

“Script” for Team Discussion of Outcomes Rating

The following text provides guidance for discussing a child’s functioning that:

- gets the information needed for a rating determination without using numbers,
- is based on the child’s strengths,
- uses a tone that is family-friendly.

It was designed for training teams in the use of the Child Outcomes Summary Form (COSF), especially with families at the table during the rating discussion

Discussing the Outcomes

Discuss the outcome areas one at a time, although not necessarily in any particular order. The suggestions in this document focus on Outcome 1: positive social relationships. Use the same format for Outcomes 2 (acquisition and use of knowledge and skills) and 3 (taking action to meet needs), substituting words to reflect the content of each outcome, as appropriate. Refer to the “COSF Discussion Prompts” resource for suggested questions and language to use for the discussion of all three outcome areas.

Begin the discussion as follows, filling in the child’s name and the content appropriate to the outcome area (as noted above, these examples illustrate Outcome 1).

- One of the important things we want ___to learn is how to get along well with the people in his/ her life. Let’s talk about how ___ is doing in social relationships. We want to talk about how ___ interacts with adults and with other children. We also want to look at how s/he follows rules and participates in routines with groups.
- Who are the adults in ___’s life?
- Is s/he around other children? [Who?]
- [if child is old enough] Is s/he in situations where she/he is expected to participate in routines with others or to follow rules related to being with others?

Strengths

- Let’s start by talking about _____’s strengths in this area. What are some of _____ strengths in social relationships and getting along with others? For example,
 - What are the things that ___does well when it comes to relating to adults? (See COSF Discussion Prompts)
 - What are some of his/her strengths in relating to other children?
 - What are some of his/her strengths when it comes to following rules or routines?

Areas of concern

- What are some of the things we are concerned about/would like to work on with ___ in the area of social relationships? For example,
 - What are the things that we are concerned about with regard to how _____ relates to adults? (COSF Discussion Prompts)
 - What are some of our concerns with regard to how _____ relates to other children?

- What are some of our concerns with regard to how ____ follows rules or routines?

Expectations

- We know that as children develop they learn to do different things at different ages. Some of the things we would like to see children doing in this area at ___[child's age] are.....
- Looking for age appropriate functioning
- Is ___ doing any of the things related to social relationships that we expect to see at his/her age?
- Possible answers:
 - Yes, he is doing ____
 - No, not yet.

Extent of age appropriate functioning

- [if yes] Would we say that all or almost all of ____'s functioning for this outcome is what we would expect to see for a child this age?
 - [if yes] ___ is doing really well in this area. Is there any thing related to how ___ interacts with others that we are concerned about and that we think we should monitor or give him some help with?
 - If no. "This means we want to say his development in this area is "completely" what we expect for a child this age.
 - If yes. This means we want to say his development in this area is "between completely and somewhat" for what we expect of a child this age.
 - [If no] Would we say that ____ rarely shows examples of what we expect to see for children this age or that she/he shows a solid mix of functioning that is age appropriate and not age appropriate yet?
 - If a solid mix. This means we will say that his development in this area is "somewhat" age appropriate.
 - If rarely. This means we will say that his development is between "emerging and somewhat".

Looking for immediate foundational skills

- [if not yet] Just before children learn to ____ [age expected functioning], they ____ [immediate foundational skills]?
- Is ___ doing anything related to social relationships at this level?
- Possible answers:
 - Yes, he is doing ____ [slide 94]
 - No, not yet. This tells us we need to work with ____ to help him/her develop some skills such as [immediate foundational skills] to help him improve in this area. Since ____ hasn't yet developed what we call immediate foundational skills, we will code his development in this outcome as "Not Yet."

Extent of immediate foundational skills

- [if yes] Would we say that just about most or all of ____'s functioning in this area is showing the kind of skills that develop just before what children do at this age?
 - [if yes] That helps us know where ____ is functioning so we can work with the skills he/she has and help him/her move to the next step. It means the rating should be "Emerging."
 - [If no] That helps us know where ____ is functioning so we can work with the skills he/she has so we can help him/her move to the next step and suggests the rating should be between "Not Yet" and "Emerging."

Was this handout useful? Please share comments, suggestions, or questions with us at staff@the-eco-center.org.