

Kansas Child Outcome Summary Form (COSF)
Example Entry Rating
Rachel Family, 49 Months

An early childhood team (SLP and ECSE teacher) met to discuss evaluation information and assign COSF ratings on the 3 Early Childhood Outcomes for 49-month-old, Rachel Pretendkid. Her initial evaluation indicated that Rachel demonstrated eligibility and need for special education and related services and an IEP was recently developed. Consistent with Kansas guidance, the team determined that Rachel most likely could not be rated a 6 or a 7 on all three Outcomes, therefore the team completed the AEPS (one of the 8 curriculum based assessments approved for informing the COSF rating) before determining a final COSF rating for Rachel. The team gathered the following information from Rachel's evaluation and IEP:

- DIAL 3 screening results
- Interview Notes
- Observation Notes
- CELF assessment results
- Goldman-Fristoe Test of Articulation results
- AEPS assessment results
- 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, Rachel'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 Rachel 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 Rachel exhibit that are appropriate 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, immediate foundational and foundational social-emotional skills demonstrated by Rachel across settings and situations. 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 "5" for Rachel 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 – No – there are several skills that fall in the foundational and immediate foundational range for this outcome.
- To what extent is the child's functioning age-appropriate across settings and

situations – the team felt that Rachel uses a mix of age-appropriate and not age-appropriate behaviors and skills. It seems to the team, that Rachel’s intelligibility is impacting her development of social relationships.

= **Rating of 5**

The team followed the same process for determining Rachel’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 – No – there are several skills that fall in the foundational and immediate foundational range for this outcome.
- To what extent is the child’s functioning age-appropriate across settings and situations – the team felt that Rachel uses a mix of age-appropriate and not age-appropriate behaviors and skills. It seems to the team, that Rachel’s intelligibility is impacting her ability to acquire and use knowledge and skills.

= **Rating of 5**

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 Rachel’s intelligibility and how it is impacting her 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 Rachel’s COSF (see completed example). Rachel’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 Rachel’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.

Rachel’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 Rachel’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 Rachel’s functioning that supported their COSF ratings.