

# Engaging Families in the Child Outcome Summary Process Using the Decision Tree



# Our Purpose Today

For you to become familiar with the new Child Outcome Summary (COS) Decision Tree and learn strategies for engaging families in the selection of a Descriptor Statement for each of the three outcome areas.



# Learning Objectives

Become familiar with the new Child Outcome Summary Decision Tree.

Learn strategies to prepare for the selection of the Descriptor Statements.

Understand how to reach consensus when choosing a Descriptor Statement.

Know how to document the use of the Decision Tree with families.



# How Are You Feeling?



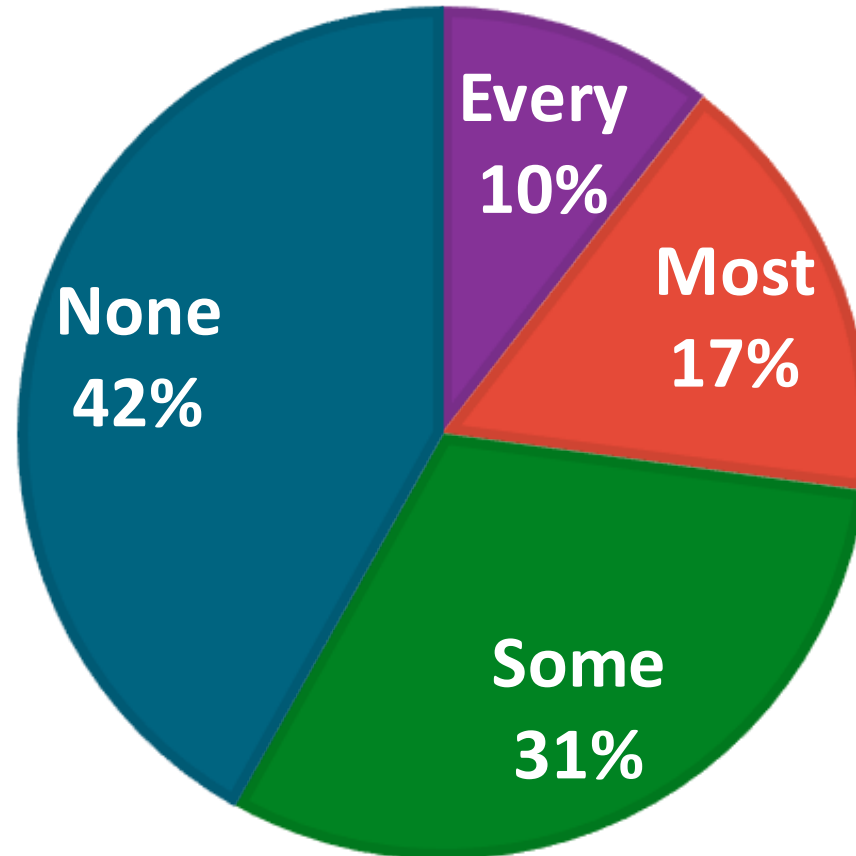
# Designing the New Decision Tree



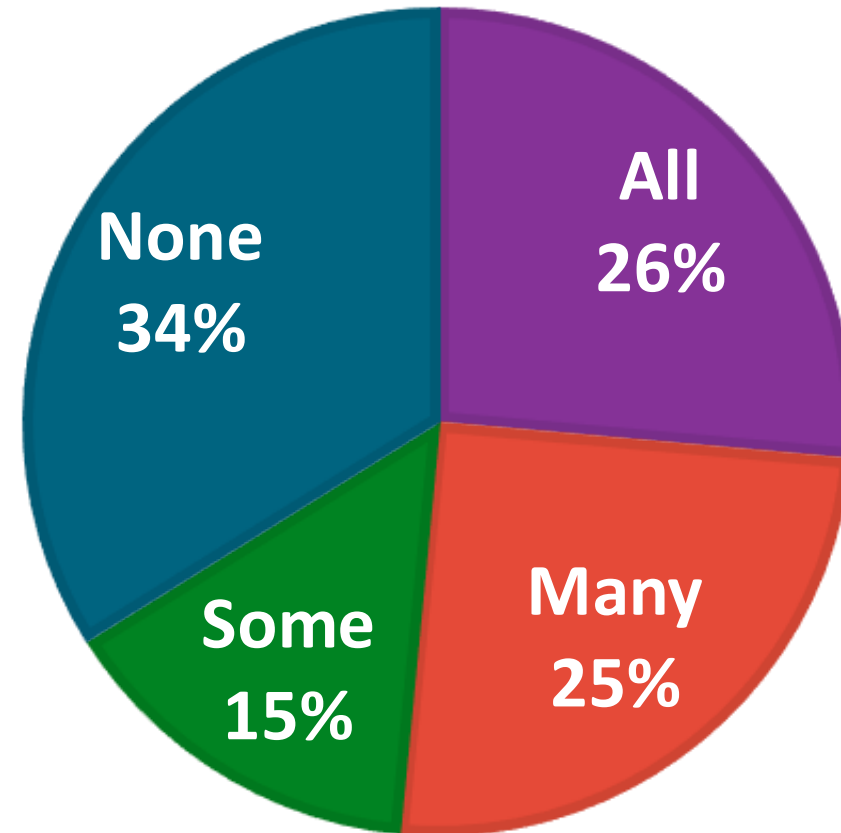
# Child Outcome Summary & Decision Tree Survey

- Use of the Decision Tree
- COS process
- Engaging the family
- Teaming
- Understanding of COS topics

