

**Kansas Child Outcome Summary Form (COSF)
Example Exit Rating
Jennifer Pretendkid, 54 Months**

Jennifer's early childhood team met to discuss ongoing assessment information and to assign COSF exit ratings on the 3 Early Childhood Outcomes for 54-month-old Jennifer Pretendkid. Jennifer's mother, Patty Pretendkid, recently announced that the family would be moving out of state over the summer. Jennifer received an IEP and began attending the USD 007 preschool special education program in November 2008. During the 2009-10 school year she attended a district preschool classroom for 4-year-olds with support from her special education team. Consistent with Kansas guidance, the team meeting to determine Jennifer's exit COSF ratings used a variety of information, including the AEPS, one of 8 curriculum based assessments approved for informing COSF ratings for children with IFSPs or IEPs at program entry and exit. In preparation for completing Jennifer's COSF ratings, the team gathered the following information from Jennifer's ongoing classroom assessment, family interview, and IEP:

- Completed AEPS Child Observation Record
- Completed AEPS Family Report
- Observation notes
- Current IEP information and data

From the Early Childhood Outcomes page on the KITS website www.kskits.org/ta/ECOOOutcomes/Index.shtml 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 for Summary Rating Discussions (Decision Tree)*
- *Definitions for Outcome Ratings: For Use with the Child Outcomes Summary Form*
- *Child Outcome Summary Form (COSF)*

The team also found the following information at the website to assist with determining age expected skills.

- *The KSELD Standards and OSEP Early Childhood Outcomes Aligned*
- *The AEPS for Preschooler Crosswalk*

At the COSF meeting, Jennifer's team designated a recorder, the person responsible for turning in the completed COSF. Prior to making the ratings, the team reviewed the *Age-Expected and Immediate Foundational Skills and the COSF 7-Point Scale* document. They knew that for each of the 3 outcomes they were looking for functional skills that Jennifer exhibited across settings and situations.

Starting with the *Documenting the Basis for Rating Form (DBRF)* for Outcome 1: Positive Social-Emotional Skills (including Social Relationships), the team first asked themselves, "What functional skills or behaviors does Jennifer exhibit that are

appropriate for a 54 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 Jennifer across settings and situations that could be considered age appropriate for a 54-month-old. They also noted examples of immediate foundational skills on the DBRF with no skills or behaviors identified in the category of foundational skills ("functioning that will lead to immediate foundational skills").

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 determine that Jennifer uses a mix of age appropriate and not yet age-appropriate behaviors and skills across settings and situations. This led the team to a rating of "5" for Jennifer in Outcome 1.

Since Jennifer would be permanently exiting the preschool program, the team also needed to answer the question at the bottom of the page for Outcome 1b: *Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary?* Clearly Jennifer had made significant gains in this outcome area across settings and situations since her last rating, when no age appropriate skills or behaviors had been identified. Jennifer's team was able to access a copy of her entry COSF ratings to make comparisons, and describe Jennifer's most significant accomplishments in the box for Outcome 1b. If they had not had a copy of the entry COSF, they would still be able to answer the question based on their records, interview, observation, and testing over the past year and a half.

The team followed the same process for determining Jennifer's COSF exit ratings for Outcome 2: Acquiring and Using Knowledge and Skills, and for Outcome 3: Taking Appropriate Action to Meet Needs. When they had completed all 3 pages of the DBRF (see completed example), used the Decision Tree to determine ratings for all 3 outcomes, and reviewed the *Definitions for Outcome Ratings: For Use with the Child Outcomes Summary Form (COSF)* they were ready to complete Jennifer's COSF (see completed example).

Jennifer'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 Jennifer's family.

Jennifer'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 Jennifer's ongoing assessment, 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 Jennifer's functioning that supported their COSF ratings.