Introduction to the Child Outcomes Summary Form (COSF)

Professional Development for New Staff (Module 1)

Presented by the Early Childhood Outcomes Center (ECO)
&
The North Carolina Infant-Toddler Program

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Purpose

The purpose of Module 1 is to orient new staff to child outcomes measurement and the Child Outcomes Summary Form (COSF).

The Professional Development Module for New Staff includes:

Part 1: Introduction to Child Outcomes

Part 2: Using the Child Outcomes Summary Form (COSF)

Part 1:
Introduction to Child Outcomes

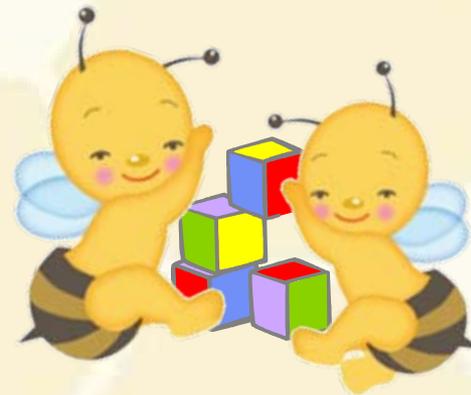# After completing Part 1 of this module, the learner will be able to…

1. Describe the current requirements and the historical roots of federal accountability.

2. Describe the various purposes and uses of outcomes measurement.

3. Describe and differentiate between the three child outcomes.

4. Differentiate between functional outcomes and discrete skills.

5. Describe the use of functional assessment for measuring child outcomes.

Part 1: Introduction to Child Outcomes

Click here to view a voiced-over presentation about the federal requirement to measure child outcomes, including…

● the history of the requirement;

● a description of the three functional outcomes; and

● assessment for outcomes measurement.

Part 1: Introduction to Child Outcomes

When you have finished viewing the slide presentation, click on the 'pop quiz' and complete sections 1, 2, and 3.

Meet with your supervisor to check your answers to the pop quiz questions!

Exercise:
Focus on 'Functioning'

The three outcomes to be measured for federal accountability are very 'functional'. Check your understanding of functionality by completing the exercise "What are functional skills and behaviors?"

For more information, read the handout "What is a FUNCTIONAL Outcome?".

Also meet with your supervisor to check your answers to the functional skills exercise!

Exercise:

How well does your assessment tool cover the three outcomes?

Currently available assessment tools are not organized around the three child outcomes.

But ECO has crosswalked many commonly used tools to help users know:

- what to expect of an assessment tool in terms of measuring outcomes, and

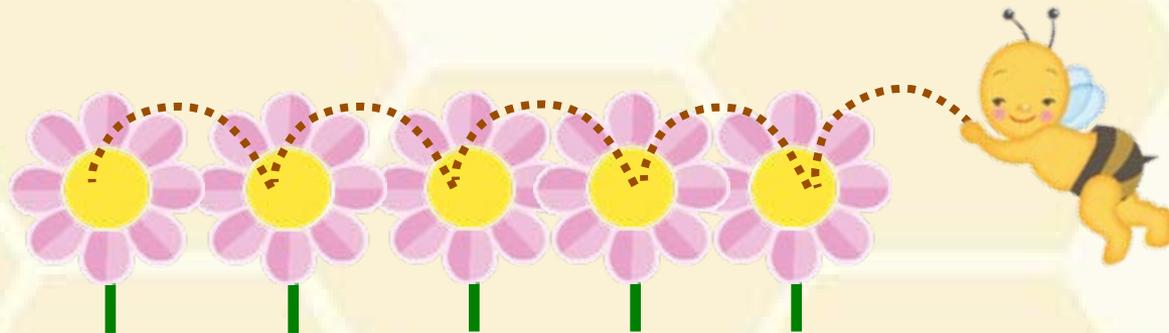- where additional information may be needed, such as from observation and parent report.

Exercise:
How well does your assessment tool cover the three outcomes? (continued)

Click here to learn about the crosswalks by reviewing the introduction.

Then click here to find the crosswalk for the assessment tool(s) you commonly use.

