age Expected Skills

Outcome 2:

Acquiring and Using Knowledge and Skills....

Children demonstrate age appropriate functioning by....

Birth – 3 Months	7-9 Months	13- 18 Months	25 – 30 Months	31 – 36 Months
<ul style="list-style-type: none"> Lifts head while on tummy Clasping hands together and hands to mouth Grasping finger if placed in palm Kicking legs while lying on back Begins cooing 	<ul style="list-style-type: none"> Shows desire to get to things that are not within reach Sitting unsupported while playing with toys Plays 2-3 minutes with a single toy Reaching for and grasping blocks or other small toys Reaching for objects while on tummy 	<ul style="list-style-type: none"> Explores the environment independent of caregiver Turning the pages in a book Looking at, pointing to, and naming pictures in a book Imitating scribbling motions Initiating familiar turn-taking routines Begins to imitate sounds often, in turn taking conversational way Pointing to two action words in pictures Pointing to, showing, and giving an object Handing a toy to an adult for assistance 	<ul style="list-style-type: none"> Liking to take things apart and put them together again (puzzles, toys) Following caregiver around the house and copying domestic activities in simultaneous play Identifying boy or girl in picture book Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll's arms, than moving the doll's arm as if doll is combing hair) Communicating about the actions of others Answering simple "what", "where" questions about familiar people or things Asking increasing numbers of questions ("where/what") Understanding negatives (no, not, can't, don't) Formulating negative judgments ("spoon, not fork") Recognizes at least one color correctly 	<ul style="list-style-type: none"> Understanding concepts of "mine" and "his/hers" Telling gender when asked Sometimes labeling and talking about own drawings when asked Giving first and last name when asked Using several verb forms correctly to describe a variety of actions (i.e. ing, ed) Expanding use of prepositions (under, in front of, behind) Understanding common adjectives of color, size, and shape Showing interest in explanations that involve "why" and "how" Using 4 to 6 word phrases or sentences Making negative statements ("Can't open it," "Don't touch") Beginning to use contractions (can't, we'll, won't) Using some plural forms correctly in speech Using the past tense Dictating a story for adult to write out

22 -24 Months

General Impression:

Child prefers to be around other children and is very interested in what they are doing. Although interested in others, she will defend her toys often saying "mine." Child is showing more awareness of body functions.

Positive Social-Emotional Skills (including social relations)

Child is developing a sense of self. Child also develops a strong sense of "mine" and will claim everything as her own. She may "hoard" some toys and will protest them being taken away. Child is beginning to want to play with other children and may attempt to initiate play activities with them. Sharing is not expected at this age (closer to 36 months); however, child may be able to hand a toy to another child. Child prefers to be around other children and shows an interest in playing with them, even if she can't always initiate play activities.

Child's play may reflect her fantasies and experiences. A toddler's fantasy play reveals her ability to take in, remember and make meaning in her own way of the behavior and events she witnesses. More symbolic play is emerging, such as role playing with dolls to imitate people in her life. Child's new capacity for symbolic play allows her to reenact memories of important events.

Acquisition and Use of Knowledge and Skills (including early language/communication)

Child spends a lot of time each day in play. She is able to pretend with her dolls/figurines, as well as pretend that other household objects/toys are something other than their ordinary use (i.e. blocks are food, remote control is a telephone, etc.). Her attention span has increased dramatically and the intensity of that attention makes it sometimes difficult to transition her from activity to activity. Children at this age enjoy books, which is wonderful as this is a critical part to building vocabulary and exposure to a wider variety of objects, ideas and experiences.

At 24 months, she can say more than 50 words and put those words together in 2 word phrases to communicate with others. About 50% of what she says should be easily understood by strangers. If the child has a very large vocabulary (more than 200 words), the percent understood by strangers may be less. She uses the pronouns "I," "you," and "me", although she doesn't always have complete mastery of them. She can understand prepositions, such as under, over, in and out. She can refer to herself by her name or as "I." Her understanding of language far exceeds what she is able to express. She understands and can point to many body parts, even beyond the simplest ones.

Ability to Take Actions to Get Needs Met

Controls Body to Get Wants and Needs Met

The intense drive for motor activities has weakened some and the child can now sit to focus on specific toys. She can turn pages of a book one page at a time, purposefully control a crayon when coloring, and do 5-7 piece puzzles.

Self Care (Feeding, Dressing & Toileting)

Child may squat, hold herself, and/or verbalize toilet needs. She may be able to take off almost all of her clothes, but will still need help with buttons. She can also pull her pants/shorts off and on which assists with toilet training.

Makes Wants and Needs Known

Child uses her language to claim ownership of her toys and personal belongings, and protests someone taking a toy from her and says "mine" and may grab the toy back. She asks for snacks or drinks when hungry/thirsty. She has mastered the use of specific words such as juice, cookie and milk to request food/drink items. She also is asking for some specific toys, activities and people. May want things her way and may use a tantrum, instead of words, to try to get what she wants.

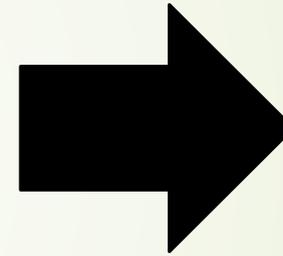
Including the Family in the COS Process Flow Chart



Skills Shared in the
Child's Summary



Shared Examples
of Age Expected
Skills



Walk Family
Through the
Decision Tree

**Sharing examples of age expected skills that match up with the skills you shared in the child's summary makes walking the family through the decision tree much easier and paints the picture of how the COS Rating is determined

Providing Examples of Age Expected Skills

Using Appropriate Action to Meet Needs

Summary of how our child is beginning to take care of his or her own needs, such as moving from place to place, eating independently, and taking care of basic needs. This includes (1) letting me know when he or she is hungry, (2) letting someone know when he or she needs help, (3) working on getting something that is out of reach, and (4) how much help our child needs with dressing, eating, using the toilet, and communicating.

Child's strengths

Sami is a very active little girl who likes exploring her home. She runs everywhere and likes climbing up on the couch to get to things she wants. Sami enjoys rough house play with Dad and likes to stack up the pillows from the couch, climb onto the couch, and then jump onto the pillows. She uses both her hands to play with toys and enjoys throwing balls out of her ball pit. When it is time for bath, Sami walks up the stairs, placing one foot on each step. She prefers to hold on to the wall or rail, rather than hold Mom or Dad's hand.

During meals, Sami typically sits in her booster seat at the table. She is often fed at the same time as her younger sister, typically before her parents sit down to eat. Sami is a good but picky eater and prefers to graze throughout the day. She likes noodles, mac and cheese, ravioli, chicken nuggets, French fries, dry cheerios, and yogurt melts.

