

Welcome – and participation pointers!



Dial in to 888-667-9995, pass code 716360# then stand-by

We will begin at approximately 10:05am!

If you disconnect, redial to get back in

Use the chat line to ask questions and to ask for assistance

You also may call Katina at 501-683-7219 or Jana at 501-569-8183 for assistance any time during the call!

Indicate on the chat line if you have other attendees with you or if you did not register through arswis web page
<http://www.arswis.info/swisapp/index.php>

If you did not register through arswis and want continuing education credits, please contact the arswis web administrator at the link above ([Contact Website Administrator if problems](#))



What to look for in quality COSFs: The webinar series!

Robin Rooney, ECO at FPG
Lauren Barton, ECO at SRI

Call 1 -- January 27, 2010

COSF quality review webinar Series



- Wednesday, January 27 10 a.m. CST
 In between – review a COSF!
- Wednesday, February 3 10 a.m. CST
 In between – review another COSF!
- Wednesday, February 17 10 a.m. CST

Objectives



- Understand the quality indicators for completed COSFs and for documenting supporting evidence for ratings
- Demonstrate ability to conduct quality reviews of completed COSFs
- Improve ability to document supporting evidence for ratings on the COSF

Goal of early intervention/early childhood special education



“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community.”

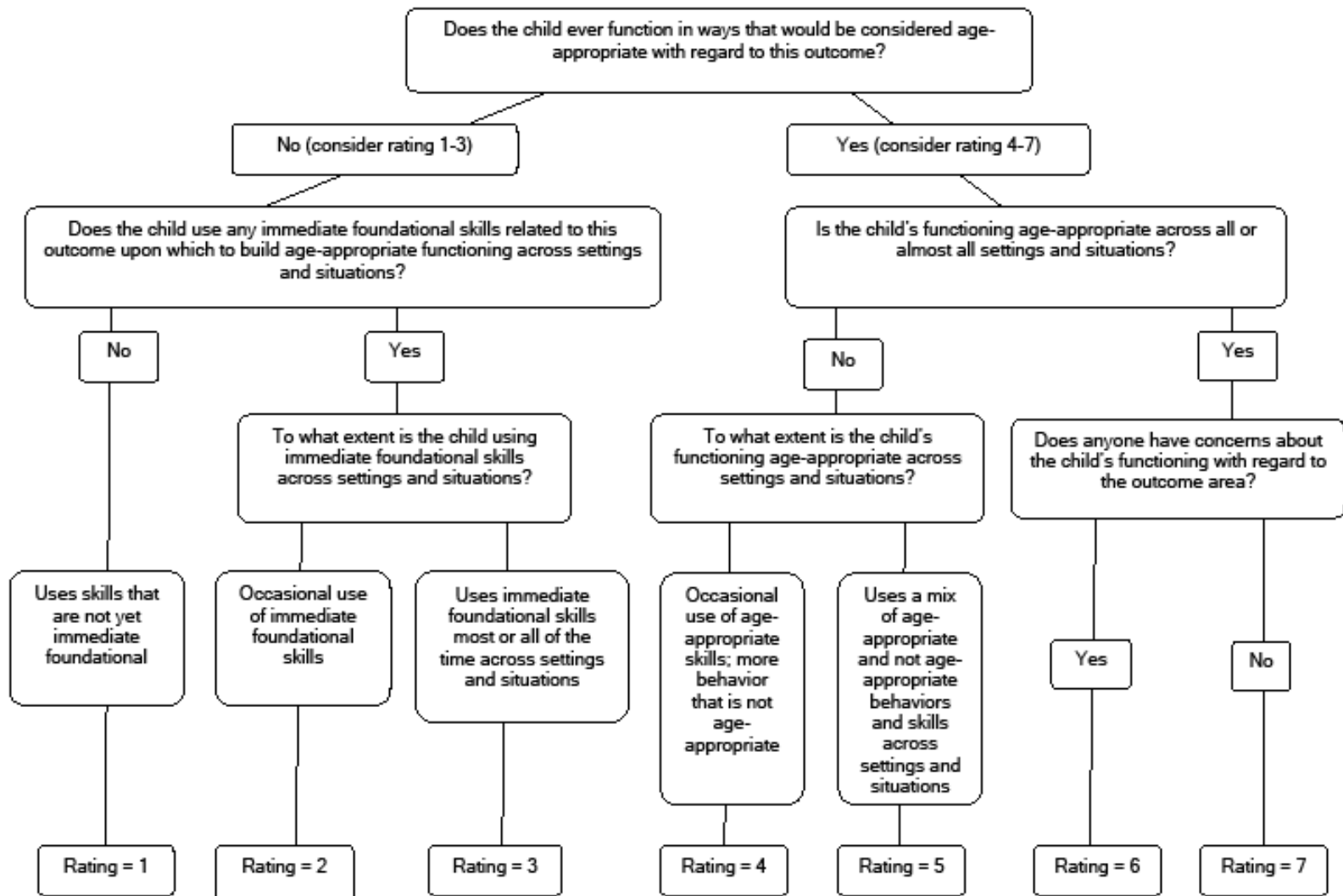
(from Early Childhood Outcomes Center,
http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf)