# In how many of your COS discussions with families do you use the Decision Tree?

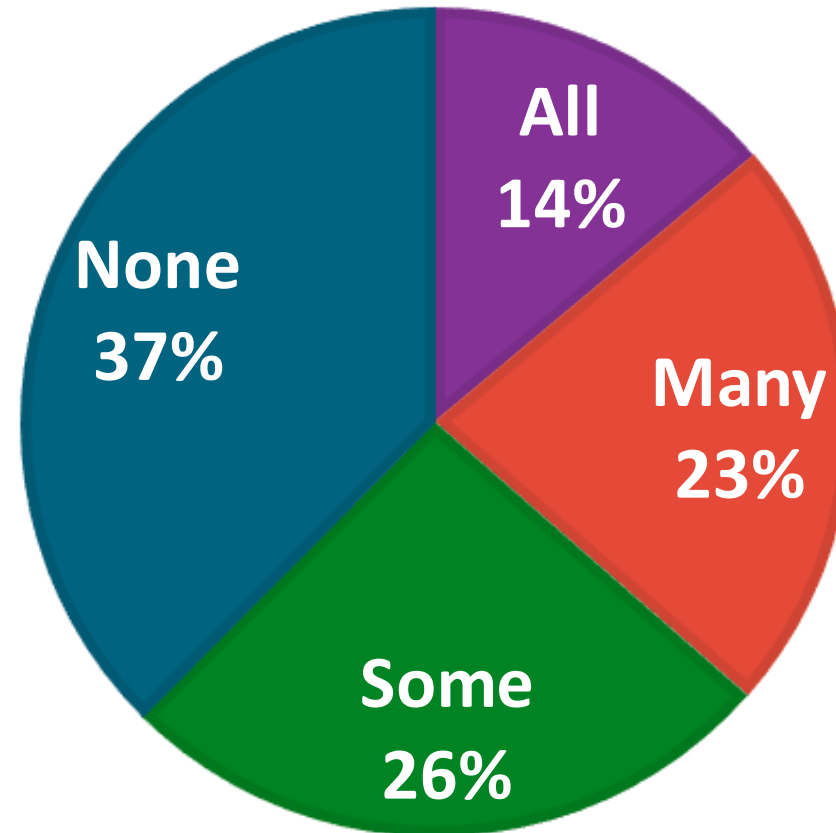


# In how many COS rating decisions was the family present?



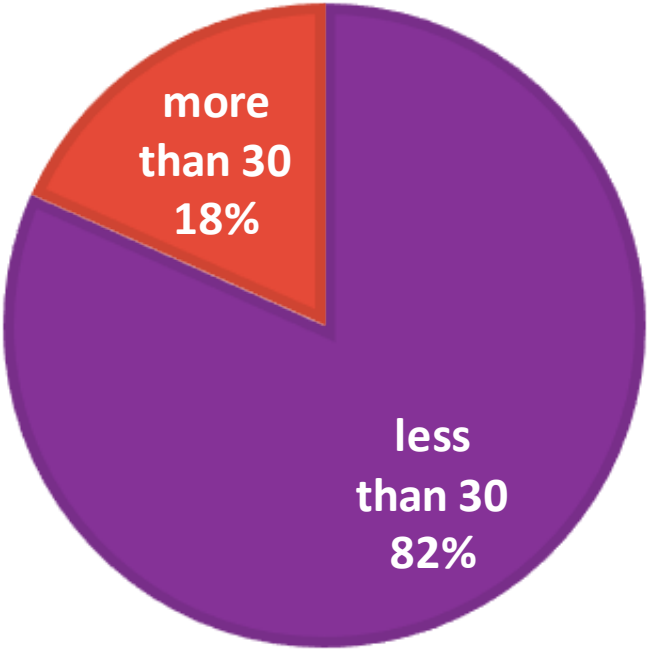


# In how many COS rating decisions did the team use the Decision Tree to prepare for the conversation with the family?

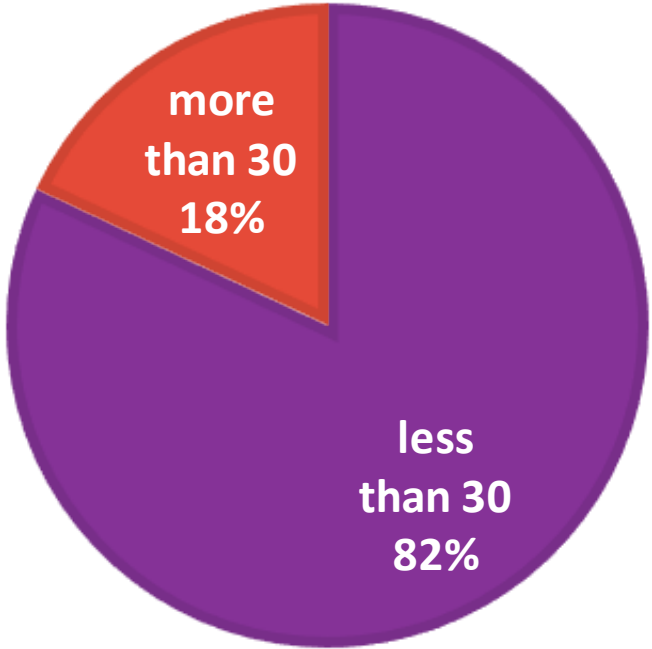


# How long does it take to select a rating?

**With DT**



**Without DT**

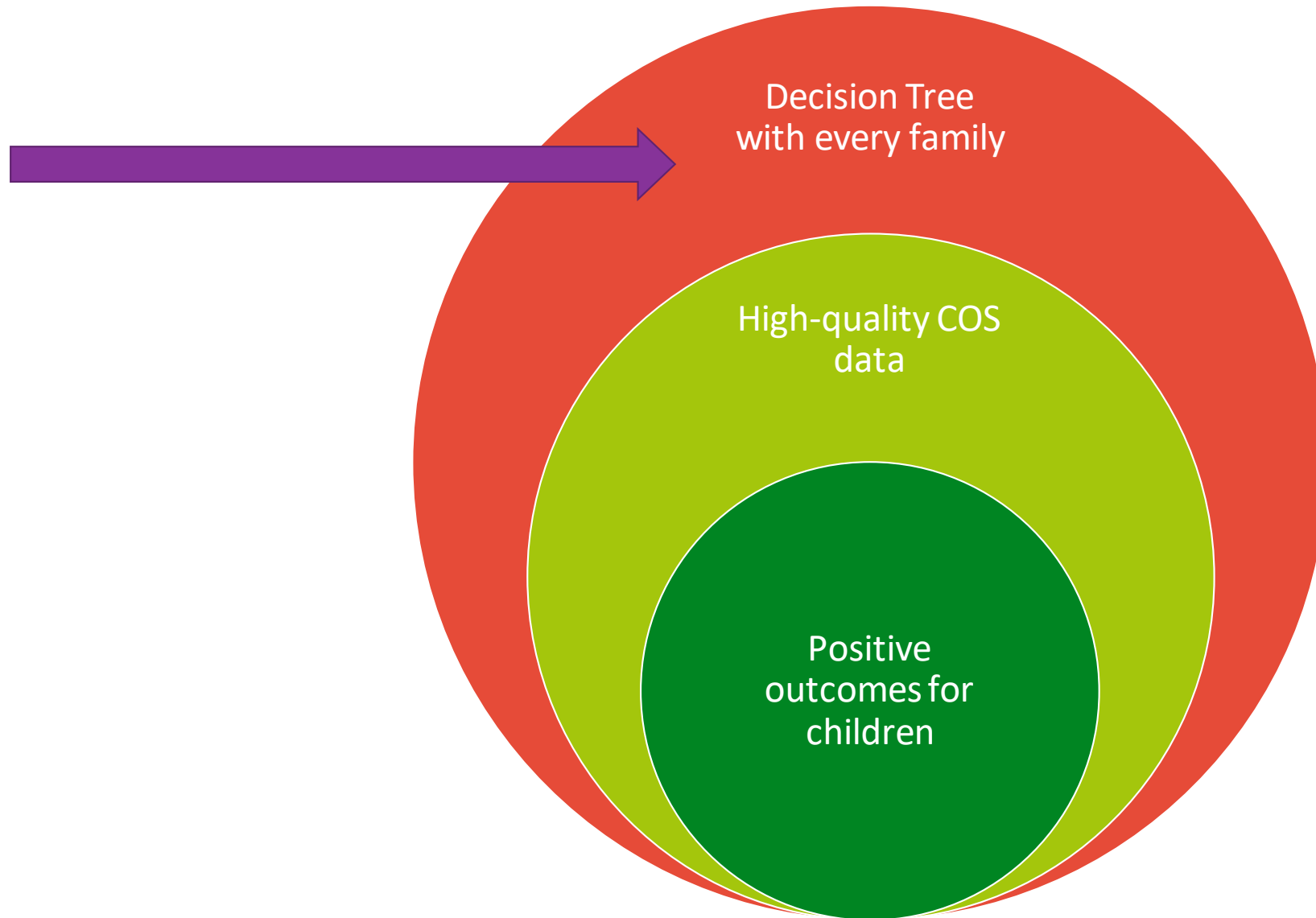


# New Requirement

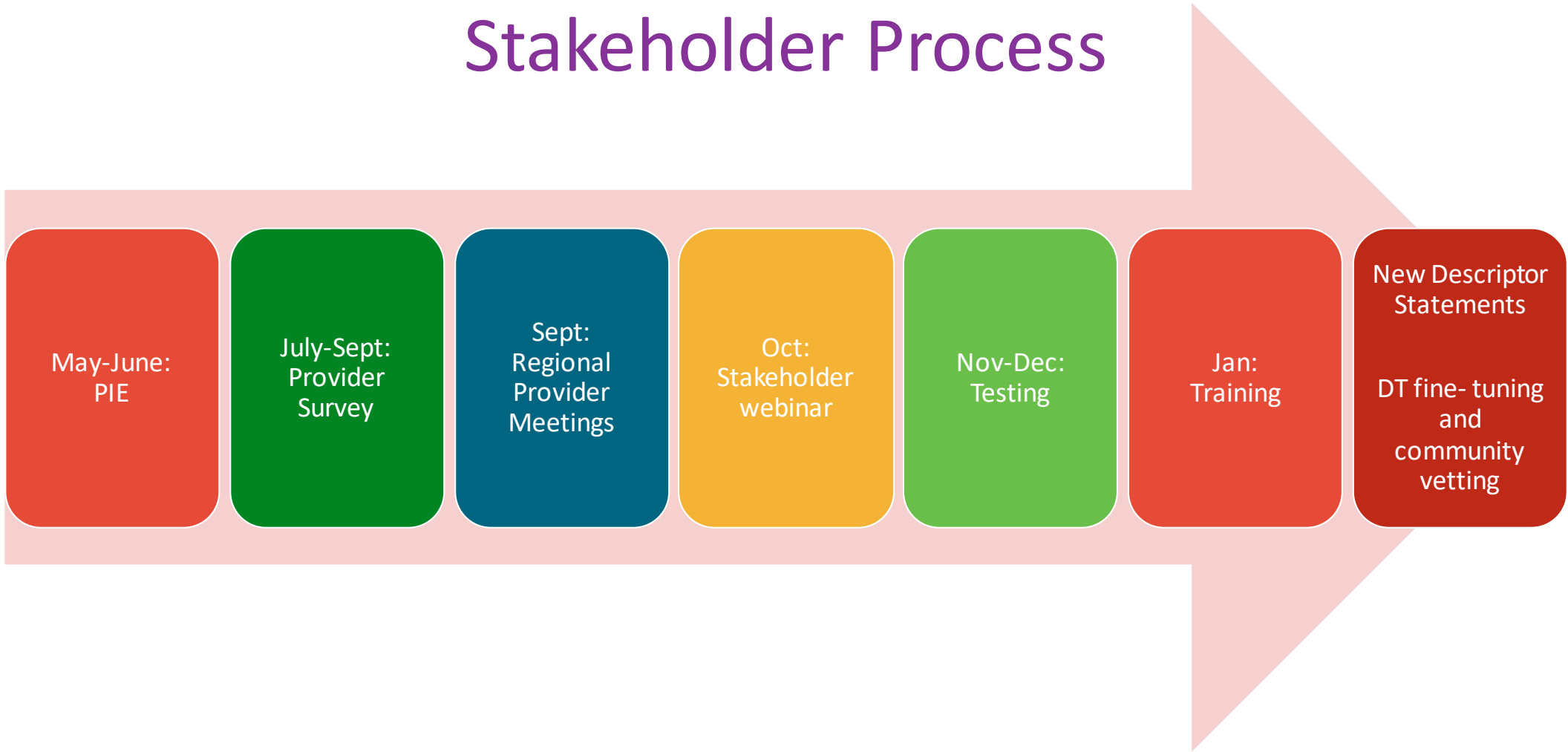
Quarter 1: Provider survey

Quarter 2: Participate in stakeholder process

Quarter 3: Contractor Staff and EIS Providers must implement the use of the Decision Tree Tool with the family to choose the Descriptor Statement for the Entry and Exit COS and provide feedback to ESIT as requested regarding the implementation



# Stakeholder Process



# The New Decision Tree

## We heard...

- Fewer options
- Simplified
- “Take-aways”
- Show progress
- Culturally responsive

## So we...

- Decreased the steps
- Simplified the language
- Companion tool
- Community vetting



## What do we want to remember?

What am I doing to help my child grow and learn?