Sami is starting to help with dressing by pushing her arms through her shirt, pulling her pants and shirt off, and undoing her diaper. Sami loves the bath and leans her head back to wash her hair when Mom grabs a cup of water, taps on the back of Sami's head, and asks her to lean back. At night, Sami sleeps in her toddler bed, in her and her sister's room. She takes a 2-3-hour nap in the afternoon, and almost always sleeps through the night.

Child's needs

Recently, Mom has attempted to figure out why Sami only eats certain foods. She has noticed that Sami typically prefers softer foods. When given meats or other foods that require more chewing, Sami often spits them out. However, she enjoys eating a specific baked cheese-stuffed chicken dish that Mom makes. When the family has time, Sami feeds herself with her hands. Typically, she picks up food with her whole hand. She may become frustrated if her cheerios break apart when she attempts to pick them up. When given a utensil, Sami typically bangs with and shakes the spoon or fork on and around the table. Sometimes she will try to stick the utensils in Mom or Dad's glass. She is not yet using a spoon or fork to feed herself. Sami's mom or dad typically feed her to get through a meal. Sami drinks 20oz of milk each day, from a sippy cup. She drinks from an open cup or water bottle if her parents help to hold the container steady.

Sami touches buttons on a phone or computer with her pointer finger but is not yet pointing to things she wants or pointing to things she finds interesting to show her parents. Sami often make sounds (i.e. "uhh") while standing in front of her parents when she wants something. Sami is not yet consistently using words or pointing to objects to get her needs met during the day. Sami's mom and dad typically anticipate what she wants throughout the day and often provide her with items she may want before giving her an opportunity to ask for it.

Larimer County Age Anchoring Tool

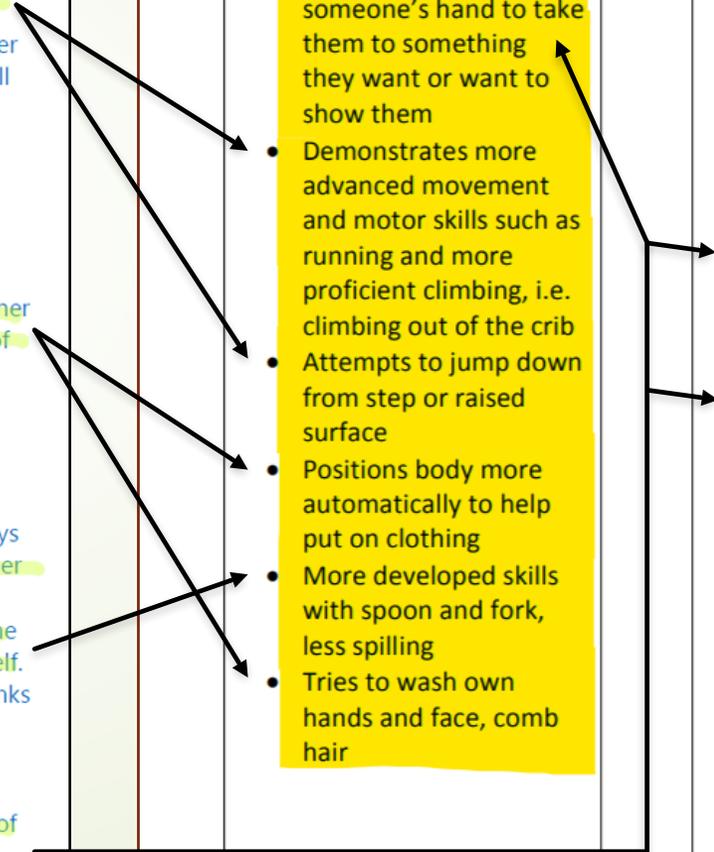
Outcome 3:

19-24 Months (continued)

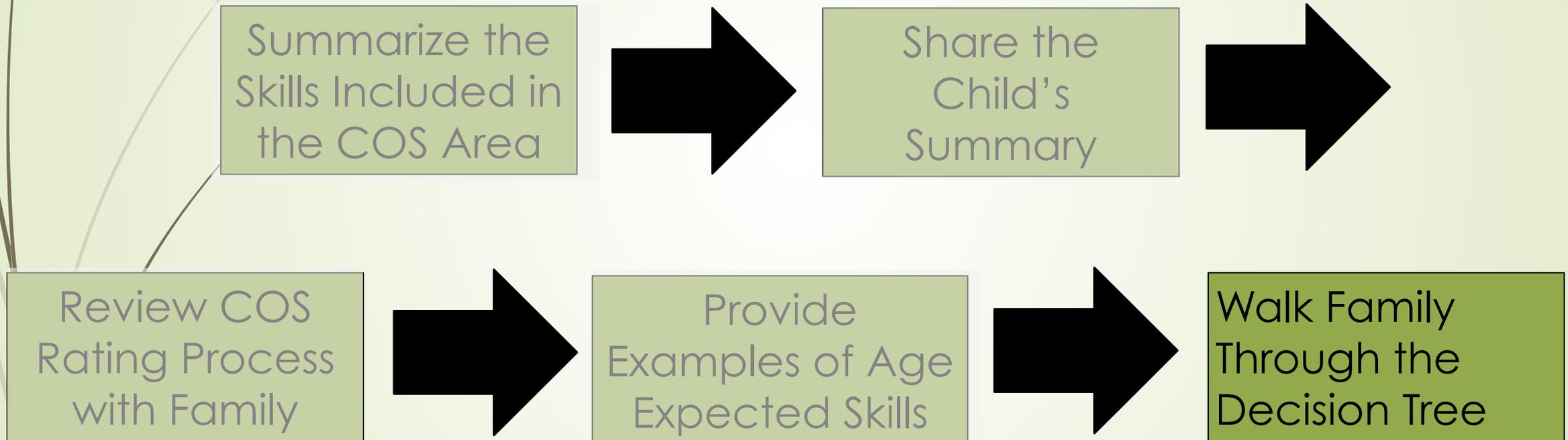
- Garners someone's attention or takes someone's hand to take them to something they want or want to show them
- Demonstrates more advanced movement and motor skills such as running and more proficient climbing, i.e. climbing out of the crib
- Attempts to jump down from step or raised surface
- Positions body more automatically to help put on clothing
- More developed skills with spoon and fork, less spilling
- Tries to wash own hands and face, comb hair

19-24 Months

- Tries to take things apart
- May enjoy marking/drawing on paper with crayons or other writing tools
- Begins to place objects in containers with smaller openings
- Uses two word utterances, plus gestures, to express wants and needs
- Can answer questions with "yes" or "no" using head shake, gestures or words
- Expresses need for independence with doing things on own or asks for help when needed
- Follows 2 or 3 step directions
- Likes to imitate adult actions especially to "help out"



Including the Family in the COS Process Flow Chart



Side Conversation: Is it family friendly to compare a child to his/her same-age peers?



Rating Outcomes as a Team

Family Role

- ▶ Viewed as child expert
- ▶ Provides information about their child's functioning across settings/situations.