Review the crosswalk(s) for the assessment tool(s) you use and address questions on next slide.

Exercise:

How well does your assessment tool cover the three outcomes? (continued)

- What did you notice about your assessment tool and the crosswalk(s)?

- Which outcome area(s) have the most items?

- Which outcome area(s) have the least items?

- To what extent do the items reflect functional versus discrete skills?

- What types of information would you want to know in each outcome area that is not included in the assessment?

- What are the implications for the need for other data sources to assess child functioning for each outcome?

Exercise:

How well does your assessment tool cover the three outcomes? (continued)

Meet with your supervisor to discuss:

- questions on the previous slide;

- ways you will use assessment tools and other sources to assess children's functioning at entry; and

- ways you will use assessment tools and other sources to assess children's functioning at exit.

Part 2:
Using the Child Outcomes Summary Form
(COSF)

After completing Part 2 of this module, the learner will…

1. Understand the rationale for using the COSF.

2. Understand the features of the COSF.

3. Differentiate between the 7 points on the rating scale.

4. Differentiate among age-appropriate, immediate functional, and foundational skills and behaviors.

What is the COSF?

The ECO Center developed a generic COSF that could be tailored to the needs of various programs.

Obtain a copy of the COSF for use in your program. Compare it to the generic COSF available here.

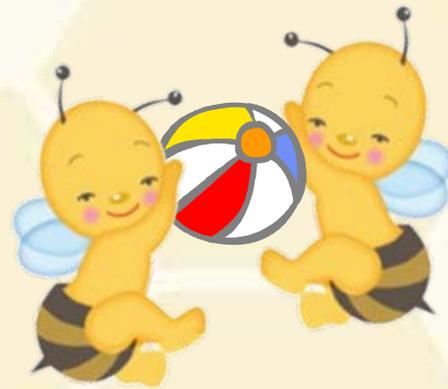Are there differences between the generic COSF and the one you will use?

Click here to review general information about the COSF.

COSF

What is the COSF?

Click here to view a voiced-over presentation that describes how to use the COSF, including:

- the purpose of the COSF

- the basic features of the form

- what the team should know in order to complete the form and determine a rating

How to use the COSF

Click here to view the next voiced-over presentation that describes how to use the COSF, including:

- the 7-point rating scale

- 'immediate foundational skills'

- where to focus when determining a rating

- how to document the rating

Part 2: Using the COSF

When you have finished viewing the slide presentations, click on the 'pop quiz' and complete section 4.

Meet with your supervisor to check your answers to the pop quiz questions!

The 7-Point Rating Scale

Based on feedback from programs using the COSF, the ECO Center added more specificity to the definitions of the 7 points on the rating scale.

Review the updated rating definitions here. How do they differ from the definitions described in the presentations you just listened to?

Immediate Foundational Skills

Understanding the concept of 'immediate foundational skills' is critical to the accurate use of the COSF's 7-point rating scale.

For more information, review the document about 'age-expected and immediate foundational skills'.

Answer the questions about Justin, found under 'Example 2' on page 2 of the document.

Meet with your supervisor to check your answers!

Activity:
Observe a COSF Team Discussion

With the help of your supervisor, arrange to sit in on a COSF team discussion.

Prior to the observation, click here to print and review the Decision Tree.

Also click here to print and review the Discussion Prompts.

Activity:
Observe a COSF Team Discussion

During the observation, note how the team:

- exchanges information about the child's functioning

- comes to a decision about the rating for each outcome

Activity:
Observe a COSF Team Discussion

After the team discussion, 'interview' the team, asking team members these questions:

How are families involved in the rating process?

Is it ever difficult to reach consensus on a rating?

What resources help compare the child's skills with those expected for his or her age?

Activity:
Observe a COSF Team Discussion

Click on the titles to review documents about:

Reaching Consensus

Age-Expected Child Development Resources

The Role of Families

Activity:
Observe a COSF Team Discussion

Meet with your supervisor to share your impressions from the observation of the COSF team discussion.

Discuss next steps with your supervisor.