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CHILD OUTCOME SUMMARY TRAINING

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Tiffany Hearne

2025

HOUSEKEEPING

Personal Breaks

- Feel free to address any personal needs at any time throughout the morning.
- A designated 10 minute break will occur around 10:00 am.
- To keep a consistent pace, please jot down your questions as we go. There will be multiple opportunities for everyone to ask and participate.

Materials

This slide deck and accompanying resources are located in the Digital Binder shared with you.

- Please email **susan.goodnough@wyo.gov** if you do not have access to the Digital Binder.

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AGENDA FOR CHILD OUTCOME SUMMARY (COS) TRAINING

- Review federal and state oversight.
- Define and outline the COS process.
- Discuss data collection methods and how to assign ratings.
- Review case studies and practice the COS process.
- Complete training evaluation.

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Federal and State Oversight

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WHO IS OSEP?

Office of Special Education Programs (OSEP) is the federal oversight agency for Individuals with Disabilities Education Act (IDEA) dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21.

OSEP collects data on 18 indicators as part of their Results Driven Accountability (RDA).

- Local Education Agency (LEAs) submit data to the Wyoming Department of Education (WDE) on an annual basis pertaining to each indicator.
- The WDE submits statewide data to OSEP on an annual basis pertaining to each indicator.

WHAT IS INDICATOR 7?

OSEP affirms that child and family outcomes are an important part of RDA.

States are required to report on the percent of preschool-age children with Individualized Education Programs (IEPs) who demonstrate improved outcomes. **Indicator Card**

- Child Outcomes is Indicator 7 for Part B.
- Preschool Outcomes. Percentage of children with IEPs with improved Child Outcomes.
- The Child Outcomes focus on three essential components.
  - Positive social-emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills;
  - Use of appropriate behaviors to meet their needs.

INDICATOR 7 REPORTING TIMELINE

Until 2016

- COS Process was used in Wyoming.

From 2017-2025

- One Tool was used Statewide.

Beginning July 1, 2025

- COS Process will be Required.

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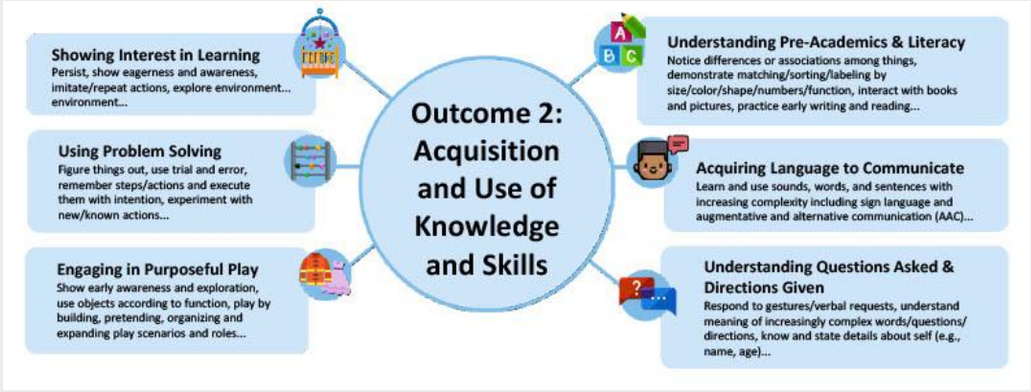
THREE CHILD OUTCOMES



The COS Process

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WHAT IS THE COS PROCESS?

- The COS process is a technique for consolidating information into a single rating from multiple sources including one or more assessment tool. It itself is not an assessment tool.
- 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.

WHY THE COS PROCESS?

- Recommended best practice with assessment by utilizing multiple sources of information from a variety of situations and settings.
- No single assessment instrument assesses the three child outcomes directly.
- A team approach is used to make informed decisions about a child's functional skills and behavior across settings and situations.
- Family involvement is a key element of the COS process.

WHEN DO I COMPLETE A COS FORM?

