How Do State Policies & Practices Support COS Family Engagement?

Naomi Younggren (ECTA), Jennifer Kaufman (Rhode Island - C), Stephanie Moss (Region B PTAC), & Lauren Barton (DaSy Center)

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

1

Who's joining us today?

- Families

- Practitioners

- State Administrators

- Local Administrators

- OSEP Personnel

- TA Providers

- Higher Education Personnel

- Others

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

What Population Do You Represent?

- Part C - Early Intervention

- Part B - Early Childhood Special Education

- Both

Child Outcomes Summary (COS) Basics

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Child Outcomes Summary (COS) Process

COS…

- is a team decision-making process;

- provides a consistent way for teams to rate a child's functioning relative to age-expectations by synthesizing information about the child;

- represents a snapshot of functioning at a point in time.

- Most states use the COS process to measure the child outcomes at entry and exit.

COS Is Part Of Quality EI and ECSE

- Understanding **children's functioning**

- Knowing the three functional **child outcomes**

- Understanding functioning relative to age expectations (**age anchoring**)

- Determining **COS ratings** and helping children progress

- Collecting and using **data**

- **Teaming**

- **Engaging families**

When families are engaged, teams gain a more complete understanding of children's functioning.

So, how can we invite and promote family engagement in the COS process?

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Session Overview

- **How and when** are families informed about the COS process?

- **Who** are mandatory and optional team members?

- What **policies and practices** are in place to guide family engagement?

- What are **Rhode Island's** innovative practices and perspectives on family engagement in the COS process?

How and When Are Families Informed About The COS Process?

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

When is COS discussed with families?

Intake/Referral → Evaluation for Eligibility → IFSP/IEP Development → COS Rating → Service Delivery/Instruction → Transition/Exit → All

IDEAs that Work
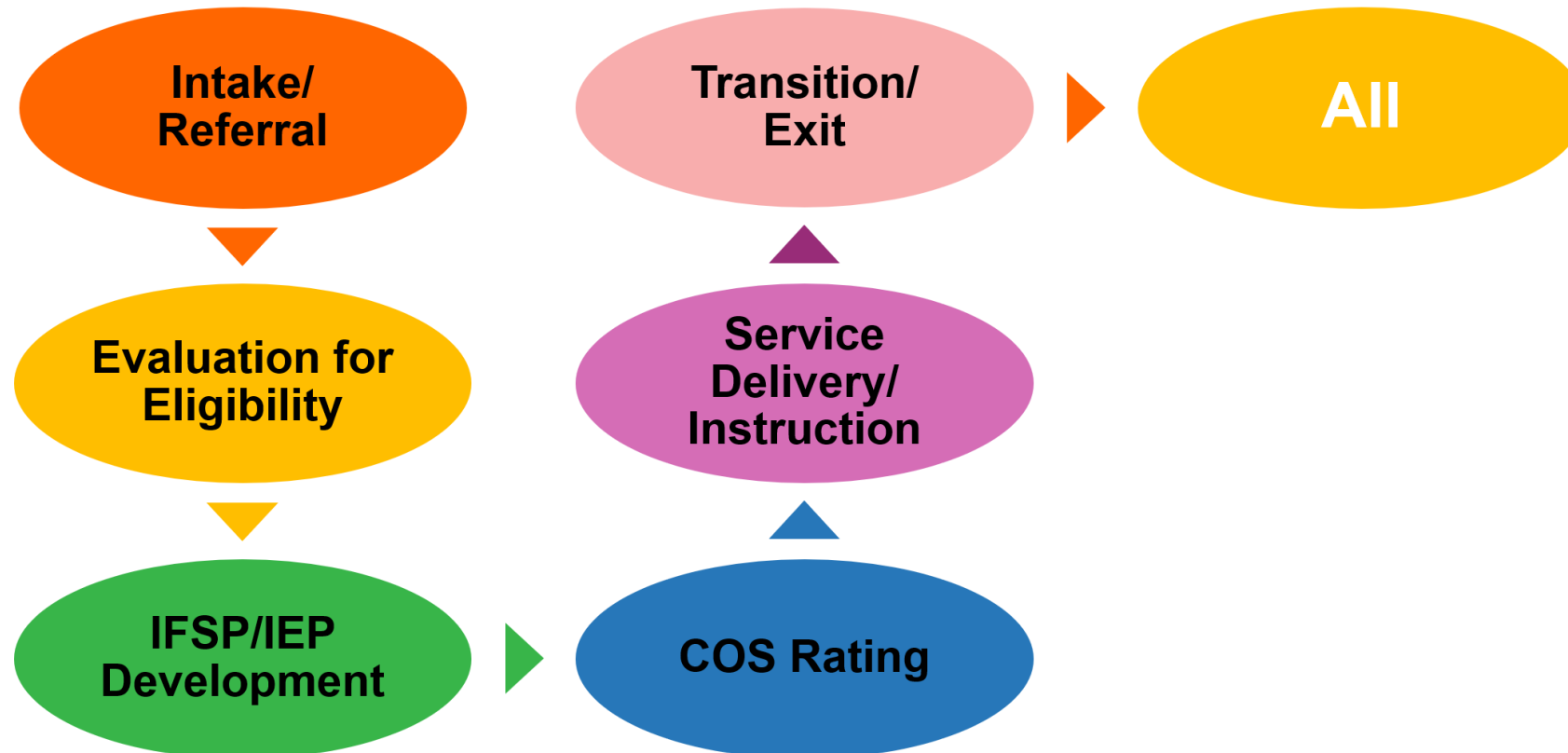
Methods & Materials To Inform Families About COS

