

Documenting the Basis for the Rating Form

Outcome 1: Positive Social-Emotional Skills (Including Social Relationships)

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

Functioning that will lead to immediate foundational skills (F)

Conner is fairly intelligible in context. When the topic is about things not immediately present or utterances are longer, Conner is more difficult for familiar listeners to understand.

Functioning that shows immediate foundational skills (IF)

Functioning that is age appropriate (AA)

ASQ age appropriate for personal social and communication skills

Other children usually enjoy playing and interacting with him because he shares his toys

He will readily join in with a group in play

He communicates with peers using words

Conner is aware that others do not understand him.

Cooperative with adults.

Is responsive to rules across settings and situations.

In play demonstrates typical verbal and nonverbal social interactions

Can use up to 7-word utterances during spontaneous speech

Follows social rules

Behavior that is not age appropriate but not like that of a younger child (BNAA)

Compensates for poor intelligibility by using one and two word phrases rather than full sentences to communicate.

Embarrassed when peers ask his sisters to translate

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Outcome 2: Acquiring and Using Knowledge and Skills

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

Functioning that will lead to immediate foundational skills (F)	Functioning that shows immediate foundational skills (IF)	Functioning that is age appropriate (AA)
	<p><i>Use of word endings is impacted by speech sound development</i></p>	<p><i>ASQ age appropriate for communication and problem solving</i></p> <p><i>He communicates with peers using words</i></p> <p><i>Beginning to use longer sentences, which affects his intelligibility, so compensates by shortening utterances</i></p> <p><i>Understands and remembers things that happen in his daily routines</i></p> <p><i>Using up to 7 word sentences and many syntactic markers</i></p> <p><i>Has a large expressive vocabulary</i></p> <p><i>Able to sing the alphabet song, count to 10, name colors, shapes and letters of his name</i></p> <p><i>Asks "wh" questions</i></p> <p><i>Attentive and cooperative during the evaluation</i></p>
<p>Behavior that is not age appropriate but not like that of a younger child (BNAA)</p>		

Adapted from The Early Childhood Outcomes Center. (2008). *Module 3: Using the child outcomes summary form*. Retrieved February 18, 2008, from http://www.fpg.unc.edu/~eco/pdfs/ECO_COSF_Training2-1-07_sec3.pdf

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Outcome 3: Taking Appropriate Action to Meet Needs

- 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 mo)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

Functioning that will lead to immediate foundational skills (F)

Functioning that shows immediate foundational skills (IF)

Functioning that is age appropriate (AA)

ASQ age appropriate for motor, problem solving, communication and personal-social

When not successful in clarifying verbal utterances, he will use nonverbal means to communicate or will shorten his utterances

Loves to throw and chase balls. Is active. Runs, jumps and is able to climb on play equipment

Able to modify his behavior to the needs of a situation.

Behavior that is not age appropriate but not like that of a younger child (BNAA)