

**Kansas Child Outcome Summary Form (COSF)
Example Entry Rating
Jennifer Pretendkid, 36 Months**

An early childhood team met to discuss evaluation information and assign COSF ratings on the 3 Early Childhood Outcomes for 36-month-old, Jennifer Pretendkid. Her initial evaluation indicated that Jennifer demonstrated eligibility and need for special education and related services and an IEP was recently developed. Consistent with Kansas guidance, the team used the AEPS, one of 8 curriculum based assessments approved for informing COSF ratings for children with IFSPs or IEPs at program entry and exit. In preparation for completing Jennifer's COSF ratings, the team, including a representative from the Part C program where Jennifer had been receiving services, gathered the following information from Jennifer's evaluation and IEP:

- Completed AEPS Child Observation Record
- AEPS Family Report completed by Patty Pretendkid, mother (from Part C)
- Language Samples
- Observation notes
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements

From the Early Childhood Outcomes page on the KITS website www.kskits.org/ta/ECOOOutcomes/Index.shtml the team downloaded the following documents:

- *Age-Expected and Immediate Foundational Skills and the COSF 7-Point Scale*
- *Documenting the Basis for the Ratings Form (DBRF)*
- *Decision Tree for Summary Rating Discussions (Decision Tree)*
- *Definitions for Outcome Ratings: For Use with the Child Outcomes Summary Form*
- *Child Outcome Summary Form (COSF)*

At the COSF rating meeting, Jennifer's team designated a recorder, the person would be responsible for turning in the completed COSF. Prior to making the ratings, the team reviewed the *Age-Expected and Immediate Foundational Skills and the COSF 7-Point Scale* document. They knew that for each of the 3 outcomes they were looking for functional skills that Jennifer exhibited across settings and situations.

Starting with the *Documenting the Basis for Rating Form (DBRF)* for Outcome 1: Positive Social-Emotional Skills (including Social Relationships), the team first asked themselves, "What functional skills or behaviors does Jennifer exhibit that are appropriate for a 36 month old child?" They used the bullet points on the COSF to help focus their attention on finding examples of

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (If older than 18 months)*

The team was unable to identify examples of functional social-emotional skills demonstrated by Jennifer across settings and situations that could be considered age appropriate for a 3-year-old. They noted a couple of examples of immediate foundational skills on the DBRF with the rest of Jennifer's relevant behaviors falling in the category of foundational skills ("functioning that will lead to immediate foundational skills").

To determine a consensus rating for Outcome 1, the team referred to the Decision Tree. Answering each question and following the subsequent path led them to a rating of "2" for Jennifer in Outcome 1.

The team followed the same process for determining Jennifer's COSF ratings for Outcome 2: Acquiring and Using Knowledge and Skills, and for Outcome 3: Taking Appropriate Action to Meet Needs.

When they had completed all 3 pages of the DBRF (see completed example), used the Decision Tree to determine ratings for all 3 outcomes, and reviewed the *Definitions for Outcome Ratings: For Use with the Child Outcomes Summary Form (COSF)*, they were ready to complete Jennifer's COSF (see completed example).

Jennifer's completed COSF example shows that for each of the 3 outcomes, the team transferred the rating and relevant statements from the DBRF supporting their rating. They were careful to demonstrate that they had used multiple sources of information, including input from Jennifer's family, and an approved curriculum based assessment for each outcome.

Since this was an entry rating, there was no need for the team to answer the question of "Has the child shown any new skills or behaviors related to [this outcome]?". When it comes time for the team to provide an exit rating the team will go through the same process described above, as well as answering this question for each outcome.

Jennifer's team understood that the COSF is used for reporting purposes, and not for educational planning. Therefore they did not include every source of information from Jennifer's initial evaluation, nor did they provide a detailed account of all of her relative strengths and needs, or IEP goals. They followed the process inherent in the use of the DBRF and the Decision Tree in identifying specific information about Jennifer's functioning that supported their COSF ratings.