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No Need to Reinvent the Wheel: Resources to Reinforce Core COS Practices

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Today

- Review professional development (PD) resources targeting core skills needed for quality Child Outcomes Summary (COS) practices
- Explore the resources and ways to apply them in your work

Related to: State Child Outcomes Measurement System Framework (S-COMS)

Link: https://ectacenter.org/eco/pages/childoutcomes-framework.asp

Which Best Describes Your Primary Role…

- Families
- Practitioners
- Professional development staff (local, regional, or state level)
- State staff and administrators
- Higher education or consultants
- Federal representatives
- National TA providers
- Other?

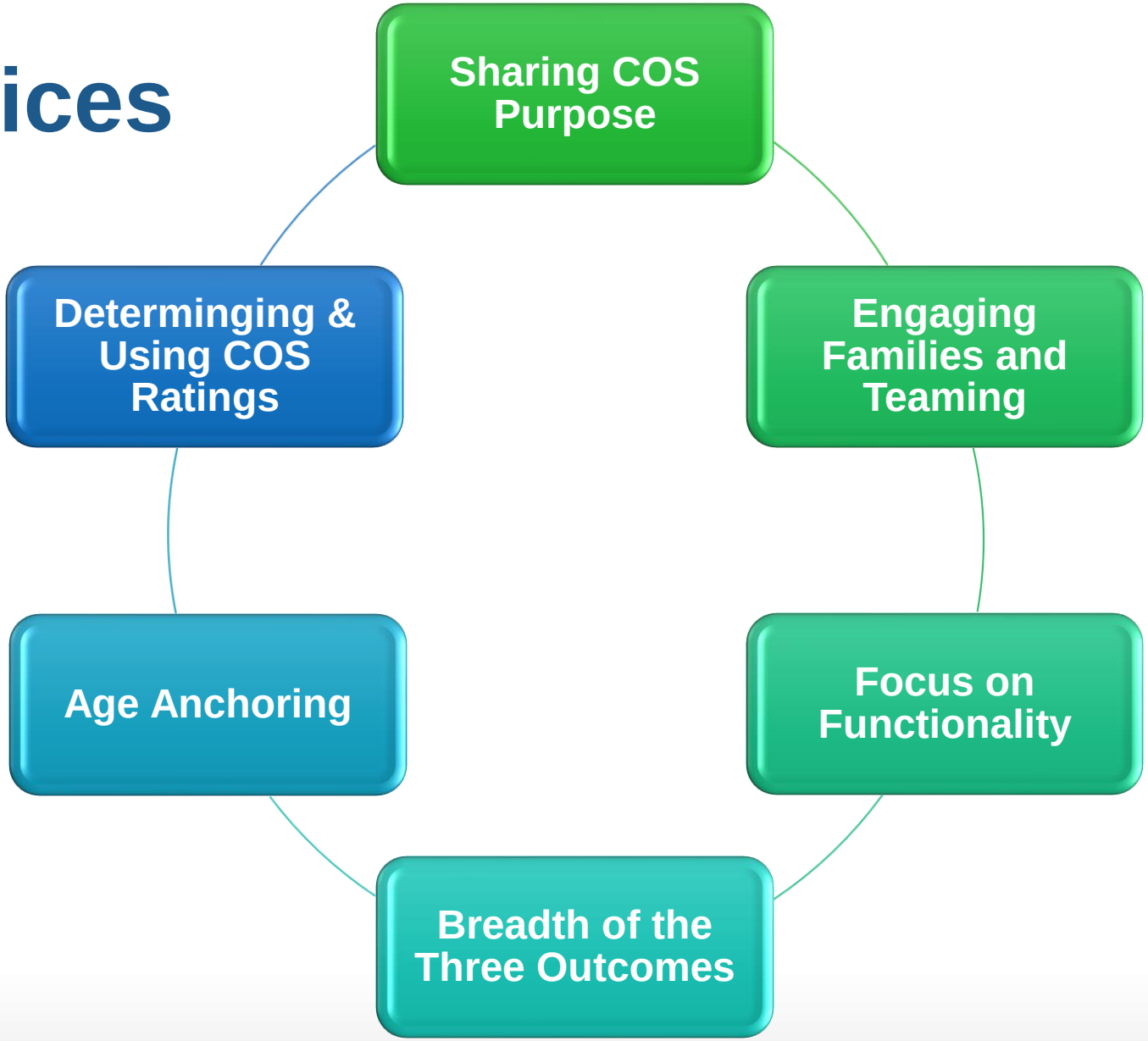
Your Familiarity with the COS Process…

How familiar are you with the COS Process?

- 1 - Brand new to it.
- 2-
- 3-
- 4-
- 5 – Very well versed in it and train/mentor others

What Does It Take to Implement a High-Quality COS Process?

Key COS Practices



Key Resources by Core COS Practices

Key Child Outcomes Summary (COS) Process Professional Development Resources	Understanding the Breadth of the Three Child Outcomes	Focusing on Functionality	Engaging Families and Quality COS Process/Teaming	Age Anchoring	Determining and Using COS Ratings	Sharing Outcomes Measurement Purpose
Outcomes Breadth Graphic and Notetaking Guides (2021)	X	x	x			
Aligning a Child's Functional Skills with the Breadth of the Three Child Outcomes (2022)	x	X				
Understanding Functional Skills: Background for the COS Process (2022)		X				
COS-Team Collaboration (COS-TC) Checklist, Toolkit, and Video Resources (2017)			X			x
Age Anchoring Guidance for Determining COS Ratings (2018)				X		
Tips for Answering the "Ever" Question on the COS Decision Tree (2022)					X	
Child Outcomes Summary - Practice Scenarios (2022)	x	X		X	X	

NOTE: Listen to identify which resources you want to discuss further in a breakout activity.