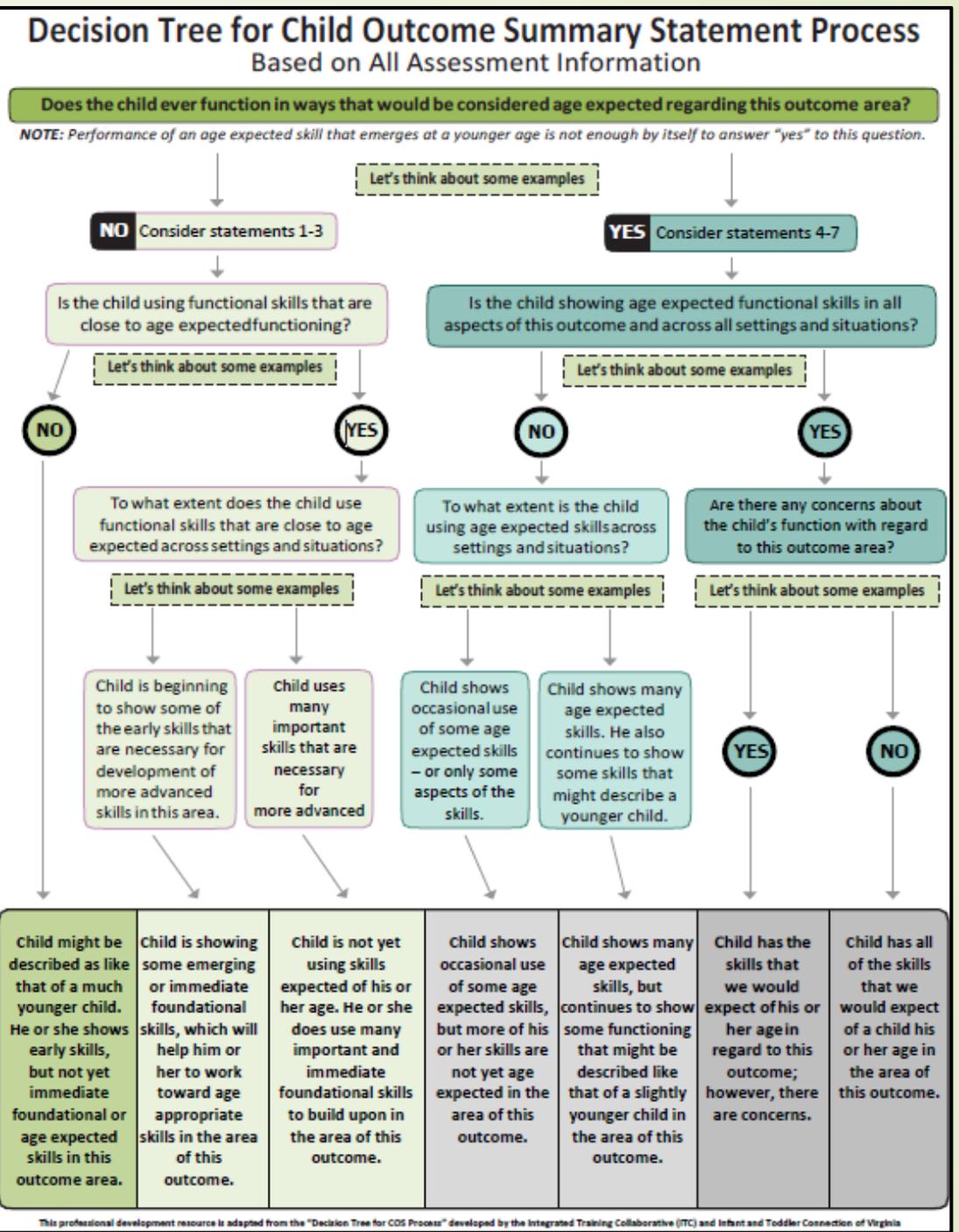


Rating Outcomes as a Team

Other Team Member's Roles

- ▶ Have knowledge related to child development
 - ▶ Sharing age-expected skills with family
- ▶ Understand what skills/behaviors expected at various age levels
- ▶ Explain process to families, help them be active participants
 - ▶ EISC can pull out the Decision Tree and help guide the family through the process

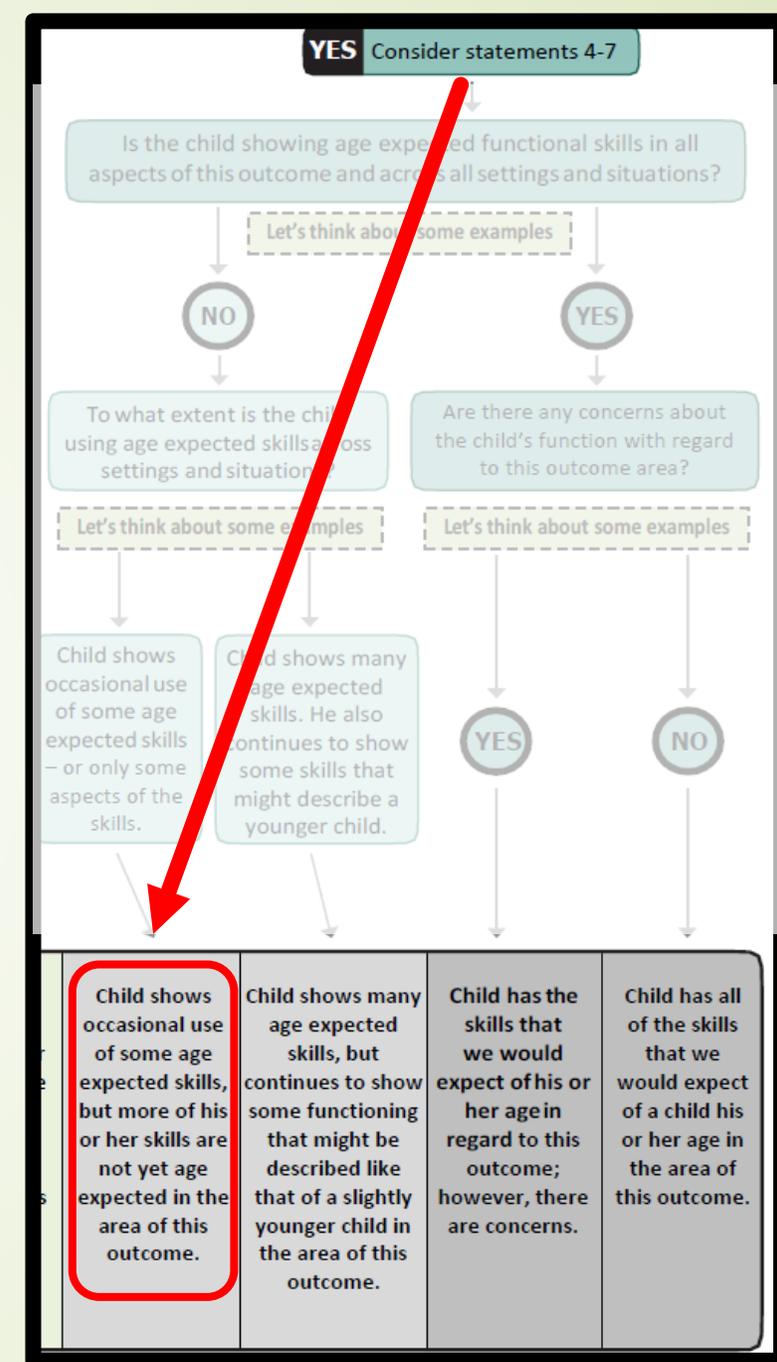
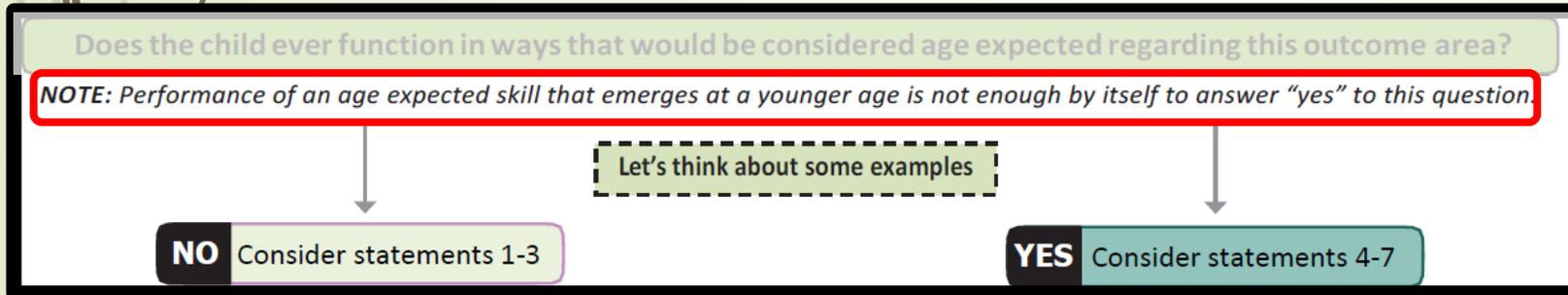
Decision Tree



