**Early Childhood Outcomes Video Transcript**

0:02

today we will be talking about the early

0:04

childhood outcomes and the process of

0:06

rating the childhood outcome summary forms

0:08

the early childhood outcomes or

0:11

childhood outcome summary forms are the

0:14

forms to fill out on any student ages

0:16

three to six receiving special education

0:18

services in our district these forms are

0:21

required by the office of special

0:23

education programs in Washington

0:26

to aid in determining progress for

0:28

students receiving services and assess

0:31

program effectiveness the first time you

0:33

complete these forms is upon the student’s

0:35

enrollment to your program the student

0:37

may have an entry and or exit from a

0:40

previous program but it's still best

0:42

practice to complete a new COSF for

0:45

student entering your program

0:46

While it does not have to be completed at an

0:49

official meeting the input of all

0:51

individuals involved in students

0:52

programming including the family is

0:55

required and documented the second time

0:58

you complete these forms is upon either

1:00

the students exit from your program or

1:02

as close to the students six birthday as

1:04

possible if the student’s six birthday

1:07

falls in the summer you may complete

1:09

these forms prior to the end of the

1:10

school year the COSFs are filled out

1:13

on any child ages 0 to 6 that receives

1:16

special education services For the 0-3

1:19

population or Part C the forms are

1:21

completed by soonerstart personnel sooner

1:24

start will complete separate entry and

1:26

exit forms to demonstrate progress

1:28

within their program upon the student

1:31

enrollment in the school a new entry

1:33

form is completed exception to the rule

1:41

is that the child has received less than

1:43

six months of services COSFs are not

1:46

required for the students receiving less

1:48

than six months of services due to the

1:51

short timeframe these students may not

1:54

have made sufficient progress to

1:55

increase their number scores for there are many

1:58

child development of scales choose the one

2:00

that you like the best

2:01

just remember the outcomes are rated on

2:04

typical child development not by

2:06

comparing one child with the disability

2:07

to another child with a disability

2:09

there are three outcome scored they are

2:13

positive social emotional skills

2:15

acquisition and use the knowledge skills

2:17

taking appropriate action to meet needs

2:19

all three of these outcomes should be

2:22

scored for every student whether there

2:24

is a concern in the area or not

2:26

let's start by looking at the different

2:28

outcome areas on the COSFs it may

2:31

help you as you go through the

2:32

presentation to have a student in mind

2:34

on which you need to complete these forms

2:35

outcome 1 covers positive social

2:39

emotional skills

2:40

this includes social relationships with

2:42

peers and adults pragmatic skills such

2:45

as interacting with others appropriate

2:47

eye contact personal space following

2:50

rules procedures expressing emotions and

2:53

attachment issues

2:54

here's some example questions to help you

2:56

identify social-emotional skills in

2:58

various settings they are how does the

3:00

student interact with teachers parents and

3:02

other adults how does the student interact with

3:04

same age peers in both structured and

3:06

unstructured settings such as a

3:07

Playground, playgroups, cafeteria and how does

3:11

the student follow rules related to groups and

3:12

others how does the student handle transition so

3:15

going from place to place

3:16

going from class

3:19

to recess outcome 2 is related to the

3:23

acquisition of knowledge and skills

3:24

these include academic areas as well as

3:28

early language and communication and

3:31

more things like thinking and reasoning

3:32

problem-solving understanding physical

3:35

and social world

3:36

it also includes early concepts such as

3:39

early literacy early numeracy imitation

3:42

expressive language and communication

3:44

here are some questions to help you

3:46

think about academic skills in various

3:48

settings they are how does the student

3:51

exhibit that he is able to recall

3:52

previously learned information or skills

3:55

how does the student approach situations

3:56

that require a solution

3:58

how does the student functionally

4:00

communicate via language how does the student

4:02

use alternative means of

4:04

communication and how does the student

4:06

use toys & or objects outcome three

4:09

considers the use of appropriate action

4:11

to meet individual needs you might

4:13

consider this outcome to address adaptive

4:15

or functional skills think about it as

4:18

can they take care of their basic needs

4:19