Handout contains links

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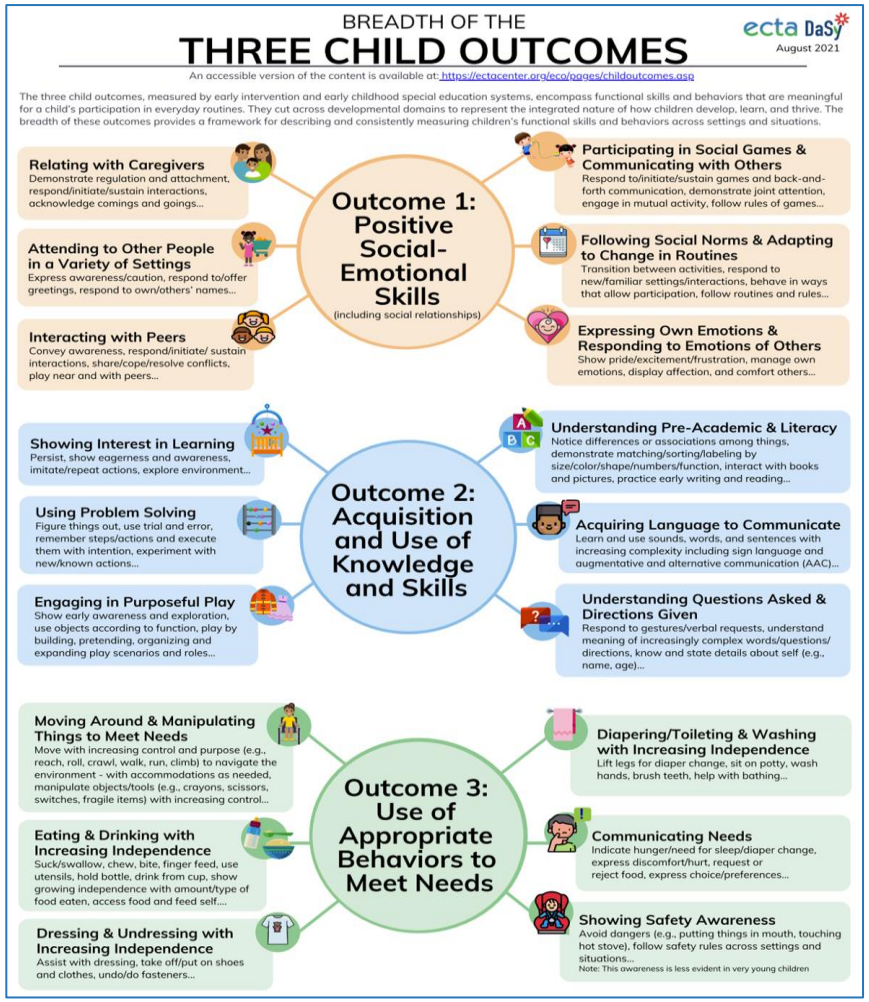
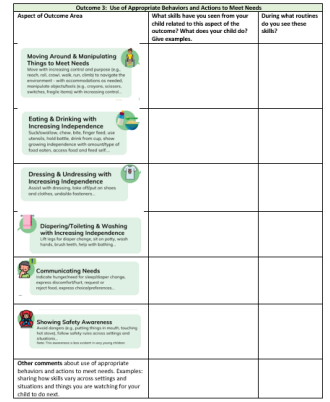
Breadth of the Three Child Outcomes



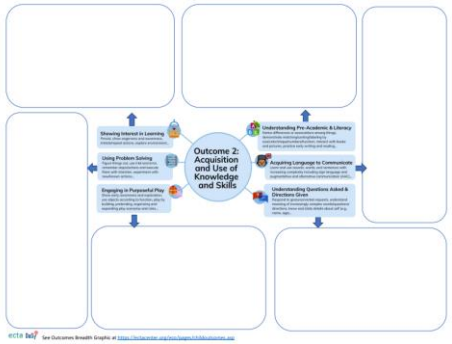
https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf



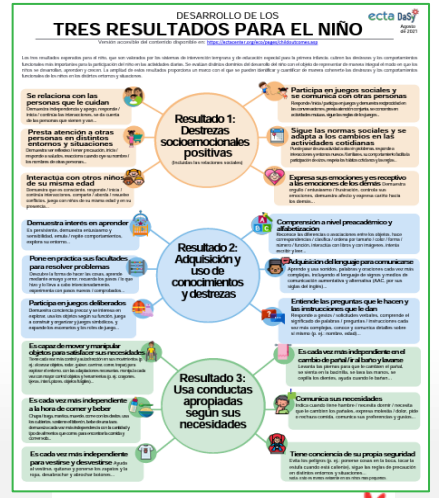
What: Graphic showing key content associated with each of the three child outcomes. Also includes examples of note taking resources.

Purpose and Use: Visual aid showing a framework for describing and consistently measuring the three child outcomes. It helps teams include a similar set of functional skills when they gather information and discuss each outcome in COS rating discussions.

Audience: Introductory level – practitioners, supervisors, family members, and PD staff



Also available in Spanish



Notetaking files posted on COS Learning Community website. Contact Kellen.Reid@unc.edu to join. Login to the COS Learning Community resource area at https://ectacenter.org/communities/login.asp?from=http%3A%2F%2Fectacenter%2Eorg%2Fcommunities%2Fcos%2Fcoslc%2Easp

