

5/24/2011

CHILD OUTCOMES SUMMARY FORM

Date of Rating: 04/ 14/ 20xx
Mon Day Yr

First/Last Date of Services: 04/ 13/ 20xx
Mon Day Yr

Child Information:

Legal Name: Connor Joshua Pretendkid
First Middle Last

Date of birth: 2/20/20xx (3 years. 2 months)
Mon Day Yr

KIDS ID #: 701xxx

Persons involved in deciding the summary ratings:

Name (First, Middle Initial, Last)	Role
Amanda R. Ticulante	Speech Language Pathologist
Wanda D. Lightful	Parent Educator
Phon. O Logical	ECSE Teacher

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

Received in team meeting

Collected separately

Incorporated into assessment(s)

Not included

1. POSITIVE SOCIO-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 behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (circle one number)

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

Supporting evidence for answer to Question 1a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Ages and Stages Questionnaire (ASQ)	2/10/xx	(AA) Screening results indicate skills at or above age level.
Interview	03/20/xx	(AA) Mother reports that Connor is cooperative with adults and responsive to rules across settings and situations. He likes other children and they like him. He shares his toys and will readily join a group of children in play. (AA) Connor is aware and sometimes embarrassed when peers ask his sisters to translate his utterances. He compensates for poor intelligibility by using one and two word phrases rather than full sentences to communicate.
Observation	3/27/xx	(AA) Connor uses mostly typical verbal and nonverbal social interactions during play with peers. (BNAA) When peers asked Connor to repeat himself: Connor will usually repeat himself once, but if that attempt was not successful will often refuse further requests to repeat himself. (AA) Connor compensates for his intelligibility by shortening the length of his sentences. He was cooperative and engaged during the speech-language evaluation.
Goldman-Fristoe Test of Articulation	3/27/xx	Percentile rank of -1. (F) Speech sound errors interfere with intelligibility during social conversations with familiar and unfamiliar listeners (adults and peers).

(AA = age appropriate, IF = Immediate Foundational skills, F = Foundational skills and BNAA = Behavior not age appropriate but not like younger children)

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

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 behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

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

Supporting evidence for answer to Question 2a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Ages and Stages Questionnaire (ASQ)	02/10/xx	(AA) Communication and Problem Solving score well above cut off score for age.
Observation	03/27/xx	(AA) Conversational language sample is within normal limits for his age. Conner uses up to 7 word sentences and many syntactic markers when talking with familiar and unfamiliar listeners. (AA) He has a large expressive vocabulary and uses adjectives, prepositions, nouns, and verbs in his spontaneous speech. Conner asks a variety of "wh" questions during play and while hearing a story being read. (IF) His use of word endings is impacted by speech sound development. Conner understands grammatical markers, but speech sound errors impact his ability to use grammatical markers in his speech.
Record Review	03/20/xx	(AA) ASQ score a year ago was within normal limits
Interview	03/20/xx	(AA) Conner is able to sing the alphabet song, count to 10, name colors, shapes and the letters of his name during play and while looking at pictures. (AA) He understands and remembers things that happen in his daily routines. (AA) Conner is generally attentive and cooperative in adult directed tasks.

(AA = age appropriate, IF = Immediate Foundational skills, F = Foundational skills and BNAA = Behavior not age appropriate but not like younger children)

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

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, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

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

Supporting evidence for answer to Question 3a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Ages and Stages Questionnaire (ASQ)	02/10/xx	(AA) Results of screening indicate skills at or above age level.
Interview	3/20/xx	(AA) Conner is healthy. He loves to throw and chase balls. He is active, runs, jumps and is able to climb play equipment. (AA) He is able to modify his behavior to meet the needs of a situation (acts differently in a group setting than playing at home with his sisters).
Observation	3/27/xx	(AA) When not successful in clarifying verbal utterances he will use nonverbal means to communicate.

(AA = age appropriate, IF = Immediate Foundational skills, F = Foundational skills and BNAA = Behavior not age appropriate but not like younger children)

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

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