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What are my child's strengths and opportunities for growth?

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## Decision Tree for Selecting Descriptor Statements (Entry)

### What is the Decision Tree?

The Decision Tree is a tool the IFSP team will use to help select a statement that describes how your child is doing in three areas:

1. Positive social relationships
2. Acquiring and using new skills
3. Taking action to meet their needs

### Things to Keep in Mind When Using This Tool

Think about how the child uses functional skills to take part in everyday activities in different places and with different people. The statement the team chooses should reflect your child's functioning based on:

- The expectations for your child in a certain setting. Use the expectations of your home culture to decide if your child is functioning is at the level expected for their age at home.
- Their use of assistive technology/adaptations (hearing aids, glasses, mobility aids, etc.) when it is commonly available. Their actual functioning across settings, not functioning under ideal circumstances if he/she had the technology.
- Your child's chronological age, even if they were born prematurely.

Let's Begin With the First Question: Does the child ever use functional skills that are age-expected in this outcome area?

Yes

No



## If you answered “no” to the first question...

In this area, does \_\_\_\_\_ use **functional skills** like a **much younger** child or a **slightly younger** child **across settings and situations?**

**Much Younger Child**

**Slightly Younger Child**

To what extent are they using skills of a slightly younger child?

Uses skills of a **1** much younger child (foundational)

Occasionally uses skills of a **2** slightly younger child (immediate foundational)

Uses skills of a **3** slightly younger child (immediate foundational) most or all of the time





## If you answered “yes” to the first question...

In this area, is \_\_\_\_\_ using **functional age-expected skills across all or almost all settings and situations?**

**No**

To what extent *do* they use age-expected skills across all or almost all settings and situations?

Occasionally uses age-expected skills, more skills are like a slightly younger child

**4**

Uses some age-expected skills and some skills like a slightly younger child

**5**

**Yes**

Does anyone have concerns about the child’s skills in this area?

**Yes**  
Skills are generally age-expected, there are some concerns the child may not keep up

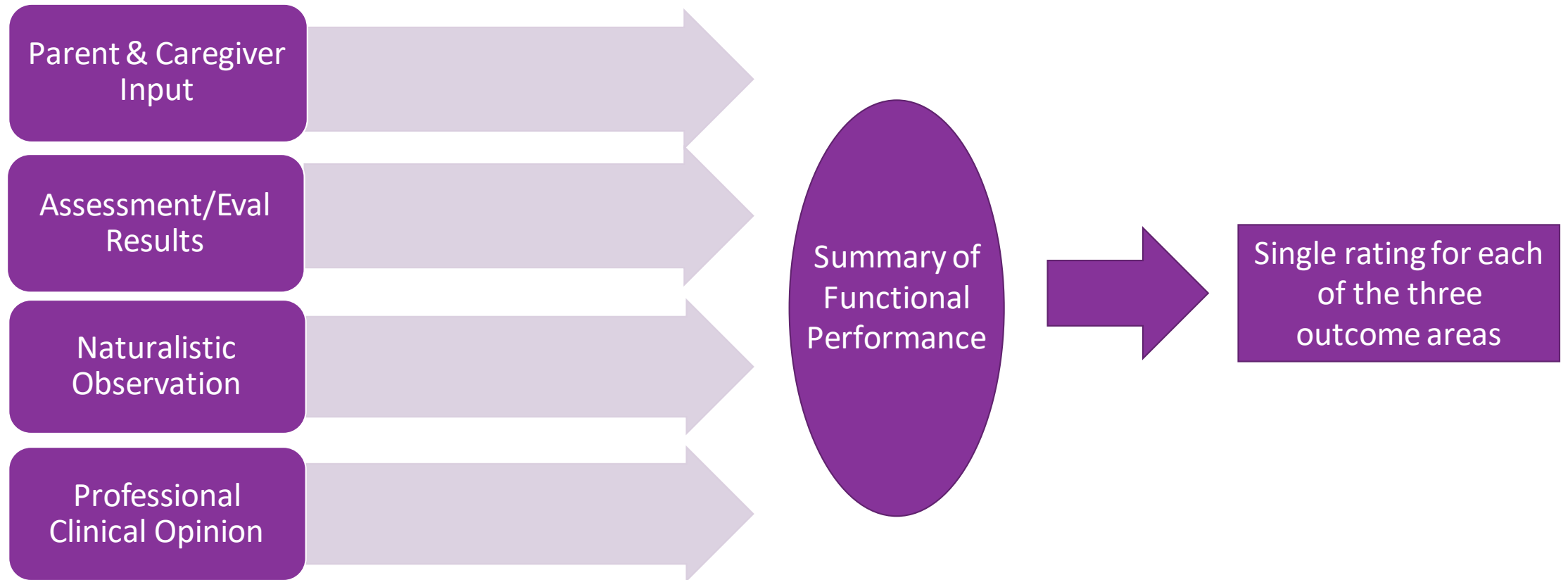
**6**

**No**  
No one on the team has concerns about the functional skills in this area

**7**



# Child Outcome Summary



# Preparing the Family for the COS Meeting



# Family's Role



- Expert
- Team member
- Rating participant



# Preparing the Family



What to expect

Share materials

Explain the “why”

Check for understanding



# COS Brochure

The overarching goals of early intervention are:

- To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings - in their homes with their families, in child care, community programs, and their natural learning routines.

Children receiving early intervention services move toward this goal by demonstrating improvement in functional skills in the following outcome areas:

1. Positive social-emotional skills (including positive social relationships),
2. Acquisition and use of knowledge and skills (including early language/communication), and
3. Use of appropriate behaviors to meet their needs.

- To support parents/family members with information and skills to ensure they are supported in their roles as the most critical influence on their child's early and ongoing development.

Families receiving early intervention are able to support their children and participate in family and community activities. Families will:

1. Know their rights,
2. Effectively communicate their children's needs, and

The Early Support for Infants and Toddlers (ESIT) program contracts with early intervention providers throughout Washington to provide services locally.

ESIT program staff can be reached:

- by phone at 360.725.3500
- by fax at 360.413.3482
- on the web at: [www.del.wa.gov/esit](http://www.del.wa.gov/esit)

### How Do We Know Early Intervention Services Help Infants, Toddlers and Families?

Information for parents, families and caregivers about measuring early intervention child and family outcomes

[https://dcyf.wa.gov/sites/default/files/pdf/ChildOutcomes\\_MeasuresBrochure.pdf](https://dcyf.wa.gov/sites/default/files/pdf/ChildOutcomes_MeasuresBrochure.pdf)

# Global Outcome Areas



# Explaining the COS





# Help the Family Prepare

## Family Worksheet: A Look at My Child's Development

This worksheet will help you think about your child's strengths and opportunities for growth

Fill in the spaces below with things you have seen your child do in these three functional areas of development. Consider the skills your child currently has *and* the skills you feel are important for your child to learn. It is important that what you know and believe about your child is included in the assessment and the IFSP team discussion.

