

## [Child Outcomes Summary Online Learning Modules](#)

The modules are free. Each module has a voice over presentation, there is also a powerpoint option under the *Resources* section of each module. Each module has an activity (Just for Me), assessment and reflection question section. You need to register to get access, then a link is shared via email.

### **Session 1: So What's This All About**

**Presentation Length:** 12 minutes

**Objectives:** Gain understanding of

1. The 3 child outcomes
2. Why data is collected and importance for program improvement
3. How to explain the importance to others

**Just for me activity:** Practice matching specific skills children might demonstrate to one of the three child outcomes.

**Wrap Up:**

- What are the three child outcomes?
- How would you explain the use of child outcomes data in a way that helps family members understand their importance?
- What would you say to help family members feel comfortable with your program's use of data about their children for reporting and program improvement activities?
- What communication strategies would you use when describing the outcomes to a parent or family member to help ensure they understand (e.g., avoid acronyms and other jargon)?

**Challenge Question:** How would you explain the three child outcomes to the parent/family member of a child in your program?

### **Session 2: Overview of the COS process (and view powerpoint unique to Minnesota)**

**Presentation Length:** 6 minutes

**Objectives:** Understand

1. Key features of process
2. How the process relates to DEC Recommended Practices
3. Know when to complete

#### **Just for Me Activity 1: National Perspective**

The ECTA Center has created maps to illustrate state approaches to meet the OSEP requirement for early intervention and early childhood special education programs to report on child outcomes. Visit [ECTA's website](#) to view the maps and learn the different approaches that states are using to measure child outcomes. You will see that the majority of early intervention and early childhood special education programs are using the COS process.

## **Just for Me Activity 2: Digging Deeper--What's Unique About the COS Process in My State?**

Now that you have explored the national “big picture” on child outcomes data collection, it’s time to dig a little deeper into the policies and procedures related to the COS process in your state. To do that, we have prepared a list of questions for you to research. For example:

- What training and support related to the COS process is available or expected in my state?
- Who participates in determining the COS rating?

To access all of the questions, download the [My State's Policies and Procedures](#) worksheet.

After answering the questions, save the worksheet to your computer to keep for future reference. You may need to ask your Supervisor for assistance. Also, if you work with children across the birth – five age range, early intervention and early childhood special education policies may differ.

**SUPPLEMENTAL MATERIAL:** In order to complete this worksheet, it is highly recommended to use the resource developed by MDE to supplement this module. The Power Point is located on the Minnesota Centers of Excellence website under the Inspire Action tab. Click on [Ongoing Data Driven Program Improvement](#), the title is What’s Unique About the Child Outcome Summary Process in MN.

### **Wrap Up**

What information are you currently collecting about children's functioning related to each of the child outcome areas?

Do your current methods and measures give you enough information about:

- The child’s functioning across settings and situations?
- The child’s functional use of skills?
- Perspectives from multiple sources?

What additional information would be helpful to have a more complete picture?

What might need to be added or changed to ensure that this information is routinely collected?

### **CHALLENGE QUESTION**

Why are multiple sources of information and multiple measures necessary for the Child Outcomes Summary process?

## **Session 3: Essential Knowledge for Completing the COS Process**

**Presentation Length:** 12 minutes

**Objectives:**

After completing this session, teams will be able to identify the 5 kinds of essential knowledge that teams need to have before completing the COS process.

1. Understand the content of the 3 outcomes.
2. Know about child's functioning across settings and situations
3. Understand age expected child development
4. Understand age expectations for child functioning within family's culture
5. Understand how to use the 7 point rating scale

**Just for Me activity:** Practice placing skills in typical developmental order (in each outcome)

**Wrap Up:**

What skills, knowledge, information, and perspectives could you bring to a COS team?

- *Remember, the five kinds of essential knowledge are:*
  - Understanding of the content of the three child outcomes;
  - Knowledge of the child's functioning across settings and situations;
  - Understanding of age-expected child development;
  - Understanding of age expectations for child functioning within the child and family's culture; and
  - Understanding of how to use the 7-point rating scale.

What skills, knowledge, information, and perspectives from others do you feel would complement and enhance what you could contribute to a COS team?

What could a team do to ensure a family's culture is considered in the COS process?

