

This guidance contains process updates that was agreed upon by EI and Part C 619 in order to support a more efficient method of providing COS information to the LEA's.

The following processes will begin 12/28/22.

These changes are happening for EI only. Part 619 will continue to with the same process (COS A, B, C). This will be explained below.

Overview

EI will send a completed and updated, age anchored COS B to summarize a child's present levels of development (PLOD) for all children potentially eligible for special education.

EI will no longer need to send an Exit COS A to the LEA's for Special Education eligibility.

EI will develop a completed and updated, age anchored COS B for all children not potentially eligible for special education in order to:

- Provide parents with a current PLOD as they leave EI
- Develop an accurate Summary Statement (rating)

COS B Format in Welligent

The COS B for transition, also known as the Exit COS B can be found in Welligent. For anyone using a format other than Welligent, please check your form to ensure it matches the format in Welligent.

Part C 619 Part of the Process

It is very important to note that the LEA's will continue to use their COS A, B, and C. This means the LEA will be taking EI's age anchored COS B and cutting and pasting information into their COS A that is formatted by skill bundles. This will obviously take time on the part of the LEA, so EI must get the Exit COS to the LEA at least 7 days prior to the referral meeting. EI providers should be sensitive to the fact that EI is able to shift processes quickly, whereas it often takes Part B more time to make changes.

COS B Information Must be Current

Exit COS The Exit COS B **must** contain current information. For example, if the child has acquired a new skill(s) between the time the IFSP COS was written and when it is sent to the LEA, those new skills must be included before sending to the LEA.

COS B Information Must be Comprehensive

The skill bundles that were part of the Exit COS A must still be addressed in the Exit COS B. The State has updated the Welligent version of COS B to make the skill bundle prompt check boxes into guidance text, in order to make the form more user friendly and reduce the length of the printed version.

Guidance Materials

We are providing a few different guidance materials in order to allow everyone to use the ones that best fits their style of work. It is important for all staff to **use at least one** of these documents to avoid “drift” from the prompts to address a wide range of functional skills.

Graphic

We have included a guidance **graphic** developed by our national technical assistance center, ECTA, which depicts the skill bundles within each outcome area. It is meant to be used with parents, caregivers and IFSP team members to ensure the COS (for both entry and exit) is comprehensive. We are providing a variety of companion documents to assist staff in completing the Exit COS B so that EI providers can be sure to address all the prompts, ensuring write-ups are rich and comprehensive.

Checklist

We have also created a guidance **checklist** that has the former COS A for Exit skill bundle prompts. This is primarily for EI staff to keep handy and guide both conversation and write up. Functional skills and behaviors that do not fit these skill bundle areas can be written in the *Other Notable Observations and Information* section of the form.

Decision Tree

Finally, we have included a new version of the **Decision Tree**. This version highlights the statement, not the number, and provides prompts for the team to reflect on what evidence they must support each tier, as you move down the tree. Using this Decision Tree will help RI Early Intervention to have more accurate, evidence-based data, and provide parents with an easy way to understand how summary statements are determined. It will be required for all EI staff to use the Decision Tree when arriving at summary statement ratings.

