**Child’s Name:**       **DOB:**       **ID:**

**COS meeting type (choose only one):** **Entry** **Exit EI Transition** **Yes** **No**

**RI CHILD OUTCOMES SUMMARY FORMS-COS Section A**

**Document the child’s functional behaviors and skills from multiple sources and across environments.**

\**RI’s Functional Outcomes Discussion Sheet* may be used to guide the discussion

**COS A meeting date:**      

**Information provided by**: Parent/Guardian Caregiver EC Teacher EI/ECSE Educator EC/ECSE Therapist Other:

|  |  |  |
| --- | --- | --- |
| **Outcome 1: Positive Social Emotional Skills**  **(Including Social Relationships)** | **Outcome 2: Acquiring and Using**  **Knowledge and Skills** | **Outcome 3: Taking Action**  **to Meet Needs** |
| **1) Relating with caregivers** *(attachment, separation, regulation, respond to/initiate/sustain interactions, acknowledge comings and goings…)*  **2) Attending to others in a variety of settings** *(awareness, caution, respond to/offer greetings, respond to own/others’ names…)*  **3) Interacting with peers** *(awareness, respond/initiate/ sustain interactions, share, cope and resolve conflicts, play proximity with peers…)*  **4) Engaging in social games and communication with others** *(respond to/initiate/ sustain games and social communication, engage in mutual activity, joint attention, use language to greet and engage others and to respond to others statements, prompts and questions…)*  **5) Adapting to changes in the environment or routines** *(transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow rules…)*  **6) Expressing own emotions and responding to the emotions of others** *(show pride/excitement/ frustration, display affection, acknowledge/ comfort others…)* | **1) Showing interest in learning** *(persist, show eagerness and awareness, imitate and repeat actions, explore environment…)*    **2) Using problem solving** *(figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions…)*    **3) Engaging in purposeful play** *(early awareness and exploration, functional object use, construction, pretend, make believe play scenarios…)*    **4) Understanding pre-academic and literacy concepts** *(differences/associations among things, matching/ sorting, size/color/shape/ numbers, actions with pictures and books, early writing…)*    **5) Progressing from sounds to words** *(acquisition and complexity of sounds and vocabulary)*    **6) Understanding questions asked and directions given** *(respond to gestures, verbal requests, understand meaning of increasingly complex word/questions/directions…)* | **1) Moving around and manipulating things to meet needs** (early movements and control to rolling, crawling, walking, running, jumping, climbing…, using tools – crayons…)  **2) Eating and drinking with increasing independence** (suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, amount type of food…)    **3) Dressing and undressing with increasing independence** (assist with dressing, take off, put on shoes and clothes, undo/do fasteners…)    **4) Diaper/toileting & washing with increasing independence** (lift legs, toss diaper, sit on potty, wash hands, brush teeth, help with bathing …)  **5) Communicating needs** (indicate hunger, need for diaper change, sleep, express discomfort, hurt, request/reject food, express choice…)  **6) Showing safety awareness** (avoid dangers - stove, road, seatbelt…) |

**Child’s Name:**       **DOB:**       **ID:**     

**COS meeting type (choose only one):**  **Entry** **Exit EI Transition** **Yes** **No**

**RI CHILD OUTCOMES SUMMARY FORMS-COS Section B**

**Review section A and update using multiple sources and across environment.**

**Synthesize information from section A into age expected, immediate foundational and foundational skills, and behaviors.**

**COS B meeting date:**      

**Information provided by**: Parent/Guardian Caregiver EC Teacher EI/ECSE Educator EC/ECSE Therapist Other:

|  |  |  |
| --- | --- | --- |
| Outcome 1: Positive Social Emotional Skills (Including Social Relationships) | | |
| Skills expected of a child this age (age-expected) | Skills like that of a younger child; lead to age-expected skills (immediate foundational) | Skills of a much younger child; earlier skills (foundational |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Outcome 2: Acquiring and Using Knowledge and Skills | | |
| Skills expected of a child this age (age-expected) | Skills like that of a younger child; lead to age-expected skills (immediate foundational) | Skills of a much younger child; earlier skills (foundational) |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Outcome 3: Taking Action to Meet Needs | | |
| Skills expected of a child this age (age-expected) | Skills like that of a younger child; lead to age-expected skills (immediate foundational) | Skills of a much younger child; earlier skills (foundational) |
|  |  |  |

**Child’s Name:**       **DOB:**       **ID:**     

**COS meeting type (choose only one):** **Entry** **Exit EI Transition** **Yes** **No**

**RI CHILD OUTCOMES SUMMARY FORMS-COS Section C**

**Review section B and update using multiple sources of information. Summarize information from section B into an overall statement of functioning and indicate progress at program exit.**

**COS C meeting date:**

**Information provided by**: Parent/Guardian Caregiver EC Teacher EI/ECSE Educator EC/ECSE Therapist Other:

**How would you summarize this child’s development in each outcome area?**

Relative to same age peers, this child has all the skills we would expect for a child his/her age. (7)

Relative to same age peers, this child has the skills we would expect for a child his/her age, however there are concerns that he/she may be on the border of not keeping up with same age peers. (6)

Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child. (5)

Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected. (4)

Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build. (3)

Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build. (2)

Relative to same age peers, this child’s functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills. (1)

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome**  **Number** | **Outcome** | **Numerical**  **Rating** | **Exit Only:**  **Has this child made progress in this outcome? Y/N** |
| **1** | **Positive Social Emotional Skills (Including Social Relationships)** |  |  |
| **2** | **Acquiring and Using Knowledge and Skills** |  |  |
| **3** | **Taking Action to Meet Needs** |  |  |

**For exit rating only: No exit rating due to:**  **Child enrolled less than 6 months**  **Lack of information due to loss of contact with child/family**