

## Summary of Homework Results – AR Webinar Series




Last Modified: 02/02/2010

### 1. What was the age of the child on the COSF completed? [check only one]





#	Answer	Response	%
1	a. Birth to 18 months	11	13%
2	b. 18 to 36 months	15	17%
3	c. 36 to 48 months	37	43%
4	d. 48 to 60 months	23	26%
5	e. 60 months or older	1	1%
	Total	87	100%

### 2. What issues around completeness did you find in your review (check all that apply)?

#	Answer	Response	%
1	a. Some information on the cover page of the COSF was missing responses (date, name, DOB, names and roles of people involved in decision, information on family involvement).	7	8%
2	b. One or more of the three outcome areas was not completed.	2	2%
3	c. Ratings did not have just one number circled (sometimes 2 numbers are circled or marks are put between the numbers) for at least one of the outcomes.	8	9%
4	d. The supporting evidence section was not completed for one or more of the outcome areas.	8	9%
5	e. Progress question b was not answered on at least one of the outcomes when information should have been available (it does not need to be answered if it was an entry COSF).	10	12%

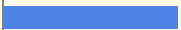

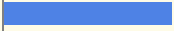

6	f. A description of the progress observed was not included when the answer to progress question b was “yes.”		7	8%
7	g. Multiple sources of information (observation, family report, and formal assessment results) were not documented.		17	20%
8	h. The COSF was complete. None of these issues were found.		52	60%

**3. Sometimes information provided to support the ratings does not actually describe functioning that is the focus of the targeted outcome area. Looking at the supporting evidence, provided in the summary of relevant results for each outcome, how well does the evidence address each outcome in content (check all that apply)?**

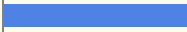

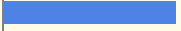

#	Answer		Response	%
1	a. Supporting evidence for outcome 1 was not consistently related to social relationships		10	12%
2	b. Supporting evidence for outcome 2 was not consistently related to acquiring and using knowledge and skills.		14	16%
3	c. Supporting evidence for outcome 3 was not consistently related to taking appropriate action to meet needs.		13	15%
4	d. Supporting evidence for each outcome area was consistently related to the expected outcome.		65	76%

**4. Sometimes the supporting evidence only focuses on one aspect of an outcome instead of the full breadth of functioning related to that outcome. Looking at the supporting evidence, provided in the summary of relevant results for each outcome, how well does the evidence address each outcome in breadth (check all that apply)?**

#	Answer		Response	%
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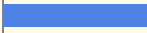

1	a. Supporting evidence did not address each of the bulleted aspects of the outcome for outcome 1. (For example, evidence for a preschooler may describe how the child relates to other children and interacts and follows rules in groups, but does not describe how the child relates with adults).		31	37%
2	b. Supporting evidence did not address each of the bulleted aspects of the outcome for outcome 2.		33	39%
3	c. Supporting evidence did not address each of the bulleted aspects of the outcome for outcome 3.		30	36%
4	d. The supporting evidence given addressed the full breadth of each of the outcomes.		35	42%

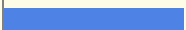
**5. Sometimes the supporting evidence includes a list of skills or items from an assessment tool (e.g., only includes picks up spoon with specific grasp or recognizes pictures of happy and sad faces) instead of examples of the child’s everyday functioning (e.g., uses spoon to feed self with coordination or tries to comfort a sad peer by bringing him a stuffed animal). Looking at the supporting evidence, provided in the summary of relevant results for each outcome, how much does the evidence focus on functional skills (check all that apply)?**

#	Answer		Response	%
1	a. Supporting evidence for outcome 1 needs more examples of the child’s everyday functioning.		33	39%
2	b. Supporting evidence for outcome 2 needs more examples of the child’s everyday functioning.		40	47%
3	c. Supporting evidence for outcome 3 needs more examples of the child’s everyday functioning.		31	36%
4	d. Supporting evidence includes examples of the child’s everyday		39	46%





functioning for each of the outcomes.			
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**6. Thinking about the mix of evidence expected for different ratings, look at the bullets below or the detailed information on the “Documentation Key for Multiple Sources of Evidence to Support COSF Ratings” and then answer the questions: For a rating of 7, the summary of relevant results showed only age-appropriate skills and behaviors. No significant concerns were noted. For a rating of 6, only age-appropriate skills and behaviors. A significant concern was noted, but behavior currently is still age-appropriate. For a rating of 5, a mix of skills and behaviors that are age appropriate and that are immediate foundational (not age appropriate) are noted. For a rating of 4, a few examples of skills and behaviors that are age appropriate are given, but most examples are immediate foundational skills. For a rating of 3, a number of immediate foundational skills are described and no age-appropriate skills and behaviors are included. For a rating of 2, a few examples of immediate foundational skills are given, but most skills and behaviors listed are much lower than age expectations. No age-appropriate skills and behaviors are given. For a rating of 1, evidence given reflects skills and behaviors that are much lower than age expectations with none that are immediate foundational or age-appropriate.**