Answering the First Question

Important Items to Remember:

- Make sure you are discussing skills that actually emerge at the child's current age.
- If you answer "Yes" to the Ever Question, you will ultimately end with "occasional use," which is more frequent than 1x.



Does the child ever function in ways that would be considered age expected regarding this outcome area?

NOTE: Performance of an age expected skill that emerges at a younger age is not enough by itself to answer "yes" to this question.

Let's think about some examples

NO Consider statements 1-3

YES Consider statements 4-7

Using Appropriate Action to Meet Needs

Summary of how our child is beginning to take care of his or her own needs, such as moving from place to place, eating independently, and taking care of basic needs. This includes (1) letting me know when he or she is hungry, (2) letting someone know when he or she needs help, (3) working on getting something that is out of reach, and (4) how much help our child needs with dressing, eating, using the toilet, and communicating.

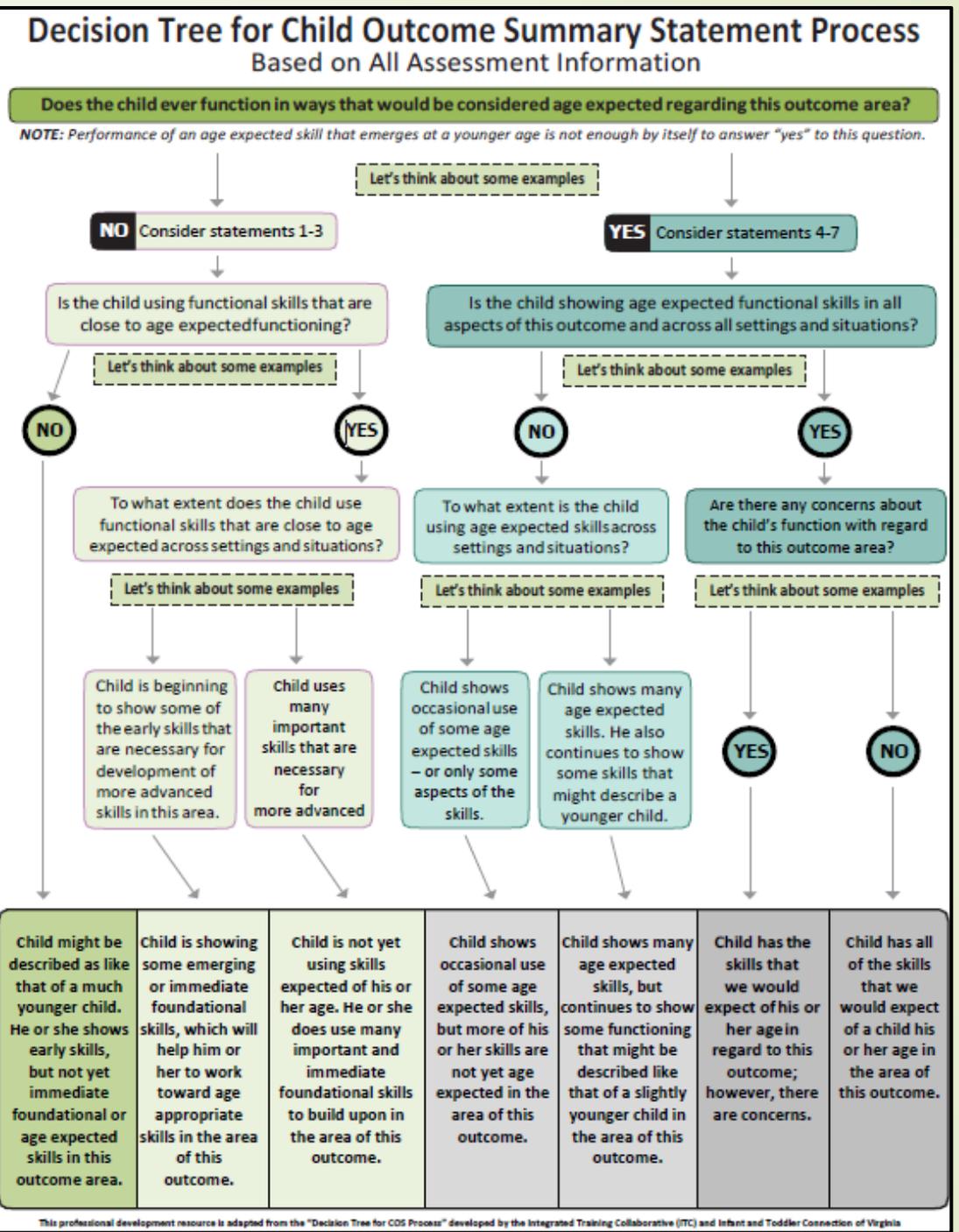
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Decision Tree



