

ACTIVITY 3

COS Descriptors & Ratings

Activity Purpose: There are a variety of tools professionals can use during the COS process. Once the team has a thorough understanding of the child's functioning in an outcome area and how those abilities compare to age expectations, the team can use the rating criteria to decide on a rating. This session will provide participants with an opportunity to become familiar with and apply the COS ratings/descriptors tool. Professionals should have a strong understanding of foundational, immediate foundational and age-expected skills.

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

Estimated Time: 45-60 minutes

Materials:

- Internet access & TV/computer
- Chart paper
- Markers/pens
- Handouts:
 - *Child Outcomes Summary Process: Self-Evaluation*
 - *Child Outcomes Summary Process: Self-Evaluation with Answers (for facilitator only)*
 - *Documentation Key*
 - *COS Ratings with Descriptors*
 - *Matching COS Ratings*
 - *Matching COS Ratings (for facilitator)*
 - *Case Study – Kayla & Using the COS Descriptors*

Activity Instructions:

Part 1 – COS Self-Evaluation Activity

1. Provide the participants with the handout titled, *Child Outcomes Summary Process: Self-Evaluation*. Give the participants a few minutes to complete the self-evaluation about what they have learned up until this point about the COS process.
2. As a group, review the answers to the questions.

***Note for facilitator:** there is an answer key for this self-evaluation you can reference if needed. Additionally, consider using the feedback from the self-evaluations to determine the future direction of the learning opportunity.

Part 2 – COS Rating Descriptors

1. Provide the participants with the handout titled, *COS Ratings with Descriptors*.

2. As a group, review each one of the descriptors. While doing this, ask the group if they can think of any examples or have any questions about each. Point out the use of the visuals (buckets) and how ratings 1-3 denote “not age-expected” or “not age-appropriate” and ratings 4-7 indicate “age-expected” or “age-appropriate” skills.
3. After the group feels comfortable reviewing the language/descriptors, pass out the handout titled, *Matching COS Ratings*.
4. Ask that the participants get into groups of 2-3 people and together read through each example (about 18) and determine which rating they would assign. The facilitator can also assign a group a set of examples (1-6, 7-12, 13-18) if time is limited.
5. After each group has finished, the facilitator can use the handout titled, *Matching COS Ratings (for facilitator)* to review the responses the groups determined. Consider the following questions:
 - a. How did you come up with that indicator?
 - b. What’s the rationale?

***Note for facilitator:** although this tool uses numbers and descriptors, remind participants that it is inappropriate to use numbers with families during the discussions.

Part 3 – Kayla & the COS Rating Descriptors

1. Pass out the following handouts to the participants: *Case Study – Kayla & Using the COS Descriptors, Documentation Key and COS Ratings with Descriptors*.
2. Break the large group up into smaller groups with 3-4 people in each group (depending on the overall size of the group).
3. Instruct the groups that they will revisit Kayla’s case study and determine ratings for each of the outcomes using the descriptors.
4. After the groups have had several minutes to determine their ratings for all three outcomes, come back as a big group and consider the following prompts:
 - a. What rating did you determine for Outcome 1? Outcome 2? Outcome 3?
 - b. How did you feel about the process? Confident? Unsure?
 - c. Did you have enough information for each of the outcomes to determine a rating accurately? Or did you need more information to determine an accurate rating? What else would have been helpful to know?
 - d. How helpful was the descriptors handout in determining the ratings?
 - e. What other questions do you have at this moment in time?

ACTIVITY 3

Child Outcomes Summary Process Self-Evaluation

Section 1: Why collect outcomes data?

1. The state government is the driving force behind measuring child outcomes.
True or False
2. When do IL EI teams collect child outcomes data? (circle all that apply)
 - a. initially
 - b. annually
 - c. discharge
 - d. all the above
3. Reasons to measure child outcomes include: (circle all that apply)
 - a. to report data to the federal government
 - b. to learn whether programs are effective
 - c. for program improvement
 - d. all the above

Section 2: The three child outcomes (circle all that apply)

4. Think, remember, reason and problem solve fall under:
 - a. Positive Social Relationships
 - b. Acquiring and Using Knowledge and Skills
 - c. Taking Appropriate Action to Meet Needs
5. Reacts to changes in the environment
 - a. Positive Social Relationships
 - b. Acquiring and Using Knowledge and Skills
 - c. Taking Appropriate Action to Meet Needs
6. Follows rules related to safety
 - a. Positive Social Relationships
 - b. Acquiring and Using Knowledge and Skills
 - c. Taking Appropriate Action to Meet Needs