#	Answer		Response	%
1	a. For at least one outcome, the evidence given did not include the right mix of age-appropriate, immediate foundational, and other content to justify the number rating given.		26	31%
2	b. The information on at least one of the outcomes wasn't sufficient to make this judgment.		29	35%

3	c. On all three outcomes, the evidence given included the right mix of age-appropriate, immediate foundational, and other content to justify the rating given.		32	38%
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**7. Assuming that a reviewer knows age-expected child development, do you think the reviewer could estimate, within one point in either direction, the rating based on the information provided without looking at the rating (check only one)?**

#	Answer	Response	%
1	a. Definitely yes 	14	16%
2	b. Probably yes 	57	64%
3	c. Probably not 	13	15%
4	d. Definitely not 	5	6%
	Total	89	100%

**8. What changes do you plan to make (or additional resources you need) to help you most improve writing evidence that will support the rating selected?**

Text Response

Plan to address each bulleted issue in the forms to make assessments on the forms in choosing appropriate numbers. Not use testing results as a source of data.

more examples on the summary portion.

Need additional resources that can be used by all those assessing 3-5 yr old children in our program. Biggest problem is when these children do not attend any center.

Add more detail.

Add more detailed information.

to review immediate foundational skills and get a better understanding of them

Need thorough informational tool or resources with age appropriate child development for each of three areas of child's functioning

We need a class on filling out the outcome summary.

Include more detailed information on the child's age-appropriate functioning.

give more examples of the child's behavior, listing age appropriate and immediate foundational skills.

I need to ask the teachers and parents to provide specific examples after I asked them the Outcomes question.

Be more specific on everyday examples given about the child's daily functioning in each area, covering each bullet.

Be more specific, give more exact evidence

none

These trainings are a good start to having everyone on the same page.

To make sure each bullet point is addressed and make sure I am including age appropriate functional skills displayed/not displayed on a daily basis.

Give evidence for each bullet-if the parent doesn't come and the child is new to the rest of the team this is difficult.

Review the supporting information with staff again.

Become more specific

Make sure all bulleted aspects are reviewed

Use test scores to support skills.

add age appropriate activity child can and cannot do at the time of ratings.

To refer back to the Decision Tree.

I will be referring back to the decision tree and using the documentation key for multiple sources of evidence to support COSF ratings. I will give more detail.

By using the Decision tree for summary rating discussions, I can improve writing evidence that will support the rating selection.

Make sure the rating number corresponds to the evidence.

use the decision tree more effectively

include more specific examples of skills for each area.

See my sample of the tree and any references available.

more examples of things the child can do as well as things they can't. Use the tree better.

Make sure I provide examples of tasks the child can and cannot do for outcomes, not just one or the other.

Use the decision tree more closely and provide examples of age-appropriate skills that are present instead of focusing on age-appropriate skills that have not emerged.

provide multiple sources of information for each outcome related to functional skills

add more details for supporting evidence

add more supporting details

Show areas of concern.

I need to put in more information about specific functioning and concerns.

I will refer back to the decision tree so I will know I have the proper understanding of rating this will ensure I have looked at all situations.

I plan on making a copy of the decision tree to attach to the Outcomes forms for help in the decision making process. I plan on trying to glean more information from the parents and teachers.

to give more information

Use social history and parent interview checklist to complete and add more details to summary of skills.

We as a group, plan to indicate strengths and weaknesses (if necessary) to address each domain indicated. It is important to include parent and teacher information and their input as well

Lot more detail. Need more info in writing.

Address all bullets found under each criteria, and use the decision Tree Discussion

We need to put more details into the reports. Examples are too short.

I plan to include examples that are specific and detailed.

Be a little more detailed in descriptions.

I will now know a little more about the number that I will circle based on the child's development.

Give more examples from more sources.

Review decision tree and scenarios with staff member, to assure understanding by walking through another COFS

age-appropriate functioning

The interview questions that I ask the parent will be different knowing this information. I also now looking at fundamental skills differently.

ask for specific examples from source,

I plan to review the appropriate sections in each test for the child's functioning, so I can list specific skills that support the ratings determined.

