**IL- Child Outcomes Summary Process Checklist**

**SC Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Meeting Type (circle one):** Initial Annual Exit

|  |  |  |
| --- | --- | --- |
| **Please indicate the extent to which the team used these practices:** | Yes/No (Y/N) | Evidence/Notes |
| Including the family: The team |
| Communicates with the family about the COS process in an unbiased way by:* discussing the meaning of the three outcomes
 |  |  |
| * describing the rating criteria, and
 |  |  |
| * explaining how the family will be involved in the process
 |  |  |
| Shares what data is collected and that it is used to evaluate the program  |  |  |
| Uses the “COS at IFSP” document to explain the process at the ISFP meeting  |  |  |
| Discusses the types of information that will be useful for the process. Examples (as appropriate) may include: * reports from parents and/or other caregivers,
* information from intake (RBI and ASQ:SE),
* information from the referral source,
* evaluations,
* observations, and
* progress reports
 |  |  |
| Both listens to the family and shares information to build respectful partnerships that are responsive to the family’s cultural practices and beliefs  |  |  |
| Uses an EI enrolled interpreter when needed to ensure understanding |  |  |
| Routinely checks for understanding by team members before moving on |  |  |
| Understanding child functioning: The team |
| Shares information they have about the child’s functional skills for each of the 3 child outcomes  |  |  |
| Discusses the child’s current functioning in each outcome area, including gathering information from the family about the child’s participation in everyday activities across settings.  |  |  |
| Ensures that information from multiple sources is considered for each outcome, e.g., family input, other observations, assessment, progress monitoring, child care providers, specialists, etc.  |  |  |
| Discusses the child’s current use of skills related to age-expected development (incorporating age anchors as necessary), including skills the child has and has not yet developed. |  |  |
| Building Consensus: The team |
| Uses available resources/materials to reach consensus and provide accurate ratings.  |  |  |
| Discusses the rating for each outcome in descriptive terms, NOT using a number.  |  |  |
| Reaches consensus for each outcome’s rating. |  |  |
| Ensures that the ratings are consistent with the information shared and discussed, verifying that sufficient evidence has been discussed to support the rating.  |  |  |
| Documentation: The team |
| Documents the rating in Cornerstone (ASO3 screen) |  |  |
| Includes sufficient evidence for the rating in the documentation (e.g., captures the reason for the rating) |  |  |