- Brochures
- Videos
- Blogs
- Parent to Parent
- Websites
- Discussions
- Social Media
- Texting...

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

IDEAs that Work

Involving RI Families in Part C COS process

Intake/Referral
- *Welcome To Rhode Island (RI) EI*
- *Rack Cards*

Evaluation for Eligibility
- *RI Family Guide to Participating in the Child Outcomes Measurement Process*
- Evaluation results reported on the *Rhode Island EI/ECSE COS Form*

IFSP/IEP Development
- *Routines-Based Interview (RBI) information added to Child Outcomes data*

COS Rating (Entry)
- *Discuss & determine with family after reviewing all relevant information*

Service Delivery/Instruction
- *Staff use COS language when discussing progress and development with families/caregivers*
- *Staff inform/teach caregivers about functional skills related to COS*

Transition/Exit
- *Joint process with Part B 619 (for those transitioning)*
- *As part of Discharge planning/reporting*
- *Transition COS Report*
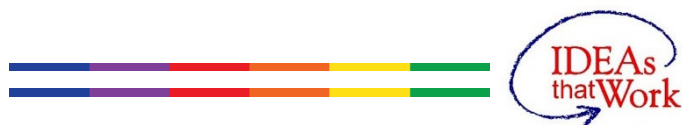
https://w3.ric.edu/sherlockcenter/eipublications.html