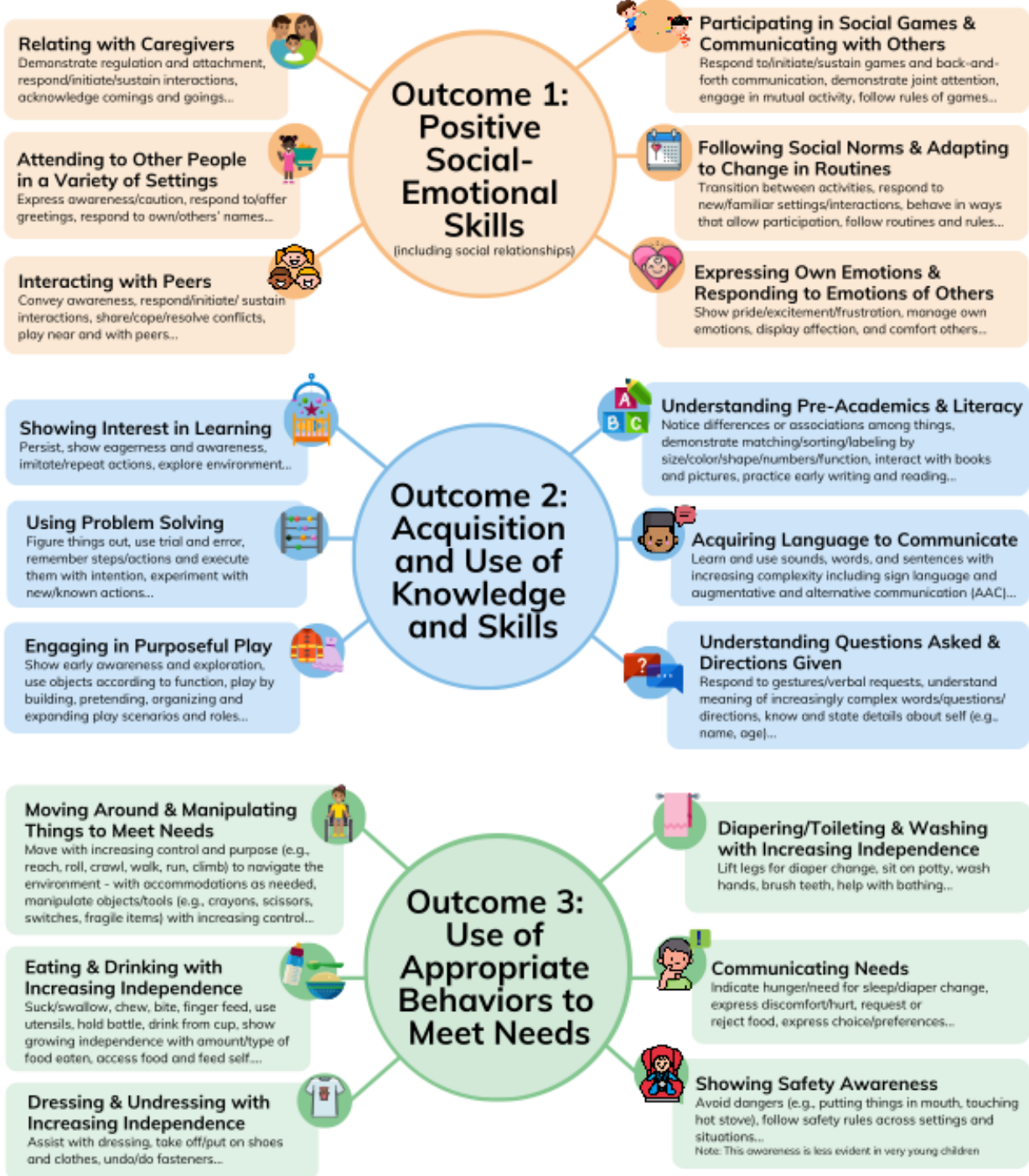
Exit COS C

If EI providers have any conflict with the ratings developed in collaboration with the IEP team, you must complete your own COS C for EI data entry, with the ratings you believe are accurate (using the Decision Tree). This is important in ensuring EI outcomes data is accurate, and does not impact Part C 619 entry data.

BREADTH OF THE THREE CHILD OUTCOMES

An accessible version of the content is available at: <https://ectacenter.org/eca/pages/childoutcomes.asp>

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



Comprehensive COS Write Ups
Including all Skills in Present Levels of Development

This is a checklist to guide EI providers and IFSP team members in writing comprehensive Present Levels of Development /Child Outcome Summary (COS) Write-ups. It is not a requirement that providers use this. It is meant to be a companion document when gathering information from caregivers.

