

How Do State Policies & Practices Support COS Family Engagement?

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Who's joining us today?

- Families
- Practitioners
- State Administrators
- Local Administrators
- OSEP Personnel
- TA Providers
- Higher Education Personnel
- Others



What Population Do You Represent?

- Part C - Early Intervention
- Part B - Early Childhood Special Education
- Both



Child Outcomes Summary (COS) Basics



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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?



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?



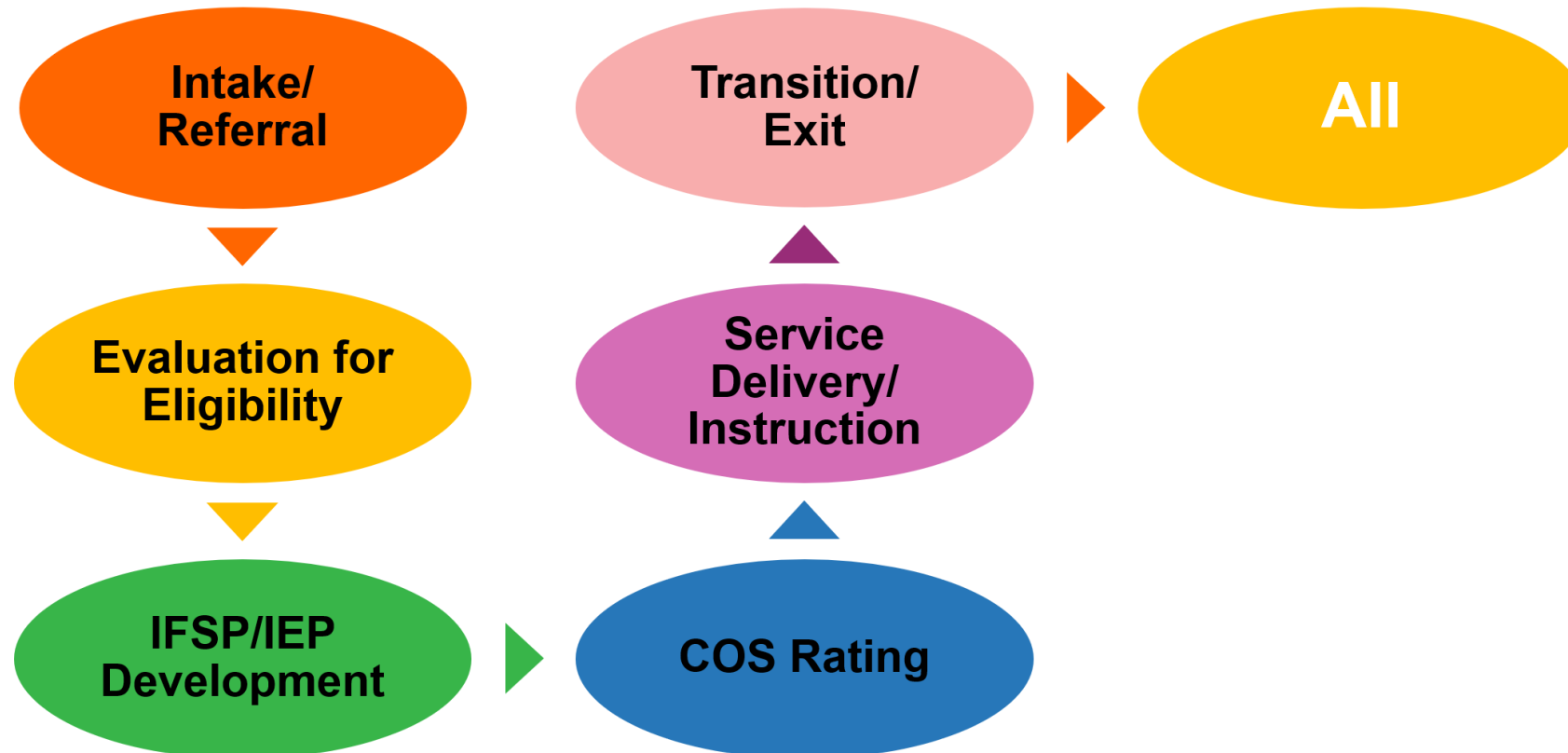
How and When Are Families Informed About The COS Process?



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When is COS discussed with families?



