



RI CHILD OUTCOMES SUMMARY FORM- COS Section B



Review section A and update using multiple sources and across environments. Synthesize information from section A into age expected, immediate foundational and foundational skills, and behaviors.

Child's Name: _____ DOB: _____ ID: _____

Date: _____ Entry Exit

Information provided by: Parent/Guardian Caregiver EC Teacher EI/ECSE Educator

EC/ECSE Therapist Other: _____

Outcome 1: Positive Social Emotional Skills (Including Social Relationships): Involves how the child relates to adults and other children, and for older children, how the child follows rules related to interacting with other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially.

Skills expected of a child this age (age-expected):

Skills like those of a younger child: lead to age-expected skills (immediate foundational):

Skills of a much younger child: earlier skills (foundational):

Outcome 2: Acquiring and Using Knowledge and Skills: Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy.

Skills expected of a child this age (age-expected):



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Skills like those of a younger child; lead to age-expected skills (immediate foundational):

Skills of a much younger child; earlier skills (foundational):

Outcome 3: Taking Action to Meet Needs: Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush, or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child's ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and "act on the world to get what one needs."

Skills expected of a child this age (age-expected):

Skills like those of a younger child; lead to age-expected skills (immediate foundational):

Skills of a much younger child; earlier skills (foundational):