

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	5/20/10	In the classroom, Jennifer engages in parallel and associative pretend play with peers; cooperates with peers to carry out their play themes; is beginning to show pride in accomplishment; copes well with frustration
Interview	5/18/10	Patty reports that Jennifer engages in pretend play with her siblings; plays simple family games with parent support; participates in group activities at Sunday school with minimal teacher support
Assessment, Evaluation, and Programming System (AEPS)	5/26/10	Jennifer engages in games with rules with adult supervision; is beginning to follow conversational rules to initiate and maintain appropriate conversations (on topic) with adults and peers; watches, listens, participates appropriately during circle time and small group activities led by adult

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: At entry, Jennifer was not exhibiting any age appropriate skills or behaviors across settings or situations in this outcome area. When Jennifer enrolled in preschool she was primarily an onlooker, content to observe others or participate in parallel play. She is now actively interacting with adults and peers during preschool routines and at play. She is more independent in following rules associated with games and activities throughout her environment. She now exhibits many age appropriate skills across settings and situations.
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	5/20/10	In preschool, Jennifer guesses at information or sequences of events in familiar stories; pretends to read familiar books; sometimes asks for help from peers or teacher; sometimes answers coping questions
Interview	5/18/10	Patty reports Jennifer talks about today, yesterday and tomorrow, although not always accurately; carries out routine directions with more than 1-step, but needs help with unfamiliar directions; talks about today, yesterday and tomorrow, although not always accurately; asks for paper and pencil to "practice writing" letters and drawing pictures of fairly recognizable objects; cuts pictures out of toy catalogues to make lists; knows basic colors, shapes when participating in family games; pretends to read to siblings
Assessment, Evaluation, and Programming System (AEPS)	5/26/10	During circle and center time, shows emerging understanding of temporal concepts; can follow novel multi-step directions with a task organizer or visual schedule; copies first name from model; is beginning to use words that correctly describe qualitative and quantitative concepts; spatial relations; count 5 objects and recognize several numbers; group familiar objects by features and function; use mature grasp to write pseudo-letters to illustrate drawings; cut out shapes during art activities; demonstrate understanding of color, shape and size concepts while participating in age appropriate activities.

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: At entry Jennifer was not exhibiting any age appropriate skills or behaviors in outcome 2; she was using trial and error to explore toys and objects and imitating actions and words. She now exhibits a mix of age appropriate and immediate foundational skills in this area across settings and situations.
No	2	

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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	5/20/10	In the classroom, Jennifer sometimes recognizes and tells meaning of warning symbols and signals in school and community; returns materials to proper place with adult supervision; uses materials purposefully and respectfully
Interview	5/18/10	Patty reports that Jennifer knows rules for grocery store, playground but needs help sometimes remembering them, or asking for help or permission; sometimes can tell someone her full name; runs, climbs stairs, plays games without falling or bumping into things; helps prepare and serve own food and drink at meal time; uses fork and spoon with little spilling; uses toilet without help most of the time; can choose own clothing, undress and dress self, including fasteners
Assessment, Evaluation, and Programming System (AEPS)	5/26/10	Jennifer follows classroom rules with visual or verbal prompts; sometimes asks adult for assistance or directions; can sometimes give her full name when introduced to new person. She participates in all preschool activities with good balance, strength, and mobility; eats, drinks, prepares food, uses utensils at snack time; participates in toileting routine with minimal prompting from teachers; takes off/puts on coat, hat, boots, mittens independently

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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: Jennifer has become increasingly independent since her entry rating, when she did not yet demonstrate any age expected skills in this outcome area. She now functions independently across settings and situations, with adult supervision, in most areas related to self-help skills.
No	2	