Walking Through the Decision Tree

Using Appropriate Action to Meet Needs

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Larimer County Age Anchoring Tool

Outcome 3:

19-24 Months (continued)

- Gathers someone's attention or takes someone's hand to take them to something

Age Expected

- Demonstrates more advanced movement and motor skills such as running and more proficient climbing, i.e. climbing out of the crib
- Attempts to jump down from step or raised surface
- Positions body more automatically to help put on clothing
- More developed skills with spoon and fork, less spilling
- Tries to wash own hands and face, comb hair

19-24 Months

- Tries to take things apart
- May enjoy marking/drawing on paper with crayons or other writing tools
- Begins to place objects in containers with smaller openings
- Uses two word utterances, plus gestures, to express wants and needs
- Can answer questions with "yes" or "no" using head shake, gestures or words
- Expresses need for independence with doing things on own or asks for help when needed
- Follows 2 or 3 step directions
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Walking Through the Decision Tree

Using Appropriate Action to Meet Needs

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Larimer County Age Anchoring Tool

Outcome 3:

19-24 Months (continued)

- Garners someone's attention or takes someone's hand to take them to something they want or want to show them

- Demonstrates more advanced movement and motor skills such as running and more proficient climbing, i.e.

(Immediate) Foundational

- Positions body more automatically to help put on clothing

- More developed skills with spoon and fork, less spilling
- Tries to wash own hands and face, comb hair

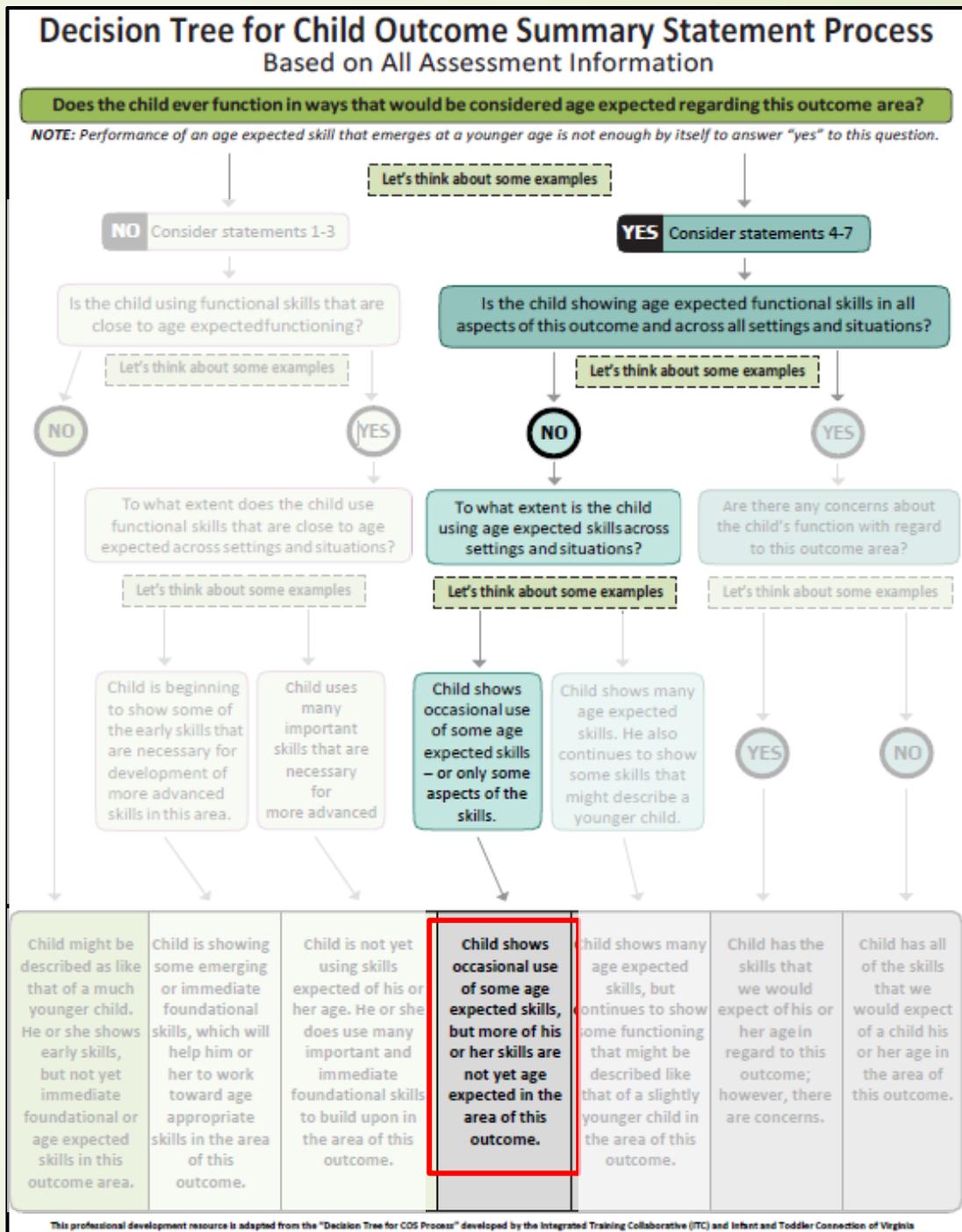
19-24 Months

- Tries to take things apart
- May enjoy marking/drawing on paper with crayons or other writing tools
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Decision Tree



