

What is the Child Outcomes Summary Form?

Lauren Barton

ECO at SRI International





Why did the ECO Center develop the Child Outcomes Summary Form (COSF)?

- No single assessment tool assesses the 3 child outcomes directly
- Many states were looking for an approach that
 - Uses existing assessment data being collected in programs
 - Combines into statewide data when programs use different assessment tools
 - Allows providers to collect data (cost-effective)
 - Combines information from multiple sources and/or multiple measures



Features of the Child Outcomes Summary Form

- It is *not* an assessment tool
- Summary process to translate many different kinds of data into a common metric so it can be grouped at the state level
- It uses information from assessment tools and observations to get a *global* sense of how the child is doing at one point in time



Features of the Child Outcomes Summary Form

- 7-point rating scale for each of 3 outcomes
 - 6 or 7 age-appropriate functioning
 - 1-5 ratings – distance from age-appropriate
- Team rating is based on the child's functioning:
 - What the child does across settings and situations
 - Compared with what is expected given the child's age



Child Outcomes Summary Form

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

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

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

| Not Yet | Emerging | | | Somewhat | | Completely |
|---------|----------|---|---|----------|---|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Supporting evidence for answer to Question 1a

| Source of Information | Date | Summary of Relevant Results |
|-----------------------|------|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

| | | |
|-----|-----|--------------------|
| Yes | 1 → | Describe progress: |
| No | 2 | |



The Form

- Cover page + three outcome pages
- On each outcome page:
 - Two questions per outcome
 - Space to document the basis for the rating
- Form and related materials at:
<http://www.fpg.unc.edu/~eco/outcomes.cfm>



The Two COSF Questions

- a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Rating: 1-7)

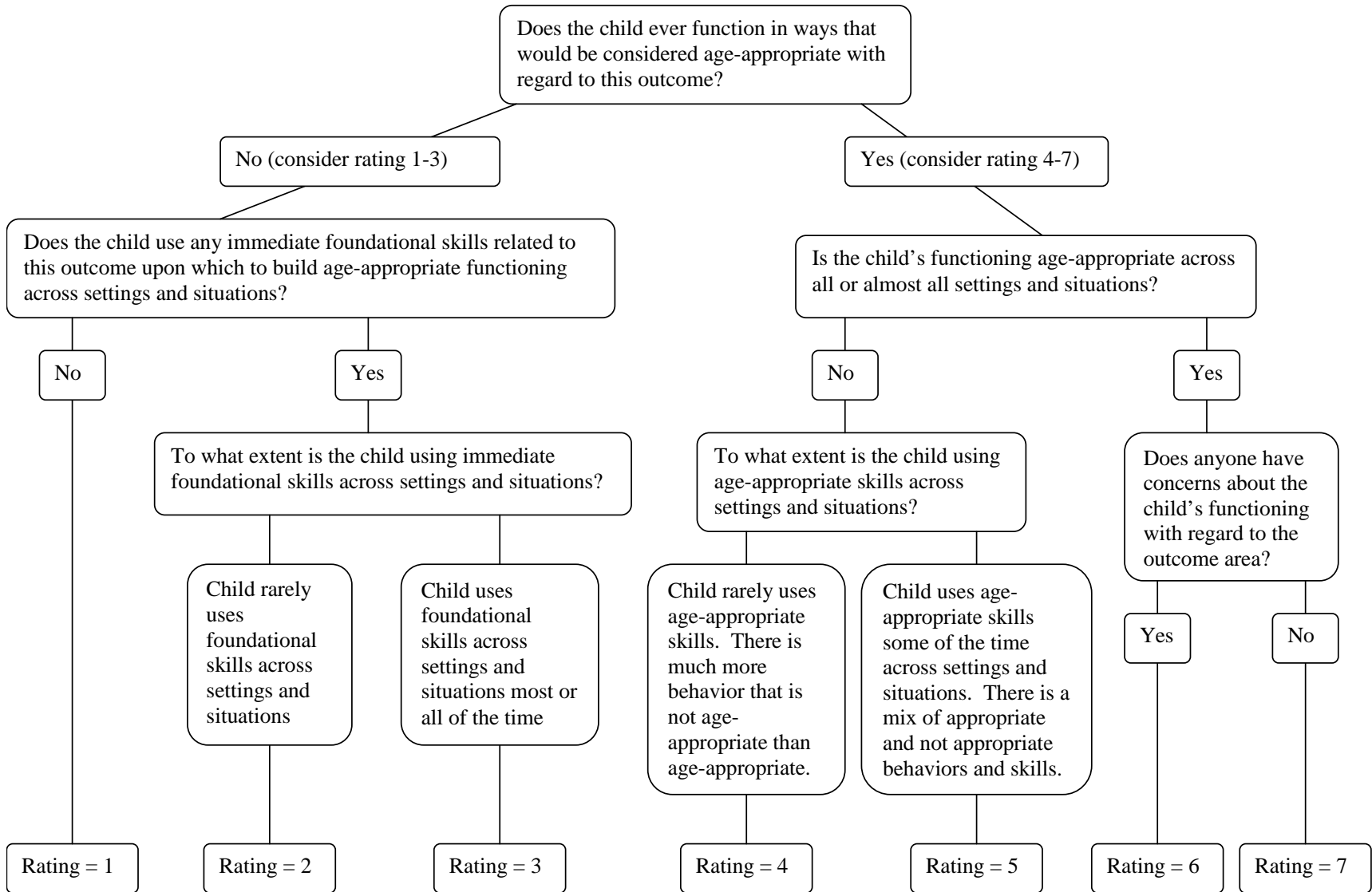
- b. Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)

