

Sample

CHILD OUTCOMES SUMMARY FORM

Date of Rating: 10 / 6 / 2006
Mo Day Yr

Check one: Entry/1st Rating Exit/later Rating

Child Information:

Legal Name: Wesley Lu Smith
First Middle Last

Date of birth: 7 / 6 / 2003
Mo Day Yr

ID: 883297

Persons involved in deciding the summary ratings:

Name (First, Middle Initial, Last)	Role
Amanda and Peter Smith	Mother and Father
Amy Lu	Grandmother
Chandra Anderson	ECSE Teacher
Lori Jackson	School Psychologist
Leroy Moore	Physical Therapist

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

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

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations?
(circle one number)

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

Supporting evidence for answer to Question 1a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley's Mom and Grandmother	9/7/06 10/6/06	Mom reports that Wesley interacts and plays well with his two sisters, one older and one younger. He greets familiar people spontaneously and engages them in conversation, often asking them to come and play. He participates and "loves" Sunday School class and has a friend who comes to play on a regular basis. He does not attend childcare.
Physical Therapist	5/28/06	Wesley came willingly to the assessment, readily played and explored his environment. He was very social, engaged well with examiner and enjoyed the activities presented.
Assessment, Evaluation Programming System (AEPS) B-3	Observation 5/11/06 and 5/25/06	<ul style="list-style-type: none"> • Solves common problems • Turns and looks at person speaking • Follows person's gaze to establish joint attention • Gains person's attention and refers to an object, person, and/or event • Carries out 2 step direction without contextual cues • Responds appropriately to familiar adult's affect • Initiates and maintains interaction with familiar adult and with peers • Initiates and maintains communicative exchange with familiar adults and peers • Participates in established social routines (with reminders)

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

Yes	No	NA	Describe progress:
1	2		

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 behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

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

Supporting evidence for answer to Question 2a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley's mom	6/8/06 and 9/7/06	Mom reports Wesley is a very bright little boy who understands what parents share with him and he asks questions when he wants to know something or doesn't understand.
School Psychologist Scales of Independent Behavior-Revised (SIB-R)	6/7/06	Wesley had difficulty attending to one specific task as he wanted to explore the environment. He scored 2 years, 6 months on the Broad Independence Scale. His scores in social/communication indicate that Wesley skills are age appropriate but expressive language skills are limited to age appropriate.
ECE Teacher	5/8/06 through 6/9/06	Wesley attends class four days per week and adapted quickly to the classroom routine, though he needs many reminders. He follows directions and communicates in complete sentences. He needs help with setting the table for snack using 1:1 correspondence but demonstrates good problem solving when asked "What could we do about that?"
AEPS B-3	Observation 5/11/06 and 5/25/06	<ul style="list-style-type: none"> • Orients picture book correctly and turns pages one by one • Orients to auditory, visual and tactile events • Imitates words not frequently used • Solves common problems • Carries out two-step direction without contextual cues • Uses 50+ single words and uses two and three-word utterance <p>Not yet:</p> <ul style="list-style-type: none"> • copying simple written shapes after demonstration • using imaginary objects in play

		<ul style="list-style-type: none"> • categorizing like objects • demonstrating functional uses of 1:1 correspondence • recognizing environmental symbols • demonstrates use of common opposites concepts • repeating simple nursery rhymes
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2b. (If Question 2a has been answered previously): Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

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, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

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

Supporting evidence for answer to Question 3a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Wesley's Dad	6/8/06 and 10/6/06	Reports that Wesley wears KFOS Braces and walks with crutches. He needs to have help ascending and descending stairs, is not yet toilet trained, cannot pedal his tricycle and has trouble pouring liquid from a pitcher into a cup. He can feed himself and drink from a cup.
ECE Teacher	5/5/06 through 5/25/06	Wesley needs assistance getting off the bus, removing his coat and backpack and does not recognize when he is wet or dirty but allows staff to change diapers at regular intervals. He is not able to serve himself food using a utensil or pour juice from a small pitcher into a cup without a lot of spilling.
AEPS B-3	Observation 5/11/06 and 5/25/06	<ul style="list-style-type: none"> Uses tongue and lips to take in and swallow food and liquid Bites and chews hard and chewy foods Drinks from a cup and/or glass Eats with spoon and fork without much spilling Washes and dries hands without help Brushes teeth after toothpaste is placed on brush Removes socks and shoes Correctly activates a mechanical toy Reproduces part of interactive game and/or action in order to continue game and/or interaction Retains objects when new object is obtained Gains person's attention and refers to an object, person, and/or event Uses two and three-word utterances

		<p>Not yet: Undressing himself (shirt, pants, coat) Initiating toileting Transfers food and liquid between containers Meets observable physical needs in socially appropriate ways Participates in established social routines Plays on outdoor play equipment by climbing up and down stairs and ladders Walks around large toys or furniture without bumping into them Pedal a tricycle with feet while steering Run around large toys, furniture or people Bend over at waist or knees to reach an object and stand back up without sitting down or leaning on something.</p>
Physical Therapist	5/28/06	Wesley occasionally loses his balance and uses a wide base of support in standing. He needs help to climb stairs; he creeps up stairs on his hands and knees.

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		