

ACTIVITY 1

Preparing for the Process – Reflection on What You Know

Activity Purpose: Reflecting on what professionals already know and what they would like to know is a strategy for engaging in self-reflection, determining needs and building professional development opportunities. This activity will survey professionals about their knowledge, comfort, familiarity, perceived strengths and needs.

***Note for facilitator:** a face-to-face session is **NOT** required for this activity

Difficulty Level: Introductory Level – Awareness

Estimated Time: 10 minutes

Materials:

- Internet access
- OR
- Handout:
 - *Child Outcomes Summary Process Survey*

Activity Instructions:

Part 1 – Survey

1. Disseminate survey to professionals about their comfort, familiarity, needs and strengths regarding the COS process by using the survey titled: *Child Outcomes Summary Process Survey*.

***Note for facilitator:** you can use the paper survey or transfer the questions to an online platform, such as SurveyMonkey. Either way, ask participants to complete the survey portion before activity two. Facilitator should feel free to add/delete prompts as they see fit. Additionally, the facilitator can use the information/feedback collected from the participants to determine how to adjust and/or add activities to meet their individualized needs.

ACTIVITY 1

Child Outcomes Summary Process Survey

1. How familiar are you with the following terms/phrases?

child functioning

somewhat familiar very familiar unfamiliar I don't know

age-expected

somewhat familiar very familiar unfamiliar I don't know

Office of Special Education Programs (OSEP)

somewhat familiar very familiar unfamiliar I don't know

child outcomes

somewhat familiar very familiar unfamiliar I don't know

decision tree

somewhat familiar very familiar unfamiliar I don't know

2. How would you rate your comfort level determining ratings for each of the three child outcomes?

very comfortable

moderately comfortable

need help/practice

3. How comfortable are you explaining the Child Outcomes Summary process to families?

very comfortable

moderately comfortable

need help/practice

4. Please indicate your feelings about the importance of the process.

highly important

somewhat important

not important

I don't know

5. How have you learned about the Child Outcomes Summary Process? Modules, trainings, on the job experience, etc.

6. What do you feel are your strengths related to this process? What areas/pieces of this process do you feel very competent and confident doing?

7. What areas would you like to learn more about?

ACTIVITY 2

Previewing the Process

Activity Purpose: Helping professionals feel prepared for how they will have an effective and efficient meeting with the family is an important step in the COS process. This preparation helps ensure providers have the knowledge, skills and confidence to thoughtfully engage families in the process. This activity will help promote professionals' awareness of their individual knowledge base as well as introduce professionals to this process by viewing a video example.

Difficulty Level: Introductory Level – Awareness & Intermediate Level – Application

Estimated Time: 60 minutes

Materials:

- Internet access & TV/computer
- Audio
- Handouts:
 - *K-W-L Chart*

Activity Instructions:

Part 1 – K-W-L Reflection Activity

1. Provide professionals with the handout titled, *K-W-L Chart*.
2. Ask the professionals to individually think about the 'K' – what they already know about the COS process and the 'W' – What they want to know about the COS Process. At the end of the session, you will come back to the 'L' – What was learned as a result of the activity.
3. As a group, come together and discuss what pieces professionals feel they already know and what they would like to know.
4. Generally, share the results of the survey sent out prior to this session if applicable.

***Note for facilitator:** you can use this information/feedback from the participants to determine how to adjust and/or add activities to meet their needs moving forward.

Part 2 – A Conversation with One Family

1. Watch the following two videos titled (1) *Bri IFSP Video Chapter 3.1 – Child Outcomes* & (2) *Bri IFSP Video-Chapter 3.2 Child Outcomes 1 & 2* and (3) *Bri IFSP Video-Chapter 3.3 Child Outcomes #3* (which is approximately 30 minutes in total), which can be found by clicking on the following link: <https://www.youtube.com/watch?v=cSX52lnYT7s&index=5&list=PL9DC2069DAD870262>

***Note for facilitator:** be sure to watch all three videos.

2. Consider the following discussion prompts to engage the group after watching the videos:
 - a. What did you see?
 - b. What are your overall impressions?
 - c. How does this conversation compare with how conversations happen with the families with whom you currently partner?
 - d. What do you do when families might not agree with the professionals' ratings/opinions? Or when parents might not agree with one another?
 - e. What strategies did you see the professionals use to help Bri's parents come to a consensus?
 - f. What strategies would you like to remember and put into practice that you saw in the video/s?
 - g. What questions do you have, at this moment in time, about the process?

Part 3 – K-W-L Reflection Follow-Up Activity

1. Return back to the K-W-L charts and ask the participants to individually reflect on the 'L' – What they have learned as a result of the session today.
2. After giving the group a few minutes to individually reflect and document their reflections on the chart, ask if anyone would like to share their reflection with the group.
3. Ask each individual in the group to bring one resource related to the COS process and related to the area that the professionals identified as – 'W' – what I want to learn, to the next session. Professionals should be prepared to share that resource at the next session.