7. Playing with other children falls under
- a. Positive Social Relationships
 - b. Acquiring and Using Knowledge and Skills
 - c. Taking Appropriate Action to Meet Needs
8. Which of the following would we consider 'discrete,' versus functional, skills?
(circle all that apply)
- a. uses prepositions
 - b. hops on one foot
 - c. hands a toy to a child to engage in play
 - d. says, "I'm hungry" when he wants food
9. Which of the following would we consider 'functional,' versus discrete, skills?
(circle all that apply)
- a. looks for his cup when it is not in its usual place
 - b. repeats a sequence of 4 numbers
 - c. asks a question in conversation
 - d. crosses midline

Section 3: Measuring the three child outcomes

10. Formal assessment tools are designed to measure the three child outcomes.
True or False
11. Assessing functional outcomes can involve (circle all that apply)
- a. asking the family about the child's behavior at home
 - b. asking the family about the child's behavior in the grocery store
 - c. observing the child on the playground
 - d. talking to the child care provider about the child's eating habits at lunch
12. A 24-month-old child only understands a few basic directions such as "give it to me" and "get your shoes" and uses approximately 5 words for the purposes of greeting and expressing his needs. How would you characterize this child's skills?
- a. foundational
 - b. immediate foundational
 - c. age-expected



13. An 18-month-old child frequently looks back at her caregiver when they are playing at the park. How would you characterize this child's skills?

- a. foundational
- b. immediate foundational
- c. age-expected



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Effective Documentation for Outcome Ratings








Features of Effective Documentation:

- Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed.
- Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating.
- Focuses on the child’s current level of functioning rather than how much progress the child has made.
- Identifies the assessment tool(s) that contributed information for the rating.

Documentation Key:

Overall Age Expected	7	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Indicate: “No concerns.”
	6	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Note concerns. • <i>Evidence should not include any functioning that is not age expected for a rating of 6 or 7.</i>
Overall Not Age Appropriate	5	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Provide examples of the child’s functioning that is not age expected.
	4	<ul style="list-style-type: none"> • Provide examples of the child’s age-expected functioning. • Provide examples of the child’s functioning that is not age expected. • <i>Evidence should show more functioning that is not age expected.</i>
	3	<ul style="list-style-type: none"> • Provide examples of the child’s functioning at the immediate foundational skill level. • <i>Evidence should not show age-expected functioning for a rating of 3.</i>
	2	<ul style="list-style-type: none"> • Provide examples of the child’s functioning at the immediate foundational skill level. • Provide examples of the child’s functioning that is not yet age expected or immediate foundational. • <i>Evidence should show more functioning that is foundational than is immediate foundational for a rating of 2.</i>
	1	<ul style="list-style-type: none"> • Provide examples of the child’s functioning that is not yet age expected or immediate foundational. • <i>Evidence should not show age-expected or immediate foundational functioning for a rating of 1.</i>

Child Outcomes Summary (COS) Ratings and Maryland COS Descriptors w/Buckets

Overall Age-Appropriate	<p>Completely means:</p> 	<p>7</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. • No one has any concerns about the child's functioning in this outcome area. <p>Relative to same age peers, _____ has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]).</p>
		<p>6</p> <ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. <p>Relative to same age peers, _____ has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skill).</p>
Some Not Age-Appropriate/Some Age-Appropriate	<p>Somewhat means:</p> 	<p>5</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child. <p>Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome).</p>
		<p>4</p> <ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. <p>Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).</p>
Not Age Appropriate	<p>Nearly means:</p> 	<p>3</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*. <p>Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome).</p>
		<p>2</p> <ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. <p>Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).</p>
	<p>Not yet means:</p> 	<p>1</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. <p>Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.</p>














EDIS - COSF Rating Scale Descriptor Statements – Answer KEY

(for use as culminating statements of IFSP present levels of development [PLOD] descriptions in respective outcome areas)

