

CHILD OUTCOMES SUMMARY FORM

Date: **10 / 01 / 06**
 Mon Day Yr

Child Information

Name: **Emily Johnson**

Date of birth: **6 / 03 / 03** **(40 months of age)**
 Mon Day Yr

ID: **222-22-2222**

Persons involved in deciding the summary ratings:

Name	Role
Mr. and Mrs. Johnson	Emily’s mom and dad
Sally Smith	Developmental Preschool Teacher
	SLP
Patricia James	School Psychologist
Kim Manning	Paraeducator

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included



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 with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

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

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results
Emily’s Mom and Dad	10/17/06	Parents report that Emily enjoys playing with her brother and can stand up for herself when interacting with him at home. She initiates her own play at home, playing by herself or with her older brother. She counts along with mom, but does not yet do this independently. Mom reports that Emily is very shy and clinging to mom when at church, store, and other places outside the home.
Classroom staff	10/17/06 Fall observation	Emily’s social behaviors in the classroom have been observed during the first 6 weeks of school. Emily has good play skills, but will not initiate an activity without being assisted by an adult. She will interact with others, but will not initiate interactions. Staff describe her social behavior as “passive”. She does not initiate conversations with adults or other children. She often will just sit quietly until an adult approaches her and prompts her to ask for help.
Assessment, Evaluation, and Programming System	10/06	Emily consistently: <ul style="list-style-type: none"> • Shares and exchanges objects • Maintains cooperative participation with others • Follows established rules at home and in classroom • Selects activities and/or objects • Remains with group during small group activities • Remains with group during large group activities Not Yet: <ul style="list-style-type: none"> • Follows directions of 3 or more steps not routinely given • Initiates cooperative activities • Resolves conflicts by selecting effective strategy • Initiates preferred activities
SLP	10/17/06	Emily’s social behaviors with the SLP are similar to those in the classroom. She is quiet and does not initiate activities or interactions.

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

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

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results
Emily’s Mom	10/17/06	Emily’s mom reports concerns about Emily’s lack of basic pre-academic skills, such as color and shape identification and basic concepts. She reports that Emily is able to count along with her, but does not yet do this independently. She likes to look at books.
Classroom Staff	10/17/06	She is able to count with the group, give “one” of something and match identical colors and shapes. She stays with the group and participates only when assisted by an adult to initiate an activity, however, once engaged, she is typically able to sustain engagement. She is able to get along within the preschool classroom day by observing and imitating her peers when she is unsure of what to do. She has no difficulty with her clothing (pulling pants down/up, etc.) while toileting. She does not yet answer “what is your name?” or tell her age, or other personal social information. Her prewriting skills are limited to imitating circles. She is not asking questions of adults or peers to gain information.
AEPS	10/06	Emily consistently demonstrates understanding of: <ul style="list-style-type: none"> • 2 different size concepts • 6 different qualitative concepts • 2 different quantitative concepts Not Yet: <ul style="list-style-type: none"> • Participates actively in storytelling • Responds to affective initiations from peers • Counts objects • Recites numbers 1-10 • Groups objects, people, or events on the basis of criteria • Demonstrates an understanding of: temporal concepts, spatial relations concepts, 5 different quantitative concepts, 10 different qualitative concepts, 3 shapes, 3 colors • Use words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions

3. TAKING APPROPRIATE ACTION 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) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g. forks, strings attached to objects)

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

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 3a

Source of information	Date	Summary of Relevant Results
Emily's Mom	10/17/06	Emily’s mom reports that Emily is able to ask for help at home, and does so frequently. She is not yet toilet trained and at home is resisting this for mom. She eats a variety of things and is not picky. She uses a spoon and fork with no spilling. She helps with bathing by washing her body with washcloth and soap. She washes hands with soap and water. She dresses and undresses with little or no assistance, including putting shoes on. She is quiet and does not initiate activities or interactions with others.
Classroom Staff	10/17/06	Within the classroom, Emily is sitting on the potty and using it when taken by an adult. She is typically dry throughout the preschool day and voids in the potty at school. She feeds herself with no difficulty. She has no physical challenges that interfere with her ability to get her needs met. Emily often requires assistance in the classroom to initiate activities and fully participate and she is not yet asking for help. She often will just sit quietly until an adult approaches her and prompts her to ask for help.
AEPS	10/06	<ul style="list-style-type: none"> • Eats and drinks a variety of foods using appropriate utensils no spilling • Fastens and/or unfastens fasteners on garments • Selects appropriate clothing and dresses self at designated times Not yet: <ul style="list-style-type: none"> • Carries out all toileting functions • Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions • Meets physical needs in socially appropriate ways • Recalls events that occurred on same day without contextual cues