Methods & Materials To Inform Families About COS

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





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*

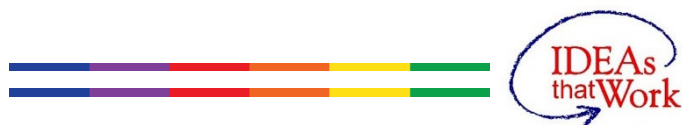
Service Delivery/Instruction

- *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*

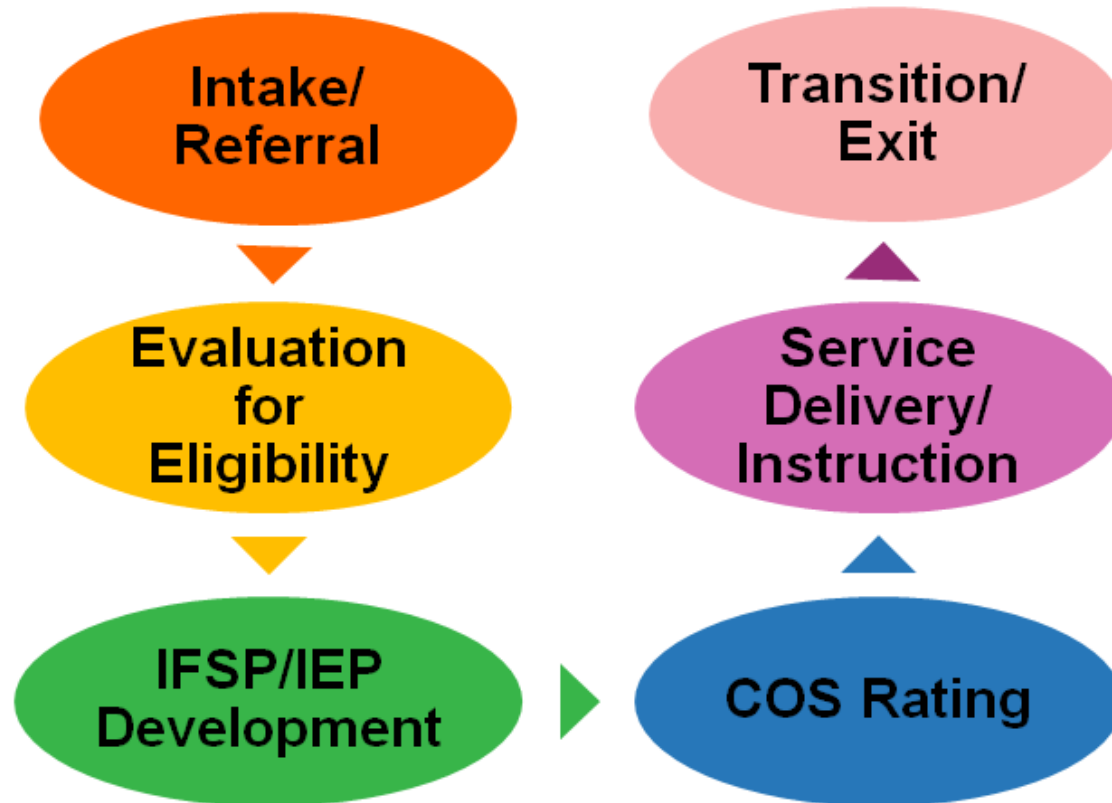
<https://w3.ric.edu/sherlockcenter/eipublications.html>



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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	<i>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....</i>		



Who and What Does It Take to Determine COS Ratings?



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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>

COS COMPLETION WHEN TEAMS CAN'T MEET IN PERSON

Considerations and resources to assist teams conducting Child Outcomes Summary (COS) rating determination meetings through telecommunication devices such as phones and/or computers with or without video. For the full guidance, visit: <https://ectacenter.org/eco/pages/cos-distance.asp>

1) Determining Feasibility



Check state and local guidance on teleconferencing to see what options are available. Pay attention to confidentiality and system security guidelines. Consider if all team members, including family members, have access to the technology needed and if an interpreter is needed.

Check out these resources:

- [Planets for the Use of Video Conferencing for Early Intervention Home Visits During the COVID-19 Pandemic](#)
- [Planets for the Use of Video Conferencing in Childhood Special Education and Early Care and Education During the COVID-19 Pandemic](#)

2) Practitioner Planning for COS



Gather information about the child's functioning. Identify secure means for information sharing. Share information with families (electronically or by mail). Have a practitioner teleconference pre-meeting to verify completeness of information and determine COS meeting roles and responsibilities.

Check out these resources for strategies on gathering information from families and promoting their participation during the assessment process:

- [Effective Strategies for Assessment Partners](#)
- [Assessment Tools](#)

3) Connecting with Families to Prepare for COS



Connect with families and check their comfort and availability with participating in a teleconference meeting (with or without video). Describe the meeting's purpose and discuss ways to prepare for it. Offer to do a test run. Schedule the meeting and provide all teleconference details in one note, including connection details, date, time, duration, purpose, and invited participants.

Check out these resources:

- [Tips for Families on Tele-Intervention Family Checklist First](#)

4) Getting the COS Meeting Started



Start with introductions. Review the meeting purpose and agenda. Check that everyone has the necessary materials. Discuss tips for effective teleconferencing participation (e.g. mute/unmute, turn-taking, hand raising, chat functions, screen sharing). A designated meeting facilitator can help with the flow of the meeting.

Check out these resources:

- [Video Conferencing 101 Guidance for early intervention on-line video conference](#)
- [Family Guide to Participating in the Child Outcomes Assessment Process](#)
- [Child Outcomes Stop-In-Step Video Examples of State-developed materials used to inform families about outcomes](#)

5) Discussing the Child's Functioning



Discuss one outcome area at a time. Use screen sharing to reference materials and display the write-up about the child's functioning to help team members follow along. Invite questions and engage all participants in discussion, acknowledging that there may be longer pauses of silence, especially if you cannot see everyone or if people need to unmute.