Identify the COSF rating associated with each statement	COSF Ratings						
1. Marvin is somewhat where we would expect him to be at this age. This means that he has many skills we would expect at this age in regard to <i>(outcome)</i> , but he does not yet have all of the age expected skills <i>(it is possible to highlight a few of non-age expected functional skills)</i> .	1	2	3	4	5	6	7
2. At # months, Kyrie shows occasional use of some age expected skills, but more of her skills are not yet age expected in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
3. Relative to same age peers, Jeb is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
4. At # months, Maria shows occasional use of some immediate foundational skills, but more of her abilities represent earlier skills in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
5. Relative to same age peers, Abe has the very early skills in the area of <i>(outcome)</i> . This means that Abe has the skills we would expect of a much younger child in this outcome area.	1	2	3	4	5	6	7
6. Relative to other children Eunice's age, there are no concerns; she has all of the skills that we would expect of a child her age in the area of <i>(outcome [e.g., taking action to meet needs])</i> .	1	2	3	4	5	6	7
7. Relative to same age peers, Colton is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
8. Danita has a few of the skills we would expect in regard to <i>(outcome)</i> , but she shows more skills that are not age appropriate.	1	2	3	4	5	6	7
9. For an # month old child, Bartholomew has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
10. At # months, Vala shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
11. For a # month old little boy, Pablo occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
12. Lakeisha has age expected skills, with no concerns, in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
13. Relative to same age peers, Habib has the skills that we would expect of his age in regard to <i>(outcome)</i> ; however, there are concerns with how he <i>(functional area of concern/quality/lacking skill)</i> . It will be good to watch this closely, because without continued progress he could fall behind.	1	2	3	4	5	6	7
14. Relative to same age peers, Kim shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
15. For a # month old little boy, Dakota's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the <i>(outcome)</i> area.	1	2	3	4	5	6	7
16. In the area of <i>(outcome)</i> , Auska has nearly age expected skills. This means that she does not yet have the skills we would expect of a child her age, but she has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills <i>(it is possible to include a few functional skills as examples)</i> .	1	2	3	4	5	6	7
17. Aside from the concern regarding Nadir's _____ he is demonstrating skills expected of a child his age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
18. Overall in this outcome area, Tatiana is just beginning to show some immediate foundational skills which will help her to work toward age appropriate skills.	1	2	3	4	5	6	7

COSF Rating Scale

1	2	3	4	5	6	7
	 	 	 	 		
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills			Decreasing Degree of Age Expected Skills		Age Expected Skills	














EDIS - COSF Rating Scale Descriptor Statements

(for use as culminating statements of IFSP present levels of development [PLOD] descriptions in respective outcome areas)

Identify the COSF rating associated with each statement	COSF Ratings						
1. Marvin is somewhat where we would expect him to be at this age. This means that he has many skills we would expect at this age in regard to <i>(outcome)</i> , but he does not yet have all of the age expected skills <i>(it is possible to highlight a few of non-age expected functional skills)</i> .	1	2	3	4	5	6	7
2. At # months, Kyrie shows occasional use of some age expected skills, but more of her skills are not yet age expected in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
3. Relative to same age peers, Jeb is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
4. At # months, Maria shows occasional use of some immediate foundational skills, but more of her abilities represent earlier skills in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
5. Relative to same age peers, Abe has the very early skills in the area of <i>(outcome)</i> . This means that Abe has the skills we would expect of a much younger child in this outcome area.	1	2	3	4	5	6	7
6. Relative to other children Eunice's age, there are no concerns; she has all of the skills that we would expect of a child her age in the area of <i>(outcome [e.g., taking action to meet needs])</i> .	1	2	3	4	5	6	7
7. Relative to same age peers, Colton is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
8. Danita has a few of the skills we would expect in regard to <i>(outcome)</i> , but she shows more skills that are not age appropriate.	1	2	3	4	5	6	7
9. For an # month old child, Bartholomew has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
10. At # months, Vala shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
11. For a # month old little boy, Pablo occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
12. Lakeisha has age expected skills, with no concerns, in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
13. Relative to same age peers, Habib has the skills that we would expect of his age in regard to <i>(outcome)</i> ; however, there are concerns with how he <i>(functional area of concern/quality/lacking skill)</i> . It will be good to watch this closely, because without continued progress he could fall behind.	1	2	3	4	5	6	7
14. Relative to same age peers, Kim shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
15. For a # month old little boy, Dakota's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the <i>(outcome)</i> area.	1	2	3	4	5	6	7
16. In the area of <i>(outcome)</i> , Auska has nearly age expected skills. This means that she does not yet have the skills we would expect of a child her age, but she has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills <i>(it is possible to include a few functional skills as examples)</i> .	1	2	3	4	5	6	7
17. Aside from the concern regarding Nadir's _____ he is demonstrating skills expected of a child his age in the area of <i>(outcome)</i> .	1	2	3	4	5	6	7
18. Overall in this outcome area, Tatiana is just beginning to show some immediate foundational skills which will help her to work toward age appropriate skills.	1	2	3	4	5	6	7