getting from place to place using tools

4:22

and includes integrated motor skills to

4:25

complete task self-help skills such as

4:27

dressing and feeding

4:29

and acting on the world to get what he

4:30

or she wants here are some example

4:33

questions that help us think about

4:35

taking appropriate action to meet needs in

4:37

various settings again all three

4:40

outcomes are completed for each child

4:42

for a child whose only concern is

4:43

speech-language you must still complete

4:45

outcome 1 and outcome three even though

4:48

that area concern lies in Outcome 2

4:50

the outcome three deals with basic

4:53

self-help skills can the child do for

4:55

himself how to adjust it moved from one

4:58

place to another

4:59

how does the student recognize and

5:01

utilize resources to meet her needs such

5:03

as kitchen utensils and how does the student display

5:06

that he is aware of his surroundings and

5:07

is capable of maintaining a safe

5:09

environment to understand simple safety

5:11

rules and regulations the

5:14

next thing to consider when beginning

5:16

the COSF process is a child's use of

5:18

foundational and immediate foundational

5:20

skills

5:21

this graphic shows how the process works

5:25

although the number of steps and the

5:26

length of time for each step will vary

5:28

from each child or developmental

5:30

accomplishment foundational skills are

5:35

those skills needed sequentially or

5:36

developmentally to get to the next level

5:39

when performing a task for instance when

5:42

a child is learning to use a pincher

5:43

grasp the foundation skill would be

5:45

whole arm open palm swiping what other

5:49

foundational skills can you think of

5:51

think about the building blocks that

5:53

children learn to develop the subsequent

5:55

higher level skills and milestones we

5:59

can measure that serve as indicators of

6:00

the typically developing neural networks

6:03

associated with the maturation immediate

6:07

foundational skills are those skills

6:08

that immediately precede the desired

6:10

skill continuing with our pincher grasp

6:12

example the immediate foundational skill

6:14

would be to grab the desired object with

6:16

all fingers rather than isolating the

6:19

thumb and forefinger this is a layout of

6:22

the outcome page on OK EdPlan for the

6:24

next few sides reference the numbers

6:26

indicated by the red oval for example

6:28

when you get on OK EdPlan you click

6:30

early childhood outcome summary form

6:33

these are the first two areas you look

6:34

at look at the skills that says one

6:37

not yet these are the

6:40

numbers you will be using to rate the

6:42

child

6:42

the next few slides will cover the

6:44

rating scale used for the COSF forms

6:46

the rating scale uses numbers one

6:48

through seven with one being the lowest

6:50

and seven being the highest the score

6:53

rating is based on typical child

6:55

development rating numbers 1 through 5

6:57

are not considered age appropriate

6:59

rating 6-7 are considered age-appropriate

7:03

all three outcomes should be completed

7:06

even if there's not a concern in that

7:08

particular area there's also an

7:11

additional question that must be

7:12

answered in completing the exit forms

7:14

and ask whether or not the child has

7:17

made any progress

7:18

sometimes the entry number and exit rating

7:21

may be the same however the student has

7:24

made progress towards that skill just

7:26

not enough to move them closer to age

7:27

appropriate level

7:29

let's talk about the rating of one you

7:31

might consider this rating not yet

7:33

assigning the student a score of one

7:36

means that they're not yet showing age

7:38

appropriate behavior in any area of that

7:41

outcome we might think of the students

7:43

functioning as that of a much younger

7:45

child here is the early childhood

7:48

technical assistance centers decision

7:50

tree with the route to a rating scale of one

7:52

highlighted on the decision tree

7:55

the first question to answer is does the

7:57

child ever function in ways that would

7:59

be considered age appropriate

8:01

with regard to this outcome

8:03

this is a yes-or-no question if you

8:05

answer no you will be assigning a 1

8:08

through 3 rating if you answer yes

8:12

then you move to the 4-7 range but for

8:15

rating one we would answer no, so the next

8:18

yes-or-no question we need to answer is

8:20

does the child use any immediate

8:23

foundational skills related to this

8:25

outcome upon which to build

8:26

age-appropriate function across settings

8:28

and situations to which we answer no

8:31

the next box reinforces our choice by

8:34

stating uses skills that are not yet

8:36

immediate foundational following this

8:38

progression we arrived at the rating of

8:40

1 for a rating of 2 the student uses some

8:43

immediate foundational skills across

8:45

settings and situations but most

8:47

activities still do not have the

8:49

immediate foundational skills present

8:52

here's our decision tree again with the

8:54

path to the two rating highlight

8:56

To the second yes no question we

8:58

answered yes so that leads us to the

9:01

next question to what extent is a child

9:03

using immediate foundational skills

9:05

across setting situations our choices

9:07

are occasionally or most or all of the

9:09

time for rating of 2 we will go with

9:13

occasional use of immediate foundational

9:15

skills for a rating of 3 the student is

9:19

using immediate foundational skills most

9:21

or all the time across settings and

9:23

situations the student may still be

9:25

described as functioning like a younger

9:27

child as he has not yet showing

9:29

age-appropriate functioning in any

9:31

situation here is a highlighted track of

9:34

a three rating the answer to the last

9:36

question is that the student uses

9:38

immediate foundational skills most

9:40

or all the time across settings and

9:41

situations now we are moving closer to

9:45

age appropriate skills while the student

9:47

occasionally shows age appropriate

9:49

skills there are still more skills that are

9:51

not age-appropriate here is a breakdown

9:54

of rating 4 we answered yes to question

9:57

one but no to question 2 the next

10:01

question poses to what extent is the

10:03

child's functioning age-appropriate

10:05

across settings and situations for a

10:08

rating of 4 our student would be doing

10:10

this

10:10

occasionally the next rating is five we

10:15

score a five when the child shows age expected

10:18

functioning some of the time and in some

10:20

settings and situations but not all all

10:24

It is a mix of age appropriate and not we

10:27

might think of the student as only

10:28

slightly younger than their actual age

10:30

here is our decision tree for 5 rating

10:34

the difference from the 4 to 5

10:36

rating is the student is using a mix of

10:39

age-appropriate and non age-appropriate

10:41

behaviors and skills across settings and

10:44

situations for rating of six that

10:48

student generally functions at age

10:50

appropriate levels but there are some

10:52

significant concerns about the child's

10:54

functioning in the area these concerns

10:56

May warrant monitoring or additional

10:59

supports for a six rating we enter

11:02

yes to our second question and

11:05

answered yes to a third question which

11:07

is does

11:09

anyone have concerns about the child's

11:11

functioning with regard to the outcome

11:13

area if anyone on the decision team that

11:16

means all individuals involved in the

11:18

child's programming and the family has a

11:20

concern and the answer is yes

11:23

this constitutes a rating of 6 for a rating

11:28

of seven

11:29

no one has a concern about the student’s

11:30

functioning in this outcome area

11:32

and the students displays functioning

11:35

expected for his or her age and all or

11:38

almost all everyday situations here

11:41

Is the highlighted decision tree getting

11:43

to the seven rating now we

11:46

have gone about this in a backward

11:47

manner but I want you to become familiar

11:48

with this decision tree it has changed a

11:52

little bit since previous years when you

11:55

and the team are discussing ratings for

11:57

your student you begin at the top of

11:59

this chart and proceed down for

12:00

Each rating to be determined you will not

12:03

choose a number and work backward this

12:06

tool is helpful when team members are

12:08

finding it difficult to come to a number

12:10

rating determination what questions do you have

12:12

you have to ask yourself does a

12:15

child having immediate foundational skills

12:18

yes or no this will guide you as to

12:20

which ratings you must consider again

12:22

one two three or four through seven

12:25

now that we've looked at the

12:27

developmental trajectories and the

12:29

different types of progress that

12:31

children can make let's talk about how

12:33

progress is captured in the child

12:35

Outcomes summary process when the team

12:38

completes the COSF process at exit

12:41

they will answer two questions about the

12:44

child for each of the three outcome

12:46

areas the first question is the rating

12:49

question to what extent does this child

12:52

show age-appropriate functioning across

12:54

settings and situations on this outcome

12:56

the team answers this question by

12:59

providing a rating this is the same

13:01

question addressed at entry the second

13:04

question is a progress question and this

13:07

is a new question added to the COSF?

13:10

Process at exit the progress question is

13:13

has the child shown any new skills?

