The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agencies (SEAs) in their implementation of the Individuals with Disabilities Education Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

Indicator 7 relates to the Childhood Outcome Summary Forms (COSFs) and how students are progressing toward age level expectations. The indicator reads as follows:

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.
[20 U.S.C. 1416 (a)(3)(A)]

Driving Question: Are early childhood students with disabilities making progress toward outcomes? Are the COSFs filled out appropriately?

Instructions

Prior to beginning the self-assessment, the LEA may need to gather and review educational records, processes, information, and documents related to **preschool skills** in the LEA. This information may include:

1) **Students' IEPs**
2) **Professional Development Resources or Presentations**
3) **Written Policies and Procedures**
4) **Childhood Outcome Summary Forms for the students**

Each component and best practice description is followed by a list of measures. Some include examples. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of preschool skills and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

1) None
2) Exploring
3) Partial
4) Adequate
5) Best

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of **preschool skills**, the OSDE-SES has identified three quality indicators. These indicators provide a comprehensive description of **preschool skills** in the LEA.

1) **Participation in Completion of Child Outcome Summary Forms (COSFs)**
2) **Evaluation/Assessment of Skills**
3) **Number Rating Scale Determination**
4) **Staff Understanding of COSFs**
5) **Social Emotional Skills**
6) **Acquisition of Knowledge and Skills**
7) **Appropriate Behaviors to Meet Needs**

Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

1) Special Education Services Director
2) Special Education Teacher(s)
3) General Education Teacher(s)
4) Administrator(s)
5) Counselor(s)
6) Related Service Providers

List the team here:

Name	Role	Signature

Components

1) **Participation in Completion of Child Outcome Summary Forms (COSFs)**

Best practice: All school personnel involved in a student's programming and the family complete COSFs. *COSFs are completed in a formal meeting.*

Measures:

___ School staff, the student's family, and other individuals in the student's life (childcare providers, outside therapists, etc.) should have input in the completion of these forms to get a global picture of functioning.

- Ex. A meeting is held with all individuals involved in the child's life. The family may have information about how the child functions in different settings (grandparent's house, outside therapies, etc.). If an individual cannot be at the meeting, information is provided prior to the meeting and considered at the meeting.

Comments/Documentation:

2) Evaluation/Assessment of Skills

Best practice: Determination is based on observations *in multiple natural settings*, input from all individuals in the student's life and programming, and standardized measures *that adequately evaluate all five developmental areas.*

Measures:

___ Students should be observed in natural settings.

- Ex. Prior to the completion of the COSFs, the student is observed in different settings such as the playground, classroom/day care, and home to get a global picture of functioning.

___ Input from all individuals should be considered in the evaluation.

- Ex. Prior to the completion of the COSFs, individuals inside and outside the school setting (daycare providers, family members, etc.) provide input on the child's functioning.

___ The five global areas of development should be evaluated.

_____Standardized Measure(s) used _____Standardized Measures not used

- Ex. An assessment tool that addressed all five areas of early childhood development as listed in IDEA (Motor, Adaptive, Cognitive, Personal Social, and Communication) should be used.

Comments/Documentation:

3) Number Rating Scale Determination

Best practice: Determination of the number rating is based on comparison of the student to typically developing same aged peers and *standardized developmental milestone scales.*

Measures:

___ Number ratings are based on typical child development.

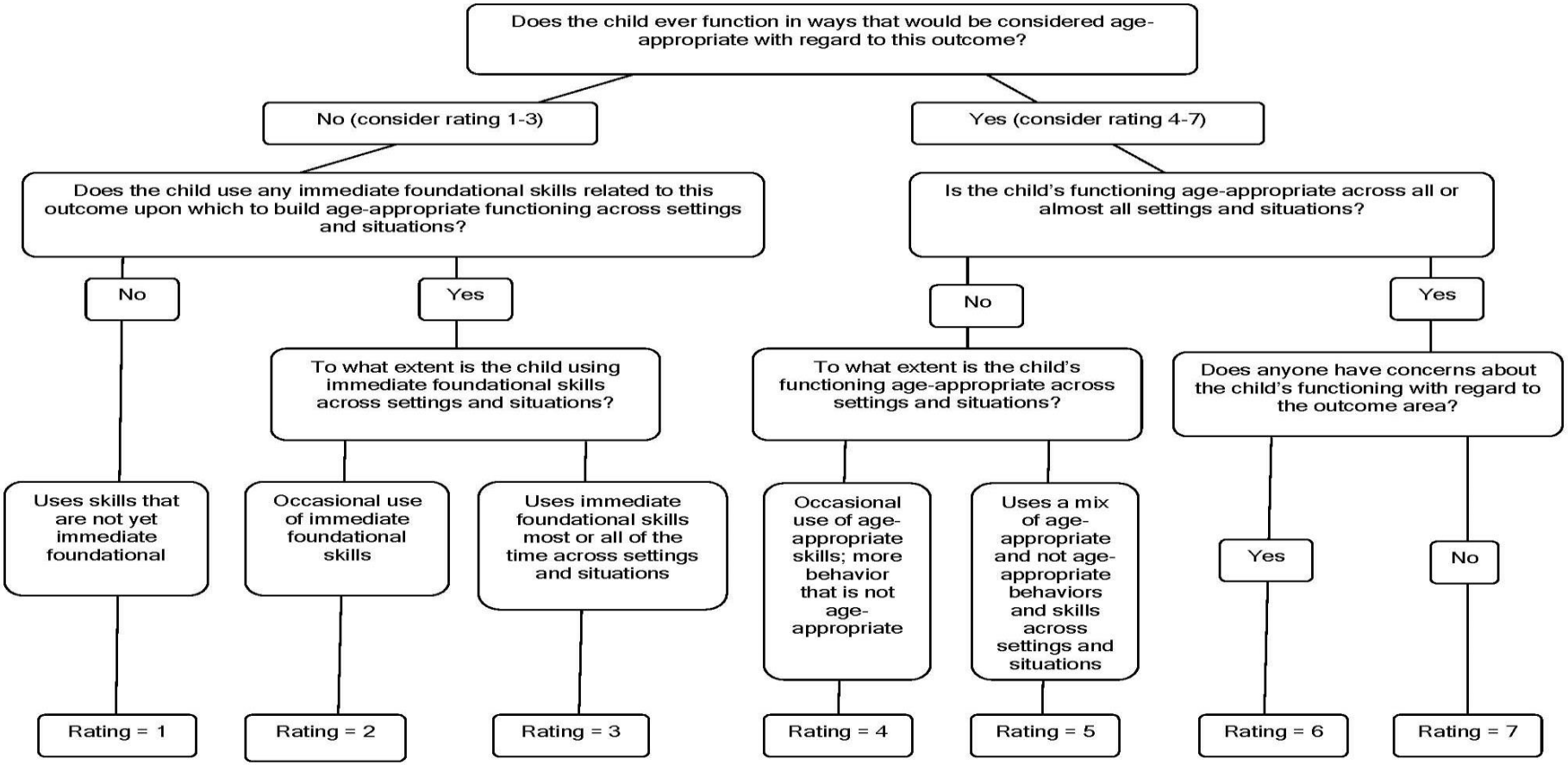
- Ex. The developmental milestone scale found on the Center for Disease Control's website is used. http://www.cdc.gov/ncbddd/actearly/milestones/index.html
- Ex. Students are compared to typically developing same aged peers.

___ Number rating decisions are not arbitrary.

- Ex. A decision tree is used (example on next page).

Comments/Documentation:

Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center 5/19/09

4) Staff Understanding of the COSFs

Best practice: *An ongoing staff development program exists* to train all school staff involved in the student's programming on the proper completion of the COSFs. *Training includes current issues and trends related to Early Childhood.*

Measures:

___ The staff keeps apprised of current issues and trends in Early Childhood as research is published. This information will help with research-based teaching methods and best practices.

- Ex. Staff receive or access journals relating to Early Childhood.
- Ex. Staff access websites of national groups relating to Early Childhood.

___ Training regarding the completion of the COSFs is provided to all Early Childhood staff.
_____Specific Staff _____All staff

- Ex. Training regarding the proper completion of the COSFs is provided to all staff annually.
- Ex. Staff know where to access information on the proper completion of the COSFs (Oklahoma State Department of Education or Early Childhood Outcomes websites) for ongoing training purposes.
  - Early Childhood Technical Assistance Center (ECTACenter.org)
    - ECTA Outcomes Measurement (http://ectacenter.org/eco/index.asp)
  - OSDE-SES Early Childhood Provider Resources (http://ok.gov/sde/special-ed-early-childhood-provider-resources)

___ The entry and exit COSFs should be completed within the timeframes.

- Ex. Entry COSFs are completed within 60 days of the student's entrance into the Early Childhood program.
- Ex. Exit COSFs are completed upon the student's exit from the program or as close as possible to the student's sixth birthday.

Comments/Documentation:

5) Social Emotional Skills

Best Practice*:* Staff have high expectations for all students. Direct instruction utilizing a research-based social emotional curriculum is implemented by all staff. Foundational and Immediate Foundational skills are taught. *Daily opportunities to independently practice new skills are provided.*

Measures:

___ Students will become more proficient and faster at tasks as opportunities for independent practice are provided.

_____Some staff implement _____All staff implement

- Ex. Direct instruction and daily independent or coached practice is given in conflict resolution, making friends, problem solving, etc.

___ A student whose functioning is like that of a younger child is probably showing immediate foundational skills. The student's functioning does not meet age expectations. The student is demonstrating skills and behaviors that occur developmentally just prior to age expected functioning and are the basis on which to build age-expected functioning.

- Ex. The student involved in a conflict with a peer may attempt to make his desires known verbally (i.e. "STOP!" or "I'm telling!"), but not yet to the point of saying "I don't like that" or walking away.

___ A student whose functioning might be described as that of a MUCH younger child does not meet age expectations, nor demonstrate skills and behaviors that immediately preceded age-expected functioning. The student has foundational skills, but not yet at an immediate foundational level.

- Ex. The student involved in a conflict with a peer does not attempt to make his desires known verbally, but rather uses physical aggression.

Comments/Documentation:

6) Acquisition of Knowledge and Skills

Best Practice: Staff have high expectations for all students. Direct instruction utilizing a research-based numeracy, literacy, and communication curricula are implemented by all staff. Foundational and Immediate Foundational skills are taught. *Daily opportunities to independently practice new skills are provided.*

Measures:

___ Daily opportunities to independently practice skills are given following direct instruction.

- Ex. Students have daily time to practice their patterning skills using multi-colored and multi-sized manipulatives.

___ A student whose functioning is like that of a younger child is probably showing immediate foundational skills. The student's functioning does not meet age expectations. The student is demonstrating skills and behaviors that occur developmentally just prior to age expected functioning and are the basis on which to build age-expected functioning.

- Ex. A student may line up blocks (blue, blue, red, blue, blue, blue, blue) and say verbally "Blue, red, blue, red." They understand the concept of patterns (shown by the verbalization), but are unable to independently create one (shown by the line of blocks).

___ A student whose functioning might be described as that of a MUCH younger child does not meet age expectations, nor demonstrate skills and behaviors that immediately preceded age-expected functioning. The student has foundational skills, but not yet at an immediate foundational level.

- Ex. A student may build with or stack the blocks with no regard for color or pattern.

Comments/Documentation:

7) Appropriate Behaviors to Meet Needs

Best Practice: Staff have high expectations for all students. Direct instruction including task analysis if appropriate is implemented by all staff. Foundational and Immediate Foundational skills are taught. *Daily opportunities to independently practice new skills are provided.*

Measures:

___ Task analysis breaks tasks down into step-by-step instructions. Some students may require this breakdown. Using task analysis helps to promote independence.

- Ex. For a student who is having difficulty navigating the cafeteria, we might provide a task analysis card on how to get your lunch tray using picture symbols. e.g. 1) Choose your milk. 2) Tell the cafeteria worker what you want. 3) Carry your tray with both hands to the register. 4) Give the cashier the card with your lunch number on it. 5) Get your napkin and fork. 6) Carry your tray to the table. 7) Time to eat.

___ For students to become self-sufficient and independent, daily opportunities to independently practice new skills need to be provided. Students will become more proficient and faster at tasks as opportunities for independent practice are provided.

- Ex. The student will be allowed to get his own lunch tray each day in the cafeteria. Fade prompts and visual cues so the student becomes self-sufficient.

___ A student whose functioning is like that of a younger child is probably showing immediate foundational skills. The student's functioning does not meet age expectations. The student is demonstrating skills and behaviors that occur developmentally just prior to age expected functioning and are the basis on which to build age-expected functioning.

- Ex. The student is able to walk through the cafeteria line and make choices, but is unable to carry his own tray, open his own milk, etc.

___ A student whose functioning might be described as that of a MUCH younger child does not meet age expectations, nor demonstrate skills and behaviors that immediately preceded age-expected functioning. The student has foundational skills, but not yet at an immediate foundational level.

- Ex. The student is able to make a choice about what she wants to eat, but is unable open her milk or feed herself.

Comments/Documentation: