

RI Child Outcomes Summary Form- COS B

Child's Name: 	DOB:	/	/	ID:	Date:	/	/
Information in this Child Outcome Summary provided by (list only; signatures not necessary)							
Information Provided By:				Relationship to Child:			
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<u>Outcome 1: Positive Social Emotional Skills (Including Social Relationships)</u>							
<p><i>Involves how the child relates to adults and other children, and for older children, how the child follows rules related to interacting with others. The outcome is measured based on how the child forms secure relationships with adults and children, expresses feelings, learns rules and expectations, and interacts socially.</i></p> <ul style="list-style-type: none"> • Relating with caregivers (<i>attachment, separation, regulation, respond to/initiate/sustain interactions, respond to caregiver's touch, track caregivers visually...</i>) • Attending to others in a variety of settings (<i>awareness, caution, respond to/offer greetings, respond to own/others' names...</i>) • Interacting with peers (<i>awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play next to/with peers...</i>) • Adapting to changes in the environment or routines (<i>transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow rules...</i>) • Expressing own emotions and responding to the emotions of others (<i>show pride/excitement/frustration, display affection, acknowledge/ comfort others...</i>) 							
Skills expected of a child this age (age expected)							
Skills like that of a younger child; lead to age-expected (immediate foundational)							
Skills of a much younger child; earlier skills (foundational)							
Other observations and information							

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.

- **Showing interest in learning** (*track objects/people, persist, show eagerness and awareness, imitate and repeat actions, explore environment...*)
- **Using problem solving** (*figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions...*)
- **Engaging in purposeful play** (*early awareness and exploration, functional object use, use of household objects, construction, pretend, make believe play scenarios...*)
- **Demonstrates cognitive and literacy concepts** (*discriminates between objects, shows visual preference, shifts attention, interest in/interacts with books, differences/associations among things, matching/sorting, size/color/shape/ numbers, actions with pictures and books, early writing...*)
- **Uses language to communicate** (*babbling, progressing from sounds to words/signs, imitates others sounds/signs, points or gestures to communicate interest, words/signs to communicate thoughts and interest*)
- **Understanding questions asked and directions given** (*responds to verbal/signed gestures & requests, understand meaning of increasingly complex word/questions/directions...*)

Skills expected of a child this age (age expected)

Skills like that of a younger child; lead to age-expected (immediate foundational)

Skills of a much younger child; earlier skills (foundational)

Other notable observations and information

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 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."

- **Moving around to meet needs** (early movements and control to rolling, sitting, crawling, walking, running, jumping, climbing)
- **Using materials for effect** (manipulating small items/toys, turning knobs, unscrewing lids, putting pieces in a puzzle, using tools, crayons)
- **Eating and drinking with increasing independence** (suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, amount type of food...)
- **Dressing and undressing with increasing independence** (assist with dressing, take off, put on shoes and clothes, undo/do fasteners...)
- **Diaper/toileting & washing with increasing independence** (lift legs, sit on potty, wash hands, brush teeth, help with bathing ...)
- **Communicating needs** (how does child indicate hunger, need for diaper change, sleep, express discomfort, hurt, need for help, request/reject food, express choice...)
- **Showing safety awareness** (avoid dangers – stairs, stove, road, seatbelt...)

Skills expected of a child this age (age expected)

Skills like that of a younger child; lead to age-expected (immediate foundational)

Skills of a much younger child; earlier skills (foundational)

Other notable observations and information