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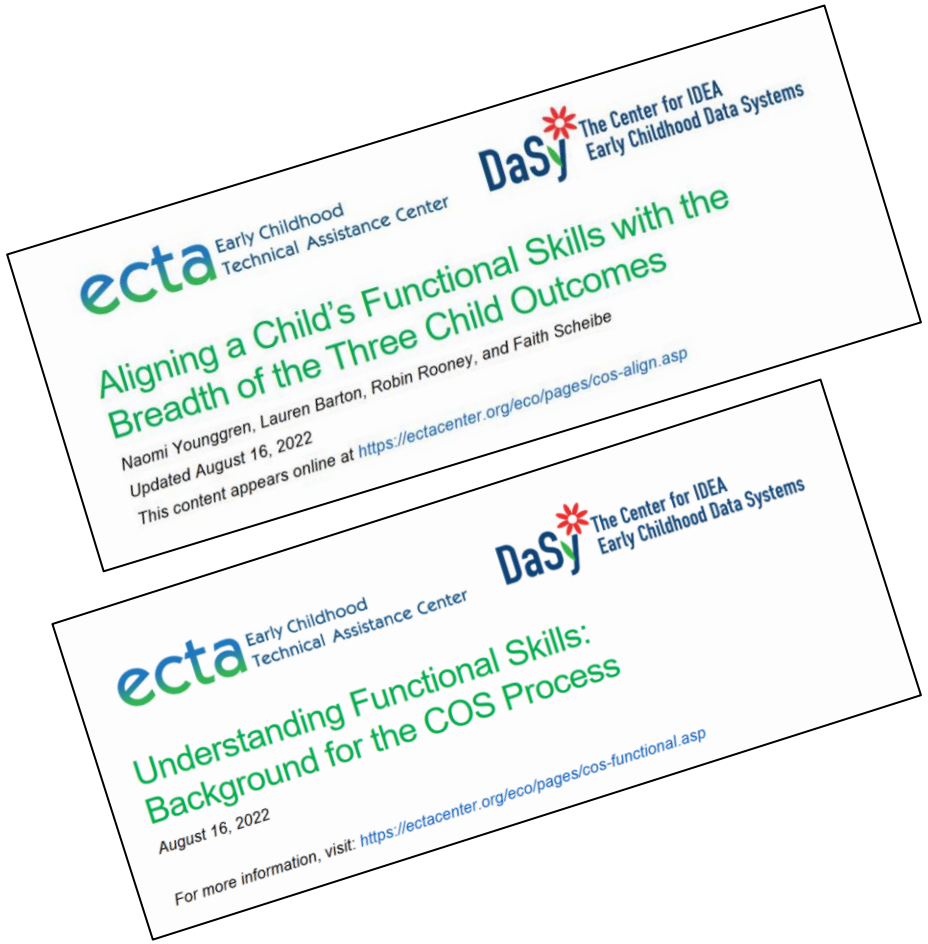
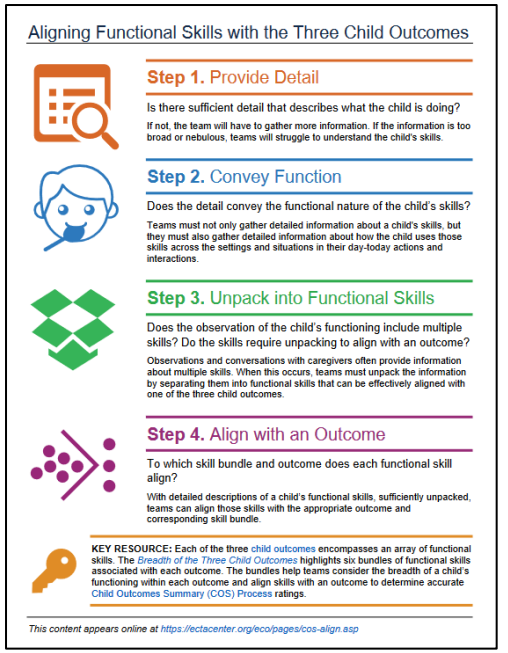
Aligning a Child's Functional Skills with the Breadth of the Three Child Outcomes





What: Resource to help teams align their observations of children's functional skills with the three child outcomes. Second resource helps explain "functional."

Purpose and Use: Provides background information to help teams become more comfortable aligning observed skills to specific outcomes. Resources in the set help teams understand which skills are functional and use a four-step thinking process to help align skills until it becomes a more natural and a nearly-automatic process. Working on these skills helps with a more consistent and accurate COS process.

Audience: Intermediate level – practitioners, PD staff

https://ectacenter.org/eco/pages/cos-align.asp
https://ectacenter.org/~pdfs/eco/costraining/fsb-handout.pdf

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Teaming, Engaging Families, and Indicators of a Quality COS Process: The COS-TC

II. Explaining the COS Process to Families

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.*	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.			

Notes

II.1. Explaining the COS Process to Families — Alyssa

This video shows a provider and both of the child's parents meeting in the family home. The provider explains why the COS information is collected and how it is used, gives brief definitions of the three child outcomes, and checks for parent understanding. The second provider was not able to attend this meeting but did provide input which this provider shares later in the meeting (not included in this clip).

II.3 Providers **describe how** the outcome data are collected.

What it is

For each of the three outcomes, team members determine how the child is currently doing by discussing information that has been obtained about the child's functioning in many different ways. Providers can reinforce the approaches that were used to gather information about the child's functioning (e.g., assessment, observation, interviews, etc.) and when the information was collected. Then, in collaboration with families, all team members consider the mix of functional skills a child has for each of the outcome areas and then determine how close these skills are to age-expected development. The process is repeated later (i.e., annually and/or at exit) to have information that helps identify changes observed in the child's functioning.

More about it

The Federal Office of Special Education Programs (OSEP) requires early intervention programs and local school systems to report outcomes data for every child ages birth through five who receives early intervention or special education services. Early childhood outcome data are collected when a child begins to receive services and again when the child exits from services. In some programs, the data are collected annually, as well.