	How does my child...	My child's strengths are...	Opportunities for growth are...
1: Positive Social Relationships	<ul style="list-style-type: none"> <li>Relate to others</li> <li>Show emotions</li> <li>Respond to touch</li> <li>Stay interested in an activity with another person</li> <li>Go from one activity to the next</li> <li>Behave when they want more attention</li> <li>Understand routines and expectations</li> <li>Do back and forth play</li> <li>Handle frustration</li> </ul>		
2: Acquiring and Using New Skills	<ul style="list-style-type: none"> <li>Use words in everyday settings</li> <li>Solve a problem (get to an item they can't reach)</li> <li>Understand and/or respond to directions and requests</li> <li>Imitate others</li> <li>Answer questions</li> <li>Use books, pictures, objects</li> </ul>		
3 Taking Action to Meet Their Needs	<ul style="list-style-type: none"> <li>Take care of basic needs</li> <li>Let you know what they want and need</li> <li>Show awareness of danger</li> <li>Move their body from place to place</li> <li>Use their hands to play with toys</li> </ul>		
Additional Questions to Consider		<ul style="list-style-type: none"> <li>What activities or people does my child enjoy?</li> <li>How does my child let me know what they like?</li> <li>When is my child most cooperative?</li> <li>What calms my child?</li> </ul>	<ul style="list-style-type: none"> <li>What activities or people does my child dislike?</li> <li>How does my child let me know what they dislike?</li> <li>What frightens my child?</li> <li>What frustrates my child?</li> </ul>



# Preparing the Professional Team for the COS Meeting



# Professional Team Preparation

Each member of a team needs to know and understand the COS process including the:

- Three child outcome areas
- Seven-point rating scale
- Age anchoring



# Age Anchoring

**ecta** Early Childhood  
Technical Assistance Center

**DaSy**  The Center for IDEA  
Early Childhood Data Systems

Age Anchoring Guidance  
for Determining Child Outcomes Summary  
(COS) Ratings

Guidance for EI/ECSE Practitioners and Trainers

April 2018

[https://ectacenter.org/~pdfs/eco/COS\\_Age\\_Anchoring\\_Guidance.pdf](https://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf)



# Age Anchoring

- It is important to **focus on functional abilities** rather than isolated (or discrete) skills that a child may have demonstrated only during assessment.
- Abilities that are **meaningful in the context of everyday living**; and
- **Integrated series of behaviors or skills** that allow the child to achieve everyday goals.

# Thinking Functionally

Not just...	But do they...
Shows a skill in a specific situation	Use a skill in actions across settings and situations to accomplish something meaningful to the themselves
Makes eye contact, smiles and gives a hug	Initiate affectionate interaction toward caregivers and responds to others affection
Points to a picture in a book	Engage in play with books by pointing at and naming pictures



# Skill Development Categories



# Preparation Worksheet

Child Outcomes Summary (COS) Rating Prep Tool			
	What are the foundational skills/behaviors like those of a much younger child?	What are the immediate foundational skills/behaviors that come just before the age expected skills/behaviors?	Does the child have any age expected skills? Are there concerns about any age expected skills/behaviors?
	Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS			
ACQUIRING AND USING KNOWLEDGE AND SKILLS			
USE OF APPROPRIATE BEHAVIOR TO MEET NEEDS			

Maryland State Department of Education/Division of Special Education/Early Intervention Services





# Activity in Breakout Rooms

## Age-Anchoring and Decision Tree Activity – Emanuel Case Study

Summary of Functional Performance, Outcome 2 (Acquiring and Using Knowledge and Skills)  
Emanuel – 18 months old

**Directions:** Using the Larimer County age anchoring tool provided, highlight skills that are foundational, immediate foundational and age-expected in different colors.

**Yellow** indicates foundational skills, **green** indicates immediate foundational skills

At home Emanuel **understands some routinely spoken words, such as “Night-night, no, up, down, and out.”** On the playground, he **understands when his mom says, “Ready, set, go!” as he is getting ready to go down the slide – he will go down the slide when she says “go.”** He does not yet demonstrate understanding of questions or directions like, “Do you want \_\_\_?” “Go get the \_\_\_,” or “Bring me a diaper.” Every time he is offered a choice, Emanuel takes what he wants; he does not indicate a choice first by pointing to or naming the item desired or show understanding of the question, “What do you want?.” During play and while hanging out, Emanuel makes vowel sounds, cries, and laughs, but he is not consistently saying words or using signs. He will say “mmm” when he is eating something he likes and was recently heard saying something that sounded like “Wado,” as if meaning “What do you do?.” This happened at home but he has not done it at child care. His parents have tried sign language (e.g., the sign for “more”) with him, but he does not yet imitate the action. He rarely imitates what he sees others do unless it is of high interest to him (e.g., he imitated sliding the block down a ramp, which was

## Larimer County Age Anchoring Tool

### Outcome 2:

and Skills...

ate functioning by...

Months	13- 18 Months	25 – 30 Months	31 – 36 Months
<ul style="list-style-type: none"> <li>Shows desire to get to things that are not within reach</li> <li>Sitting unsupported while playing with toys</li> <li>Plays 2-3 minutes with a single toy</li> <li>Reaching for and grasping blocks or other small toys</li> <li>Reaching for objects while on tummy</li> </ul>	<ul style="list-style-type: none"> <li>Explores the environment independent of caregiver</li> <li>Turning the pages in a book</li> <li>Looking at, pointing to, and naming pictures in a book</li> <li>Imitating scribbling motions</li> <li>Initiating familiar turn-taking routines</li> <li>Begins to imitate sounds often, in turn taking conversational way</li> <li>Pointing to two action</li> </ul>	<ul style="list-style-type: none"> <li>Liking to take things apart and put them together again (puzzles, toys)</li> <li>Following caregiver around the house and copying domestic activities in simultaneous play</li> <li>Identifying boy or girl in picture book</li> <li>Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s arms, than moving the doll’s arm as if doll is combing hair)</li> <li>Communicating about the</li> </ul>	<ul style="list-style-type: none"> <li>Und</li> <li>“mir</li> <li>Telli</li> <li>Som</li> <li>abo</li> <li>aske</li> <li>Givi</li> <li>aske</li> <li>Usin</li> <li>corr</li> <li>of a</li> <li>Exp</li> <li>(und</li> <li>Und</li> <li>adje</li> <li>shap</li> <li>Sho</li> <li>expl</li> </ul>



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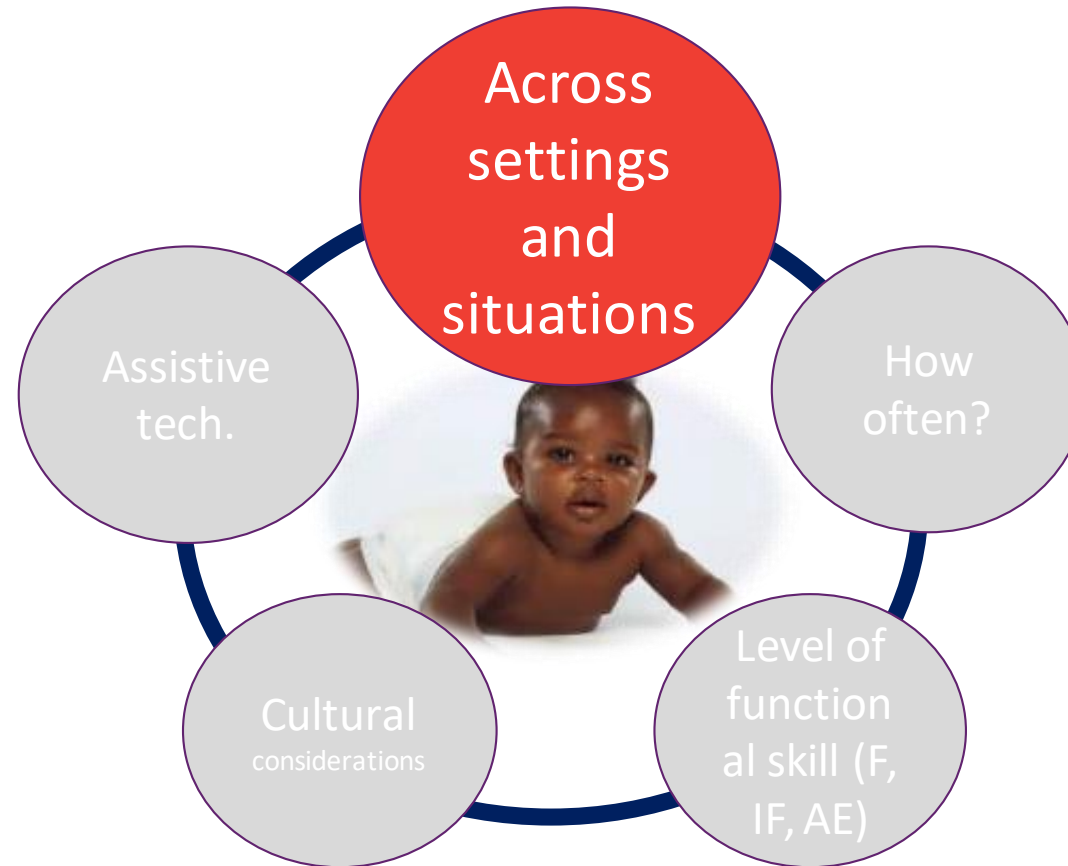
# The COS Meeting