COSF Rating Scale

1	2	3	4	5	6	7
	 	 	 	 		
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills			Decreasing Degree of Age Expected Skills		Age Expected Skills	

ACTIVITY 3

Case Study -- Kayla

Kayla is 32 months old and has been receiving early intervention services since shortly after her birth. She was found eligible for services as a result of being born prematurely and a mild to moderate bilateral hearing loss. Kayla received her hearing aids at eight months of age and wears them consistently throughout the day. Kayla has made great progress since starting services: she originally required the support of oxygen when she was a baby, had difficulties feeding and was often got sick. However, Kayla has been relatively healthy in the last 6 months, only experiencing a few colds and ear infections, which she recently received pressure equalization tubes as a result. Kayla is a funny little girl with an infectious smile. She has a loving supportive family (which includes a 5-year-old sister, Maddy) and close, extended family. Kayla's family would like for Kayla to be able to communicate with her family as well as her peers in the community. They would also like for Kayla to be able to be independent.

At Home:

Kayla is learning how to interact with her family throughout her daily interactions. She is using several spoken words for the purposes of greeting, requesting, commenting, protesting, making choices and responding to some basic questions, as well as asking, "what's dat?" She recently started combine words together, creating a few simple phrases, such as "more cookie" and "mama help". In addition to spoken words, Kayla uses some gestures and even actions to have her needs met. For instance, she will go into the refrigerator and get a juice box for herself when she is thirsty. Kayla is expressing a wide array of emotions, such as happiness, sadness and frustration. She is developing preferences and becomes upset when she is unable to get what she wants, especially her favorite toys, food and clothing items.

During mealtimes, Kayla will use spoken words to indicate her preferences related to what she wants to eat/drink. She is feeding herself finger foods as well as using forks to feed herself. Furthermore, she uses Sippy cups and drinks from open cups with some assistance. She seems to enjoy eating a variety of table foods, such as fruits, vegetables, cheese, beans, rice, and pasta. When she is finished eating, with assistance, she will get down from her chair at the table and place her utensils and plate in the sink.

Kayla's mom has noticed Kayla playing with toys in different ways, taking care of her baby dolls by feeding and wrapping them up with her blankets. Kayla is very persistent with tasks that she seems to enjoy, such as playing with puzzles, her babies, some art-related activities and looking at books. For instance, Kayla will complete eight-piece puzzles, persisting for several minutes and problem solving until all the pieces fit into the puzzle accordingly. Additionally, Kayla's mother caught Kayla trying to reach her favorite fruit snacks in the cupboard by pushing a stool over to the countertop, so that she could climb up on the counter and reach the cupboard, all to eat her favorite snack.

When getting ready for bed at night, Kayla will attempt to undress and dress, requiring some assistance from her parents. Kayla and her dad will typically read Kayla's favorite book as she listens attentively, pointing to pictures and asking, "what's dat?" Just before Kayla goes to sleep at night, her father takes her hearing aids off, while Kayla places them in her hearing aid box. Just this week, Kayla's dad has noticed Kayla has been more resistant to bedtime, having tantrums when asked to start getting ready for bed by brushing her teeth after dinnertime.

In the Community:

Kayla's family goes to several places in the community, such as the grocery store, church, family members' homes, the soccer field for Maddy's games, out to eat, and the library – just to name a few places. Kayla especially enjoys going to the park and music class. When Kayla's family visits the park, she and her big sister, Maddy, run around, chasing each other, playing on the swings, slides and climbing. Kayla is beginning to follow some basic safety rules, while walking to the park, such as "you need to hold mommy's hand" and "wait to cross" when her mother uses visuals such as gesturing to help her understand.

Kayla and her mom attend weekly music class with other families in their neighborhood. While it takes Kayla a few minutes to warm up each week, once she feels comfortable, she enjoys interacting with the other children and participating in class by shaking the musical instruments, sometimes offering the other children these instruments and singing songs. She especially loves participating in the song *If You're Happy and You Know It* by performing the physical actions that correspond with this song as well as singing a few words.

Application Questions:

1. Revisit your previous determinations about Kayla's functional skills (foundational, immediate foundational or age-expected) for each of the three child outcomes. Now using the COS descriptors (Not-Age Appropriate, Some Not-Age Appropriate/Some Age-Appropriate & Overall Age-Appropriate), how would you rate Kayla's skills for each outcome? Write down your ratings on the documentation key.
2. What questions would you ask that would help you determine a more accurate rating?