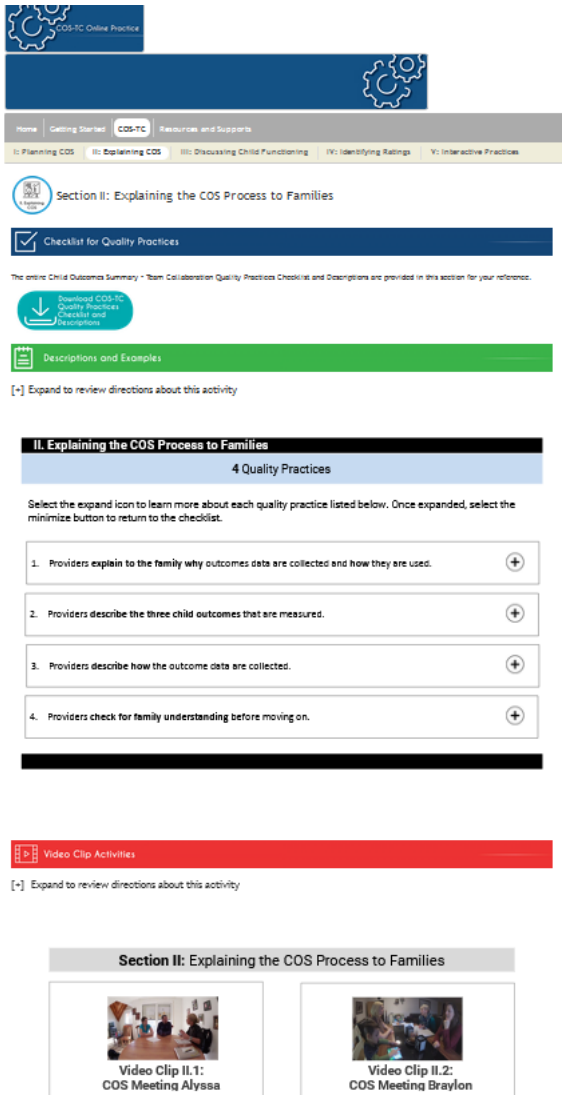
Norton

We measure child outcomes by compiling all that we know about Norton's functioning in each of the three outcome areas. Then, as a team, we determine Norton's functioning relative to age expectations and choose statements for each outcome that describe his mix of skills.

By carefully considering Norton's functioning as he gets started in early intervention, participates in early intervention, and as he leaves early intervention, we can understand how he has progressed. We measure outcomes for every child in our program so that we can understand the results for Norton and all children in the program.

Emanuel

Based on all the information you've shared and all that we've gathered, today we'll work together to determine where Emanuel is in each of the outcome areas and relative to what is expected of children at 18 months of age. We'll refer to the PLOD that we shared with you earlier, as we go along. We look forward to any additional information or questions you have.



https://ectacenter.org/eco/pages/costeam.asp (web)
http://olms.cte.jhu.edu/olms2/COSTC (online practice tool)
https://ectacenter.org/~pdfs/eco/COS-TC_Checklist_and_Descriptions_March_2017.pdf
https://ectacenter.org/~pdfs/eco/COS-TC_Trainers_Guide_March_2017.pdf (trainers guide)

Teaming, Engaging Families, and Indicators of a Quality COS Process: The COS-TC

- **What:** Checklist and resource explaining what each quality practice is, why it is critical, and gives two examples of what effective implementation looks like.
- **Purpose and Use:** Tool for coaches to observe and provide feedback about indicators of a quality COS process and team collaboration or for self-assessment. Online practice tool with videos available. There also is a trainer's guide and video library for incorporating into PD.
- **Audience:** Intermediate level – practitioners, supervisors, coaches, and PD staff after completing the COS module.

COS-TC checklist sections:

- planning for the COS,
- explaining the COS process to families,
- understanding child functioning,
- building consensus for a high-quality COS rating, and
- interactive practices.

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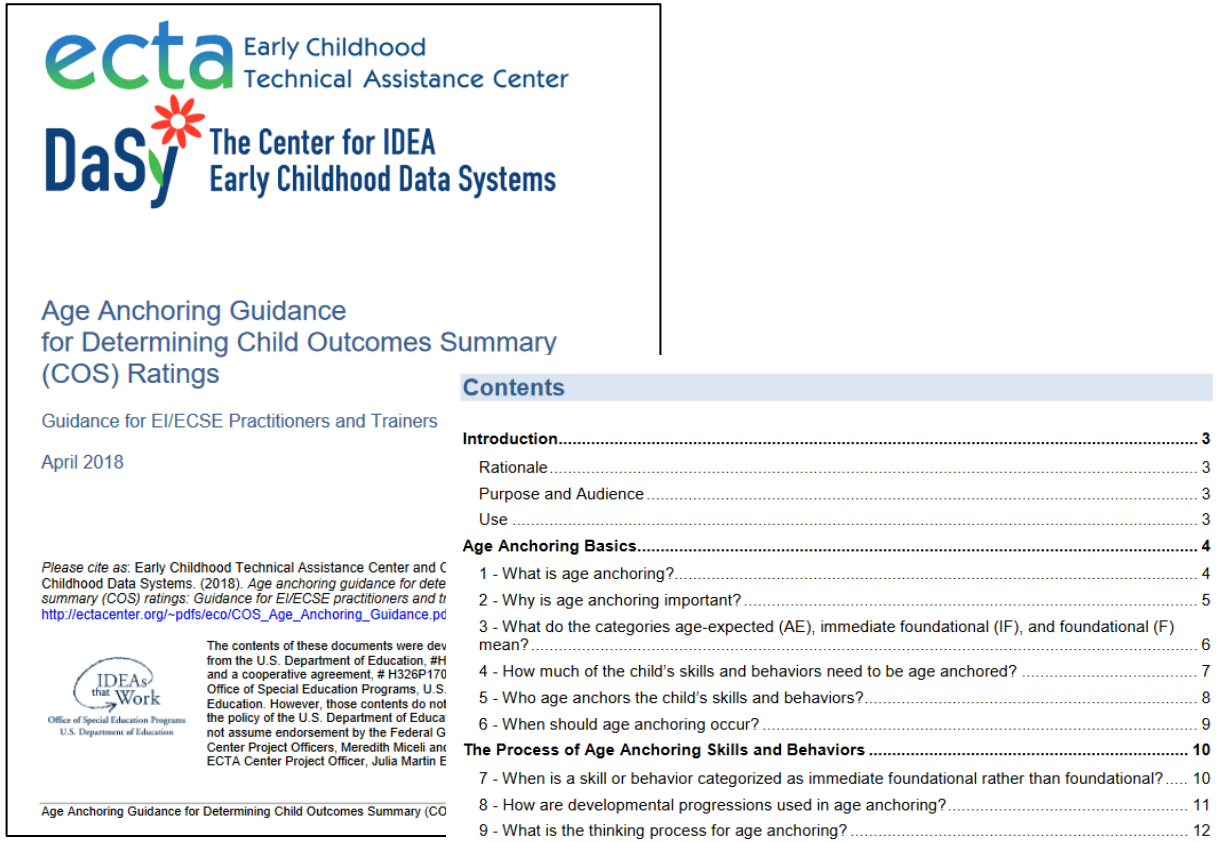
Age Anchoring Guidance for Determining COS Ratings