# Considerations for Choosing a Descriptor Statement



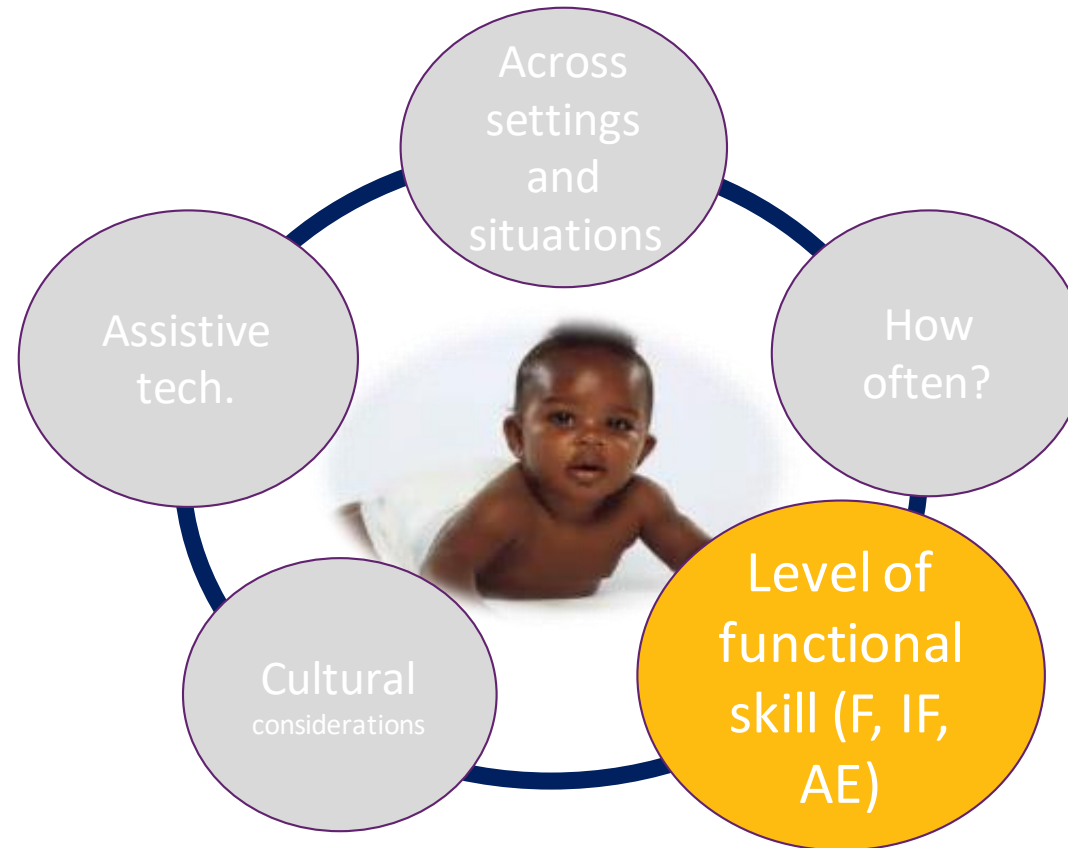
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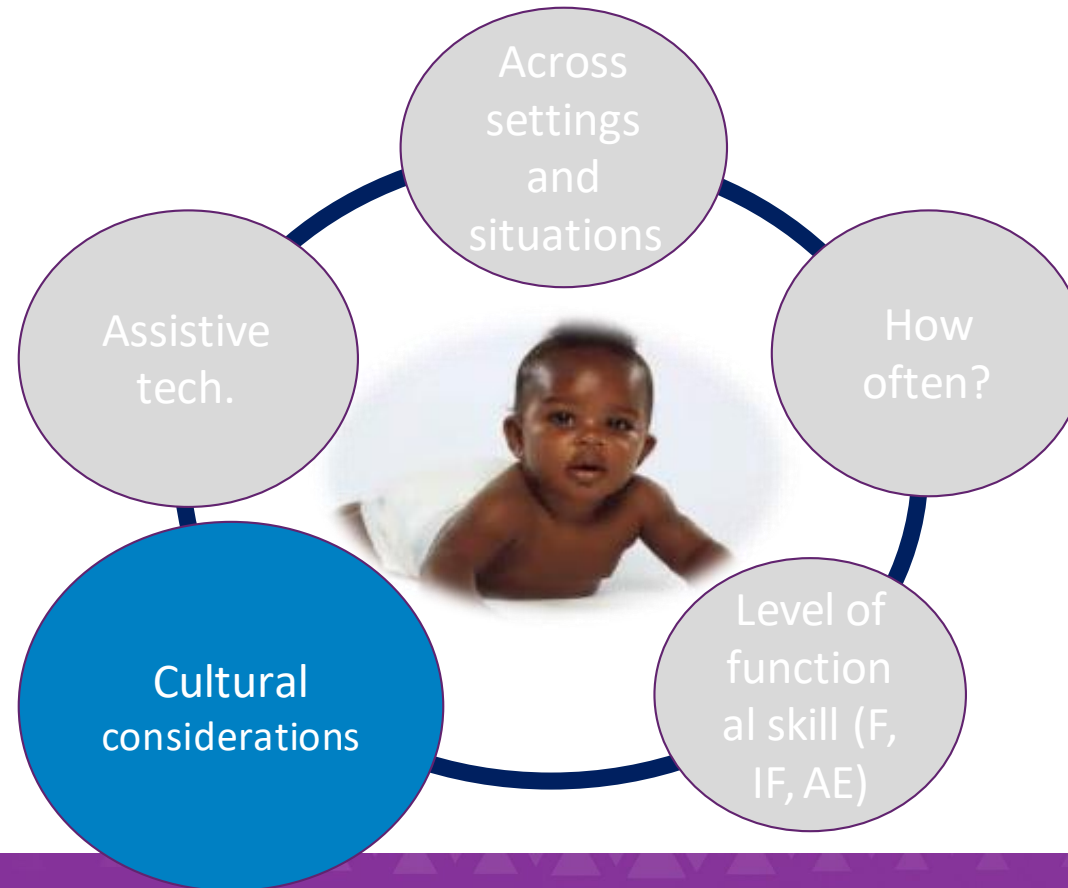
# Considerations for Choosing a Descriptor Statement



# Considerations for Choosing a Descriptor Statement



# Considerations for Choosing a Descriptor Statement





# Considerations for Choosing a Descriptor Statement



# Strength Based

*Look what I  
can do!*



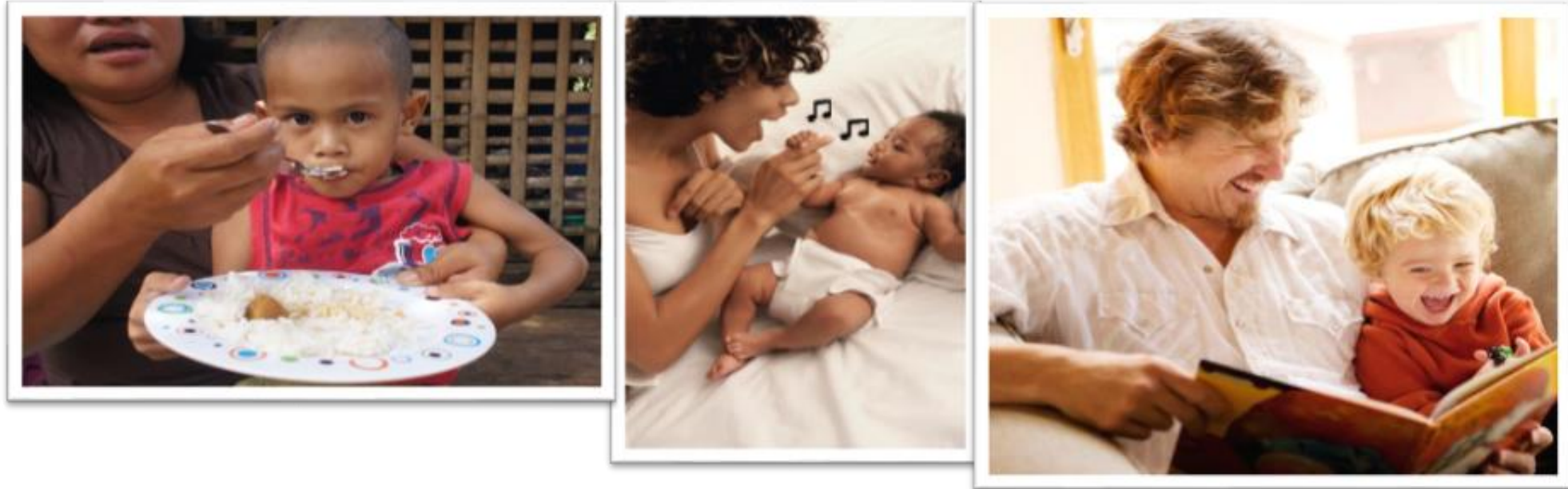
# Prompting Questions

How does Alex let you know when he is hungry?  
**Produces a rich response**

Does Alex let you know when he is hungry?  
**Produces a yes/no response**



# Cultural Considerations



Use the expectations for the child's culture to decide if child's functioning is at the level expected for their age in any given setting.

