Pre/Post COSF Training Quiz

1. The goal of Early Intervention/Early Childhood Special Education is to enable young children to be active and successful participants in a variety of settings during the early childhood years and in the future.
   
   True  False

2. Parent’s input about the child’s functioning in each of the Early Childhood Outcomes is required and is reported in the summary of relevant results section of the COSF.
   
   True  False

3. The COSF summary of relevant results should give information about how the child functions (what the child can do) across a variety of settings.
   
   True  False

4. Which of the following would we consider ‘discrete,’ versus functional, skills? (circle all that apply)
   a. uses prepositions
   b. hops on one foot
   c. hands a toy to a child to engage in play
   d. says “I'm hungry” when he wants food

5. Which of the following would we consider ‘functional,’ versus discrete, skills? (circle all that apply)
   a. looks for his cup when it is not in its usual place
   b. repeats a sequence of 4 numbers
   c. asks a question in conversation
   d. crosses midline

6. The team assigns a rating on the COSF 7-point rating scale:
   a. at entry only
   b. at exit only
   c. at both entry and exit

7. The team answers the yes/no progress question:
   a. at entry only
   b. at exit only
   c. at both entry and exit

8. Forms that may be helpful for teams making a COSF rating include Documenting the Basis for Rating and the Decision Tree.
   
   True  False

9. Information from an approved curriculum based assessment is not required as supporting evidence for a COSF rating if a child is rated a 6 or 7 on one of the Early Childhood Outcomes.

   True  False

10. Students who receive only 1 special education services (e.g. speech only) automatically score a 6 or a 7 in all outcome areas.
    
    True  False

For Questions on Early Childhood Outcomes Contact:
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