13:16

again it's any new skills or behaviors

13:19

related to this outcome since the last

13:22

outcome

13:22

summary this question is called the

13:25

progress question because it tells us

13:27

whether the child made any progress

13:29

compared to him or herself since the

13:31

entry rating how to answer the progress

13:33

question the progress question is a yes

13:36

or no question that documents whether or

13:39

not the child has acquired any new skill

13:41

since the entry rating the question

13:44

focuses on whether the child has made

13:46

progress compared to his or her own

13:48

Previous level of functioning if the

13:51

team is not already familiar with the

13:53

kinds of gains the child has made, the team

13:55

should look at earlier assessment results and

13:57

progress notes to help answer this

13:59

question any one new skill in the outcome area

14:02

counts as a yes again any one new

14:06

skill in the outcome area counts as a

14:09

yes

14:10

so for example at exit if in the two

14:13

years since the entry rating the team has

14:16

seen the child begin using even one more

14:18

new word or gesture to get his needs met

14:21

then the team should answer yes to the

14:23

progress question for outcome three if

14:26

the child has not acquired any new skill

14:28

related to any aspect of the outcomes

14:30

since the entry rating then the answer

14:33

to the progress question would be no

14:34

going back to developmental trajectories

14:38

the rising blue line on the left graph

14:40

shows a child who is acquiring new

14:42

skills and for whom the progress question

14:44

will be answered yes the purple line on

14:50

the right shows a child who entered a

14:51

program at 18 months and gained no

14:54

skills between 18 and 36 months the

14:57

answer to the progress question for this

14:59

child would be no because the child is

15:02

Has not acquired any new skills in thus outcome

15:04

area let's talk about two common

15:07

confusion related to the progress

15:09

question some teams answer no because

15:12

they think the child has to show

15:13

progress across the breadth of skills

15:15

represented in the outcome area teams

15:18

should answer yes to the progress

15:20

question even if the child has only acquired

15:22

a new skill related to one aspect of the

15:24

outcome the child does not have to show

15:26

progress across all aspects of the

15:29

outcome for the answer to the question

15:30

to be yes

15:32

similarly, some teams may be confused

15:35

about how to respond because the child's

15:37

acquisition of new skills is slower than

15:39

same-age peers the key point to remember

15:42

is that the progress question is about?

15:44

progress compared to self not progress

15:47

relative to the same age peers a child

15:50

may even lose ground compared to same-age

15:52

peers but the teams should still answer yes

15:54

if the child demonstrated any new skill so

15:59

what happens during the exit early?

16:01

childhood outcome summary process the

16:03

process used for the exit child outcomes

16:05

summary is nearly the same as what

16:07

Happens at entry again current

16:10

information will be gathered about the

16:12

child's functioning across settings and

16:13

situations the child's team will meet to

16:16

review the information and discuss how

16:18

the child's functioning compares to that

16:20

of Age expected functioning the team

16:23

will determine which of the ratings on the

16:24

7-point scale best described the

16:26

child's functioning and the rationale

16:28

for the rating will be documented in

16:30

addition the team will enter the

16:32

progress question for each of the

16:33

outcome areas in determining the exit

16:36

ratings the team should not go back and

16:39

look at the entry ratings each rating

16:41

should reflect the child's current

16:42

functioning if the team members look at

16:45

the entry ratings they might

16:47

unintentionally take the information

16:48

into account in their decision-making

16:50

the entry rings are not relevant pieces

16:53

of information to the exit child outcome

16:55

summary discussion and may bias the teams

16:58

determination of the exit ratings so a lot

17:01

of questions I get is what if; what if

17:04

the team members who participated in the

17:06

exit child outcome summary process is

17:09

different from those participated at

17:10

entry this is ok as the team includes

17:14

individuals who know the child well and are

17:17

properly trained in the child outcomes

17:19

Summary process, accurate ratings can be

17:21

determined for the child regardless of

17:23

whether or not the same team members

17:24

have changed

17:25

what if a family has left the program?