COS Entry Form is completed for Part C and Part B 619 when:

- A child is found eligible and in need of special education services following an initial comprehensive evaluation.

COS Transition Form is completed when:

- A child exits Part C and enters Part B 619 upon their 3rd birthday.

COS Exit Form is completed for Part C and Part B 619 when:

- A child is no longer eligible for special education services following a comprehensive evaluation.
- A parent revokes consent for special education services.
- A child moves out of state.
- A child transitions to a kindergarten program.

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WHAT HAPPENS TO THE COS FORM?

The entry, transition and exit COS form become part of a child's educational record.

- Upon transition to Part B from Part C, this data should be shared with the early childhood program.
- Upon transition to kindergarten, this is part of the educational record and should go with the student to the school of attendance.
- COS data is reported to the WDE in SPED-Link by each LEA.

WHAT HAPPENS WITH THE DATA AT THE LEA LEVEL?

LEAs should utilize COS data to inform local decision making, program effectiveness, program policies and practices.

- Some possible reflection questions include:
  - Are we effectively meeting the needs of the students we serve?
  - How do we know that early childhood special education is making a difference?
  - How do we produce better outcomes for students and improve over time?

COS Process: Teams and Gathering Data

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WHO IS ON THE COS TEAM?

A COS team includes all members of the child's IEP team at a minimum, which include at least one family member.

Teams also commonly include:

- Additional family members or family supports
- Additional teachers and educators
- Additional child care providers
- Related service providers
- Community service providers or therapists

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THE COS TEAM

Team members bring different knowledge and strengths to the team discussion.

- Parents and family members can describe the child's functioning across settings and situations, and share their culture's age-expectations for child development.
- Therapists can provide information about the three child outcomes and progression of age-expected child development, so that the team can accurately age-anchor the child's skills.
- Educators and service coordinators can understand the three child outcomes, organize the conversation using the rating scale and decision tree, and facilitate conversations that make best use of other team members' knowledge and expertise.

THE COS TEAM'S ROLE

Collectively, COS team members should:

- Know about the child's functioning across settings and situations in everyday routines;
- Understand the breadth of the three outcomes;
- Know about the progression of age-expected skills throughout early childhood development;
- Understand age expectations for child functioning within the family's culture; and
- Be able to apply the 7-point rating scale criteria and lead discussions using the COS decision tree for summary ratings.

ENGAGING FAMILIES IN THE COS PROCESS

When explaining the COS process to families, providers must ensure the family understands:

- The three child outcomes;
- Why outcome data is collected;
- How their child's data will be collected; and
- How data from all children in the program will be used.

THE IMPORTANCE OF THE TEAM

Team discussions are essential to build knowledge that will lead to a high-quality COS process.

Team discussions may involve:

- Sharing how children develop in a predictable progression of age-expected skills and behaviors.
- Discussing the child's current skills relative to age-expectations.
- Discussing the child's developmental progression, what skills come next, and what skills are age-expected.
- Reaching a consensus on a rating that describes the child's functioning.
- Planning and implementing individualized services that build skills in the developmental progression.
- Ensuring that the child has supports needed to function in environments structured around age-expected skills.
- Celebrating skills the child develops and incorporates into everyday activities.

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GATHERING THE DATA

COS ratings are based on the child's use of functional skills. "Functional skills" are those the child purposefully uses to complete tasks and meaningfully participate in everyday life. Functional skills could include:

- Interacting with books or music.
- Outdoor movement and play.
- Expressing displeasure or seeking help.
- Preparing for bed.
- Transitions between activities and settings.
- Waking up.
- Eating.
- Diapering or toileting.
- Dressing.
- Playing indoors with different types of toys and play partners.

SOURCES OF DATA

Children display different skills in various settings and situations. Including multiple sources, methods and observing a child in various settings and situations provides a more accurate reflection of functional skills.