Check out this resource for information on improving team collaboration and promoting quality COS implementation:

- [COS-7D Quality Practices Checklist and Descriptions](#)

6) Using the Decision Tree to Determine COS Ratings



Share a visual of the Decision Tree for Summary Rating Discussions and use it to facilitate discussion about the child's functioning relative to age expectations. Encourage input from all team members and invite individual responses rather than assuming silence means agreement. Come to a consensus when making a rating determination. Document decisions fully and seek feedback about the process.

Check out these resources:

- [Developmental Progressions and the COS Process 7-Point Rating Scale](#)
- [Effective Documentation for Outcome Ratings Key](#)

7) Teleconferencing Practice Pointers



- **BEFORE:** Check state and local guidance on information sharing and privacy and confidentiality. Test the technology and offer all a trial run. Silence devices and minimize digital and environmental distractions.
- **DURING:** Start with introductions. Review technology features. Allow time for small talk to get comfortable. Ensure everyone has an opportunity to speak. Practice respect and courtesy. Summarize decisions. Discuss next steps.
- **AFTER:** Fully document meeting information and resulting decisions. Send a follow-up note and thank you to all participants. Invite feedback to support continuous quality improvement.

Check out these teleconferencing video illustrations:

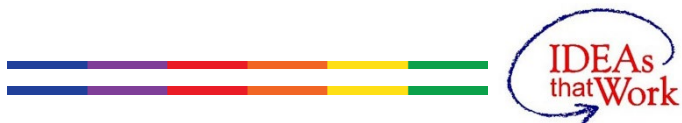
- [Tele-Intervention 101](#)
- [Use of Technology with Evidence-Based Early Intervention](#)
- [Early Childhood Intervention Tele-Practice](#)





Rhode Island

	Who is at the Table (at minimum)?	What information is used?	How are families engaged?
Entry	<ul style="list-style-type: none"> Caregivers Service Coordinator At least one member of eligibility team 	<ul style="list-style-type: none"> Parent information Intake information Family Assessment Eligibility Evaluation COS Report RBI Outside Evaluations/Records 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Caregivers Service Coordinator Other Members of IFSP Team Part B 619 Transition Team Others as appropriate 	<ul style="list-style-type: none"> Parent report Ongoing Assessment Transition COS Report IFSP Progress Reports Other evaluations 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Caregivers IFSP Team Members Others as appropriate 	<ul style="list-style-type: none"> Parent Report Ongoing Assessment Transition COS Report IFSP Progress Reports Other evaluations 	<ul style="list-style-type: none"> 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?



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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.

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ECTA Center Project Officer, Julia Martin Eile.



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>

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

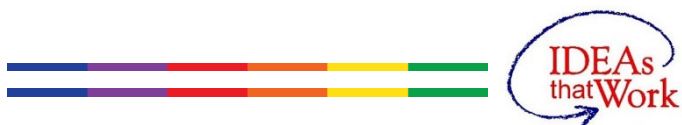
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RI Policies/Procedures examples

- **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."

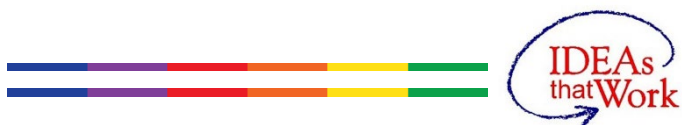




One Team: Part C Exit = Part B 619 Entry

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.

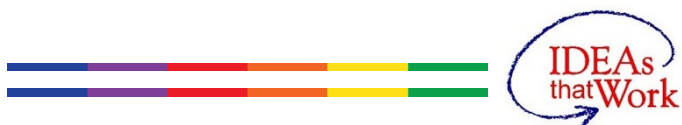




Part C Exit = Part B 619 Entry

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?



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	<p>PACER Family Guide to Participating in the Child Outcomes https://www.pacer.org/ec/early-intervention/guide-child-outcomes.asp</p> <p>West Virginia (0-3) http://www.wvdhhr.org/birth23/files/cosf_brochure_english.pdf</p> <p>Illinois (0-3) https://eiclearinghouse.org/wp-content/uploads/2015/10/child-outcomes.pdf</p> <p>Illinois (3-5) https://www.lsbe.net/Documents/Family-Fact-Sheet.pdf</p> <p>New Mexico (3-5) https://tb2cdn.schoolwebmasters.com/accont_67464/site_67465/Documents/R9_EarlyChildhoodOutcomesSummerHandout_082415.pdf</p> <p>Minnesota (0-5) file:///C:/Users/Laure/Downloads/Child%20and%20Family%20Outcome%20Brochure1.pdf</p>
Rhode Island Resources	<p>Policy and Process https://ride-ri.gov/sites/g/files/xlgbur806/files/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Resources/67--RIs-EI-ECSE-COMP-CHLD-OTCMS-MSRMNT-SYSTEM.pdf</p> <p>Family Guide https://www.ride-ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyChildhoodSpecialEducation/MeasuringChildOutcomes.aspx</p>
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/





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