ACTIVITY 2

K-W-L Chart

| What I <u>K</u> now | What I <u>W</u> ant to Learn | What I have <u>L</u> earned |
|---------------------|------------------------------|-----------------------------|
| | | |

ACTIVITY 3

Getting Started

Activity Purpose: The activities outlined here provide professionals with the opportunity to explore a variety of resources related to the child outcomes summary process based on their identified areas of need. Additionally, participants will engage in discussions about the three outcomes, think about functional skills, and identify functional skills related to the three outcomes by watching a video of child.

Difficulty Level: Introductory Level – Awareness

Estimated Time: 60 minutes

Materials:

- Internet access & TV/computer
- Audio
- Handouts:
 - *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder*

***Note for facilitator:** Be sure to remind participants perhaps via email beforehand to bring the resource that they found based on what they wanted to learn more about (activity from Section 1; Activity 2). The participants will need these resources for this activity.

Activity Instructions:

Part 1 – Resource Review

1. Ask professionals in small groups to review their identified area of need/something that they wanted to learn more about as a result of the K-W-L reflection activity and the resource related that that need and the COS process.
2. As a group, have people share some of the resources they brought, describing the type of knowledge the resources support (child functioning, ratings, leading the discussion, etc.).

Part 2 – The Three Child Outcomes

1. As a group, view the brief (5-minutes long) module from the Early Childhood Outcome Center, which provides a brief overview of the three child outcomes found here: https://unc-fpg-cdi.adobeconnect.com/a992899727/understanding_outcomes/
2. After watching the module, consider getting the conversation about the three child outcomes started by asking the following questions:

- a. What does child functioning mean?
 - b. How might the type of information obtained from assessments and the child outcome summary process differ?
 - c. How do the three child outcomes capture child functioning?
 - d. What are some examples of functional skills?
 - e. What do those skills tell us about the child?
3. Handout the document titled: *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder* and review each of the three child outcomes and the content that each one captures. Ask professionals to provide examples of what some of the bulleted skills look like (skill: attend to people – what does that look like? & skill: convey sleep needs – what does that look like?)
 4. Watch a video (3:34 minutes) of a toddler, Profit, at childcare: <https://www.youtube.com/watch?v=YIEPryVTkSs>
 5. Refer participants back to *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder* and consider the following discussion questions:
 - a. What skills do you see related to building positive relationships?
 - b. Acquiring knowledge and skills?
 - c. Taking action to meet his needs?
 - d. What lingering questions would you have for Profit's caregivers, including his childcare providers?
 - e. What resources discussed earlier might help you understand what functional skills within each outcome area are for a child just over 12 months, like Profit?

Part 3 – Reflection

1. Ask the participants to get into pairs and reflect together on what they learned during the session. Ask the participants to share what they feel might be the most useful resource/s with their partners and why.

***Note for facilitator:** consider making all the resources shared during the session available to the participants after the session, perhaps via email.

Appendix A: COS-TC Child Outcomes Summary Outcome Content Reminder Tool

| Positive Social Relationships | | |
|--|---|---|
| <ul style="list-style-type: none"> ▪ Attend to people? ▪ Display/communicate emotions? ▪ Respond to touch? ▪ Use greetings? ▪ Turn taking? | <ul style="list-style-type: none"> ▪ Relate with family members? ▪ Relate with other adults? ▪ Relate with siblings/other kids? ▪ Engage others in play? ▪ Cope with and resolve conflicts that emerge with others/in play? ▪ Communicate during back-and-forth interactions with others? | <ul style="list-style-type: none"> ▪ React to changes in the environment? ▪ Adapt to changes in routines or settings? ▪ Follows group rules and/or expectations across settings? |
| Acquiring and Using Knowledge and Skills | | |
| <ul style="list-style-type: none"> ▪ Understand and respond to directions and requests? ▪ Understand language (e.g., prepositions, directions, concepts)? ▪ Show communication skills (from cooing to using sentences)? | <ul style="list-style-type: none"> ▪ Think, remember, reason, and problem solve? ▪ Interact with books, pictures, and toys? ▪ In play, imitate what s/he has seen others do? ▪ Learn new skills and use these skills in play? ▪ Demonstrate early literacy understanding? | <ul style="list-style-type: none"> ▪ Solve problems and figure things out? ▪ Remember familiar play routines and where things are or when they are different? ▪ Engage in play with objects (how elaborate or connected)? ▪ Understand pre-academic concepts and symbols? |
| Taking Appropriate Action to Meet Needs | | |
| <ul style="list-style-type: none"> ▪ Move around and/or move his or her body to get things? ▪ Use hands and fingers to manipulate toys and things? ▪ Use tools to get desired things (e.g., strings, pencils, forks, scissors, etc.)? | <ul style="list-style-type: none"> ▪ Communicate what s/he wants and needs (e.g., hunger, desired toys, illness/injury) to familiar and unfamiliar adults and to peers/siblings? ▪ Take care of basic needs such as feeding, dressing, hand washing, and potty training? | <ul style="list-style-type: none"> ▪ Convey sleep needs? ▪ Contribute to his or her health and safety on his or her own? ▪ Follow rules related to safety (hold hands, stop, understands hot)? |