Definitions for Outcome Ratings

| | | |
|-------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Completely <i>means:</i> | 7 | <ul style="list-style-type: none"> • Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. • No one has any concerns about the child's functioning in this outcome area. |
| | 6 | <ul style="list-style-type: none"> • Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. |
| Somewhat <i>means:</i> | 5 | <ul style="list-style-type: none"> • Child shows functioning expected for his or her age some of the time and/or in some situations. Child's functioning is a mix of age appropriate and not age appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*. |
| | 4 | <ul style="list-style-type: none"> • Child shows some but not much age-appropriate functioning. |
| Emerging <i>means:</i> | 3 | <ul style="list-style-type: none"> • Child does not yet show functioning expected of a child of his or her age in any situation. • Child's behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child*. |
| | 2 | <ul style="list-style-type: none"> • Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations. |
| Not yet <i>means:</i> | 1 | <ul style="list-style-type: none"> • Child does not yet show functioning expected of a child his or her age in any situation. • Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. • Child's functioning might be described as like that of a much younger child*. |

* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.

Decision Tree for Summary Rating Discussions



COSF Process

- Consensus rating reached by team
- Parents/ family members:
 - Involved as team members OR
 - Provide information to the team prior to conversation
- Can be done in conjunction with the development of IFSP/IEP, but might not be





Essential Knowledge for Completing the COSF

Between them, team members must:

1. Know about the child's functioning across settings and situations
2. Understand age-expected child development
3. Understand the content of the three child outcomes
4. Know how to use the rating scale
5. Understand age expectations for child functioning within the child's culture



COSF Training

- Team members involved in determining COSF ratings need to be trained
- Who trains? ECO Center or state-delivered
- Typical training length: 1 day + suggested follow-up support and quality assurance
- Includes practice using the form to reach team ratings
- Training slides are available on the web at: <http://www.fpg.unc.edu/~eco/outcomes.cfm>



Learning About the Field from COSF Trainings

- Variability in understanding functional outcomes, gathering functional assessment information, and if documentation practices support that
- Many providers need more information about age-expected development and sequences
- Challenges around talking with parents about assessment results and concerns about parents' reactions
- Systemic issues around staffing, team meetings, length of intervention time with children (e.g., 1 hour per wk), and access to observe child across settings and situations
- Variability in when and how programs and providers handle program exit – closure and perhaps transition process, if assess and summarize child's development



State Training Challenges for Implementing Outcome Measurement

- New staff - turnover
- Continuing staff
 - follow up to assess drift
 - Provide support to insure approach is consistent with training and policy
- Trainers/TA providers – build capacity



Examples of COSF training materials and resources

- Guidance to support consistency in ratings (definitions, decision tree)
- Links to websites with information on age-expected development
- Team discussion prompts for each outcome
- Follow up material on key concepts for refreshers, staff meetings, or reference
- Train-the-trainer tips



COSF Training Consortium

- ECO plus a small number of states jointly working to improve training and the quality of COSF data collected
- Examples of current and future resources:
 - Videos of team discussions
 - Child examples with documentation and ratings
 - Train-the-trainer curriculum
 - Materials to support online/distance learning
 - Process for testing mastery following training
 - Quality assurance tools
- To find out more, or join the training consortium, email staff@the-ECO-center.org



Ongoing Challenges for States

- How to monitor and support
 - Reliability and validity of assessments
 - Reliability and validity of process used to aggregate information (e.g., COSF, algorithms)
- Effective procedures for outcomes data collection and data analysis
- Using outcomes data for program improvement, training, and technical assistance

Questions? Comments? Reactions?