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

## **Session 4: The 7 Point Scale**

**Presentation Length:** 11 minutes

**Objectives:** Understand

1. How the 7-point scale is related to age-expected functioning
2. The specific criteria associated with each of the 7 points on the COS rating scale

**Just for Me:** Jeopardy style game

**Wrap Up:**

What does your program use to identify where a child is on the 7-point scale? For example, do you use numbers or descriptors statements, or both?

Describe a child who shows age-expected functioning in the area of Positive Social Relationships (Outcome 1) in one situation and not another. Which ratings would be applicable to a child like this?

Consider the criteria for each of the ratings. Are there any that you are having an especially difficult time understanding and why?

A child's functioning was rated as a 3 upon entry into the program. When he leaves the program a year later, he is also functioning at a rating of 3. Has this child made progress? Why or why not? *(If you are not able to figure out the answer to this question, don't worry! It will be covered in Session 5.)*

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

## Session 5: Determining a rating

**Presentation Length:** 10 minutes

**Objectives:**

1. Use the decision tree, a tool to help distinguish between the ratings
2. Determine ratings for children with special circumstances

Addresses the common concern over the use of the word “ever” in question number 1 and provides guidelines.

Addresses special considerations such as prematurity, communication delays only, atypical functioning and assistive technology.

Just for Me:

Part 1: You will learn about a specific child and be asked to take notes about her skills/behaviors

Part 2: You will use that information to classify her skills/behaviors as **age-expected (AE)**, **immediate foundational (IF)**, and **foundational (F)**.

Part 3: You will use the decision tree to determine an outcome rating for the child.

**Wrap Up:**

How would you explain to a colleague why we do not adjust for prematurity when deciding on a rating?

Why is it inappropriate to read the decision tree aloud with a family present to determine a rating? Describe how you would use it appropriately.

Why might the numerical rating for a child who is using assistive technology be higher than if s/he wasn't using it?

How could the decision tree help you determine a rating for a child that demonstrates skills in one setting (e.g., home), but not in another (e.g., child care)?

**Challenge question:** How might using the decision tree in your child outcomes process result in better and more accurate ratings?

## Session 6: Good Teaming, Good Decisions

This module addresses a frequently heard concern that Child Outcomes are too subjective.

**Presentation Length:** 10 minutes

**Objectives:** Gain understanding of

1. Effective COS teaming practices and how they lead to accurate rating;
2. How to support active participation by all COS team members, including families
3. How to promote rich team discussions about a child's functioning

**Just for Me:**

Click on the "Launch Video" button to view Maryland's *Engaging Families in the COS Process* video. ***You will be asked the following three questions during the video:***

What did Gretchen (the Special Educator) do to prepare the parent for the COS discussion?  
Why is it helpful to share this type of information in advance?  
How did the professionals demonstrate that they valued the parents' contributions to the team discussion?

What unique perspective did each team member bring to the discussion?

Type your responses directly into the video interactive window. You will have a chance to save or print your responses at the end of the activity. Note: This video is approximately 6 minutes long, but please plan for 10 minutes to complete this activity.

**Wrap Up:** The team tried their best to find a time when all team members could attend the COS meeting, but one of the therapists was not able to be present.

What are some ways the team can get this therapist's input included in the discussion?

Think about a recent team meeting in which you have participated. To what extent did the team use the quality practices described in this session? Were there areas where the team needed to improve and, if so, what suggestions do you have for improvement?

Give 3 examples of ineffective team processes that could lead to an inaccurate rating.

**Challenge question:** How does a good COS team process support reaching an accurate rating?

## Session 7: Documenting the COS Rating

**Presentation Length:** 7 minutes

**Objectives:**

1. Why quality documentation matters
2. The features of effective COS documentation
3. How documentation provides evidence to support the COS rating

Provides examples of weak and strong documentation.

**Just for Me:** For this activity, you will write documentation for the COS rating assigned to Kim, the child you were introduced to in Session 5. Click the button below to begin! More instructions will be provided when you launch the activity.

**Wrap Up:**

If you don't already know, talk with your supervisor to find out more about your program's expectations for COS documentation (e.g., where to document).

Imagine you are orienting a new colleague to the COS process. How would you describe the features of effective documentation?

Take a look at the table below. Read each phrase from sample documentation and consider what the issue is that needs to be improved for it to be included in effective documentation.

**Challenge question:** What are the consequences of NOT having good documentation?