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Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings

Guidance for EI/ECSE Practitioners and Trainers

April 2018

Please cite as: Early Childhood Technical Assistance Center and C
Childhood Data Systems. (2018). *Age anchoring guidance for dete*
summary (COS) ratings: Guidance for EI/ECSE practitioners and tr
http://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pd

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

The contents of these documents were dev
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Office of Special Education Programs, U.S.
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Center Project Officers, Meredith Miceli an
ECTA Center Project Officer, Julia Martin E

Age Anchoring Guidance for Determining Child Outcomes Summary (CO

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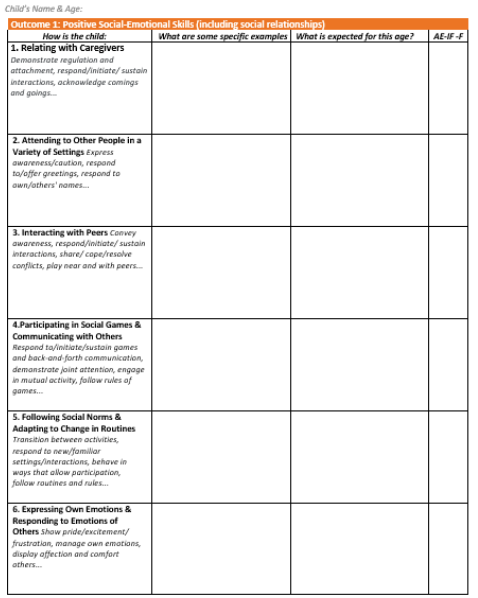

Child's Name & Age:

Outcome 1: Positive Social-Emotional Skills (including social relationships)

How is the child:	What are some specific examples	What is expected for this age?	AE-IF-F
1. Relating with Caregivers *Demonstrate regulation and attachment, respond/initiate/ sustain interactions, acknowledge comings and goings...*			
2. Attending to Other People in a Variety of Settings *Express awareness/caution, respond to/offer greetings, respond to own/others' names...*			
3. Interacting with Peers *Convey awareness, respond/initiate/ sustain interactions, share/ cope/resolve conflicts, play near and with peers...*			
4.Participating in Social Games & Communicating with Others *Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...*			
5. Following Social Norms & Adapting to Change in Routines *Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...*			
6. Expressing Own Emotions & Responding to Emotions of Others *Show pride/excitement/ frustration, manage own emotions, display affection and comfort others...*			

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What: Resource on age anchoring questions including why age anchoring is needed, basic information about it, process of age anchoring, tools, and special considerations.

Purpose and Use: Guidance about age anchoring and information about consistent, efficient ways to gather information and age anchor skills in the COS process.

Audience: Practitioners, supervisors, coaches, and PD staff after completing COS module.

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

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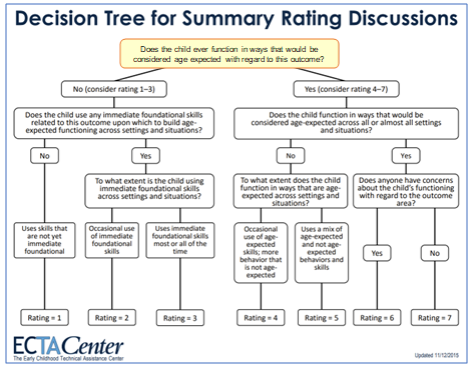
Tips for Answering the “Ever” Question on the COS Decision Tree

DRAFT
Spearheaded by the COS Learning Community



What: Resource with practice scenarios and considerations for team decision making about whether a child’s functioning counts as “ever” AE when answering the first question on the COS Decision Tree. Scenarios include examples where function, consistency, quality, state of health, and culture influence ratings.

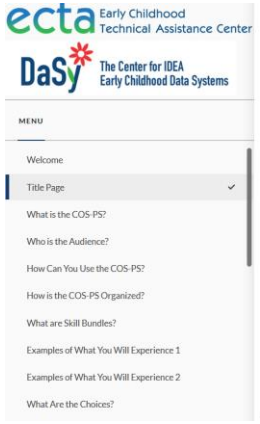
Purpose and Use: Facilitate discussion about scenarios as part of a training activity or for self-directed learning. Supports consistent and accurate COS ratings.

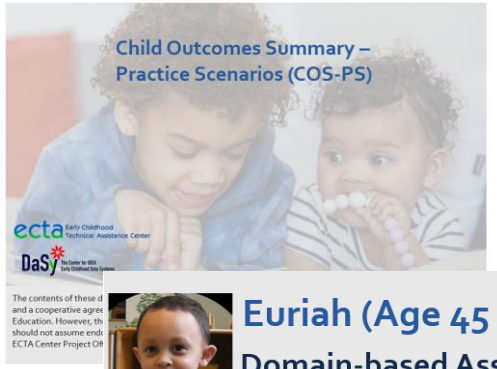
Audience: Intermediate - Practitioners, supervisors, coaches, and PD staff after completing COS module.

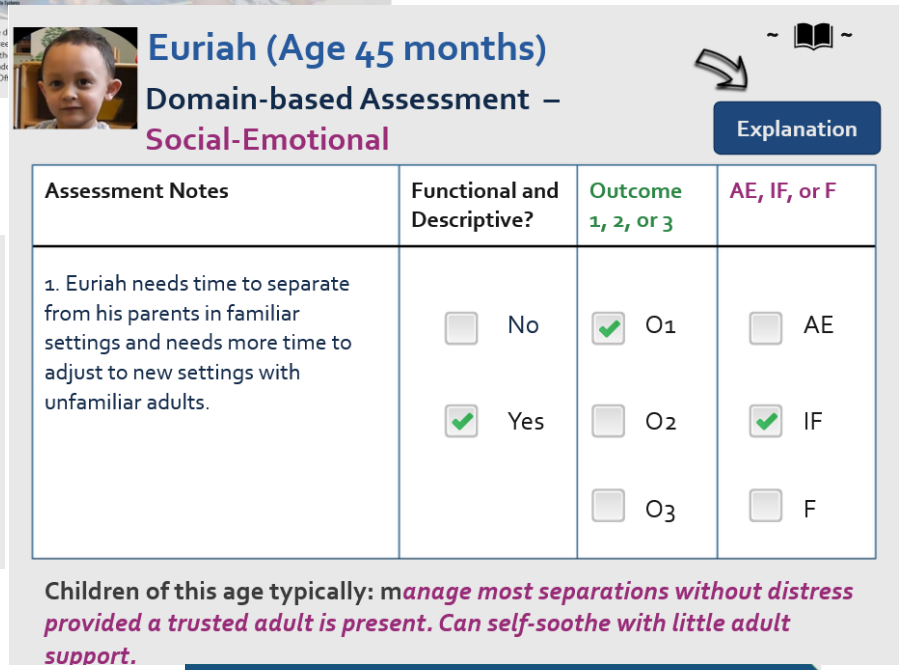
Contact Kellen.Reid@unc.edu to join COS Learning Community.. Login to the COS Learning Community at https://ectacenter.org/communities/login.asp?from=http%3A%2F%2Fectacenter%2Eorg%2Fcommunities%2Fcos%2Fcoslc%2Easp

