

## RI Child Outcomes Summary Form- COS B

Child's Name	DOB	ID#	Date		
Information in this Child Outcome Summary provided by (list	st only; signatures not n	ecessary)			
Information Provided By:	Relationship to Cl	Relationship to Child:			
Information Provided By:	Relationship to Cl	Relationship to Child:			
Information Provided By:	Relationship to Cl	Relationship to Child:			
Information Provided By:	Relationship to Cl	nild:			
Outcome 1: Positive Social Emotional Skills (Including Social	*				
Involves how the child relates to adults and other children, and for older outcome is measured based on how the child forms secure relationship interacts socially.					
<ul> <li>Relating with caregivers (attachment, separation, regulation, respond to</li> <li>Attending to others in a variety of settings (awareness, caution, respond interacting with peers (awareness, respond/initiate/sustain interactions, sl</li> <li>Adapting to changes in the environment or routines (transition betw</li> <li>Expressing own emotions and responding to the emotions of other</li> </ul>	nd to/offer greetings, respond to ow hare, cope and resolve conflicts, pla ween activities, respond to new/fami	rn/others' names) y next to/with peers) liar settings/interactions, bel	have in ways to participate, follow rules		
Skills expected of a child this age (age expected)	C. 3 Janow priderexcitementi frustra	uon, dispidys affection, acki	iomicagei comport ouicis)		
Skills like that of a younger child; lead to age-expected (immediate	e foundational)				
Skills of a much younger child; earlier skills (foundational)					
Other observations and information					

11.24.24



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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.						
•	<ul> <li>Showing interest in learning (track objects/people, persist, show eagerness and awareness, imitate and repeat actions, explore environment)</li> <li>Using problem solving (figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions)</li> <li>Engaging in purposeful play (early awareness and exploration, functional object use, use of household objects, construction, pretend, make believe play scenarios)</li> <li>Demonstrates cognitive and literacy concepts (discriminates between objects, shows visual preference, shifts attention, interest in/interacts with differences/associations among things, matching/sorting, size/color/shape/ numbers, actions with pictures and books, early writing)</li> <li>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)</li> </ul>					
Skills li	ke that of a younger child; lead to age-expected (immediate foundation	al)				
Skills o	of a much younger child; earlier skills (foundational)					
Other	notable observations and information					
24.24						

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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 for health and safety. The outcome is measured based on a child's ability to integrate grooming, toileting, and household responsibilities), and "act on the world to get w	motor skills to co	omplete tasks, self-help	-			
<ul> <li>Moving around to meet needs (early movements and control to rolling, sitting, cra</li> <li>Using materials for effect (manipulating small items/toys, turning knobs, unscrewing)</li> <li>Eating and drinking with increasing independence (suck/swallow, chew, bite, fing)</li> <li>Dressing and undressing with increasing independence (assist with dressing, take)</li> <li>Diaper/toileting &amp; washing with increasing independence (lift legs, sit on potty)</li> <li>Communicating needs (how does child indicate hunger, need for diaper change, sleet)</li> <li>Showing safety awareness (avoid dangers – stairs, stove, road, seatbelt)</li> </ul>	g lids, putting pieces er feed, use utensils off, put on shoes and wash hands, brush t	in a puzzle, using tools, cr , hold bottle, drink from cu d clothes, undo/do fastener teeth, help with bathing	ps, amount type of food) 's) .)			
Skills expected of a child this age (age expected)						
Skills like that of a younger child; lead to age-expected (immediate foundatio	201)					
Skills of a much younger child; earlier skills (foundational)						
Other notable observations and information						

11.24.24