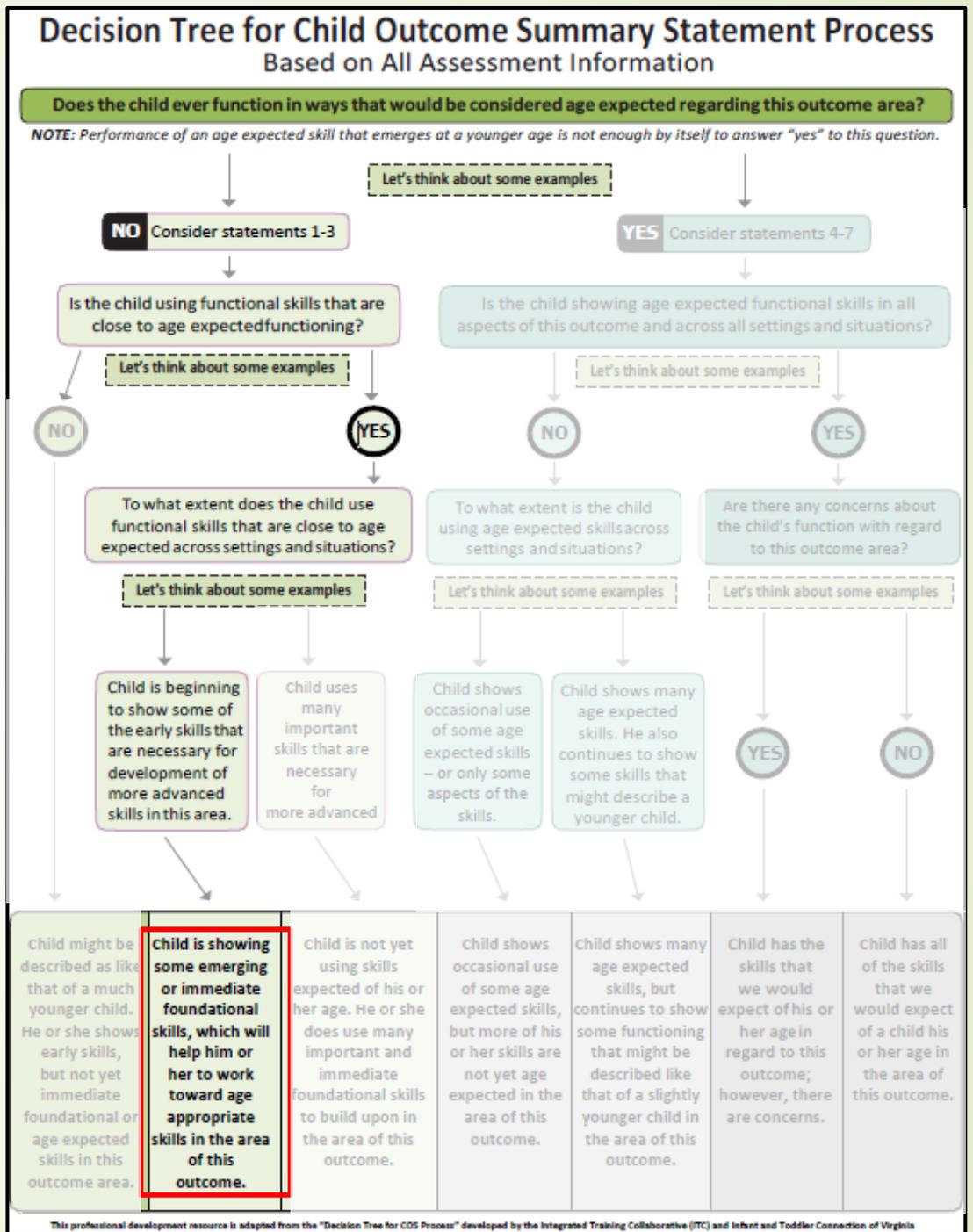
Acquiring and Using Knowledge and Skills

Emma, 27 Months

Emma is a self-motivated learner and an excellent problem solver. She often plays with her lock-puzzle and typically finds a way to open a variety of closed items, especially things Mom does not want her to open, like bottles of juice and DVD cases. She also enjoys trying to put together her animal puzzle and playing with her shape sorter. Mom and Emma frequently play with mega-blocks together. When playing, she either stacks them up or methodically lines them up. She often adds blocks to Mom's creation but pushes Mom's hand away if Mom tries to add to Emma's creation. When investigating new items and playing, Emma often mouths objects, first, then explores and learns about them. When Emma is paying attention to others, she may imitate their actions and sounds/words, but this occurs inconsistently. Emma occasionally looks at books by herself. She turns the pages carefully and stares at all the pictures. She sometimes quietly touches each picture with one finger but is not yet pointing to photos when asked by Mom or Dad. Today, when she saw her alphabet book while playing with the team, she exclaimed "apple," which is the first picture in the book. This was the first time that her family witnessed this.

Emma understands when told to come here or to give an item she is holding. She responds when told "stop" in a deep and serious tone, often associated with safety directions. Mom frequently tells her to "stop," when Emma tries to climb up to a dangerous height, like on to her dresser, to get to a toy or food item. Mom has noticed that it appears as though Emma does not yet notice when given other directions, like to retrieve her cup from the table or go to the kitchen. Emma jabbars and babbles, all throughout the day. She may imitate single words after Mom or Grandma, but she is not yet applying those words on her own. She says "bye-bye," "no," and names for family members, but she is not yet using single words to talk about what she is observing or is interested in.

Decision Tree



Using Appropriate Action to Meet Needs

Ed, 30 Months

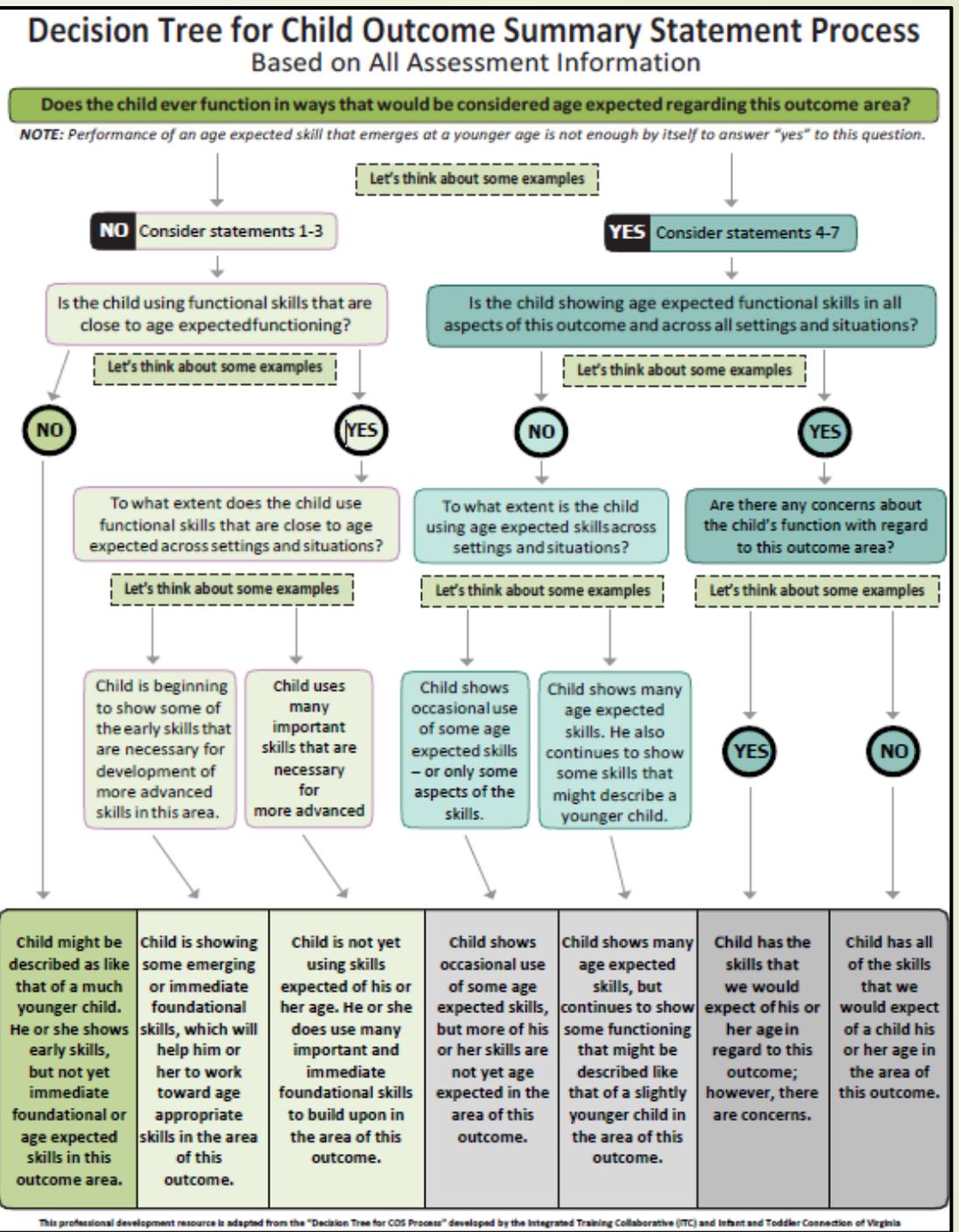
Ed is an active little guy. He enjoys climbing and running all over. He likes to be chased by his family. Ed loves to jump on the bed at home. He enjoys going to the park or playground to run around. He typically runs up to other children and tries to initiate interaction by nicely reaching out towards them. Sometimes Ed and the other kids run around together. He also enjoys climbing up on the playground equipment and going down the slide, as long as it is not too scary. Ed climbs up and back down steps on his own. He also holds Mom or Dad's hand to walk up and down steps.