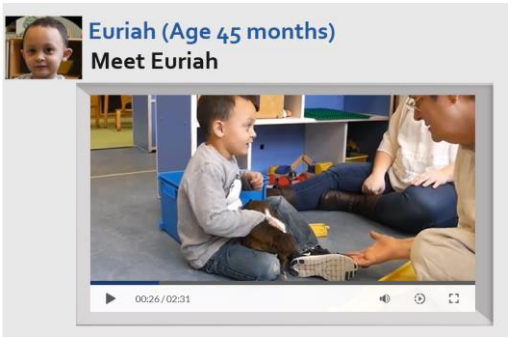
Child Outcome Summary – Practice Scenarios (COS-PS)

https://ectacenter.org/eco/pages/cosps.asp

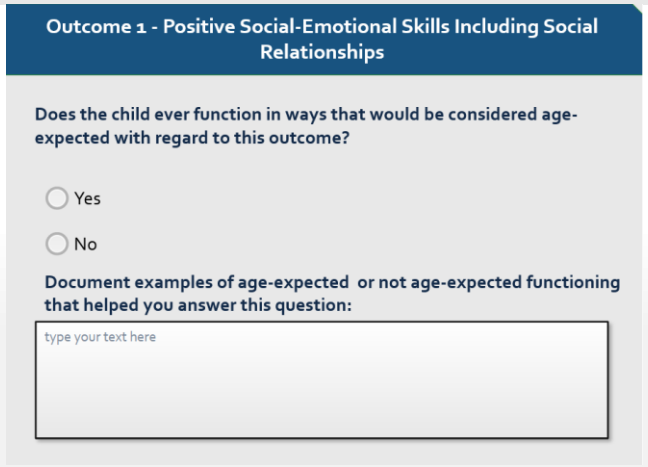








Children are 31 months and 45 months, plus more scenarios planned in the future.



What: Users review child descriptions/videos from referral, intake, and assessment and identify if the skills are functional; relate to outcomes 1, 2, or 3; age anchor the information; and determine COS outcome ratings. Feedback is provided about correct responses.

Purpose and Use: Practice and strengthen skills in the COS through individual self-study or as part of small or large group training, coaching, or mentoring activities.

Audience: Anyone involved in the COS process or for PD staff, coaches, and supervisors providing PD on the COS. Use after completing the COS module.

Key Resources by Core COS Practices

Key Child Outcomes Summary (COS) Process Professional Development Resources	Understanding the Breadth of the Three Child Outcomes	Focusing on Functionality	Engaging Families and Quality COS Process/Teaming	Age Anchoring	Determining and Using COS Ratings	Sharing Outcomes Measurement Purpose
Outcomes Breadth Graphic and Notetaking Guides (2021)	X	x	x			
Aligning a Child's Functional Skills with the Breadth of the Three Child Outcomes (2022)	x	X				
Understanding Functional Skills: Background for the COS Process (2022)		X				
COS-Team Collaboration (COS-TC) Checklist, Toolkit, and Video Resources (2017)			X			x
Age Anchoring Guidance for Determining COS Ratings (2018)				X		
Tips for Answering the "Ever" Question on the COS Decision Tree (2022)					X	
Child Outcomes Summary - Practice Scenarios (2022)	x	X		X	X	

Handout contains links

Further Discussion: Breakout Tables

Breakout tables for each key resource

- Outcomes Breadth Graphic and Notetaking Guides
- Aligning Child's Functional Skills Resource Set
- COS-Team Collaboration (COS-TC) Quality Indicators Resources
- Age-Anchoring Guidance
- Tips for Answering the "Ever" Question on the Decision Tree
- COS- Practice Scenarios (COS-PS)

One opportunity for different tables of resources

- Learn about tool
- How has it been used? Or, How might you use it?
- How does it help you build skills or address state needs?
- What stands out?

