

Child Outcomes Summary (COS) Form

Check one: Entry COS Interim Rating Exit COS

Date Completed: 5/18/2023

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: 6 Y N
Having Positive Social-Emotional Skills

Outcome 2 Rating: 5 Y N
Acquiring and Using Knowledge and Skills

Outcome 3 Rating: 7 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 type="checkbox"/> Interviews

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

<input checked="" type="checkbox"/> Classroom Data

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

V. Persons involved in determining the rating:

Name	Role
Jennifer Sunshine	Parent
Sally Pickle	General Education Teacher
Bonnie Brown	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 mastered many of the age-expected skills in this area, but the team still has concerns about her difficulty managing her emotions when things do not go as she expects. She is able to interact appropriately with both peers and adults and participate in classroom activities. She follows class and school rules consistently.

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

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: Sally has consistently made progress in this area and has mastered the majority of age-expected skills. The team has concerns about her difficulty managing her emotions. +

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 mastered many age-expected skills in this area. She is able to ask and answer questions about details in a text, actively engage in group reading activities, and read common sight words. She can count to 100 by ones.

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

Sally still struggles with associating some letters with their sounds. She also has difficulty identifying and writing numbers to 20.

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: Sally has developed many ELA and math skills, particularly oral skills. She can answer questions about a text and can count aloud to 100.

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

Supporting evidence for this outcome rating

Concerns in this area? Yes No (describe)

Age-expected functioning

Sally exhibits age-expected skills in this area. She is able to take care of her basic needs, and will seek assistance from adults or peers when needed.

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

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: Sally has mastered age-expected skills in this area. She can feed and dress herself, and seek help when needed.

No 2 – Describe why no progress: