

ASSESSMENT SUMMARY and RI CHILD OUTCOMES SUMMARY FORM

Child's Name _____ Age _____ ID# _____ Date ____ / ____ / ____

Child Outcome Summary (COS) Section B: Use multiple sources of information, including COS Section A, to describe this child's functioning in each outcomes area. Identify how these skills compare to same age peers using language such as age expected, skill like that of a younger child and/or a much younger child.



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

Outcome I: Positive Social Emotional Skills (Including Social Relationships):

Involves how the child relates to adults and other children, and for older children, how the child follows rules related to interacting with other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses and feelings, learns rules and expectations, and interacts socially.

Violet's relationships with her parents, babysitter and brother are what we would expect for a child her age. She initiates and engages with familiar adults, smiles and runs to them when they walk in the room, and laughs and giggles in response to her brothers silly faces. Cindy (sitter) reports Violet understands and participates in routines and has an understanding of rules such as when to come to the table for meals, clean up, bath time, and activity expectations at her home by watching others. For example when Cindy says "Violet, lunch time" Violet will go to her high chair and motion to be picked up. Cindy shared that Violet understands "get down" when she is climbing on back of couch, "stop" when she is running toward the front yard, and "get your shoes" when its time to go outside. She will initiate play with very familiar adults by taking their hand to what she wants to play with. Violet understands many words and phrases. These are all age expected skills and strengths for Violet.

Transitions are difficult when Violet is dropped off at Cindy's house. Cindy reported that Violet usually is upset for up to a half hour after her Mom leaves and will stay by herself and does not want to be comforted. Cindy would like to see Violet initiate interactions with peers rather than withdraw when other children try to engage her. This happens in the community too; when Violet is out with her family. Violet becomes frustrated when others do not understand what she wants and has difficulty regulating her emotions (at both home and at the Cindy's house). When "really mad" she will lay on the floor and bang her head. She does not use words to communicate but will use gestures such as leading someone by the hand and pointing. She uses some sounds but it is hard to know what she wants. She is currently expressing frustration through biting, throwing items, and banging her head (at home and at Cindy's). The team joins in the family's concerns about Violet's limited ability to express frustration with words or gestures. Violet shows skills of a much younger child in coping with frustration and trying to communicate.

After completing the RBI, it was noted that during the bathtime routine which Violet loves, she is able to say "bah" when she sees the bubbles in the tub. Sometimes when mom or dad ask Violet to do something during the bathtime routine, she does not always follow their directions such as "go to daddy" but will do things like "get the boat" (toy). Shannon wonders how much Violet understands or if she is choosing not to follow directions. This is a concern for Shannon. As expected for her age, when Violet is out in the community such as the farmers market, she is most comfortable when Shannon or her dad Mark are close by. When Shannon attends a familiar playgroup Violet only wants to stay close by to her and does not interact with the other children. Shannon is concerned about this because all the other children Violets age are playing with each other.

Check one: Entry Exit

Your child's assessment summary is organized around the three national Early Intervention outcomes. As we know, children's functional abilities overlap the domains of development, therefore we organize what we know about your child into the three outcome areas. The three Global Child Outcomes reflect what we want for all children as they participate in daily activities at home, community or early care and education settings. This summary will summarize your child's development, strengths, needs and how your child's development compares to his/her same age peers.

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Outcome 2: Acquiring and Using Knowledge and Skills:

Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy.

Violet has an age expected understanding of routines and what comes "next" (like coming to the table before sitting down to eat or having a book read to her before bed). Books are of special interest to her and she knows to turn pages of a book from right to left, and points to pictures in the book when her parents or sitter name objects. She searches for dropped toys and anticipates the reaction with excitement when she hides a toy or plays peek-a-boo. Violet remembers where items belong such as her diapers and shoes and sometimes will either go get these items or put them away. Cindy, Violet's babysitter reported that Violet will bring her a book to read to her when she is at Cindy's house. Violet imitates her older brother when he is brushes his teeth. She will get her own toothbrush and brush along side him. These skills are expected of a child Violet's age.

Violet responds to language and sometimes follows simple directions but has difficulty communicating. This is frustrating for her when she wants to share her ideas or wants. She does not have many words but may sometimes say a sound as if she were saying a word to label a picture in a book. to what she wants. Does say "po" for her brother Paul, "muck" for milk. When she is not understood she often gets frustrated and lays on the floor and bangs head when really angry. She will point to something she wants but otherwise she becomes frustrated trying to communicate ideas. These are skills of a much younger child.

After completing the RBI it was noted that Violet has no difficulties physically exploring environments when the family goes out to very familiar places (school playgroud and the local bakery) A new thing Violet is doing when playing is pointing to a similiar objects such as her blocks and making a sound which Shannon thinks is her way of counting. These are all age expectd skills. Violet is very curious and will explore new environments however, she will stick close by mom or dad rather than go on the playground equipment (in the "big libray playgroud") or when other children are at the playground. Shannon worries about this because the other children are playing on the playground with their mothers nearby. While at home Violet will sometimes become upset and bang her head when she gets angry (for example, when Shannon says "no" she cannot have something) which would be expected of a much younger child.

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Outcome 3: Taking Action to Meet Needs:

Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush or crayon, and for the older children, contributing to their own health and safety. The outcome is measured based on a child's ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and "act on the world to get what one needs."

Violet is beginning to use a child spoon consistently to feed herself soft foods. Cindy, the babysitter, reported that Violet is more independent feeding herself at her house than at home. She will remove some clothing (socks, pants, jacket, hat – still working on shirts) and helps with self dressing. She is learning to wash her hands and brush her teeth which is expected for a child her age. Violet does watch the other children at the sitter's house and imitate their actions when it is time to clean up. Cindy reported that she was scrubbing her hands at the sink after watching a peer. Violet will remain safe when playing outside at Cindy's house and will stay close by - same when out at a store with her parents. These are all skills expected for a child Violet's age.

Violet's most significant difficulty is with her ability to tell people what she wants (food, toys, games) and does not want. She has become more frustrated lately and is more likely to bite or bang her head on the floor when frustrated. This is the area that Violet's parents and Cindy are most concerned about. These are skills of a much younger child.

After completing the RBI it was noted that Violet will throw her food when she is finished eating especially when the family is out at a restaurant and they report this is very frustrating. This was noted to be a behavior of a younger child. Shannon did report that Violet does not like to eat noodles and it's hard to get Violet to chew meats or other food that are tougher to eat. She will often cry and point towards the kitchen when she's hungry.

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RI Early Intervention Individualized Family Service Plan

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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		Numerical Rating	Exit Only: Has this child made progress in this outcome? (Circle one)
1	Positive Social Emotional Skills (Including Social Relationships)	4	YES / NO
2	Acquiring and Using Knowledge and Skills	5	YES / NO
3	Taking Action to Meet Needs	5	YES /NO
No exit rating due to: <input type="checkbox"/> Child enrolled less than 6 months <input type="checkbox"/> Lost contact with family			