

Child Outcome Summary Form (1 of 3)

Date: Month 4 Day 18 Year 2006

ENTRY DATE: 3/1/2006

EXIT DATE:

Check Appropriate Box Below

ENTRY DATA:

EXIT DATA :

Child Information

Name: Claire Jones

Date of Birth: Month 3 Day 1 Year 20 03

HSRS number (for Birth to 3 Programs only):

Persons involved in summary rating decisions:

Name	Role	Name	Role
Judy Brown	ECSE Teacher	Marilynn Smith	Sp/Lang. Pathologist
Jeanne Redwine	School Psychologist	Lisa Berg	OT
Stacey Jones	Parent		

Family information on child functioning (check all that apply): Received in team meeting Incorporated into assessment(s) Collected separately Not included

Identify supporting evidence for thinking about the child's functioning in the three outcome areas and closely related areas (as indicated by assessments and observations from individuals in close contact with the child).

Child Outcome Area	Dates	Sources of information	Summary of Relevant Results
I. POSITIVE SOCIAL-EMOTIONAL SKILLS (Including social relationships) <ul style="list-style-type: none"> • Relating with adults • Relating with other children • Following rules related to groups or interacting with others (if older than 18 months) 	2/1/06 2/1/062 2/15/06 3/15/06 4/15/06	Parent Observation Early Int. Records; COR Infant/toddler Battelle (BDI-2) ASQ-SE (parent int.) COR Preshool Teacher Obs.	Teacher obs. in the home and parent obs/interviews revealed that Claire is more comfortable relating with her family members than other adults and peers. Early Int. Records and sources listed, confirm that Claire's social-emotional skills are below the level of her peers
II. ACQUIRING AND USING KNOWLEDGE AND SKILLS (Including communication, language and early literacy) <ul style="list-style-type: none"> • Thinking, reasoning, remembering, & problem solving • Understanding symbols • Understanding the physical & social worlds 	2/1/06 2/1/062 2/15/06 3/15/06 3/20/06 4/15/06	Parent Interview Early Int. Records; COR Infant/toddler Battelle (BDI-2) ASQ-SE (parent int.) COR Preschool Goldman-Fristoe Teachers Obs.	Parents report understanding Claire about 50% of time; other adults can not understand her. All sources concur that expressive lang. skills are delayed. Understanding language, reasoning and problem solving are all below typical age peers.
III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS <ul style="list-style-type: none"> • Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting) • Contributing to own health & safety (e.g., follows rules, assists with hand washing, avoids inedible objects) • Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects) 	2/1/06 2/1/062 2/15/06 2/15/06 3/15/06 4/15/06	Parent Observation Early Int. Records; COR Infant/toddler Battelle (BDI-2) ASQ-SE (parent int.) COR Preshool Teacher Obs.	Claire is beginning to dress herself and care for personal needs. She uses a communication book to express her needs and wants. She can use tools such as crayons, pencils, scissors, and eating utensils if they are adapted for her. All sources of info. indicate a delay in motor and self-help skills.

Child Outcome Summary Form (2 of 2)

Instructions: To what extent does this child show age-appropriate functioning, across a variety of settings and situations, in each outcome area? Check only ONE box in each column. Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's typical settings.

ECO Rating	Definition	I. POSITIVE SOCIAL-EMOTIONAL SKILLS (including social relationships) <ul style="list-style-type: none"> ● Relating with adults ● Relating with other children ● Following rules related to groups or interacting with others 	II. ACQUIRING AND USING KNOWLEDGE AND SKILLS (including communication, language, and early literacy) <ul style="list-style-type: none"> ● Thinking, reasoning, remembering, & problem solving including ● Understanding symbols ● Understanding the physical & social worlds 	III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS <ul style="list-style-type: none"> ● Taking care of basic needs ● Contributing to own health & safety ● Getting from place to place (mobility) and using tools
Completely	Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area. 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat	Child shows functioning expected for his or her age some of the time and/or in some situations . Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child . 5	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child shows some but not much age-appropriate functioning 4	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Emerging	Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child 3	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
	Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Yet	Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child's functioning might be described as like that of a much younger child . 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>Answer this question if the Child Outcome Summary Form has previously been completed for this child</i></p> <p>Has the child shown <u>any</u> new skills or behaviors related to each outcome area since the previous rating?</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>Describe progress:</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>Describe progress:</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>Describe progress:</p>
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