



**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)**

<b>Not Yet</b>		<b>Emerging</b>		<b>Somewhat</b>		<b>Completely</b>
1	2	3	4	5	6	7

**Supporting evidence for answer to Question 1a**

<b>Supporting Evidence Used</b>	<b>Date(s) of Evidence</b>	<b>Summary of Relevant Results</b>
Interview	8/31/xx	(F) Her mother reports that she is able to understand about 50% of Rachel's connected speech. It is difficult for even familiar adults to understand connected speech. (F) Rachel uses short phrases and gestures to make her wants and needs known at home and in childcare.
Observation	9/13/xx	(AA) During an observation in a preschool classroom, Rachel was not hesitant to join in play with peers. (IF) She follows the lead of others in play but seldom initiates. (IF) She will make an attempt to repair a communication attempt when she is not understood, but will give up after a second attempt is not successful.
Clinical Evaluation of Language Fundamentals (CELF)	9/3/xx	(AA) Was able to understand and state positional, qualitative, quantitative and temporal concepts, follow two-step unrelated directions, and answer simple questions using short phrases. (IF) She was able to identify grammatical markers (i.e. plurals, past tense, verb forms) in speech, but does not yet use them in her speech.
Goldman-Fristoe Test of Articulation	9/13/xx	(F) Percentile rank of -1. (F) Speech sound errors interfere with intelligibility during social conversations with familiar and unfamiliar listeners (adults and peers).
Assessment, Evaluation, and Programming System (AEPS)	10/3/xx	(AA) Rachel engages in imaginary play. She communicates to inform, direct, ask questions, and express ideas. She has good attention and is cooperative in adult directed tasks. Engages in pretend play with other children, and initiates and completes age-appropriate activities. She watches, listens and participates during large and small group activities, and is able to follow group directions. Rachel uses age-appropriate conversational rules. (F) Her speech intelligibility impacts her ability to convey meaning to 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)**

<b>Yes</b>	<b>No</b>	<b>NA</b>	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
Interview	8/31/xx	(AA) Rachel is able to write the first letter of her name and count groups of objects to 20. (F) She uses shorter utterances and gestures to help convey meaning when she communicates
Observation	9/13/xx	(AA) In the district preschool classroom, Rachel was able to join into play with peers. She completed a 10-piece puzzle independently and was able to rotate puzzle pieces when they did not initially fit the space. She recognized her name in print and used color words appropriately to describe objects. (IF) She asked questions and was able to answer simple questions that could be answered using short phrases. (F) Rachel is 50% intelligible to familiar adults.
Observation	8/13/xx	(F) Rachel communicates primarily with 3 to 4 word phrases and (IF) grammatical markers are impacted by speech sound development. (IF) Rachel was able to imitate syllableness in her speech, however was not yet segmenting syllables/words, blending syllables or identifying rhyming words during classroom activities.
Assessment and Evaluation Programming System (AEPS)	10/3/xx	(AA) Rachel was able to demonstrate understanding of 8 colors, 5 shapes, 6 different size concepts, 10 qualitative concepts, 8 quantitative concepts, 12 spatial relations concepts, and 7 temporal relation concepts. She can group objects on the basis of function and physical attribute. Rachel recalls events that occur on the same day with contextual cues and is able to give possible causes for some events. She use imaginary props in play and will take on a role in play with peers. Rachel recognizes some printed numerals and maintains participation in adult lead activities.

(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
Interview	8/31/xx	(AA) Rachel likes to help at home and will sweep the floor with a hand brush, fold laundry and pick up her toys.
Observation	9/13/xx	(BNAA) She will repeat an utterances when asked, but often gives up and refuses to repeat herself if the first attempt is not understood. (IF) She will play cooperatively and respond to peers in play, but seldom initiates play with peers.
Developmental Indicators for the Assessment of Learning, Third Ed. (DIAL 3)	8/15/xx	(AA) Results from screening indicate that Rachel appears to be developing typically in the motor area of development
Assessment and Evaluation Programming System (AEPS)	10/3/xx	(AA) Uses conversational rules and will alternate between speaker/listener roles. Rachel watches, listens and participates during large and small group activities and is able to follow group directions. She seeks adult permission when needed. Rachel eats and drinks a variety of foods and uses utensils appropriately. She has age appropriate personal hygiene skills and carries out all toileting functions independently. Rachel brushes her own teeth and helps to wash herself during baths. She is able to put on and take off clothes, needing help only with fasteners and zippers. She is able to write using a three-fingered grasp, draw representational figures, and copy complex shapes. When writing her name, she can write an R from memory and copy the remaining letters from a model. She is able to run avoiding obstacles, alternates her feet while going up and down stairs, jump, balance on one foot and kick and throw a ball.

(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		

5/24/2011