COS team members gather current information about the child's functioning across the three child outcomes from multiple methods, for example:

- First-hand observations of child functioning during routines;
- Interviews about child functioning across routines;
- Clinical observations or service provider notes;
- Documented observations from intervention or instruction;
- IEP goal progress reports and data collection;
- Informed clinical opinion;
- Child work samples;
- Medical records;
- Curriculum-based assessments; and
- Norm-referenced assessments.

SETTINGS AND SITUATIONS

COS team members must gather information about the child's functioning from a variety of settings and situations across everyday life, for example:

- Home
- Grocery shopping
- Playground or park
- Preschool or childcare
- Visiting family or friends
- Other community settings
- Meeting new people for the first time
- Transitions and getting from place to place

COS Process: Synthesizing Data to Assign Appropriate Ratings

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AGE ANCHORING

Age anchoring is the process of examining a child's functional abilities, skills, and behaviors to determine how close that functioning is to expectations for their chronological age. Comparing a child's functioning to age expectations is essential to apply the criteria on the COS 7 - point rating scale.

COS team members assign the child's skills and behaviors to one of three 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. These skills frequently appear in children much younger than the child's age. While further from age-expected functioning, foundational skills are needed to develop IF and AE skills.

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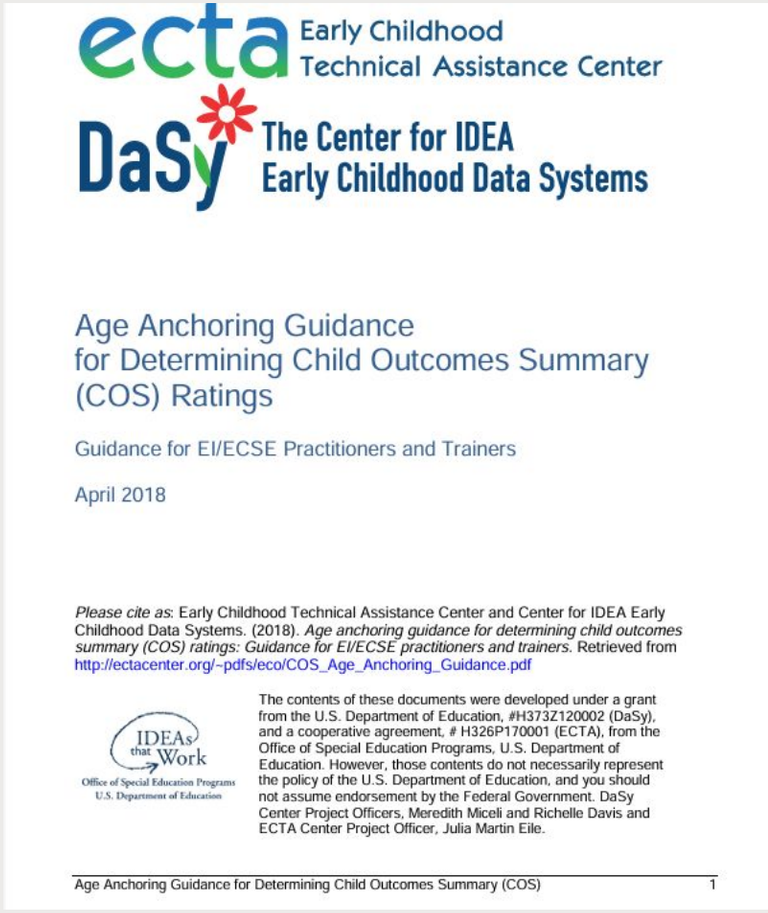
AGE ANCHORING GUIDANCE FOR DETERMINING COS RATINGS

This document, created by The Early Childhood Technical Assistance Center (ecta) provides guidance on age anchoring. It covers the following key areas:

- Age Anchoring Basics
- The Process of Age Anchoring Skills and Behaviors
- Age Anchoring Tools
- Special Circumstances
- Checklist on Age Anchoring for the COS Process



ecta Early Childhood Technical Assistance Center

DaSy The Center for IDEA Early Childhood Data Systems

Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings

Guidance for EI/ECSE Practitioners and Trainers

April 2018

Please cite as: Early Childhood Technical Assistance Center and Center for IDEA Early Childhood Data Systems. (2018). *Age anchoring guidance for determining child outcomes summary (COS) ratings: Guidance for EI/ECSE practitioners and trainers.* Retrieved from http://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

The contents of these documents were developed under a grant from the U.S. Department of Education, #H373Z120002 (DaSy), and a cooperative agreement, # H326P170001 (ECTA), from the Office of Special Education Programs, U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers, Meredith Miceli and Richelle Davis and ECTA Center Project Officer, Julia Martin Eile.

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10 Minute Break

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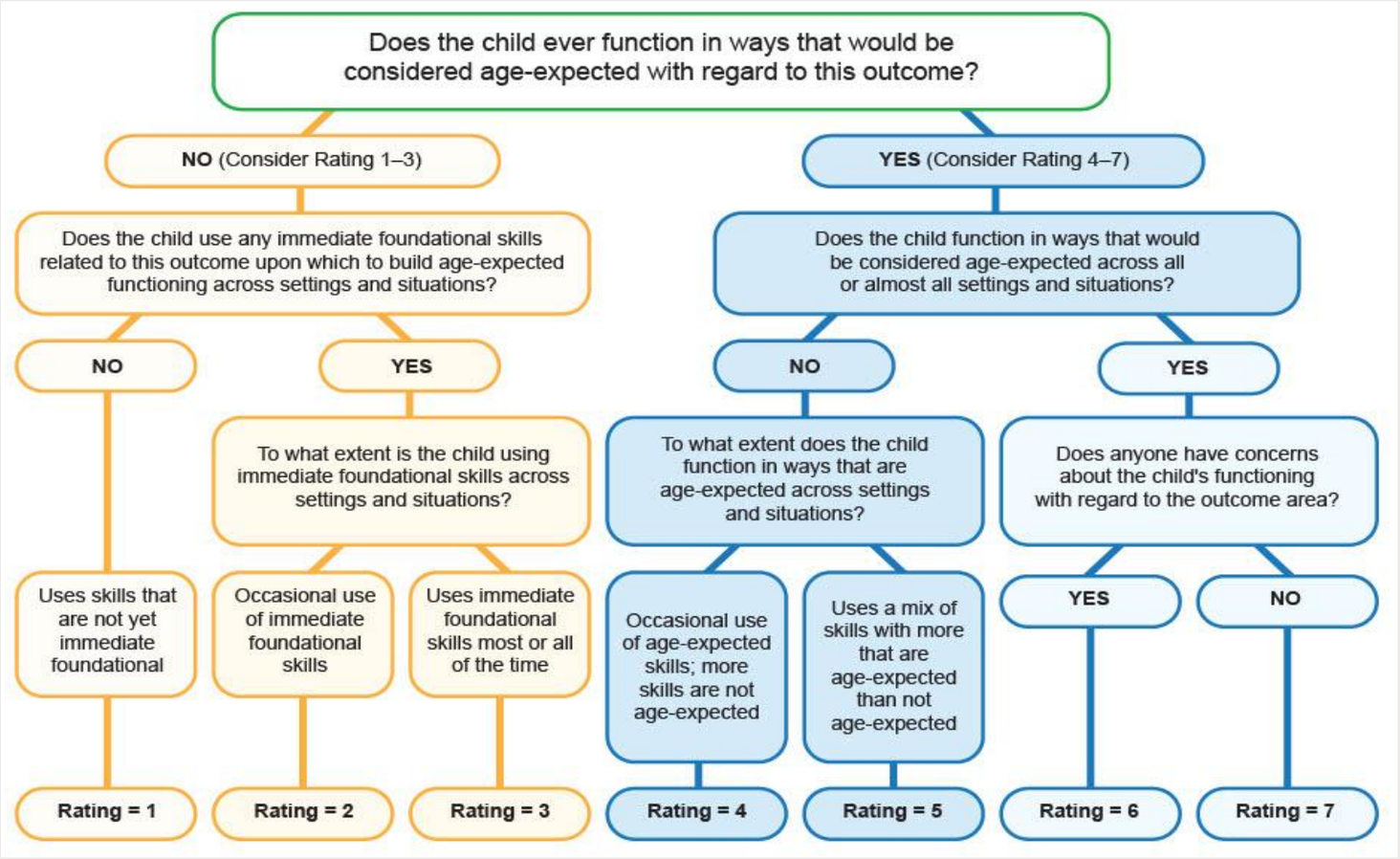
COS DECISION TREE

