

State Example New Hampshire Early Intervention

Early intervention services are delivered by contractual agreements between the Bureau of Developmental Services and designated nonprofit and specialized service agencies throughout the state. In summer 2017, the state launched a new 5-step statewide COS process training program.

1. Pretraining survey
2. Face-to-face orientation, including the use of multimedia materials
3. COS Process Online Module
4. Face-to-face wraparound training involving:
 - Topical COS Professional Development Activities
 - COS Process Applied Practice Activities
 - State's new IFSP form with integrated COS process
5. Follow-up coaching

Recommended Sequence for Comprehensive COS Process Professional Development

Promote Awareness

- Generate motivation to produce **high-quality child outcomes data**.
- Promote practitioner awareness of **what the COS process is and why it is being used** to collect child outcomes data.

Build Knowledge

- Have practitioners complete the **COS Process Online Module** to gain an understanding of essential knowledge and skills for participating in the COS process.
- Use the **COS State-/Program-Specific Checklist** to share program policies and procedures for child outcomes data collection.
- Provide practitioners with opportunities to build knowledge by completing **Topical COS Professional Development Activities**.
- Share the **COS Data to OSEP Progress Categories/Summary Statements Online Interactive** as a supplemental resource for practitioners interested in learning how the data are converted.

Provide Opportunities to Build Skills and Apply Knowledge

- Give practitioners an opportunity to integrate their knowledge and skills by completing **COS Process Applied Practice Activities**.
- Support practitioners' understanding of quality team collaboration practices by using **COS Team Collaboration (COS-TC)** materials.

Assess Knowledge and Address Gaps

- Assess practitioners' knowledge and skills with the **COS Competency Check (COS-CC)**.
- Identify gaps in practitioners' understanding and application, and refer to resources and professional development activities to extend learning.
- Provide practitioners with periodic refresher training, encourage ongoing reflection, and offer continuous support with implementing quality practices.

The handout that accompanies this poster contains information on how to access the resources noted above in bold italics.

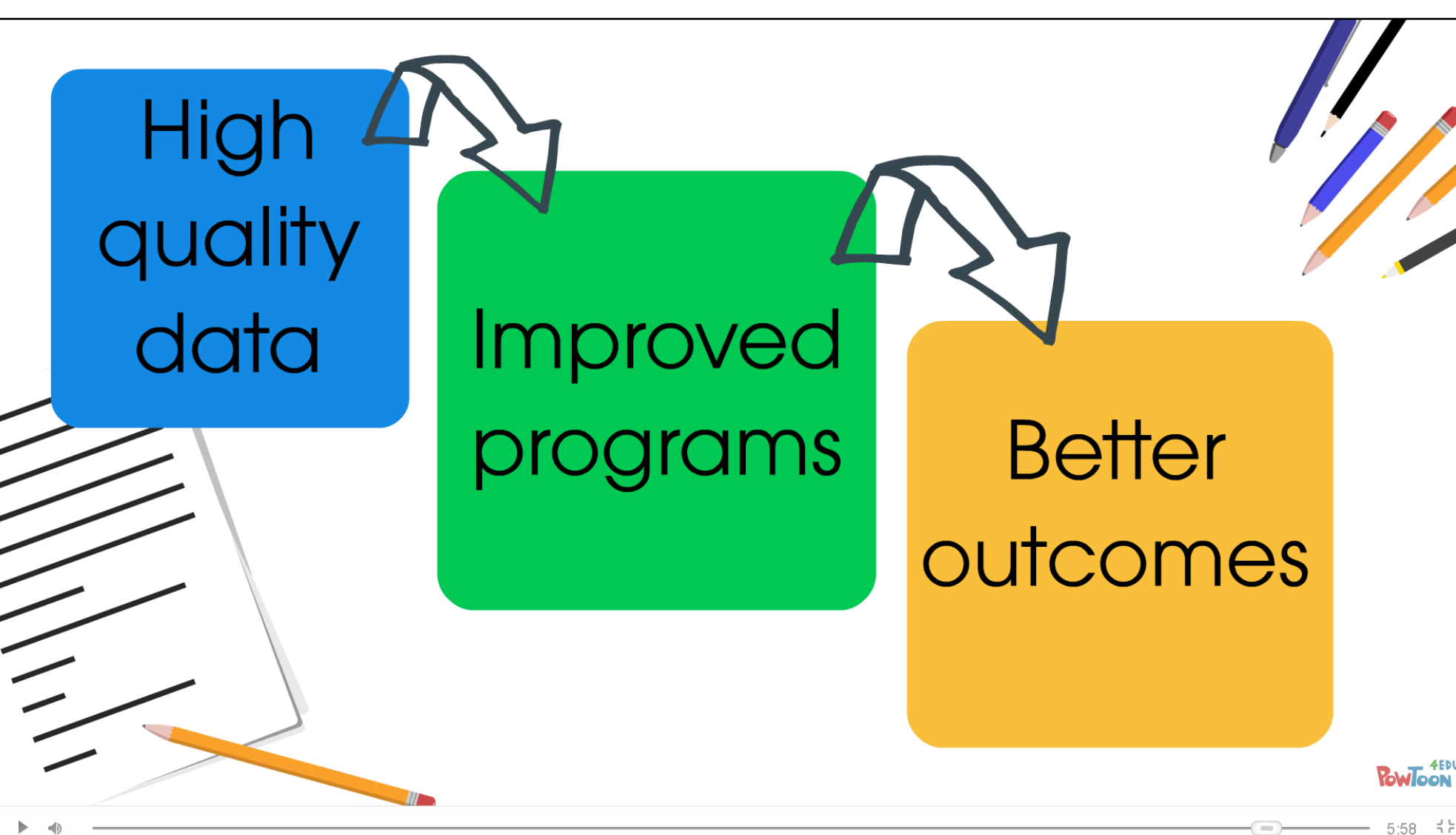
State Example Texas Region 4 Early Childhood Special Education (ECSE)

Each of the 20 ECSE regions in Texas provide their own professional development to school districts and other community agencies (e.g., community preschools). Region 4 serves the greater Houston area.

Region 4 developed their own interface for the COS Process Online Module using a learning management system that tracks completion.

- Preschool special educators, speech language pathologists, and kindergarten IEP team members have access to this training, but it is not required.
- Practitioners receive credit hours for completing the module.

ECTA/DaSy COS Process Online Module:
Determining a COS Rating Activity (Case Study)



Powtoon video developed for NH orientation