Outcome 1: Positive Social Emotional Skills (Including Social Relationships). *Considers how the child relates to adults and other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially.*

*Were the following skill areas addressed in the child's COS write up?
Check off items as the IFSP team addresses each prompt.*

	Relating with caregivers <i>(attachment, separation, regulation, respond to/initiate/sustain interactions, respond to caregiver's touch, track caregivers visually...)</i>
	Attending to others in a variety of settings <i>(awareness, caution, respond to/offer greetings, respond to own/others' names...)</i>
	Interacting with peers <i>(awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play next to/with peers...)</i>
	Engaging in social games and communication with others <i>(respond to/initiate/ sustain games and social communication, engage in mutual activity, joint attention, use signs/language to greet and engage others and to respond to others statements, prompts and questions...)</i>
	Adapting to changes in the environment or routines <i>(transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow rules...)</i>
	Expressing own emotions and responding to the emotions of others <i>(show pride/excitement/ frustration, display affection, acknowledge/ comfort others...)</i>
	Interacting with peers <i>(awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play next to/with peers...)</i>

Outcome 2: Acquiring and Using Knowledge and Skills: *Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. Considers the child's exploration and imitation, understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy.*

*Were the following skill areas addressed in the child's COS write up?
Check off items as the IFSP team addresses each prompt.*

	Showing interest in learning <i>(track objects/people, persist, show eagerness and awareness, imitate and repeat actions, explore environment...)</i>
	Using problem solving <i>(figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions...)</i>
	Engaging in purposeful play <i>(early awareness and exploration, functional object use, use of household objects, construction, pretend, make believe play scenarios...)</i>
	Demonstrates cognitive and literacy concepts <i>(discriminates between objects, shows visual preference, shifts attention, interest in/interacts with books, differences/associations among things, matching/sorting, size/color/shape/ numbers, actions with pictures and books, early writing...)</i>

Comprehensive COS Write Ups
Including all Skills in Present Levels of Development

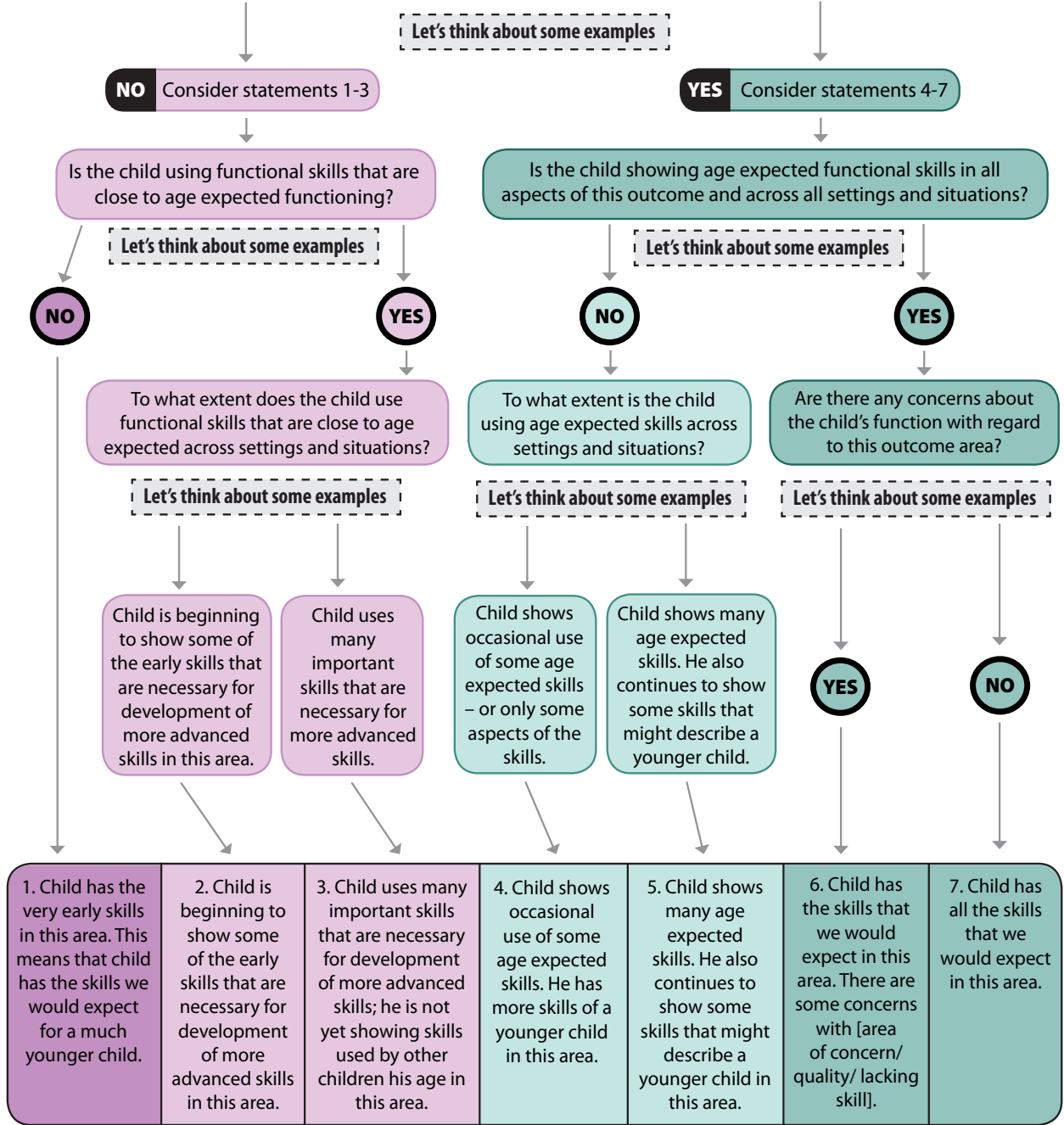
	Uses language to communicate (babbling, progressing from sounds to words/signs, imitates others sounds/signs, points or gestures to communicate interest, words/signs to communicate thoughts and interest)
	Understanding questions asked and directions given (responds to verbal/signed gestures & requests, understand meaning of increasingly complex word/questions/directions...)
<p>Outcome 3: Taking Action to Meet Needs: <i>Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush, or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child’s ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and “act on the world to get what one needs.”</i></p>	
<p style="text-align: center;"><i>Were the following skill areas addressed in the child’s COS write up? Check off items as the IFSP team addresses each prompt.</i></p>	
	Moving around to meet needs (early movements and control to rolling, sitting, crawling, walking, running, jumping, climbing)
	Using materials for effect (manipulating small items/toys, turning knobs, unscrewing lids, putting pieces in a puzzle, using tools, crayons)
	Eating and drinking with increasing independence (suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, amount type of food...)
	Dressing and undressing with increasing independence (assist with dressing, take off, put on shoes and clothes, undo/do fasteners...)
	Diaper/toileting & washing with increasing independence (lift legs, sit on potty, wash hands, brush teeth, help with bathing ...)
	Communicating needs (how does child indicate hunger, need for diaper change, sleep, express discomfort, hurt, need for help, request/reject food, express choice...)
	Showing safety awareness (avoid dangers – stairs, stove, road, seatbelt...)
<p>Other Notable Observations and Information</p>	