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



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CHILD EXAMPLES

- James is 36 months old. Let's look at observations for Outcome 3: Use Appropriate Behavior to Meet Needs.
  - The Early Interventionist reports he communicates needs in an age appropriate way to familiar adults but does not seek help from peers or less familiar adults. She assigns Immediate Foundational skills.
  - Parents report he will not sit on the swing but will lay on it on his tummy. They assigned Foundational skills in this area.
  - The Child Care provider reports he navigates the classroom independently and engages with classroom materials. She assigns Age Expected skills.
- Alison is 60 months old. Let's look at observations for Outcome 1: Positive Social-Emotional Skills.
  - The Early Childhood Special Educator reports she is well liked and a leader amongst her peers. She assigned Age Expected skills.
  - Parents report she has a strong emotional attachment to siblings. They assigned Age Expected skills.
  - The Preschool Teacher reports a positive emotional outlook and she greets adults and children. She assigned Age Expected skills.
- Randall is 36 months old. Let's look at observations for Outcome 2: Acquisition and Use of Knowledge and Skills.
  - The Early Childhood Special Educator reports he pretends to drink from a cup in the dramatic play kitchen area. He typically performs only one pretend action on himself when in the dramatic play area, then he observes others at play. She assigned Immediate Foundational skills.
  - Parents report he pretends to eat off a plate in his play kitchen at home. He does not offer any to his sister or parents. They assigned Immediate Foundational skills.

OVERALL AGE-EXPECTED FUNCTIONING

Cos Definitions: 7-Point Rating Scale Criteria

7 Child functions in ways that are age-expected in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.

6 Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.

The example of Alison with overall age-expected Positive Social-Emotional Skills was a 7-point rating because no one had concerns about her functioning in this outcome area. If anyone had concerns her rating would be 6-points instead of 7-points.

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SOME AGE-EXPECTED FUNCTIONING

5 Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.

4 Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.

The example of James with some age-expected Use of Appropriate Behaviors to Meet Needs was a 4-point rating because he occasionally used age-expected skills and had more skills that are not age-expected. If James had a mix of skills with more age-expected than not his rating would be 5-points instead of 4-points.

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NOT YET AGE-EXPECTED FUNCTIONING

3 Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.

2 Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.

1 Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.

The example of Randall with immediate foundational skills skills most of the time across settings and situations was a 3-point rating. If he occasionally used these skills he would be a 2-point rating. If Randall only watched other children in the dramatic play area and did not engage or imitate, he would be at a 1-point rating or foundational skills level.

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CULMINATING DESCRIPTOR STATEMENTS

- Specific **Culminating Descriptor Statements** are adopted by the state, and associated with rating numbers used in the COS process.
- Each rating number might have more than one culminating descriptor statement associated with it.
- Teams do not write their own descriptor statements. Consistent use of descriptor statements across the entire state allows all teams to understand which specific criteria are represented when they reach consensus.
- The COS 7-Point Rating Scale Criteria and COS Decision Tree are still used to guide team discussion toward consensus on a culminating descriptor statements for each of the three child outcomes.
- The culminating descriptor statements give the team appropriate language to describe the child's progress.