How and when is COS discussed with families? What materials are used in your state/program?
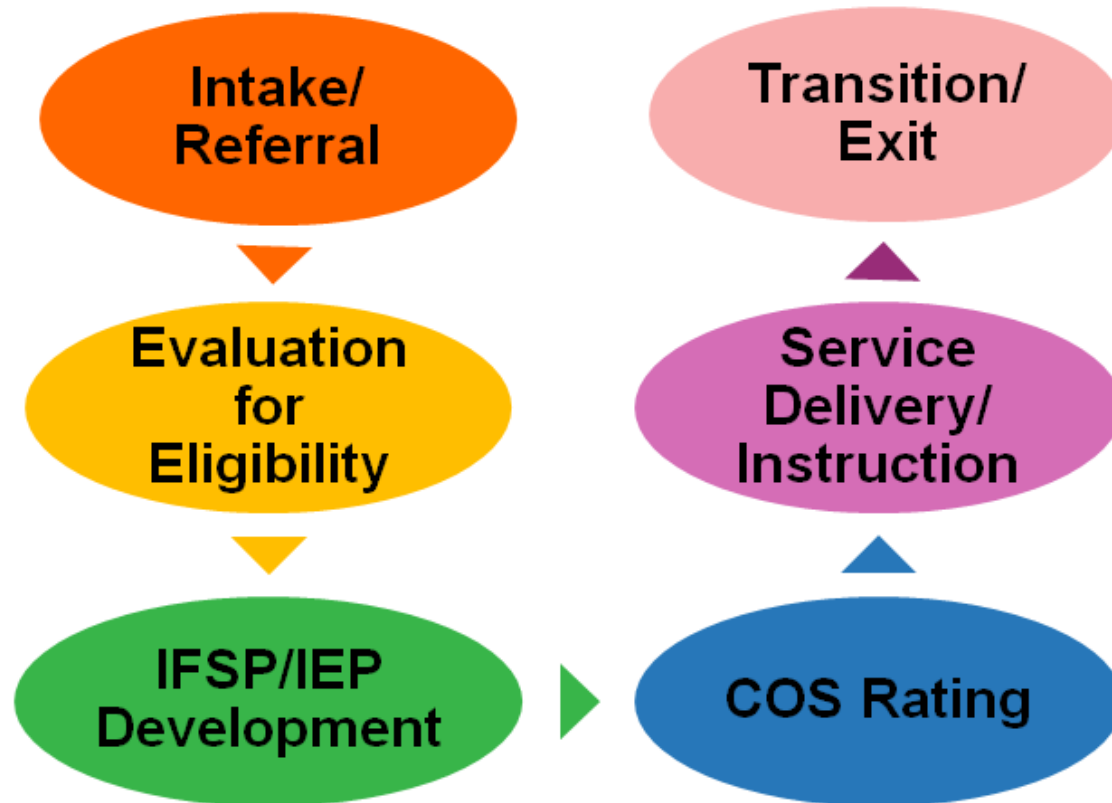
Small Group Discussion 1 Handout

Critical Information

Small Group Discussion Activities & Notes

1. Small Group Discussion. How and When is COS Discussed with Families?

Thinking About During Intake and Referral......

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/highlighted?	What supporting materials are or could be used?
Purpose of outcomes measurement; Content of the three child outcomes; The child's functioning in the three outcome areas across routines and settings	As we get started, we want to let you know our goal is to help children be successful reaching their potential. To help us know how well our program is achieving this goal, we measure children's functioning in three child outcome areas. Working through the process together, we'll be asking you about your child's functioning in these three child outcomes. They are....		

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

IDEAs that Work

Who and What Does It Take to Determine COS Ratings?

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

COS Teaming – Family Involvement IS Key

Prepare families to actively engage

- **Share** information along the way about COS

- **Invite** questions and input

- **Explain** children's functioning relative to age expectations

@ intake - *I understand an additional concern you have is that Elsie just turned 4 years old and while she talks a lot you are not able to understand everything she says. By this age, children typically speak clearly enough to be understood by most listeners. So, it sounds like she is not yet talking in an age-expected way. (O2)*	**@ service delivery** - *It is nice that she is learning to trade and share. What she is doing now is immediate foundational or just before what we'd expect to see at her age with regards to play with peers and resolving conflicts. (O1)*

