



## 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 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 1a

Source of Information	Date	Summary of Relevant Results
Observation	12/11/08	In the classroom, Jennifer displays affection toward familiar adults, plays simple hide-and-seek games with adults and peers, primarily watches others or plays alone, cooperates with familiar routines (arrival, snack, departure)
Interview	11/16/08	Patty reports that Jennifer shows affection toward parents and siblings and enjoys playing near older siblings, sometimes holding or displaying similar toys. She sometimes cries when siblings leave for school. She loves family time.
Assessment, Evaluation, and Programming System (AEPS)	12/16/08	Jennifer initiates and responds appropriately to social interaction with familiar adult, plays simple social games, smiles and watches peers at play, sometimes playing nearby with same toys.

**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	1 -->	If yes, describe progress:
No	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**

Source of Information	Date	Summary of Relevant Results
Observation	12/11/08	In the classroom, Jennifer uses trial and error with different toys, imitates familiar actions, explores novel objects/toys, and sometimes uses familiar cause-effect toys or crayons functionally.
Interview	11/16/08	Patty reports Jennifer will move around obstacles to get to a desired toy/object or will come to Patty for help finding missing or hidden toy, cookies, or sippy cup. She brings toy or shoes to Patty on request.
Assessment, Evaluation, and Programming System (AEPS)	12/16/08	Jennifer remembers where favorite toys/books are kept in classroom, correctly activates simple toys, and looks briefly at books. She imitates actions and gestures in simple social games; imitates many words in familiar songs, rhymes, picture books.

**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	1 -->	If yes, describe progress:
No	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

Source of Information	Date	Summary of Relevant Results
Observation	12/11/08	In the classroom, Jennifer shows desire to do things for herself (i.e., removes hat & unbuttoned coat after recess) and moves safely through her environment, following classroom routines with adult prompting.
Interview	11/16/08	Patty also sees signs of emerging independence in Jennifer, i.e., trying to brush own teeth, removing socks & shoes, imitating siblings at bath time.
Assessment, Evaluation, and Programming System (AEPS)	12/16/08	Jennifer pulls at her diaper when wet, uses gestures and some single words to request food or drink. She drinks from cup, eats mostly with fork or spoon, cooperates with washing and drying hands.

**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	1 -->	If yes, describe progress:
No	2	