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CULMINATING DESCRIPTOR STATEMENTS

Overall Age-Expected Functioning

Rating	Definition	Example Culminating Descriptor Statements
7	Child functions in ways that are age-expected in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.	• Relative to other children **[Name]**'s age, there are no concerns. **[Name]** has all of the skills that we would expect of a child their age for **[Outcome]**. • For **[Outcome]**, **[Name]** has age-expected skills, with no concerns.
6	Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.	• For **[Outcome], [Name]** has similar skills as same-age peers. However, there are concerns with **[functional area of concern, quality, or lack of skill]**. The team should continue to monitor progress in this area. • Aside from the concern regarding **[Name]**'s **[functional area of concern, quality, or lack of skill]**, they demonstrate skills expected of a child their age for **[Outcome]**.

Some Age-Expected Functioning

Rating	Definition	Example Culminating Descriptor Statements
5	Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.	• As a **[age in months]** old child, **[Name]** has many skills expected of their age. For **[Outcome]**, the skills they demonstrate are slightly below what is expected for their age. • Relative to same-age peers, **[Name]** shows many age-expected skills, but continues to show some functioning that might be described like that of a slightly younger child for **[Outcome]**. • **[Name]** is mostly where we would expect them to be at **[age in months]** old. This means that most of **[Name]**'s skills are expected at this age for **[Outcome]**, but they do not yet have all of the age-expected skills.

Rating	Definition	Example Culminating Descriptor Statements
4	Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.	• At **[age in months]** old, **[Name]** shows occasional use of some age-expected skills, but more of their skills are not yet age-expected for **[Outcome]**. • At **[age in months]** old, **[Name]** shows occasional use of age-expected skills, but has more skills that are expected of a younger child for **[Outcome]**. • **[Name]** has a few of the skills we would expect for **[Outcome]**, but shows more skills that are not yet age-expected.

Not Yet Age-Expected Functioning

Rating	Definition	Example Culminating Descriptor Statements
3	Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.	• Relative to same-age peers, **[Name]** is not yet using skills expected for their age. However, they use many important and immediate foundational skills to build upon for **[Outcome]**. • For **[Outcome]**, **[Name]** has nearly age-expected skills. This means that they don't have the skills we would expect of a child his age yet, but they have the immediate foundational skills needed to build upon to achieve age-expected skills.
2	Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.	• At **[age in months]** old, **[Name]** shows occasional use of some immediate foundational skills, but more of their abilities are foundational skills for **[Outcome]**. • Relative to same-age peers, **[Name]** is showing some nearly age-expected or immediate foundational skills, but has more skills that developmentally come in earlier for **[Outcome]**. • For **[Outcome]**, **[Name]** has some immediate foundational skills which will help them develop more age-expected skills.
1	Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.	• Relative to same-age peers, **[Name]** has the very early skills for **[Outcome]**. This means that **[Name]** has skills we would expect of a much younger child for this outcome. • For a **[age in months]** old, **[Name]**'s functioning resembles that of a much younger child. They show some foundational skills, but not yet immediate foundational or age-expected skills for **[Outcome]**.

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DATA ENTRY IN SPED LINK

- SPED Link is the website used in Wyoming, providing special education staff with access to collections, data, and reports related to special education.
- All information pertaining to COS data collection will be completed in SPED Link.
- Forms on SPED Link will be accessible starting July 1, 2025.
- The COS forms are completed and submitted in SPED Link within 30 days of Entry, Transition or Exit meetings.
- Stay tuned for more information on the SPED Link COS form process.

COS EXAMPLE FORM

- The first section of the COS form provides essential background information.
- The next sections include data collection for the three child outcome areas, followed by the overall rating determinations.
- The final section highlights the child's progress, only for exit or transition outcome summaries.
- When describing the child's progress, use culminating descriptor statements.

***1. State-Approved Core Assessments**

List the state-approved core assessments that you used in assigning your rating (include assessment name, assessment date, and the test results). Also list the highest level of positive social-emotional skills the child demonstrated; and then indicate the category of skill the child demonstrated. Must list at least one (up to three).

