Kansas Child Outcome Summary Form (COSF)
Example Entry Rating
Conner Pretendkid, 38 Months

An early childhood team met to discuss evaluation information and assign COSF ratings on the 3 Early Childhood Outcomes for 38-month-old, Conner Pretendkid. His initial evaluation indicated that Conner demonstrated eligibility and need for special education and related services and an IEP was recently developed. Consistent with Kansas guidance, the team used only the Special Education Evaluation Information to inform the COSF ratings. Since the team was able to assign Conner a rating of 6 or 7 in all three-outcome areas, it was not necessary for the team to complete a curriculum-based assessment to complete the COSF. The team gathered the following information from Conner's evaluation and IEP:

• Ages and Stages Questionnaire
• Interview Notes
• Observation Notes
• Goldman-Fristoe Test of Articulation
• Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements

From the Early Childhood Outcomes Information page on the KITS website, 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 Form
• Blank COSF

At their meeting, Conner'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 handout on age-expected and immediate foundational skills. They knew that for each of the 3 outcomes they were looking for functional skills that Conner exhibited across settings and situations. Starting with the DBRF for **Outcome 1: Positive Social-Emotional Skills (including Social Relationships)**, the team first asked themselves, "What functional skills or behaviors does Conner exhibit that are appropriate (AA)for a 38 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*. The team was able to identify examples of functional social-emotional skills demonstrated by Conner across settings and situations that could be considered age appropriate for a 3-year-old. They found that only speech intelligibility fell within the foundational (F) skills range. The team did find that Conner is using some compensatory skills; while not age appropriate compensatory skills are reasonable for a child whose speech is difficult to understand. 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 "6" for Conner in **Outcome 1.**

• Does the child ever function in ways that would be considered age-appropriate with regard to this outcome? - Yes
• Is the child's functioning age-appropriate across all or almost all settings and situations – when looking at functional skills, the team would say yes for Conner

- Does anyone have concerns about the child's functioning with regard to the outcome area – the team is concerned with Conner's intelligibility and how it is impacting his social relationships – Yes
  = **Rating of 6**

The team followed the same process for determining Conner's COSF ratings for
Outcome 2: Acquiring and Using Knowledge and Skills,
- Does the child ever function in ways that would be considered age-appropriate with regard to this outcome? - Yes
- Is the child's functioning age-appropriate across all or almost all settings and situations – Yes
- Does anyone have concerns about the child's functioning with regard to the outcome area – the team is concerned with Conner's intelligibility and how it is impacting his social relationships – No
  = **Rating of 7**

Outcome 3: Taking Appropriate Action to Meet Needs.
- Does the child ever function in ways that would be considered age-appropriate with regard to this outcome? - Yes
- Is the child's functioning age-appropriate across all or almost all settings and situations – Yes
- Does anyone have concerns about the child's functioning with regard to the outcome area – the team is concerned with Conner's intelligibility and how it is impacting his social relationships – No
  = **Rating of 7**

When they had completed all 3 pages of the DBRF (see completed example) and used the Decision Tree to determine ratings for all 3 outcomes, they were ready to complete Conner's COSF (see completed example).

Conner'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 Conner's family.

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. Conner'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 Conner's initial evaluation, nor did they provide a detailed account of all of his 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 Conner's functioning that supported their COSF ratings.