



Child Outcome Summary (COS) Process Guide

This guide provides a quick overview of the Child Outcome Summary (COS) process, including key steps and needed resources for reference.

The COS process requires looking at multiple sources of information about a child's functioning, including assessment tools. In a team setting, this information is then used to make an informed determination of a rating that best describes the child's functioning in relation to age expectations.

Key Steps in the COS Process

Before the COS Process:

When to Complete:

- An entry COS form is completed when a child is found eligible for special education services in Part C or Part B 619.
- A transition COS form is completed when a child exits Part C and enters Part B 619 upon their 3rd birthday.
- An exit COS form is completed when a child is no longer eligible for special education services, when parents revoke consent, and when the child moves out of state. In addition, when the child transitions to a kindergarten or before a child turns 6, if they are still enrolled in pre-k.

Inform Team Members:

- Inform team members of COS process and needed data collection. Arrange a meeting with the IEP team members, which includes at least one family member and any additional needed participants. .

Gather Information:

- Collect data from multiple sources, settings, and situations for the three child outcomes. Data can include assessments, observations, work samples, interviews, and family input.

Three Child Outcomes:

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

Team Discussion:

- Gather the team, which includes at least one family member, to review collected information.

During the COS Process:

Age Anchoring:

- Begin by age anchoring the child's functional abilities, skills, and behaviors to determine how closely they align with expectations for their chronological age. Based on the data and team discussion, categorize the child's skills and behaviors into one of the three child outcome categories.
- Age anchoring categories:
 - **Age Expected (AE):** Age-expected skills and behaviors are in the broad range of what is expected for a child's chronological age.

- **Immediate Foundational (IF):** Immediate foundational skills and behaviors appear just before age-expected functioning in the sequence of development.
- **Foundational (F):** Foundational skills and behaviors are two or more steps away from age-expected functioning.

COS Decision Tree:

- The Decision Tree helps teams determine the extent of age anchoring criteria AE, IF, and F skills across the three child outcomes, leading to an accurate 7-point rating.

7-Point Rating Scale Criteria:

- This scale describes how a child currently functions relative to age-expectations. Teams use the decision tree and the definitions of the 7-point rating scale criteria to determine the rating scale for each of the three child outcomes.

Culminating Descriptor Statements:

- These statements outline the child's functioning level for each rating within the three child outcomes. Teams do not write their own descriptor statements; instead, they must use the provided statements. The culminating descriptor statements offer teams the appropriate language to describe the child's progress.

SPED Link:

- All the information related to the COS process will be documented on the COS form available in SPED Link. The form will be accessible on SPED Link starting July 1, 2025.
 - Please ensure the forms are completed and submitted on the COS form in SPED Link within 30 days following the entry, transition or exit meeting.
 - Those requiring access to the COS form on SPED Link should contact their special education director.
 - The WDE will provide additional information regarding the new form.

After the COS Process:

Educational Record:

- Ensure that a copy of the COS form is included in the child's educational record.