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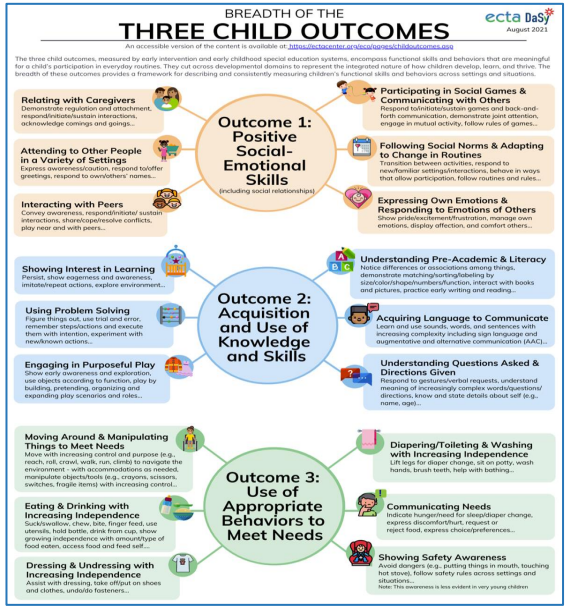
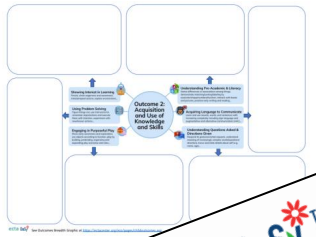
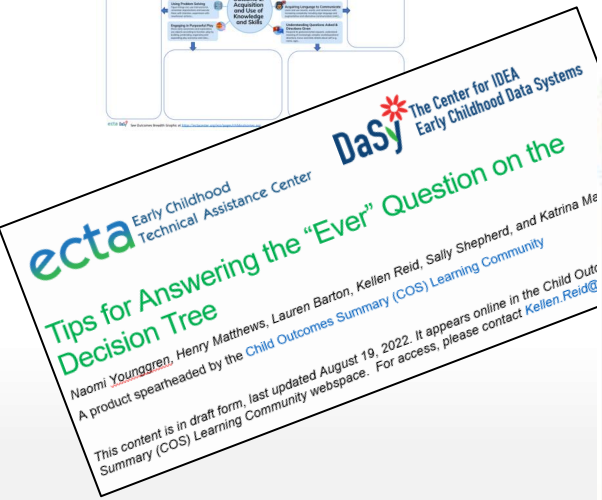
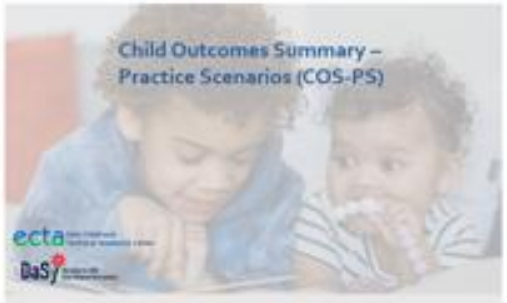
Large Group Shareback

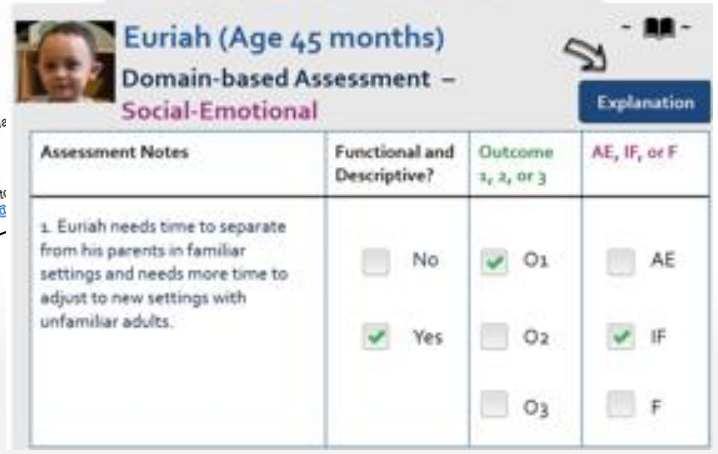
Highlights and Potential Uses?

