

Completing Entry and Exit COSFs- TA Document

Child Outcome reporting is a federal mandate and is part of Nevada's Annual Performance Report to the Office of Special Education (OSEP). Every child that enters early interventions services will receive an entry COSF if their anticipated program length will be 6 months or longer (this includes children that are 29 months of age or younger at the time of IFSP development). A child's "time in service" begins at the date of the initial IFSP with signed consent from the parent(s). Children who have received at least 6 months of service will receive an exit COSF (*6 months of service does not have to be continuous*).

Important Reminders:

- ❖ The entry COSF must be completed within 30 days following the development of the IFSP (the Part C office will receive a copy of these forms by the appointed person within each program).
- ❖ The exit COSF must be completed within 14 days following the child's third birthday and/or exit from the program (the Part C office will receive a copy of these forms by the appointed person within each program).
- ❖ Programs are no longer required to submit a copy of the exit COSF to the school district unless. If you receive a request from the school district, you may provide the exit COSF at that time, but it will no longer be a standard process.
- ❖ The Service Coordinator (SC) has the primary responsibility of completing the COSFs. However, two professionals from different disciplines are required to work as a team to complete COSFs (including: Therapists, Pediatricians, Public Service Interns (PSI), Nutritionists, and Audiologists). *If Special Instruction is the only service the family is receiving, the SC and the Supervisor would score the exit COSF.*
- ❖ Parents should not be involved in the rating of COSFs. However, family participation would be in the information gathered during the family assessment and evaluation/assessment process. It is important that families are aware of the process for measuring and reporting child outcomes. To assist families with understanding the Child Outcome reporting requirements, explain and provide them with the handout on '**Early Childhood Outcome Reporting Guidelines for Parents**'. This should be included as part of the intake process to ensure that families are aware of the program's requirement prior to the MDT completing the COSF.
- ❖ If a child received services for 6 months and the program loses contact with the family, the IFSP team will complete an exit COSF based on the child's chronological age; utilizing the most current evaluation/assessment information, progress notes, observations, etc. to determine an appropriate rating.
- ❖ If a child did not receive a total of 6 months of service(s) due to losing contact with the family for at least 2 months, the SC will document the last home visit in the TRAC notes and on the cover page of the COSF (so that the last date of service can be verified). The cover page would be required with documentation of the last date of service with the box checked that indicates the child did not receive 6 months of service.
- ❖ If a child has not received services for 6 months prior to exiting, the SC will ONLY submit a cover page indicating the child exited without having 6 months of service.

- ❖ When completing the cover page of the COSF, remember to use the TRAC Child Code as opposed to the Miscellaneous Code as this is how the database recognizes an individual child.
- ❖ When documenting supporting evidence for a child's rating in the outcome sections of the COSF, not only should the assessment results be documented, but parent report and any observations that the team made during the MDT and/or during home visits must be included as well. When reporting child outcomes, we are looking at the whole child and the status of the child's functioning across all settings and situations during the child's everyday living.
- ❖ Foundational skills are earlier skills that serve as the foundation for later skills and behaviors in predictable ways. These skills can be used to assist children in moving to the next higher level of functioning developmentally. For example, a child will master the skill of sitting up independently before he/she will crawl. The team needs to understand the developmental continuum that leads to age-expected functioning, asking
 1. Are the skills and behaviors demonstrated what one would expect for a child this age?
 2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
 3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors (much earlier or atypical skills and behaviors)?
- ❖ When documenting supporting evidence in the age appropriate skills section of the outcome pages, remember; you are looking for age appropriate skills that are comparable to typically developing same age peers. For example, a child that is 3 months old that is beginning to babble is a typical age appropriate activity. However, a child that is 6 months old beginning to babble is not an age-appropriate activity (in this particular case, babbling would be a foundational skill). It is the expectation that not all children will be able to function comparable to same age peers at the end of early intervention, but data is being collected as to how many children have achieved or moved closer to functioning at an age expected level.
- ❖ When documenting supporting evidence for each outcome, if you document that a child has age-appropriate skills in one area, you are not required to list the foundational skills that preceded this milestone.
- ❖ When completing exit COSFs, it is important to remember that you are not comparing the child's ratings at entry to determine if the child has made progress. You are basing the child's progress on if the child has made ANY progress in any of the three outcomes while receiving services. For example, if a child's rating was a 5 in outcome 1 at entry and a 4 at exit, this does not determine if the child has made progress or not. You would base the child's rating on whether the child gained ANY new skills in any developmental area. If you indicate that a child did not make progress, remember to provide supporting evidence in the exit section of the outcome.