Three child outcomes



- Positive social emotional skills (including positive social relationships)
- Acquisition and use of knowledge and skills (including early language/ communication [and early literacy])
- Use of appropriate behaviors to meet their needs

Decision Tree for Summary Rating Discussions



50:50



Welcome to

Who Wants to be a Millionaire

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
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1	●	\$100



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3	●	\$300
2	●	\$200
1	●	\$100



\$100 Question

What rating is for age-appropriate functioning with no concerns?

50:50



A: 7

B: 5

C: 1

D: 6

15	●	\$1 Million
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1	●	\$100



\$500 Question

What is an immediate foundational skill?

50:50



15	●	\$1 Million
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3	●	\$300
2	●	\$200
1	●	\$100

A: skills that are common for kids at their chronological age

B: interventions used to develop important skills

C: skills that most children have several years before the age-expected functioning

D: skills that occur just prior to age-expected functioning

\$500 Question

What is an immediate foundational skill?

50:50



A: skills that are common for kids at their chronological age

B: interventions used to develop important skills

C: skills that most children have several years before the age-expected functioning

D: skills that occur just prior to age-expected functioning

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4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



\$1,000 Question

A child showing a mix of age-appropriate and not yet age-appropriate skills could rate

50:50



A: 5

B: 4

C: 3

D: Two of these

15	●	\$1 Million
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5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

\$1,000 Question

A child showing a mix of age-appropriate and not yet age-appropriate skills could rate

50:50



A: 5

B: 4

C: 3

D: Two of these: A or B, depending on the mix

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7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

Congratulations!

**You've Reached
the \$1,000
Milestone!**



15	●	\$1 Million
14	●	\$500,000
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6	●	\$2,000
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3	●	\$300
2	●	\$200
1	●	\$100



\$2,000 Question

A child showing occasional immediate foundational skills, though not yet any age-appropriate functioning would rate...

50:50



A: 3

B: 4

C: 2

D: 1

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

\$2,000 Question

Rate a child showing occasional immediate foundational skills, though not yet any age-appropriate functioning

50:50



A: 3

B: 4

C: 2

D: 1

15	●	\$1 Million
14	●	\$500,000
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12	●	\$125,000
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2	●	\$200
1	●	\$100



\$16,000 Question

James' functioning has shown lots of progress. He has early skills and can accomplish tasks, but does not yet have immediate foundational or age-expected skills.

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
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6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: 3

B: 1

C: 2

D: Either 1 or 2

\$16,000 Question

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15	●	\$1 Million
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3	●	\$300
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50:50



A: 3

B: 1

C: 2

D: Either 1 or 2

15	●	\$1 Million
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\$32,000 Question

Aside from the concern regarding 28-month old Lakeisha's hitting, she has all the very early skills in her social relationships that we expect for kids this age.

50:50



A: 5

B: 6

C: 7

D: 4

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
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11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
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\$32,000 Question

Aside from the concern regarding 28-month old Lakeisha's hitting, she has all the very early skills in her social relationships that we expect for kids this age.

50:50



A: 5

B: 6

C: 7

D: 4

15	●	\$1 Million
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Congratulations!