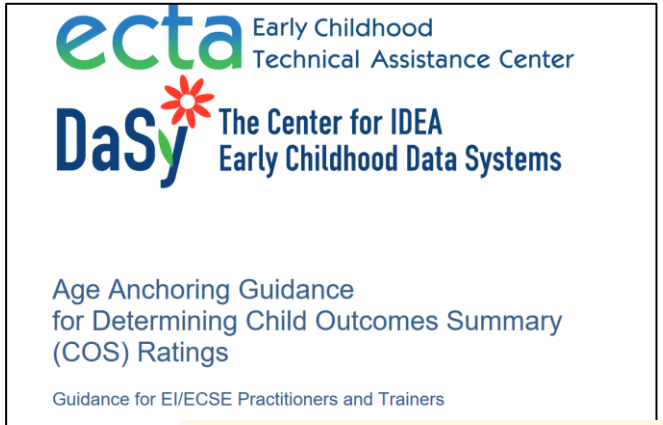


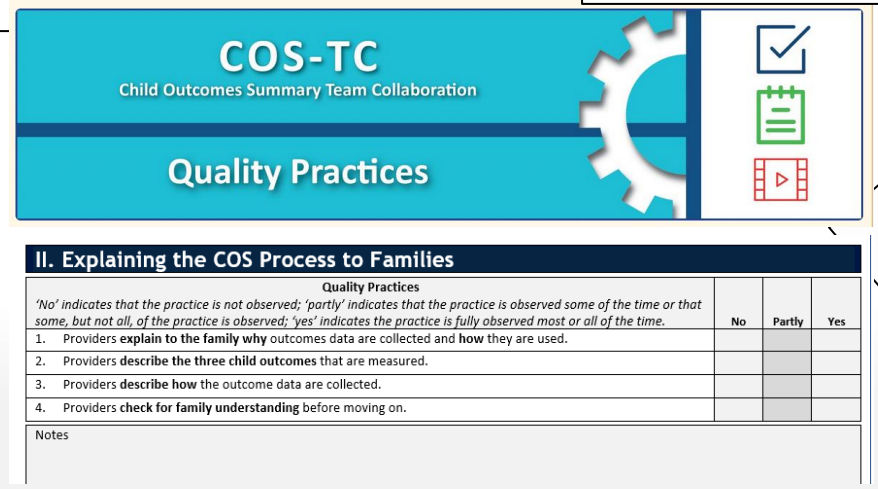


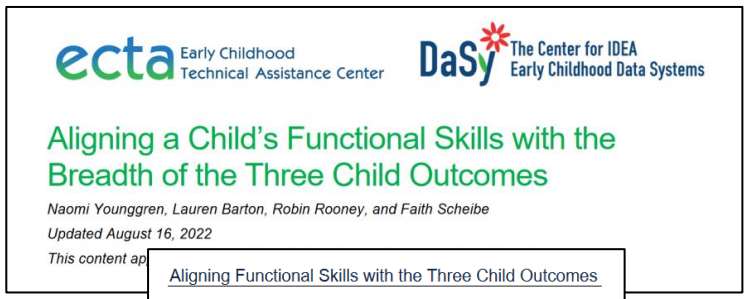


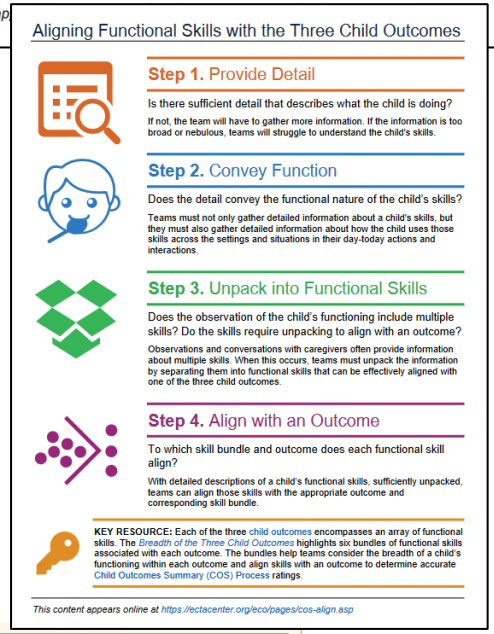












Available TA Support & Contact Information…

Check with your state contacts or talk with one of us:

- ECTA state contacts: https://ectacenter.org/contact/state-assignments.asp
- DaSy state contacts & TA requests https://dasycenter.org/technical-assistance/

ecta Early Childhood Technical Assistance Center

DaSy The Center for IDEA Early Childhood Data Systems

Find out more at ectacenter.org and dasycenter.org

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ECTA Center Project Officer: Julia Martin Eile

DaSy Center Project Officers: Meredith Miceli and Amy Bae

IDEAs that Work

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U.S. Department of Education

COS PD Materials on the ECTA Website at….

https://ectacenter.org/eco/pages/cos.asp
https://ectacenter.org/eco/pages/cospd.asp
https://ectacenter.org/eco/pages/training_activities.asp

COS Process Online Module:
Collecting and Using Data to Improve Programs

The ECTA Center and DaSy Center developed an online learning module that provides key information about the COS process, and the practices that contribute to consistent and meaningful COS decision-making. Over the course of multiple sessions, participants learn about:

- why child outcomes data are collected;
- the key features of the COS process;
- the essential knowledge needed to complete the COS process;
- how the three child outcomes are measured through the process;
- how to identify accurate COS ratings using a team-based process;
- the importance of comparing children's current functional performance to age-expected functioning;
- when and how to measure progress in the three child outcome areas; and
- how to document ratings and evidence to support those ratings in COS documentation.

After registering for the module, you will be automatically redirected to it. The module is self-paced, so you can access it as many times as you need to.

Get Started

See also: COS Professional Development Resources, Self-Directed Learning

COS Process Professional Development

Provided here is a collection of national resources to support COS training and technical assistance. The resources are displayed in a sequence and designed to be embedded in various types of professional learning opportunities, such as webinars and face-to-face trainings.

COS Process Professional Development: Guidance for Preparing and Implementing Effective Training and TA contains all the information you will need to understand the sequence and suggestions for identifying an appropriate starting point in your professional development context.

Build Knowledge of the COS Process

Practitioners gain an understanding of essential COS concepts.

- The COS Process Online Module provides key information about the COS process and the practices that contribute to consistent, meaningful COS decision making.

Practitioners gain understanding of unique features of the COS in their state.

- State/Program-Specific COS Process Policies and Procedures Checklist contains child outcomes measurement policies that should be communicated to practitioners.

Develop COS Process Skills

Practitioners gain skills for effective implementation of the COS process.

- Applied Practice for COS Skill Building Activity includes activity instructions and written case studies for practitioners' applied practice.
- Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings provides answers to commonly asked questions about age anchoring as it applies to the COS process and examples of how the guidance applies in practice.
- Topical COS PD Activities includes a collection of targeted PD activities and materials indexed by topic.
- COS Practice Scenarios (COS-PS) are a collection of scenarios of children, ages 6 months to 5 years, that allow you to practice aligning information about each child with the three child outcomes and anchoring the information by age.
- COS Team Collaboration (COS-TC) includes training materials

Encourage Continuous Improvement on the COS Process

Provide opportunities for ongoing support to continue to improve practitioners' COS process skills.

- Special Considerations When Using the Child Outcomes Summary (COS) 7-Point Scale: Questions and Answers
- Build Knowledge of the COS Process
- Develop COS Process Skills

Frequently Used Resources

- Child Outcomes Summary (COS) Process Quick Reference Guide
- Resources for More Information about the Child Outcomes Summary (COS) Process
- Overview of the COS Process

Topical COS Professional Development Activities

These activities focus on aspects of the COS Process providers frequently need additional training and support. The Child Outcomes Summary (COS) Process Online Module prepares Part C and Part B, Section 619 staff to use the COS process to describe how children are doing on the three child outcomes.

For assistance, contact Kaitlen Reid:

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Considerations

It is important to note that these materials are not stand-alone training activities. It is imperative that PD staff ensure those who participate in these training activities first complete the COS Process Online Module. ECTA staff are available to provide technical assistance to help PD staff consider how to use the materials presented on this page and determine strategies for individualizing training for specific audiences and formats. Prior to selecting any activity, PD staff should ensure that the content is consistent with their state's COS policies and procedures and adapt, if necessary (e.g., add information about the state's COS policies and procedures).

Organization of the Materials

The materials on this page are organized into COS process topical sections. Each section includes activities (with instructions, handouts, and supplemental resources) that can be used to enhance EI and ECSE practitioners' understanding of a particular aspect of the COS process addressed in the online module. The activities in each section are classified for either an EI or ECSE audience, or both, but any activity may be adapted to present to both audiences together.

The following topics are included in the collection of training activities:

General COS Activities: Provides background information for those new to child outcomes measurement and/or the COS process.

Assessing Functional Skills: Focuses on how to gather and consider information about a child's functional skills in everyday settings and across daily activities/routines.

Age Anchoring: Addresses the process by which the COS team compares the child's functioning to age-expected development.

Using the 7-Point Scale: Reinforces an understanding of the criteria for each point on the COS 7-point rating scale.

- General COS Activities +
- Assessing Functional Skills +
- Age Anchoring +
- Using the 7-Point COS Scale +