# Assistive Technology and Special Accommodations



Ratings need to reflect the child's **actual** functioning across a range of settings, *not* their capacity to function under ideal circumstances if they had the technology.



# Prematurity

Use the expectations for the child's chronological age, not the corrected age.



# Ratings vs. Descriptor Statements

2 out of 7

VS

At 6 months, Ava shows occasional use of some immediate foundational skills that will help her move toward age-appropriate skills. More of her functioning displays earlier skills in this area.



# Using the Decision Tree

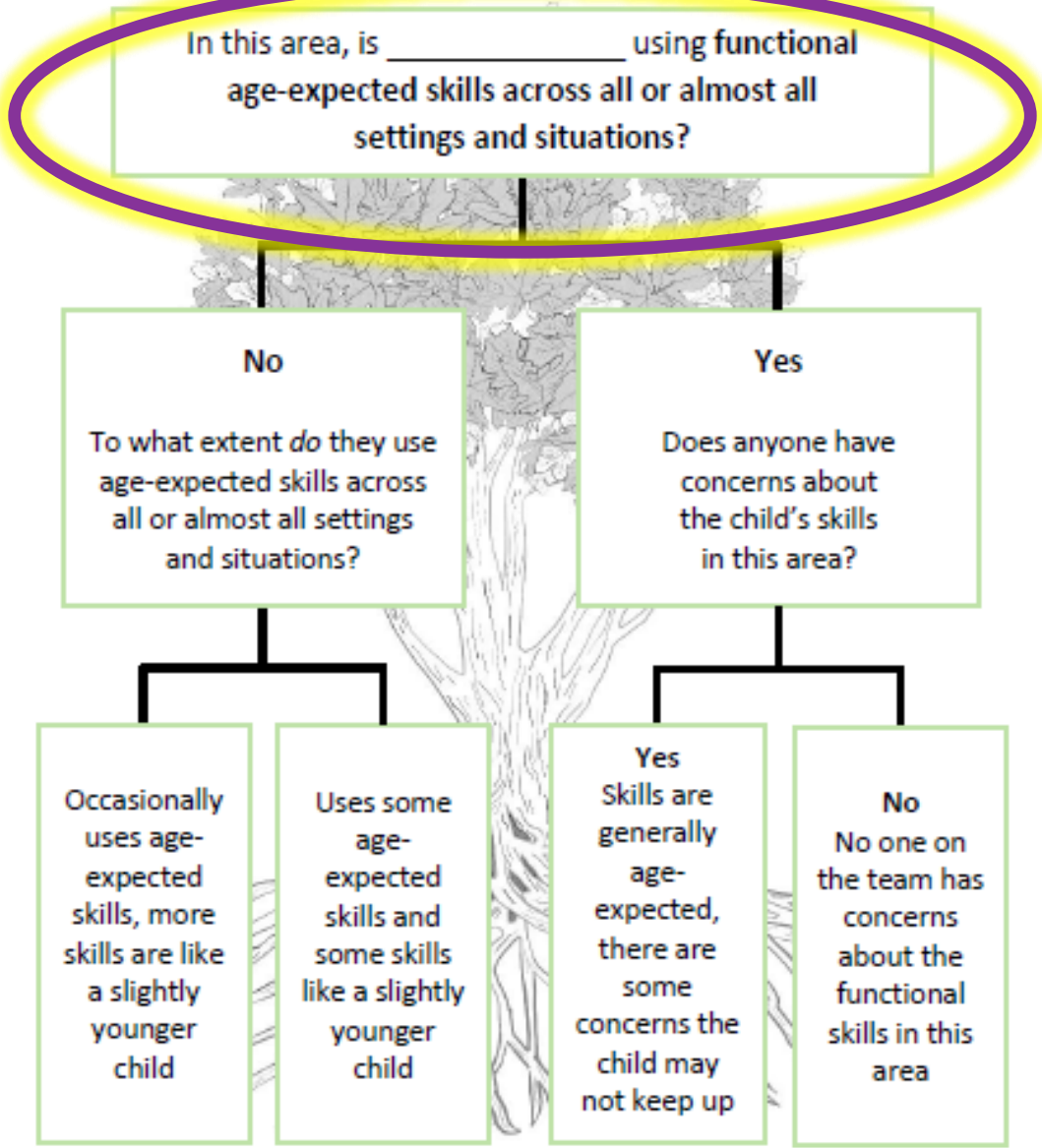


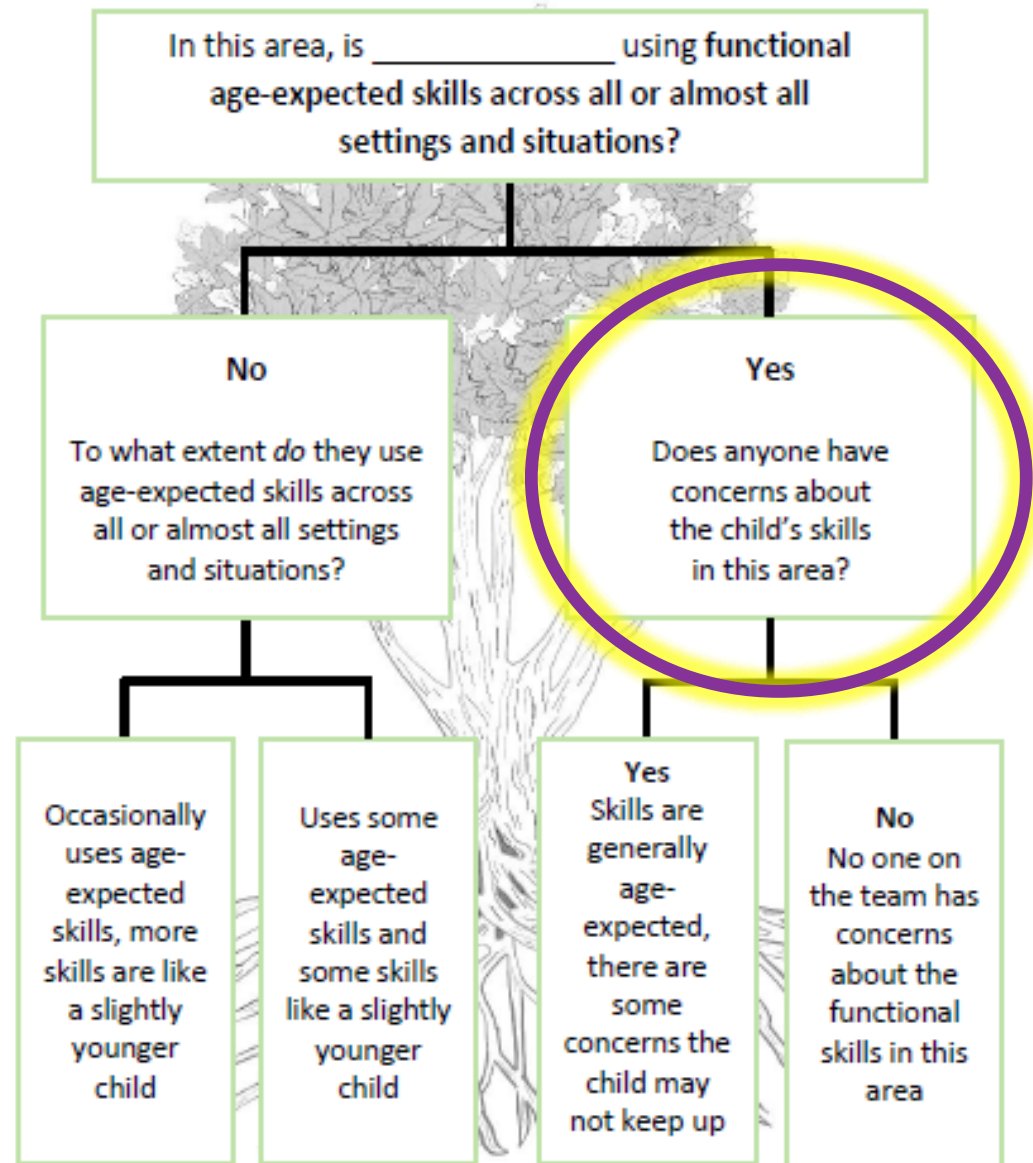


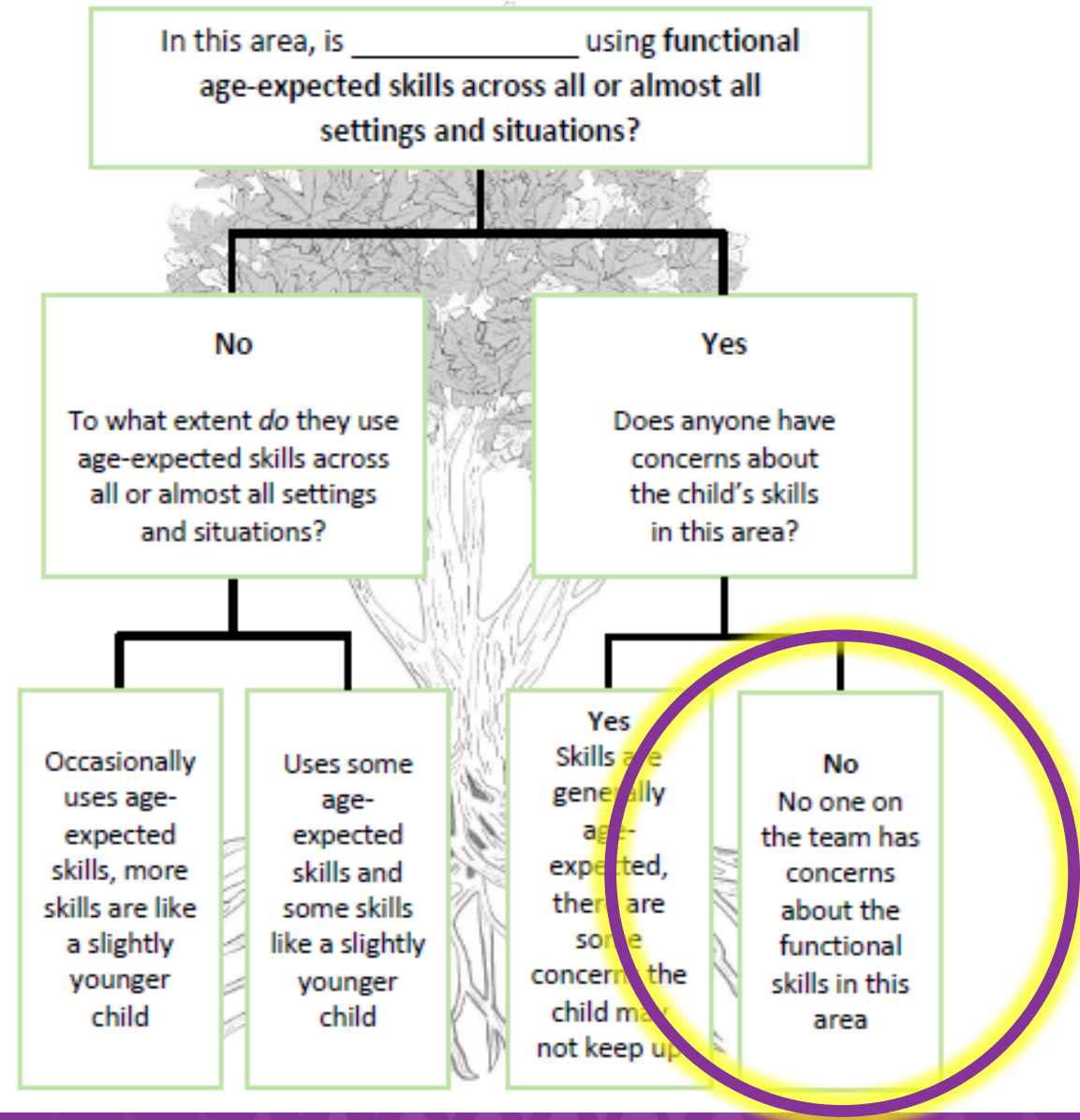
# Using the Decision Tree to Support Conversation

- Use as a guide
- Not meant to be a rigid script









# Across Settings and Situations

- Child care center, home, grandparent's home, grocery store
- Child care provider, strangers, parents
- How often?



## Across Settings and Situations

*For the next question, we have to consider if he demonstrates age-expected functioning in all or almost all settings and situations.*

*Earlier, we heard that when we think of his play with others, Norton continues to do more onlooker play with familiar peers at child care and he continues to have difficulty separating from you. These are behaviors that typically appear before his age.*

*So in response to this question, I think we'd say no. Do you agree? Let's go on to the next question thinking about the mix of age-expected and earlier skills we see from Norton in everyday situations....*

# Use Concrete Examples

- Information the caregiver(s) has shared
- Professional observation