Decision Tree for Child Outcomes Summary Process

Based on All Assessment Information

Does the child ever function in ways that would be considered age expected with regard to this outcome?

NOTE: Performance of an age expected skill that emerges at a younger age is not sufficient by itself to answer yes to this question.



Infant & Toddler Connection of Virginia Child Outcomes Summary Process

Families and professionals want to know that early intervention services are helping children. Child Outcomes are one way that all states measure the effectiveness of these services. Child Outcomes are measured when your child begins to receive early intervention services, annually and when your child is finished receiving early intervention services. ITCVA uses Child Outcome statements to describe a child's functional behaviors compared to his same aged peers.

Child Outcomes focus on skills and abilities that children use to be successful in activities, routines and future school settings.

The three Child Outcomes are:



Children have positive social relationships.

This outcome measures:

- how children interact and play with family, other adults, and other children
- how children communicate feelings
- how children respond to new people and places



Children acquire and use knowledge and skills.

This outcome measures:

- how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful learners.
- how children play with toys, imitate and remember familiar routines

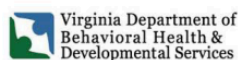


Children use appropriate behaviors to meet their needs.

This outcome measures:

- how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs
- how children communicate their wants and needs
- how children follow rules related to safety

You and your child's early intervention team together will share information and develop a picture of your child in each of the Child Outcomes. You are the expert on your child and know your child's strengths and needs. As an equal partner on your child's team, you provide important information about your child's skills. You can share what you see your child doing at home and in the community. You can talk to your child's team and learn more about what is expected for a child at different ages.



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