When getting dressed, Ed cooperates by lifting up his arms and legs and pushing them in to clothing. He steps into his shorts but is not yet helping to pull them up. Ed loves his new light-up shoes and now tries to put them on his own. He also tries to put on his parents' shoes. Ed does not like wearing socks, so he frequently takes them off on his own. He is not yet removing any clothing independently. When he has a dirty diaper, Ed typically cries to let Mom and Dad know he needs to be changed.

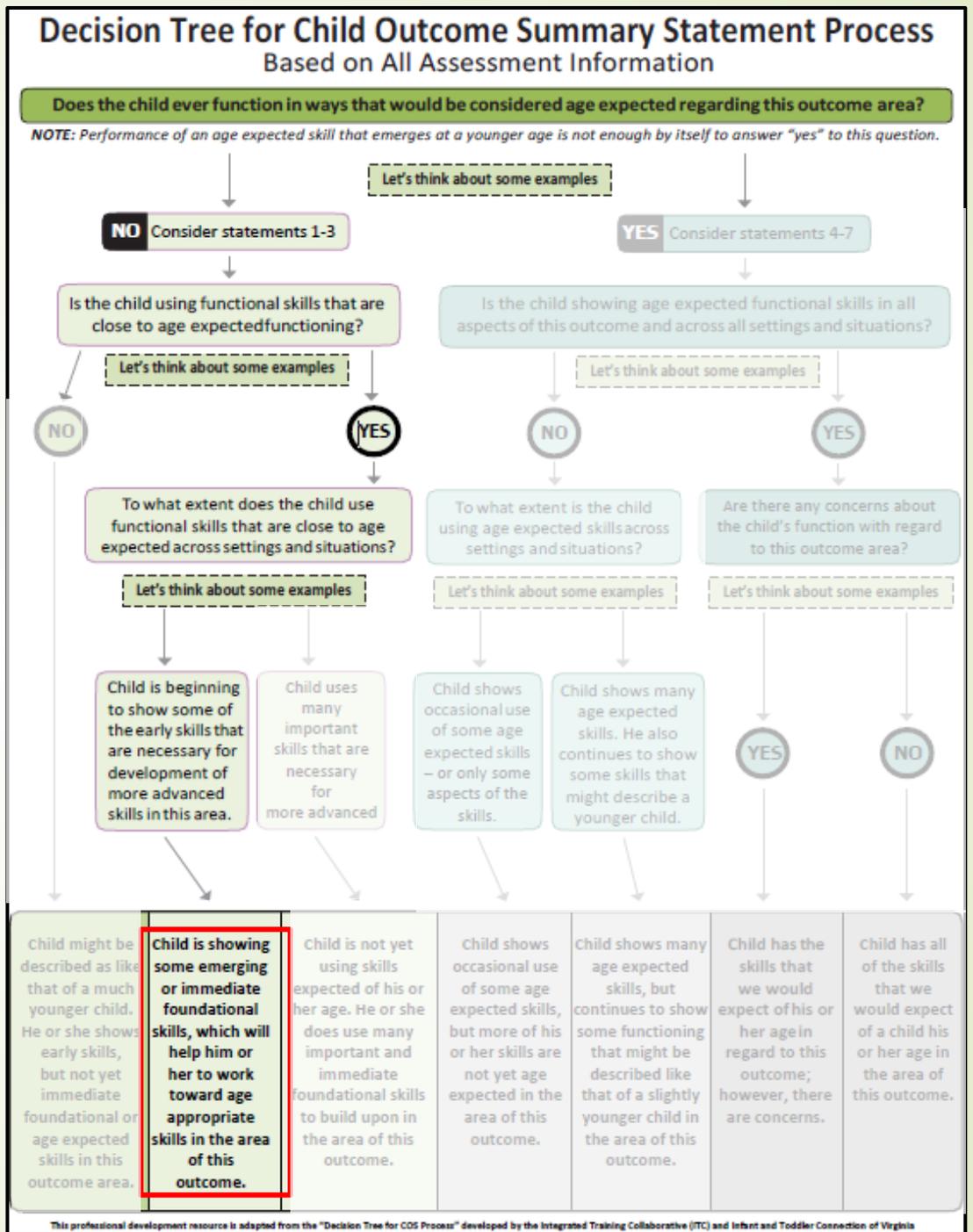
During meals, Ed sits in his highchair and feeds himself dry foods with his hands. Mom typically feeds him foods that require a spoon. He is not yet using utensils to feed himself during meals. He typically eats the same food as his parents and willingly tries new foods. When Ed is finished eating, he either shakes his head "no" or pushes food away from him. Ed typically drinks milk from a bottle throughout the day. He is not interested in drinking other liquids or drinking milk from other containers.

Mom and Dad are very responsive to Ed's wants and needs. They know Ed well, and quickly anticipate his needs. Ed typically expresses his wants and needs by crying and fussing. Mom and Dad often must guess as to what he needs, especially when he is hungry or needs his diaper changed. He is not yet pointing to make requests. He may say "mama" or "baba" for his parents but is not yet doing so consistently to request their attention or assistance. When he wants his parents' assistance, he may grab their shirt or their finger and pull them to where he needs help.

Decision Tree



Decision Tree



How are you planning for the COS?