17:28

without notice if a family has left without

17:31

the exit child outcome summary process

17:34

being completed the exit ratings still

17:36

need to be determined first attempts should be

17:39

made to locate the family according to

17:42

your programs policies

17:43

if the family could not be found then

17:46

the team should complete the process without

17:47

The family based on the most recent

17:49

information available about the child's

17:51

functioning when reviewing COSF data

17:53

on children between entry and exit

17:56

program staff sometimes wonder how a

17:58

child can have the same rating at two

18:00

time points and also have received a yes for the

18:03

progress question at the second

18:05

time point remember that the rating is

18:08

based on a comparison with age

18:10

expectations more skills are expected at

18:13

older ages a rating of four at entry

18:16

is not the same as a rating of 4 at?

18:18

exit the number of skills needed for 4

18:21

has increased because the child is older

18:24

if the time points are more than six

18:27

months apart the child has to have

18:28

acquire new skills to keep the same

18:30

rating depending on the amount of time

18:33

between the two ratings it is even

18:34

possible for the child to have a lower

18:36

rating at exit and still have acquired

18:38

new skills so the correct answer to the

18:41

progress question could be yes even if

18:43

the rating has gone down there are two

18:46

types of growth growth compared to what

18:48

is aged expected and if child made

18:51

any progress but did not move in the

18:53

rating skill this is still considered

18:55

growth remember to document all of this

18:57

information on the child's IEP or IFSP

19:00

the next slides discuss the progress

19:03

categories outlined by OSEP there are

19:06

five progress categories based on the

19:09

entry and exit scores for each child

19:11

progress category a is for those

19:14

students whose functioning did not

19:15

improve there are two reasons that will

19:18

yield an A category one if the child

19:22

regressed therefore scoring lower upon

19:24

exit and entry or the student received a

19:27

number of one rating at entry and exit

19:30

and did not get any new skills between

19:32

entry and exit this is rare progress

19:36

category b is assigned to those students

19:38

who improve the functioning but were

19:40

rated a five or lower entry and exit

19:43

this may be because the student had a

19:45

slow but steady rate of growth during their

19:48

service time and their skills did not

19:50

improve enough to move nearer to same age

19:52

peers referencing the previous slide

19:55

category B

19:56

would be assigned if the student had a

19:58

rating of one at entry and exit but made

20:01

some progress during the service time

20:02

category C if for those students who made progress,

20:06

were rated higher exit and entry but

20:09

were still below the number rating of

20:11

five at exit these students acquire new

20:14

skills at a good rate but still are

20:16

unable to make age expectations category

20:19

D students were rated a five or lower

20:22

at entry but made enough progress we

20:25

rated at six or seven at exit category

20:28

Category E students were rated at 6 or 7 at

20:31

both entry and exit this means they were

20:33

function at or near age expectation

20:36

that entry and exit you may wonder why

20:38

Are these students receiving special

20:40

education services if there were at or

20:43

near age expectations

20:44

remember we are rating the student’s in

20:46

three outcome areas social-emotional

20:49

acquisition of knowledge and skills and

20:51

use of appropriate behaviors to meet

20:53

needs the student may be at or near age

20:56

expectations in one outcome area and

20:58

lower in another again rating a six or

21:00

seven is very rare and you must consider

21:03

why this child being served in special

21:05

education in the first place

21:07

the progress categories are outlined by

21:09

OSEP are not ordinal this means

21:11

category a is not better or worse than

21:13

category D OSEP realizes and expects

21:17

there to be some students in each

21:18

category that is why the student is

21:20

receiving special education services

21:22

when we need to be concerned is when the

21:25

percentage is consistently higher than

21:27

the national average

21:28

here's an example of a class for outcome

21:31

2 use of knowledge and skills look at

21:35

their names from maria to Landon their

21:38

entry score and their exit score

21:41

remember

21:44

We are scoring social-emotional acquisition of

21:48

knowledge and taking appropriate action

21:51

to meet needs on the right side you'll

21:55

see the OSEP category assigned to

21:56

the student based on entry and exit

21:58

ratings entry 2a is the number rating

22:01

the student received up their entry to

22:03

the program and outcome area 2 exit 2a

22:06

is the number rating they got upon exit

22:09

the program or when they aged out of the

22:11