Assess-ment Name	Assess-ment Date	Relevant test score	List the positive social-emotional **age-expected (AE)** skills the child demonstrated on this assessment. If none, list the positive social-emotional **immediate foundational (IF)** skills the child demonstrated. If none, list the positive social-emotional **foundational (F)** skills this child demonstrated. Be specific.	Select the category of highest skill listed (AE, IF, or F)
				AE IF F
				AE IF F
				AE IF F

2. Other Data

List the other data you used to assign your ratings. This could include Teacher Feedback, IFSP/IEP Goals, Parent Feedback, or other useful data sources (e.g., non-core assessments). Then indicate the highest category of skill the child demonstrated on each of these sources.

Did you use this source?	Data Collection Date	List the positive social-emotional **age-expected (AE)** skills the child demonstrated via this source. If none, list the positive social-emotional **immediate foundational (IF)** skills the child demonstrated If none, list the positive social-emotional **foundational (F)** skills this child demonstrated.	Select the category of highest skill listed (AE, IF, or F)
*a. Parent Feedback: 1 Yes 0 No			AE IF F
*b. Teacher Feedback: 1 Yes 0 No			AE IF F
*c. IFSP/IEP Goals: 1 Yes 0 No			AE IF F
d. Other (specify):			AE IF F

To determine the Overall Rating for Acquisition and Use of Knowledge and Skills, answer the following two questions.

*3. Think of the positive social-emotional **age-expected** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-expected** skills across all or almost all everyday situations (multiple settings)? *(select one response)*

a Yes → 7 (go to section IV)
b Yes → 6 (but child's functioning borders on not keeping pace with age expectations) (go to section IV)
c Somewhat → 5 (go to section IV)
d Rarely → 4 (go to section IV)
e Child demonstrated **no** age-expected skills (go to Q4)

*4. Think of the positive social-emotional **immediate foundational** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations (multiple settings)? *(select one response)*

a Yes → 3
b Somewhat → 2

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SUMMARY OF COS PROCESS

- Team Members: Assemble the team, which includes at least one family member.
- Gather the Data: Draw information from various sources, settings, and situations.
- Age Anchor: Begin by age anchoring the child's functional abilities, skills, and behaviors.
- COS Decision Tree: Helps determine the extent of age anchoring, leading to an accurate 7-point rating.

SUMMARY OF COS PROCESS CONTINUED

- 7-Point Rating Scale: Determine rating for each of the three child outcomes.
- Culminating Descriptor Statements: Outline the child's functioning level for each rating number. Statements are used to describe a child's progress.
- SPED Link: Information related to the COS process is completed and submitted on the COS form in SPED Link within 30 days following the Entry, Transition or Exit meeting.
- Educational Record: COS form becomes part of the child's educational record.

Case Study Activity: Applied Practice for COS Process

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CASE STUDY ACTIVITY: APPLIED PRACTICE FOR COS PROCESS

Break into teams of 2-6 people

Case Study: James (36 Months)

James - Case Study Practice

- Read Practice Case Study
- Use Needed Handouts
  - **COS Definitions**
  - **COS Decision Tree**
  - **The Culminating Descriptor Statements**
- Complete COS Practice Form
  - **COS Practice Form**
  - Forced Copy

Case Study: Alison (60 Months)

Alison - Case Study Practice

- Read Practice Case Study
- Use Needed Handouts
  - **COS Definitions**
  - **COS Decision Tree**
  - **The Culminating Descriptor Statements**
- Complete COS Practice Form
  - **COS Practice Form**
  - Forced Copy

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10 Minutes Remaining

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YOU'RE APPRECIATED!

Thank you for your dedication to improving outcomes for students with disabilities in Wyoming.

Please fill out the evaluation form.

For any questions, please reach out. We look forward to supporting you.

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Evaluation Links:

Laramie Training Session: https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1896

Gillette Training Session: https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1897

Riverton Training Session: https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1898

Green River Training Session: https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1899

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