Addressing each bullet. I thought that those were examples of areas to address, not that we had to specifically address each one.

provide more examples that hit each bullet; specify age-appropriate & no concerns-which I thought was understood by virtue of choosing 6/7; I have been letting families take lead, but I should be more assertive/clear about age-appropriate and foundational skills. What I could use is more examples of how to take what a parent might describe, which is often not relevant, not specific, or not accurate based on results of testing and even other interview information, and practice labeling and applying as age-appropriate and foundational; the missing info on the cover page was an id #-soemtimes it is not available at programming; ? how much evidence b/c there is not a lot of room to write

Providing more supportive evidence of the skill

I need to add functional skills.

Refer more to the decision tree

by using more concrete descriptions to determine if the rating justifies the age appropriate functioning of the child

I plan to include the therapist, parent, and caregivers, in the child outcomes meeting.

The COSF I reviewed was completed appropriately, however, I will make sure all COSF's are completed in this manner by reviewing the child's evaluation components, classroom observation notes, parent observation notes, and making the rating decision based on child's current information.

none at this time

Being more specific.

need to understand the supporting evidence more clearly

Include the evaluators and parents information along with the teachers' information

I will make sure to include more parent information with daily living examples.

Apply more specific information detailing question (s).

I want to continue working to make sure that the supporting evidence incooperates sufficient functional examples depicting what the child can or cannot do.

focus on success as well as weaknesses

We will be more thorough than in the past.

Provide more evidence

Provide more evidence

In the future I will include more evidence to demonstrate age appropriate , foundational and other information to justify the rating given.

## 9. After undertaking this review, what questions do you have or what would you like to know more about?

### Text Response

What specific information we are supposed to include in our reveiw. Is it just those bulleted items or are there others. Further, what about when the parent says they can do everything, but in the classroom, they are evidencing inconsistent or non evident skills in areas.

how do you rate an infate 6 months and under?

explanation of what type of examples are best.

Is the Parent suppose to be part of this process? Sometimes its hard to give the correct number if the parent insists the child can do it.

None.

what kind of info should be written under part b at annual review time regarding progress

what tool, source, or resource to use for age appropriate child development information

When do you filled out a COSF? Is it when the child transition or when the child first come into the prograM

I need more information about immediate foundational skills as they relate to each outcomes area

none at this time

None.

none, think that I understand.

examples of evidence

I have difficulty giving a child a 7. There are ALWAYS concerns with a student....no matter how well

they are doing. Even with my own child, i have concerns always.

When giving the same rating, say a 5 in one skill area on the entry and the exit, do I say yes and go on to explain the advances made, even though the rating number remained the same?

Where do you get info. to hit all of the bulleted items if the parent does not participate?

Will this 3-part audio training be available for me to use to train my staff who could not attend?

Could an example of a completed COSF be provided on a child?

When you have parents and therapist statement on outcome, How do you rate the outcome if the statements don't agree or if everyone has a variety of ratings for the child based on each person's view on the child's ability?

None

None

none

I would like to see a sample of an accurate COSF.

none

how to be more consistent in ratings

none

None at this time.

Do you feel that the completed child outcomes summary is objective?

how to complete the supporting data section

need more information on gathering supporting details

No, questions at this point , possibly when the training is complete!

How do all these outcomes relate to the "speech only" (articulation) child?

This feels that is has already been addressed in the evaluation report as well as due process forms that require to indicate test name, strenghts, and weaknesses for each child. It appears to be redundant.

none

None, thanks for clearing up any misunderstandings!

More examples of things to put into the reports.

none at this time.

More about immediate foundational skills and age appropriate skills.

NA

none

Know even more about fundamental skills.

I want to know more about how to agree on a rating when there are so many things and people to consider in a meeting, such as the parent, the skills, the teacher, the coordinator, etc.

How to address each bullet without giving "too much" information, a problem that was addressed at a previous outcomes training.

see above

Should parents commit on areas of concern, areas already achieved, or both? This review only had things child could not do.

How to write correctly the summary of relevant results supporting evidence for answer to questions

More training on how to gather the data

description of evidence to determine if the rating justifies the functioning of the child

documentation and ways information need to be obtained for the child outcomes.

How to get parents to truthfully answer the ratings questions based on their child's actual functioning and not what they want their child to be doing at the point of the COSF being completed.

If the client is a foster child ,Which person need to be at the meeting , the foster parent or the DFS representative

None.

more examples on each outcomes so everyone can understand it better

N/A

I want to study the Decision Tree for better clarification to make sure that I adequately determine the appropriate rating for my students.

none at this time

no

no questions

none

I would like to see and example of an ECO with the appropriate wording.