



RI CHILD OUTCOMES SUMMARY FORM

COS Section A: Document functional behaviors and skills across environments.



Child's Name: Violet Brown DOB: 07/21/14 ID: _____ Date: ___/___/___

Entry/Exit: (circle one)

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

*RI's Functional Outcomes Discussion Sheet may be used to guide the discussion

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.

- Positive relationships with her parents, babysitter and brother - age expected
- Initiates and engages with familiar adults, not peers
- She 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 the sitter's home by watching others.
- Initiates play with adults by taking their hand, playing alongside other children at sitters
- Transition to sitter is difficult
- Understands many words and phrases
- Frustrated when others do not understand
- Difficulty regulating her emotions- all environments
- No gestures or words to communicate
- Sometimes bites brother, throws items and/or bangs head on floor when frustrated or "mad"; mostly happens when parents set limits/say "no"

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.

- Age expected understanding of routines and what comes next like helping to set the table or having a book read to her before bed
- Loves books, turn pages of a book, points to pictures in the book when her parents name objects.
- Remembers where items belong
- Imitates parents and brother (i.e. attempts words, dance moves)
- Likes to color (chunky crayons)
- Anticipates reactions with excitement when she hides a toy, plays peek-a-boo
- Very limited expressive language
- Sometimes bangs head when frustrated (during play, sometimes when leaving the house)
- No difficulties physically exploring environments

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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."

- Uses a spoon consistently to feed herself soft foods
- Helps dressing by putting arms out, easily undresses by self
- Eats a variety of foods
- More independent at the sitters than home (e.g. will sit longer for meals, gets diaper before changing)
- Brother likes to feed her and she enjoys his attention
- Learning to wash her hands and brush her teeth (expected for a child her age)
- Difficulty is with her ability to tell people what she wants (food, toys, games) and does not want.
- Frustrated lately and is more likely to bite or bang her head
- Throws her food when "mad"