program exit 2b is the question ask for

22:15

each outcome has a child shown any new

22:17

skills or behaviors related to the area of

22:19

blank whatever the outcome is measuring

22:22

in this example using knowledge and

22:24

skills the last column gives the OSEP

22:27

category that will be assigned based on

22:29

the information so using the example

22:32

graph let's look at each progress

22:34

category

22:35

angela is in category a for outcome 2

22:39

because she was rated a 1 at both

22:42

entry and exit and did not make any

22:44

progress toward the goal here are two

22:47

examples of category B both boys were

22:50

rated the same at entry and exit but

22:52

lower than five but made progress toward

22:55

their goal

22:56

this is an example of category b here is

22:59

another example of category B this one

23:02

is a little tricky upon entry possibly

23:05

when Landon was three years old he was rated a 5

23:07

At exit, landon is six years old since

23:11

we're comparing the same age peers his

23:12

Score is lower than entry because he has

23:15

not made sufficient progress to move in

23:17

the closer to age expectations the

23:20

answer to the progress question is yes it

23:22

does put them in category b here we see

23:25

three different examples of how to get

23:27

to see category C these students made

23:29

progress were rated higher at entry

23:32

but it is still below five

23:34

brittany falls into category D because

23:38

she was functioning more than age

23:39

expectation at entry but made good

23:42

progress enough to bring her up to age

23:44

expectations at exit these two

23:47

students are in category E they were

23:50

functioning at or near age expectation

23:52

that entry and exit here is a breakdown

23:56

of the percentages for each category

23:57

based on an example class remember that

24:03

this chart only shows data for outcome

24:05

now we'll take a look at our website

24:11

and navigate through the early child

24:13

outcomes materials presentations and

24:15

modules as well as where to find all the

24:17

decision trees for you to print out and

24:20

provide to teachers

24:22

navigate our website go to sde.ok.gov

24:26

on here you'll find sections from

24:28

curriculum to special education we will

24:31

look at special education specifically

24:32

to look at early childhood outcomes

24:34

materials on the SD website you'll see a

24:38

blue banner you click services scroll

24:43

down and click special education there

24:47

you'll find a special education page you

24:51

can find information about ok edplan

24:53

manuals and training for our purposes

24:56

we're going to click school-aged

24:57

children we will scroll down and there are

25:05

two ways you can do this will go through

25:06

the first way you'll click early

25:08

childhood on the early childhood page

25:15

with the information about what is

25:18

developmental delay key eligibility

25:21

indicators and component of a

25:22

comprehensive evaluation at the top

25:25

you'll see provider’s parents and parent

25:28

education program for our purposes

25:31

you'll click providers when you scroll

25:37

down you'll see childhood outcome summary

25:40

forms and you'll also see all of these

25:43

resources for you to use decision tree

25:46

for early childhood program codes

25:47

decision tree for summer rating

25:49

discussions the early childhood

25:51

Technical Assistance Center program

25:53

codes parents as teacher’s professional

25:56

development training and also a quality

25:59

process checklist and descriptions this

26:00

gives examples and as well as video

26:03

clips and pop quizzes to test your

26:06

teammates on whether or not they're

26:08

fully aware of what a 1 through 7 rating

26:11

scale actually means for our purposes

26:14

you'll click professional development

26:15

materials and training here

26:19

this will take you to the

26:20

professional development directory for the

26:23

special education programs on the right

26:27

you'll see a banner content page you

26:30

will click early childhood here you'll

26:34

find early childhood outcomes materials

26:36

module and the powerpoint we just went

26:39

over you will also see program code

26:41

early childhood environment

26:43

and there you'll find materials module

26:46

and again another PowerPoint will go

26:48

over later on the summer if you have a hard

26:53

time finding that I’ll show you a

26:56

different way to get onto this page

26:57

again at the very home page you'll see

27:01

these banners about and

27:03

services click services and then click

27:06

special education scroll down

27:11

and click school-age let's go down and

27:18

click professional development again

27:22

with the same page where you'll see the

27:25

content page for early childhood you

27:27

click early childhood and it will take

27:29

you directly to the outcomes and the

27:32

program codes if you have any questions

27:35

please contact me at 405-522-4513 or

27:40

email me at jose.hernandez@sde.ok.gov

27:43