- **Encourage** families to BE part of the decision-making process

COS Completion When Teams Can't Meet In Person

https://ectacenter.org/eco/pages/cos-distance.asp

Rhode Island

	Who is at the Table (at minimum)?	What information is used?	How are families engaged?
Entry	• Caregivers • Service Coordinator • At least one member of eligibility team	• Parent information • Intake information • Family Assessment • Eligibility Evaluation • COS Report • RBI • Outside Evaluations/Records	• Discuss and confirms present levels of development • Team supports caregiver with age anchoring using COS Language • Caregivers involved in COS rating discussions
Transition to Part B 619	• Caregivers • Service Coordinator • Other Members of IFSP Team • Part B 619 Transition Team • Others as appropriate	• Parent report • Ongoing Assessment • Transition COS Report • IFSP Progress Reports • Other evaluations	• EI Team preps family for transition meetings • Caregivers encouraged to ask questions and provide input • Caregivers involved in discussions regarding PLOD, progress and ratings
All other Transitions	• Caregivers • IFSP Team Members • Others as appropriate	• Parent Report • Ongoing Assessment • Transition COS Report • IFSP Progress Reports • Other evaluations	• Discuss and confirms present levels of development • Team supports caregiver with age anchoring and progress question using COS Language
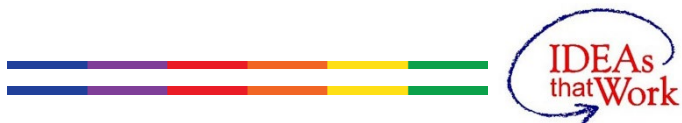
Who & What Does It Take To Determine Ratings? How Are Entry, Exit, And Transition Rating Similar?

Who's at the table?

What information is used?

How are families engaged?

Small Group Discussion 2 Handout

Critical Information

2. Small Group Discussion. Who & what does it take to determine COS ratings? How are entry & exit ratings similar?

	Who is at or could be at the table?	What information is or could be used?	How are or could families be engaged?
At Entry			
At Exit			
At Transition			

What Policies and Practices Are In Place To Guide Family Engagement?

IDEAs that Work

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

COS Policies and Procedures

1. Informing Families About The COS Process

2. Tools Used During The COS Process

3. Timing Of The COS Process

4. Teaming During The COS Process

5. Determining and Recording The Rating

6. Special Circumstances

7. Sharing Local Program Data and State Data

State/Program-Specific COS Process Policies and Procedures Checklist

The *Child Outcomes Summary (COS) Online Learning Module*[1] provides practitioners with general information on why and how to implement the COS process. However, states and local programs have established specific policies and procedures for implementing the child outcomes measurement process. These policies and procedures cover such topics as when to collect entry and exit data, which assessment instruments can be used, and how to handle children who move in state. It is important that these policies and procedures be documented and available in writing and communicated to practitioners through professional development activities.

TA providers should use this checklist to ensure that practitioners understand the policies and procedures that their state/program has set. These policies and procedures will help inform program monitoring, accountability, and improvement.

The contents of these documents were developed under a grant from the U.S. Department of Education, #H373Z120002, and a cooperative agreement, #H326P170001, 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

ECTA Center Project Officer, Julia Martin Eile.

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

[1] Register to use the COS Process module at: http://ectacenter.org/eco/pages/cos.asp#COSProcessModule

State/Program-Specific COS Process Policies and Procedures Checklist   1

https://ectacenter.org/~pdfs/eco/COS-State-Program-Specific-Info-Checklist.pdf

RI Policies/Procedures examples

- **Intake -** Adding language to ensure discussion about COS

- **Evaluation/Eligibility** - "An assessment of the child's functioning in all 5 areas of development in the context of daily routines and activities; and an assessment of the child's functioning in the three integrated global outcomes."

