Michigan Child Outcomes Summary Form (COSF) Cheat Sheet

Directions: **This sheet is NOT the COSF**. Use this sheet as a tool to help you gather information for the COSF and submit to data entry staff.

A. Child Identification Information

UIC # (For office use only)

Child's name (first)   **(mi)**   **(last)**   **Service Provider**

Gender   Ⓜ   Ⓕ   **Date of Birth**

Type of Eligibility
Ⓐ *Early On*
Ⓑ *Early On* and MI Special Education

Race/ Ethnicity (*Choose only one*)
① American Indian/ Alaskan Native
② Asian American
③ Black/ Not Hispanic
④ White/ Not-Hispanic
⑤ Hispanic/ Latino
⑥ Other _____

B. Data Sources

Comprehensive Assessment Tool Used (*Choose only one*)
Ⓐ AEPS   Ⓓ EIDP   Ⓖ Carolina   Ⓘ Battelle
Ⓑ E-LAP   Ⓔ Brigance   Ⓗ IDA   Ⓙ Bayley
Ⓒ HELP   Ⓕ Other _____

Method for obtaining parent input for COSF (*Choose only one*)
Ⓐ Received in meetings (e.g. Initial IFSP, Annual Review, Exit)
Ⓑ Collected Separately
Ⓒ Incorporated into Assessments
Ⓓ Not Included

Initial IFSP Date (*Date parent signed*)

Assessment Date

**For Annual/Exit:
Please use the ongoing assessment date, not the initial assessment date.**

Date parent input was gathered

C. Outcomes Ratings

Date COSF Ratings were determined

Type of Rating (*Choose only one*)
Ⓐ Entry
Ⓑ Annual
Ⓒ Exit

The child should be enrolled for a minimum of 6 months from the date the Initial IFSP was signed. Otherwise, an Exit COSF is not required.

1. Children have positive social relationships.
_____ (1 to 7)

For Annual or Exit only:
Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes   Ⓑ No

2. Children acquire and use knowledge and skills.
_____ (1 to 7)

For Annual or Exit only:
Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes   Ⓑ No

3. Children take appropriate actions to meet needs.
_____ (1 to 7)

For Annual or Exit only:
Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes   Ⓑ No

SPP Indicator Examples and Rating Guidelines

1. Children have positive social relationships.

Examples: Demonstrate secure attachments with the significant caregiver in their lives, initiate and maintain social interactions, communicate wants and needs effectively, build and maintain relationships with children and adults, regulate their emotions, understand and follow rules, and solve social problems.
To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

2. Children acquire and use knowledge and skills.

Examples: Display an eagerness for learning, explore their environment, attend to people and objects, engage in learning opportunities, use knowledge and skills in a variety of everyday routines and activities, acquire and use the precursor skills that will allow them to learn reading and mathematics in kindergarten, show imagination and creativity in play.
To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

3.**Children take appropriate action to meet their needs.**

Examples: Meet their self-care needs, use objects, move from place to place to participate in everyday activities and routines, seek help when necessary, and follow rules related to health and safety.
To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Definitions of Outcome Rating

1. **Not Yet:** Child does **not yet** show functioning expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning. Child's functioning might be described as that of a much younger child.

2. Between Emerging and Not Yet. **Some** of the foundational skills are there, though not all the **immediate** foundational skills.

3. **Emerging:** Child does **not yet** show functioning expected of a child of his or her age in any situation. Child's behavior and skills include **immediate foundational skills** upon which to build age appropriate functioning. Functioning might be described as like that of a **younger child**.

4. Between Somewhat and Emerging. Immediate foundational skills are in place, and child has demonstrated age appropriate skills **once or twice**, perhaps not deliberately.

5. **Somewhat:** Child shows functioning expected for his or her age **some of the time and/or in some situations**. Child's functioning is a **mix** of age appropriate and not appropriate functioning. Functioning might be described as like that of a **slightly younger child**.

6. Between Completely and Somewhat. Child's functioning generally is considered **appropriate** for his or her age but there are **some concerns** about the child's functioning in this outcome area.

7. **Completely:** The child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his or her age. No one has any concerns about the child's functioning in this outcome area.