**You've Reached
the \$32,000
Milestone!**



15	●	\$1 Million
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5	●	\$1,000
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3	●	\$300
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\$250,000 Question

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
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8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

When writing summary evidence for a rating of 3, there should be

50:50



A: Mention of no age-expected functioning

B: Description of many immediate foundational skills

C: Mention of occasional age-expected functioning

D: Two of these

\$250,000 Question

15	●	\$1 Million
14	●	\$500,000
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When writing summary evidence for a rating of 3, there should be

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B: Description of many immediate foundational skills

C: Mention of occasional age-expected functioning

D: Two of these: A & B

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4	●	\$500
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1	●	\$100



\$500,000 Question

A child who has a COSF rating of 4 at entry and 4 at exit does not make progress.

50:50



A: True

B: False

C: Either true or false could be right

D: It is impossible to have a 4 at entry and exit

15	●	\$1 Million
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\$500,000 Question

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50:50



A: True

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D: It is impossible to have a 4 at entry and exit

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\$1,000,000 Question

Why should you conduct COSF quality reviews?

50:50



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A: To help you know areas for improvement & training

B: For accuracy -because this data matters, more each day

C: For consistency, so ratings don't become "subjective"

D: All of these

\$1,000,000 Question

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A: To help you know areas for improvement

B: For accuracy -because this data matters, more each day

C: For consistency, so ratings don't become "subjective"

D: All of these



**YOU WIN \$1
MILLION DOLLARS*!**

***or more accurate COSF data if
insufficient funds**

General Resources



- ECO Center website www.the-eco-center.org
- ECO Resources, click on

Professional Development Resources or

http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#COSFTopics

http://www.fpg.unc.edu/~eco/pages/training_activities.cfm

Homework: COSF review!



By Tuesday, February 2nd at noon CST:

Review at least one completed COSF and go to the web survey to answer questions about your review

Whoever registered for today's webinar will receive an email with materials from today's presentation and a link to the survey

COSF quality indicators: 3 main questions



1. Is the COSF complete?
2. Does the evidence appropriately address each outcome?
3. Does the evidence support the rating?

Is the COSF complete?



Are all sections of the COSF complete?
Demographics, dates, etc.?

Is information provided on all three outcome areas? To support ratings given to each outcome area?

If it is an exit COSF, is question b addressed?

Does the evidence appropriately address each outcome?



Does the information relate to the appropriate outcome?

Does the information cover all aspects of the outcome?

Are examples of functioning provided?

Does the evidence support the rating?



Given the rating, does the evidence match up with the guidance for documentation, as described on the following slide?

If the rating is 7, documentation should:



- Provide examples of child's age-appropriate functioning
- Indicate: "no concerns"

If the rating is 6, documentation should:



- Provide examples of the child's age-appropriate functioning
- Note concerns
- *If there is evidence of functioning that is not age appropriate, a rating of 6 or 7 should not be assigned*

If the rating is 5, documentation should:



- Provide examples of child's age-appropriate functioning
- Provide examples of the child's functioning that is NOT age appropriate

If the rating is 4, documentation should:



- Provide examples of age appropriate functioning
- Provide examples of the child's functioning that is NOT age-appropriate
- *Evidence should show more functioning that is NOT age appropriate*

If the rating is 3, documentation should:



- Provide examples of child's functioning at the immediate foundational skill level
- *No age appropriate functioning should be noted for a rating of 3*

If the rating is 2, documentation should:



- Provide a few examples of the child's functioning at the immediate foundational skill level
- Provide examples of the child's functioning that is not yet age appropriate or immediate foundational
- *Evidence should show more functioning that is NOT immediate foundational than is immediate foundational for a rating of 2*

How to document a rating of 1



- Provide examples of the child's functioning that is not yet age appropriate or immediate foundational skills
- *No age-appropriate or immediate foundational functioning should be noted for a rating of 1*

Additional resource slides



- Throughout the call, we discussed:
 - COSF ratings,
 - Quality indicators of completed COSFs, and
 - Quality indicators for documentation in the summary of relevant results
- This information follows in an alternative format for your later review or for sharing with others.