- **IFSP Development** - "The child's present levels of development are discussed with the parent using the framework of the three global child outcomes and how the child's functioning compares to peers."
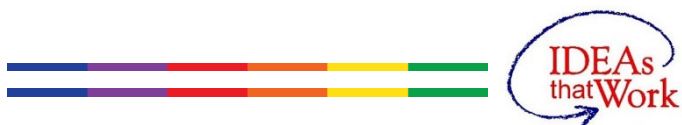
One Team: Part C Exit = Part B 619 Entry

Part C/B 619 Joint Teaming Process

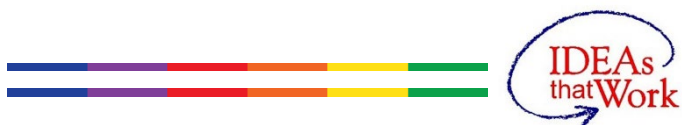- Part C provides COS Report to Part B before eligibility meeting

- At Eligibility meeting, COS Report is presented by Part C with caregivers. The IEP team uses the information, including age anchoring, as a piece of eligibility data.

- At IEP Meeting, if eligible, COS Report is updated with any new information and ratings determined as a team.

Part C Exit = Part B 619 Entry

Lessons Learned and Roadblocks

- Part B 619 – COS was new, previously automated, Teaching Strategies Gold (TSG)
- Built Part B team capacity to focus on functional skills throughout the COS process
- Developed guidance to improve consistency between C and B – Joint Modules and Decision Tree
- Ensured ratings were completed at meeting with family, not pre-entered and reported
- Now looking into how to use COS-Team Collaboration (TC), COS-Practice Scenarios (PS), & *COS-Knowledge Check (KC) to* improve process
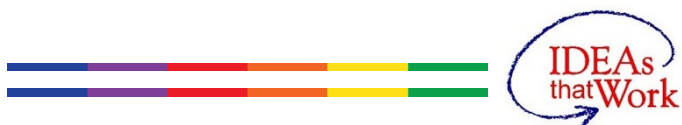
What Policies, Procedures, and/or Practices Are In Place or Need To Be, To Promote Family Engagement In The COS Process?

What's in place or needed?

Small Group Discussion 3 Handout

3. Small Group Discussion. What policies, procedures, and/or are in place or needed to promote family engagement in the COS process?

What policies, procedures, and/or practices promote family engagement in COS process?	In Place	Needed What will it take?

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Resources
See Handout

Resources

COS Completion When Teams Can't Meet In Person	https://ectacenter.org/eco/pages/cos-distance.asp
Breadth of The Three Child Outcomes Graphic	https://ectacenter.org/eco/pages/childoutcomes.asp
COS Decision Tree	https://ectacenter.org/eco/assets/pdfs/decision_tree.pdf
State/Program-Specific COS Process Policies and Procedures Checklist	https://ectacenter.org/~pdfs/eco/COS-State-Program-Specific-Info-Checklist.pdf
Examples of Materials Informing Families About COS	PACER Family Guide to Participating in the Child Outcomes https://www.pacer.org/ec/early-intervention/guide-child-outcomes.asp West Virginia (0-3) http://www.wvdhhr.org/birth23/files/cosf_brochure_english.pdf Illinois (0-3) https://eiclearinghouse.org/wp-content/uploads/2015/10/child-outcomes.pdf Illinois (3-5) https://www.isbe.net/Documents/Family-Fact-Sheet.pdf New Mexico (3-5) https://tb2cdn.schoolwebmasters.com/accnt_67464/site_67465/Documents/R9_EarlyChildhoodOutcomesSummerHandout_082415.pdf Minnesota (0-5) file:///C:/Users/Laure/Downloads/Child%20and%20Family%20Outcome%20Brochure1.pdf
Rhode Island Resources	Policy and Process https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Resources/67--Ris-EI-ECSE-COMP-CHLD-OTCMS-MSRMNT-SYSTM.pdf Family Guide https://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyChildhoodSpecialEducation/MeasuringChildOutcomes.aspx
COS-Team Collaboration (COS-TC)	https://ectacenter.org/eco/pages/costeam.asp
COS-Practice Scenarios (COS-PS)	https://ectacenter.org/eco/pages/cosps.asp
COS-Knowledge Check (COS-KC)	https://dasycenter.org/cos-kc/

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

2023 OSEP Leadership and Project Directors' Conference

IDEAs that Work