- Evaluation and assessment results



## Use Concrete Examples

*Children Emanuel's age are typically saying more words. They also use words functionally to name things that they see. Emanuel is making sounds and starting to say things that sound like they could be words.*

*These are skills more typical of a much younger child; we'd call these foundational skills. They are important skills, and ones we'll want to build upon to help him get closer to age-expected development.*





# Narrowing the Options

- Present fewer options to the family
- Use the Decision Tree as a guide for the conversation



## Narrowing the Options

*I believe we have a good picture of Norton's functioning in this first outcome area. Let's now use this Decision Tree to help us make a decision about Norton's use of skills in this outcome area.*

*The first question is about age-expected functioning. We've discussed that Norton interacts with Jenna in a way that is expected for his age. He also follows the routine at child care and transitions easily between activities.*

*These are abilities typical of children his age. So in regards to this first question, would you all agree that he does show some age-expected functioning in this outcome?*

# Reaching Consensus

- Check in with each member of the team
- Ensure each member has had a chance to comment



# Reaching Consensus

*Okay, we're here on the Decision Tree, mostly immediate foundational skills (slightly younger child) and some foundational functioning (much younger child).*

*Based on our discussion, what questions remain?*

*Do we each agree that Emanuel uses immediate foundational skills most of the time with some skills at a foundational level?*