7 – Completely



- 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

6 – Between completely and somewhat



- 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

5 – Somewhat



- 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**

4 – Between somewhat and nearly



- Child shows occasional age-appropriate functioning across settings and situations
- More functioning is **not age-appropriate than age-appropriate.**

3 – Nearly



- 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**

2 – Between nearly and not yet



- Child occasionally uses **immediate foundational skills** across settings and situations
- More functioning reflects skills that are **not** immediate foundational than are immediate foundational

1 – Not yet



- 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
- Child's functioning might be described as like that of a **much younger child**

Guidance document for reviewing completed COSFs based on quality indicators. Full document available at:

http://www.fpg.unc.edu/~eco/assets/pdfs/Guidance_for_reviewing_COSFs.pdf

Guidance for Reviewing Completed Child Outcomes Summary Forms (COSFs): Quality Assurance

Quality indicators for completed COSFs

To ensure quality data for outcomes measurement and reporting, COSFs should provide all the required information, including evidence that supports the ratings given. A review of completed COSFs should look for and provide feedback on missing information and evaluate the quality of the evidence provided for each rating. Common errors in documenting the rating include providing assessment information that does not correspond with the appropriate outcome area and providing information that does not correspond with the rating.

Questions to guide the review process

Use the following questions to guide a review of completed COSFs.

1. Is the COSF complete?

- Are all sections of the COSF complete? Demographics, dates, etc.?
- Is information provided on all three outcome areas?
- Is information provided to support ratings given to each outcome area?
- If it is an exit COSF, is question b addressed?

2. How well does evidence address each outcome? Does evidence correspond to the appropriate outcome area? Does it cover the breadth of the outcome? Is it functional?

- Is the summary of relevant results completed for each outcome area?
- Does the information provided in the 'summary of relevant results' relate to the appropriate outcome per area? In other words, does the evidence for Outcome 1 relate to social relationships, Outcome 2 to acquisition and use of knowledge and skills, Outcome 3 to taking action to meet needs?
- Does the information cover all appropriate aspects of the outcome? In Outcome 1, for example, does the evidence touch on relationships with peers as well as adults?
- Are examples of functioning provided? In other words, does the summary of relevant assessment results include examples of the child's every-day functioning in each outcome area? Rather than just a list of skills or items from an assessment tool?

Key for documenting supporting evidence on COSF

Document available at:

http://www.fpg.unc.edu/~eco/assets/pdfs/Documentation_Key-Mecklenburg.pdf

See also: http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_documentation-supporting_evidence_activity.pdf

**Documentation Key for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)***

Overall Age-Appropriate	Completely	7	<ul style="list-style-type: none"> • Provide examples of child's age-appropriate functioning • Indicate: "no concerns"
		6	<ul style="list-style-type: none"> • Provide examples of the child's age-appropriate functioning. • Note concerns • <i>If there is evidence of functioning that is not age appropriate, a rating of 6 or 7 should not be assigned</i>
Overall Not Age-Appropriate	Somewhat	5	<ul style="list-style-type: none"> • Provide examples of child's age-appropriate functioning • Provide examples of the child's functioning that is NOT age appropriate
		4	<ul style="list-style-type: none"> • Provide examples of age appropriate functioning • Provide examples of the child's functioning that is NOT age appropriate • <i>Evidence should show more functioning that is NOT age appropriate</i>
	Nearly	3	<ul style="list-style-type: none"> • Provide examples of child's functioning at the immediate foundational skill level ** • <i>No age appropriate functioning should be noted for a rating of 3</i>
		2	<ul style="list-style-type: none"> • Provide a few examples of the child's functioning at the immediate foundational skill level • Provide examples of the child's functioning that is not yet age appropriate or immediate foundational • <i>Evidence should show more functioning that is NOT immediate foundational than is immediate foundational for a rating of 2</i>
	Not yet	1	<ul style="list-style-type: none"> • Provide examples of the child's functioning that is not yet age appropriate or immediate foundational skills • <i>No age-appropriate or immediate foundational functioning should be noted for a rating of a 1</i>

** Immediate foundational skills are the skills upon which to build age-appropriate functioning.

*Adapted by Mecklenburg County Children's Developmental Services, Charlotte, NC, 6/8/09



That's all for now!!



Review those COSFs!

Look for the email from Jana with resources, documents, and link to the online survey

‘See you’ on February 3 – same time!