Team Identifier:

Date:

I. Planning for the COS

Quality Practices	No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>			
1. Providers review COS background information, including the meaning of the three outcomes, the rating criteria, the decision tree, the descriptor statements, and COS process <i>(as needed)</i> .			
2. Providers review age-expected growth and development for the age of the child <i>(as needed)</i> .			
3. Providers ensure that multiple sources of information about the child's functioning are available for review <i>(e.g., observations, evaluation, progress reports, and reports from parents, specialists, and others who know the child)</i> .			
4. Providers confirm there is information about the child's functioning for each of the three child outcome areas.			
5. Providers confirm that there is information about the child's current functioning across settings and situations.			
6. Providers consider the child's functioning in terms of AE-IF-F with reference to age-anchoring tools and resources. <i>(AE-age-expected, IF-immediate foundational, F-foundational)</i>			
7. Providers review plans for sharing information about the COS and how to engage the family in the COS decision-making process.			

How are we explaining the COS Process to families?

II. Explaining the COS Process to Families

Quality Practices			
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>	No	Partly	Yes
1. Providers explain to the family why outcomes data are collected and how they are used.			
2. Providers describe the three child outcomes that are measured.			
3. Providers describe how the outcome data are collected.			
4. Providers check for family understanding before moving on.			

Summarize the Skills Included in the COS Area

- For children to be active and successful participants at home and in their communities, they need to develop skills in three functional areas.
- “This area involves how your child...”
- “Summary of how our child...”



Share the Child’s Summary

- Paint a picture of the child’s functional skills, strengths, and needs during everyday settings – include specific, individualized information embedded in typical routines
- Check *COS Cheat Sheet* to make sure rich variety of information is included
- Ask family if the summary sounds like their child; if they would like any changes



Review the COS Rating Process with Family

- Explain it is time to compare the child to other kids their age
- Cite the previous conversations the family has had with EISC
- Explain that we complete this process now, at every annual IFSP, and at exit, and that it lets us see how their child has grown and changed while receiving EI services



Provide Examples of Age Expected Skills

- Use your knowledge of child development and the *Age Expected Skills Snapshot* or other age-anchoring tools
- Provide examples of age expected skills that are relevant to the child and match with what skills you described in the child’s summary



Walk Family Through the Decision Tree

- EISC can show family a copy of the decision tree and guide them through the process
- Provider(s) should start at the top of the decision tree and read each step as a question
- Ask for examples or cite examples that were shared from summaries for each step
- ****Age expected skills that emerge at a younger age are not enough to answer “yes”****



III. Understanding Child Functioning

Quality Practices

‘No’ indicates that the practice is not observed; ‘partly’ indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; ‘yes’ indicates the practice is fully observed most or all of the time. Practices are rated for each outcome area.

1. Team members discuss the full breadth of each outcome (i.e., across the range of functioning pertinent to each outcome).
2. Providers invite the family to share information about their child’s functioning for each outcome area.
3. Team members discuss the child’s current functioning in each outcome area.
4. Team members discuss information from multiple sources (e.g., family input, other observations, assessments, progress monitoring, child care providers, specialists, neighbors) for each outcome.
5. Team members discuss the child’s functioning across settings and situations.
6. Team members discuss the child’s functioning for each outcome in sufficient depth to describe how the child uses skills in meaningful ways.
7. Team members focus on the child’s functional use of skills versus discrete skills.
8. Team members discuss skills the child has and has not yet mastered.
9. Team members discuss how the child’s current use of skills relates to age-expected development (AE-IF-F).



Video Examples

- **COS-Team Collaboration Online Practice**
- http://olms.cte.jhu.edu/olms2/COSTC_Interactive
 - Video Clip II. 2: Explaining the COS Process to Families - Braylon
 - Video Clip IV 1: Building Consensus for a High-Quality COS Rating - Lucas

Motivational Interviewing

- **Sessions in February, April, and June**
- <https://ohioearlyintervention.org/trainings/149>



Moving Forward:

- ▶ How will you as the leader/facilitator in the IFSP lead your team to consensus?
- ▶ What ideas do you have to ensure that you are all on the same page before including the family in the COS Process?
- ▶ What resources could you potentially use when referencing the outcome statements and to help the team come to a consensus?

Questions?





COS Resources

- ▶ NEW Decision Tree
- ▶ COS Cheatsheet
- ▶ Developing the IFSP with the Family Flowchart

- ▶ DaSY Modules
- ▶ Dr Gallen's *Having Difficult Conversations*
- ▶ Module resources: *Bayley and Battle crosswalk, Larimer Tools, COS live binder, parent handbook, parent letter, conversation tips, COS team consensus*



Resource Links

- **COS- Team Collaboration Quality Practices Checklist**
- https://ectacenter.org/~pdfs/eco/COS-TC_Checklist_and_Descriptions_March_2017.pdf
- **Army EDIS Measuring Outcomes Initiative**
- <http://ectacenter.org/eco/assets/pdfs/IntegratingOutcomesintotheIFSP.pdf>
- http://ectacenter.org/eco/pages/training_resources.asp

Resource Links

- **Ohio Early Intervention Child Outcomes Summary (under Local/state and National Resources):**
- <https://ohioearlyintervention.org/local-state-national-resources/cos-resources>
- **A Guide to COS Process Training and Technical Assistance Resources March 2014**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/COSTrainingandTAResourcesMarch2014.pdf>
- **COS Team Collaboration Quality Practices/Checklist and Descriptions:**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/COS-TCChecklistandDescriptions.pdf>
- **COS Parent Letter:**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/COSparentparticipationletter.pdf>
- **Orienting Families to the Child Outcome Summary (COS) Process:**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/IntroducingtheChildOutcomeSummaryProcesstoFamilies.pdf>
- **Program Guide to Monitoring the Child Outcome Summary Process:**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/MonitoringChildOutcomesGuide.pdf>
- **COS BINDER:**
- <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/OhioCOSElectronicBinderforportfolio.pdf>
- **Ohio Child Outcomes Summary (COS) and Descriptors**
- https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/Ohio-COS-Summary-and-Descriptors_042716.pdf



Resource links

- ▶ **Virtual Practices**

- ▶ <https://ectacenter.org/~pdfs/eco/cos-distance.pdf>

- ▶ <https://ectacenter.org/~pdfs/eco/cos-distance-infographic.pdf>

- ▶ **Larimer Tool links:**

- ▶ https://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf

- ▶ <https://ectacenter.org/eco/assets/pdfs/Outcome1LarimerCountyAgeAnchoringTool.pdf>

- ▶ <https://ectacenter.org/eco/assets/pdfs/outcome2larimercountyageanchoringtool.pdf>

- ▶ <https://ectacenter.org/eco/assets/pdfs/Outcome3LarimerCountyAgeAnchoringTool.pdf>

- ▶ **Dasy Modules for COS:**

- ▶ <https://ectacenter.org/eco/pages/cos.asp>