CHILD OUTCOMES SUMMARY FORM

(updated June 2011)

	Check one:	ENTRY COSF \Box	Progress Monitoring COSF \Box	EXIT COSF \square			
I.	Child Informa						
	Name:	_					
	Date of Birth:	_					
	Primary Disal	_					
	Child Exiting (Please check box						
II.	Intervention F	Period:					
	Rating Date:		Consecutive Months in Service (not required for initial rating)				
III.	Rating Summ	ary:					
	Outcome 1:		1b Progress made since previous assessment (/N)			
	Outcome 2:		2b Progress made since previous assessment (Y/N)			
	Outcome 3:	(Y/N)					
IV.	Primary Assessment Secondary Assessment (Preschool Speech Delay only)						
V.	Sources of Inf						
	Observations	Interviews	Classroom Data Anecdota	al Notes			
VI.	Persons invo	olved in completing t	the form:				
	Nan	ne	Role				
]	•	tion on child's funct ved in team meeting	ioning (check all that apply): Collected separately				
		porated into assessn	<u> </u>				

© 2005 Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating to adults
- Relating to other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for this outcome rating	
Age-appropriate functioning	
Concerns? No Yes	(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate	
Functioning that is not yet age appropriate or immediate foundational	

1b. (If Question 1a has been answered previously): **Has the child shown** *ANY* **new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** (Circle one number)

Yes	1→ Describe progress:
No	

^{© 2005} Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for this outcome rating	
Age-appropriate functioning	
Concerns? No Yes	(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate	
Functioning that is not yet age appropriate or immediate foundational	

2b. (If Question 2a has been answered previously): Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	1→ Describe progress:
No	2

 $[\]odot$ 2005 Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for this outcome rating	
Age-appropriate functioning	
Concerns? No Yes	(describe)
Immediate foundational skills/ Functioning that is not yet age-appropriate	
Functioning that is not yet age appropriate or immediate foundational	

3b. (If Question 3a has been answered previously): **Has the child shown** *ANY* **new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** (Circle one number)

Yes	1→ Describe progress:
No	2

^{© 2005} Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.