

Child Outcomes Summary (COS) Form

Check one: Entry COS Interim Rating Exit COS

Date Completed: 1/20/2022

I. Child Information

Name: Sally Sunshine

Date of Birth: 6/12/2017 MSIS#: 123456789

Primary Disability: Developmentally Delayed

Secondary Disability: _____

II. Rating Summary

For Interim/Exit Only:
(Any progress made since Entry rating?)

Outcome 1 Rating: 5 Y N
Having Positive Social-Emotional Skills

Outcome 2 Rating: 4 Y N
Acquiring and Using Knowledge and Skills

Outcome 3 Rating: 5 Y N
Using Appropriate Behavior to Meet Needs

III. Anchor Assessment Battelle Developmental Inventory - 3

IV. Sources of Information (check all that apply):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Observations

<input checked="" type="checkbox"/> Interviews

<input type="checkbox"/> Other Assessment Tools (list)
_____ | <input checked="" type="checkbox"/> Anecdotal Notes

<input type="checkbox"/> Classroom Data

<input type="checkbox"/> Other Sources (list)
_____ |
|---|--|

V. Persons involved in determining the rating:

Name	Role
Jennifer Sunshine	Parent
Martha Jones	General Education Teacher
Lindsay Anderson	Special Education Teacher
Bill Williams	Agency Representative
	Related Service Provider
	Other
	Other

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

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

1 2 3 4 5 6 7

Supporting evidence for this outcome rating

Concerns in this area? Yes No (describe)

Age-expected functioning

Sally has many skills expected of her age, but she also demonstrates some skills slightly below what is expected in this area. She interacts appropriately with familiar adults, but is unable to independently engage in appropriate interactions with classmates. She shows control of her body throughout the classroom, but she is unable to manage her emotions consistently.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Sally can engage with a variety of familiar adults and is beginning to express a desire to play with others. With guidance and support, she can cooperate with peers by taking turns.

Functioning that is not yet age-expected or immediate foundational

1b. (For Interim/Exit only) Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Choose one number)

Yes 1 – Describe progress:

No 2 – Describe why no progress:

2. Acquiring and Using Knowledge and Skills (including early language/communication and early literacy)

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-expected functioning, across a variety of settings and situations, on this outcome? (choose one number)

1 2 3 4 5 6 7

Supporting evidence for this outcome rating

Concerns in this area? Yes No (describe)

Age-expected functioning

Sally has a few of the skills we would expect for this age, but she shows more skills that are not age-expected. She can identify the front, back, and title page of a book. Sally is unable to answer questions related to a variety of print materials or retell a familiar story.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Sally can identify common objects in pictures of books, recognize and name the letters in her first name, and engage in verbal play. Sally can recite numbers 1 to 5 and count objects up to 3. She is unable to identify any numbers or recognize her name in print.

Functioning that is not yet age-expected or immediate foundational

2b. (For Interim/Exit only): Has the child shown ANY new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Choose one number)

Yes 1 – Describe progress:

No 2 – Describe why no progress:

3. Appropriate Behavior 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, etc.)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.)

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

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supporting evidence for this outcome rating

Concerns in this area? **Yes** **No** (describe)

Age-expected functioning

Relative to same-age peers, Sally shows many age-expected skills, but continues to show some functioning like that of a slightly younger child. She is able to use utensils and take care of toileting needs. She is unable to communicate effectively to seek out help with difficult tasks, to find comfort, or to obtain security.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

With guidance and support, Sally is able to demonstrate appropriate behavior to respect self and others in physical activities by following simple directions and safety procedures.

Functioning that is not yet age-expected or immediate foundational

3b. (For Interim/Exit only): Has the child shown ANY new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Choose one number)

Yes 1 – Describe progress:

No 2 – Describe why no progress: