

Child Outcomes Summary - Team Collaboration Quality Practices Checklist

Team Identifier:

Date:

I. Planning for the COS

Quality Practices	No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>			
1. Providers review COS background information , including the meaning of the three outcomes, the rating criteria, the decision tree, the descriptor statements, and COS process <i>(as needed)</i> .			
2. Providers review age-expected growth and development for the age of the child <i>(as needed)</i> .			
3. Providers ensure that multiple sources of information about the child's functioning are available for review <i>(e.g., observations, evaluation, progress reports, and reports from parents, specialists, and others who know the child)</i> .			
4. Providers confirm there is information about the child's functioning for each of the 3 child outcome areas .			
5. Providers confirm that there is information about the child's current functioning across settings and situations .			
6. Providers consider the child's functioning in terms of AE-IF-F with reference to age-anchoring tools and resources. <i>(AE-age-expected, IF-immediate foundational, F-foundational)</i>			
7. Providers review plans for sharing information about the COS and how to engage the family in the COS decision-making process.			

Notes

II. Explaining the COS Process to Families

Quality Practices	No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>			
1. Providers explain to the family why outcomes data are collected and how they are used.			
2. Providers describe the three child outcomes that are measured.			
3. Providers describe how the outcome data are collected.			
4. Providers check for family understanding before moving on.			

Notes

III. Understanding Child Functioning

Quality Practices <i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome areas.</i>	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss the full breadth of each outcome (i.e., across the range of functioning pertinent to each outcome).									
2. Providers invite the family to share information about their child's functioning for each outcome area.									
3. Team members discuss the child's current functioning in each outcome area.									
4. Team members discuss information from multiple sources (e.g., family input, other observations, assessments, progress monitoring, child care providers, specialists, neighbors) for each outcome.									
5. Team members discuss the child's functioning across settings and situations .									
6. Team members discuss the child's functioning for each outcome in sufficient depth to describe how the child uses skills in meaningful ways.									
7. Team members focus on the child's functional use of skills versus discrete skills.									
8. Team members discuss skills the child has and has not yet mastered .									
9. Team members discuss how the child's current use of skills relates to age-expected development (AE-IF-F).									

Notes

IV. Building Consensus for a High-Quality COS Rating

Quality Practices <i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome areas.</i>	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss key decisions about the child's functioning shown on the decision tree using all they know about the child's mix of skills.									
2. Team members discuss the rating for each outcome in descriptive terms , not simply as a number.									
3. Team members reach consensus for each outcome rating.									
4. The COS ratings are consistent with rating criteria for all the information shared and discussed.									

Notes

V. Interactive Practices

Please look for opportunities where providers could use the following interactive practices and rate the extent to which each occurs. Examine if these practices are observed throughout all four of the earlier sections of the COS-TC. Indicate if the presence or absence of a practice is particularly notable in a specific type of activity or was perhaps not applicable.

Quality Practices			
<p><i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i></p>			
Providers:	No	Partly	Yes
a. ...share and/or synthesize information clearly and concisely .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
b. ... display good affect (e.g., tone, facial expressions, responsiveness).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
c. ...give eye contact appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
d. ... do not use jargon and clearly explain technical terms .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
e. ... actively include all team members in the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
f. ... show responsive behaviors that illustrate active listening and responding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
g. ... let team members finish their thought before replying or moving on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
h. ... ask good follow-up questions to check for understanding or collect rich detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
i. ... use descriptive examples , paraphrasing, and summarizing to check understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
j. ... listen empathetically , being sensitive to emotions and environmental demands (e.g., phone ringing, child fussing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			
k. ... acknowledge and respect family input about the child's functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes			

COS-TC Scoring (Score *no* as 0; *partly* as 1; and *fully* as 2.) Reviewed by/date: _____

COS-TC Sections	Passing Score	Results
I. Planning for the COS	75%	
II. Explaining the COS Process to Families	75%	
III. Understanding Child Functioning	75% @ 75%	
IV. Building Consensus for a High-Quality COS Rating	75%	
V. Interactive Practices	75%	