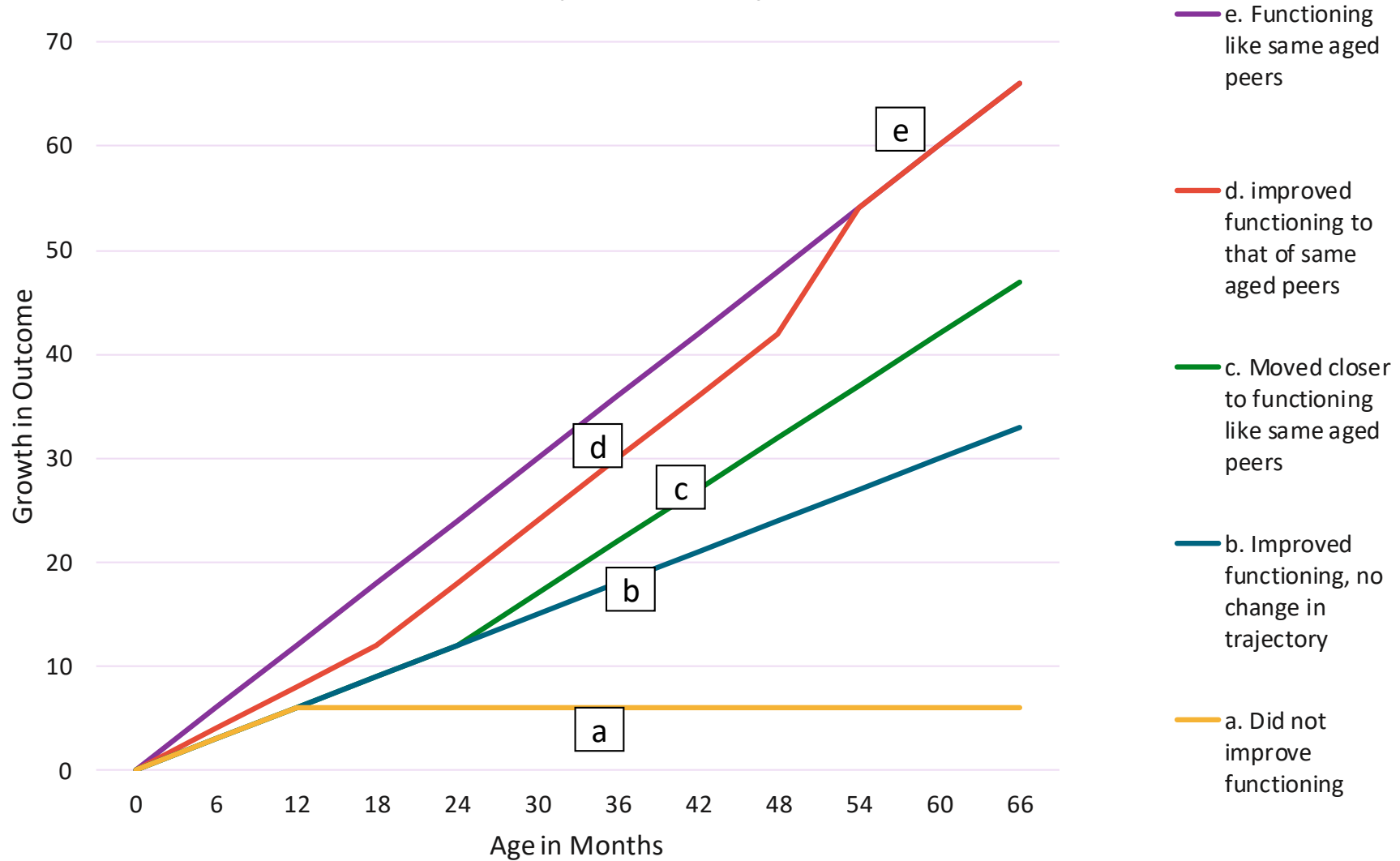


# Reaching Consensus

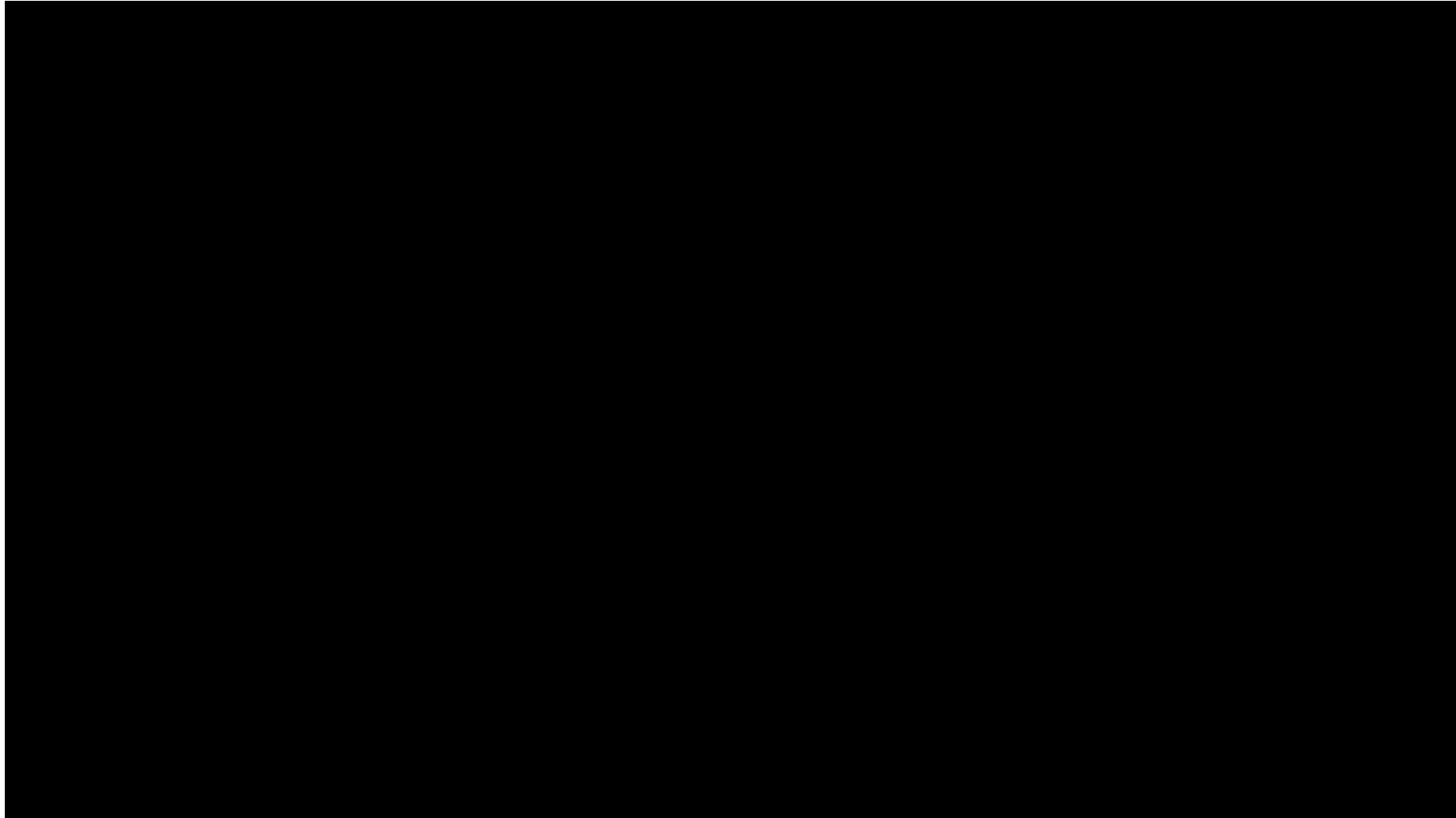
- Use concrete examples
- Refer back to Summary of Functional Performance
- Empathize
- Determine the source of the disagreement



# Developmental Trajectories



# Recorded Demonstration



# Recorded Demonstration

Quick review of the COS process, check for understanding

Review of the Summary of Functional Performance

Decision Tree and descriptor statements

Move on to functional outcomes



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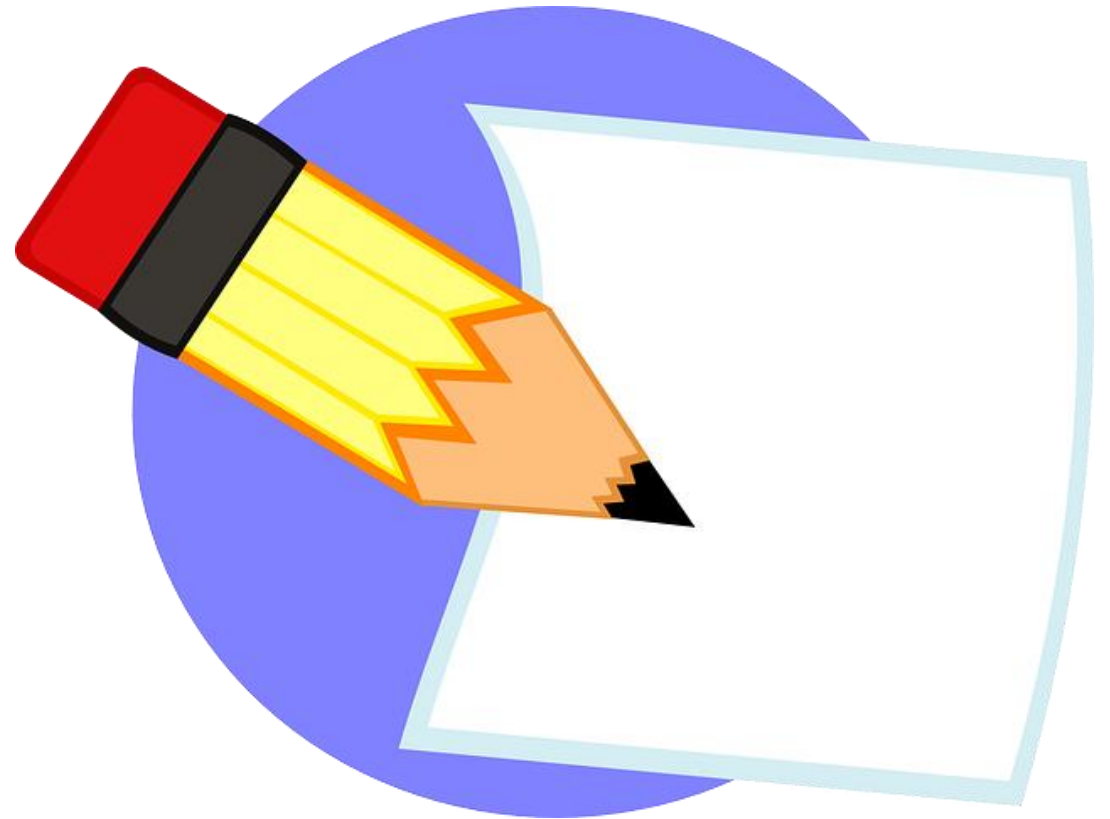


# Documentation

Which statement best describes your use of the decision tree?

I use the decision tree...

- In **every** COS discussion I have with families.
- In **most** of the COS discussions I have with families.
- In **some** of the COS discussions I have with families.
- In **none** of the COS discussions I have with families.



# How Are You Feeling?



# Learning Objectives

Become familiar with the new Child Outcome Summary Decision Tree.

Learn strategies to prepare for the selection of the Descriptor Statements.

Understand how to reach consensus when choosing a Descriptor Statement.

Know how to document the use of the Decision Tree with families.



# Resources

- **ESIT COS brochure:**

[https://dcyf.wa.gov/sites/default/files/pdf/ChildOutcomes\\_MeasuresBrochure.pdf](https://dcyf.wa.gov/sites/default/files/pdf/ChildOutcomes_MeasuresBrochure.pdf)

- **Professional Team Rating Prep Tool:**

<http://olms.cte.jhu.edu/data/ck/sites/4055/files/COS%20Rating%20Prep%20Tool.doc>

- **ENHANCE study:** <http://ectacenter.org/eco/pages/enhance.asp>

- **Additional COS Videos:** <http://olms.cte.jhu.edu/olms2/128983>

- **Age Anchoring Guidance:** [https://ectacenter.org/~pdfs/eco/COS\\_Age\\_Anchoring\\_Guidance.pdf](https://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf)



# Thank you!

**Contact your Local Lead Agency or your ESIT program consultant with any questions or concerns**

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