

## RI Early Intervention Evaluation Summary

Child's Name Violet Brown      Age 25 months      ID# \_\_\_\_\_      Date    /   /   

**Child Outcome Summary (COS) Section B:** Use multiple sources of information, including COS Section A, to describe this child's functioning in each outcomes area. Identify how these skills compare to same age peers using language such as age expected, skill like that of a younger child and/or a much younger child.

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

### Outcome I: 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 others. The outcome is measured based on how the child forms secure relationships with adults and children, expresses feelings, learns rules and expectations, and interacts socially.

#### Skills expected of a child this age (age expected)

- Initiates and engages with familiar adults, smiles and runs to them when they walk in the room and laughs and giggles in response to her brother's silly faces. When Mark (Dad) gets home from work, Violet will stop what she is doing to give him a kiss and hug.
- Cindy (sitter) reports Violet understands and participates in routines and has an understanding of rules such as when to come to the table for meals, clean up, bath time, and activity expectations at her home by watching others. For example, when Cindy says "Violet, lunch time" Violet will go to her high chair and motion to be picked up
- Initiates play with very familiar adults by taking their hand to what she wants to play with
- Understands many words and phrases. Example: "get down" when she is climbing on back of couch, "stop" when she is running toward the front yard, "get your shoes"
- Wants Mom and Dad close by in unfamiliar settings. Family party last week, would not venture from Mark and Shannon's (Mom) side

#### Skills like that of a younger child; lead to age-expected (immediate foundational)

- Does not separate easily when dropped off at Cindy's which is a familiar surroundings, cries and refuses comfort from Cindy. It can take approx. 5 minutes to settle down.
- Has difficulty accepting assistance when encounters difficulties and is getting frustrated. For example, Violet was trying to open a bag of pretzels so Shannon tried to help. Violet cried and threw herself to the floor.
- Prefers to interact with adults in familiar settings and avoids interacting with same age peers. At Cindy's, Violet prefers to play alone and has to be encouraged to join the other 2 children.
- Prefers to stay right by her Mom when at the playground and does not go on equipment where other children are playing.
- Sometimes when mom or dad ask Violet to do something during the bath time routine, she does not always follow their directions such as "go to daddy" or "time to get out", but will "get the boat"

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

- Violet uses gestures to communicate and a few sounds or approximations of words. She will often "grunt" when she wants something, Family and Cindy report they are patient when trying to figure out what she wants.
- Expresses frustration by biting, throwing items, banging head – difficulty with self-regulation mostly around when she cannot have something she wants
- During the bath time routine which Violet loves, she is able to say "bah" when she sees the bubbles in the tub

Check one:  Entry    Exit

Your child's assessment summary is organized around the three national Early Intervention outcomes. As we know, children's functional abilities overlap the domains of development, therefore we organize what we know about your child into the three outcome areas. The three Global Child Outcomes reflect what we want for all children as they participate in daily activities at home, community or early care and education settings. This summary will summarize your child's development, strengths, needs and how your child's development compares to his/her same age peers.

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**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)**

- *Understands routines and what comes next for example, coming to the table before sitting down to eat or having a book read to her before bed)*
- *Remembers where items belong such as shoes or diapers. Violet will help put these items away when asked.*
- *Loves books and brings them to familiar adults, points to pictures when asked where item is*
- *Points to objects and makes a sound as if counting*
- *Watches her brother brush teeth and gets own toothbrush to brush beside him"*

*Through the RBI we learned:*

- *Violet is curious and explores familiar environments when there is not a lot of people. For example, Violet loves the grassy area behind the school. She often picks little flowers (acorns, sticks, etc) to show Shannon. Will run "races" with Shannon and enjoys "winning"*
- *Likes the local bakery*
- *New thing - Violet will point to a familiar objects such as her blocks and making a sound which Shannon thinks is her way of counting.*

**Skills like that of a younger child; lead to age-expected (immediate foundational)**

- *Violet is able to hope chunky crayons and her thick handled plastic utensils, but struggles with smaller items such as thin crayons, Cheerios, and standard utensils.*

*Through RBI we learned*

- *Violet anticipates a reaction when playing hide and seek or peak a boo, but is not yet initiating these games on her own*
- *Very curious and will explore new environments however, she will stick close by mom or dad rather than go on the playground equipment (in the "big library playground") or when other children are at the playground. Shannon worries about this because the other children are playing on the playground with their mothers nearby.*

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

- *Uses vocalizations and gestures to communicate (some approximations: "ba" for bubbles) ie. Violet generally points to what she wants. Does say "po" for her brother Paul, "muck" for milk. When she is not understood she often gets frustrated and lays on the floor. Bangs head when really angry.*

*Through RBI we learned:*

- *While at home Violet will sometimes become upset and bang her head when she gets angry (for example, when Shannon says "no" she cannot have something)*

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**Outcome 3: Taking Action to Meet Needs:**

Involves communicating/taking care of basic needs such as showing hunger, 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 tasks), and "act on the world to get what one needs."

**Skills expected of a child this age (age expected)**

- *Uses utensils to feed herself*
- *Removes some clothing (socks, pants, jacket, hat; still working on shirts) and helps with self-dressing*
- *Observes other children and imitates actions such as cleaning up or washing her hands*
- *Washes hands and brushes teeth*
- *Remains safe when playing outside at Cindy's house (does not walk in front of swing, plays well in sand box, turns and comes when Cindy calls name/asks to come closer)*
- *Navigates environments physically with no difficulties (can climb 3 stairs into house when holding rail, but needs an adult hand to do the 12 steps up to bedrooms)*

**Skills like that of a younger child; lead to age-expected (immediate foundational)**

- *Most significant difficulty is with her ability to tell people what she wants (food, toys, games) and does not want. She has become more frustrated lately and is more likely to bite or bang her head on the floor when frustrated.*

*Through the RBI we learned:*

- *Violet throws her food when finished eating especially when out at restaurant - Can be picky with foods, does not eat noodles or chew meats or other foods that are tougher to chew*

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

- *Does not communicate needs and desires with words - for example cries and points towards kitchen when she does not want food presented to her, Violet will grab family members hand to "drag" them and point to what she wants*

Check one:  Entry  Exit

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**Child Outcomes Summary (COS) Section C: How would you summarize this child's development in each outcome area? Review and select a statement for each outcome and record in the box below.**

- Relative to same age peers, this child has all the skills we would expect for a child his/her age. (7)
- Relative to same age peers, this child has the skills we would expect for a child his/her age, however there are concerns that he/she may be on the border of not keeping up with same age peers. (6)
- Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child. (5)
- Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected. (4)
- Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build. (3)
- Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build. (2)
- Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills. (1)

	<b>Outcome</b>	<b>Numerical Rating</b>	<b>Exit Only: Has this child made progress in this outcome? (Circle one)</b>
1	<b>Positive Social Emotional Skills (Including Social Relationships)</b>	4	YES / NO
2	<b>Acquiring and Using Knowledge and Skills</b>	5	YES / NO
3	<b>Taking Action to Meet Needs</b>	5	YES / NO
No exit rating due to: <input type="checkbox"/> Child enrolled less than 6 months <input type="checkbox"/> Lost contact with family			