

1. POSITIVE SOCIO-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

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results

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	No	NA	Describe progress:
1	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

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results

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	No	NA	Describe progress:
1	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

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results

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	No	NA	Describe progress:
1	2		

Table 1:

Roles must be selected from the following occupation list

- Assistive Technology Facilitator
- Assistant Director of Special Education Services
- Audiologist
- Behavioral Specialist
- Childcare Provider
- Community Preschool Director
- Community Preschool Teacher
- Consultant (i.e. vision, hearing)
- Counselor
- Director of Special Education Services
- Early Childhood Teacher
- Early Head Start Coordinator
- Early Head Start Specialist/Home Visitor
- ECSE Coordinator
- ECSE Teacher
- Elementary Principal
- Family Service Coordinator
- Family Supports /Respite Care Provider
- Head Start Administrator
- Head Start Disabilities Coordinator
- Head Start Teacher
- Infant/Toddler Coordinator
- Infant/Toddler Teacher
- Mental Health Provider
- Nurse
- Nutritionist
- Occupational Therapist
- Orientation and Mobility Specialist
- Paraeducator
- Parent/Legal Guardian
- Parent Educator
- Physical Therapist
- Physician
- Psychologist
- Sign Language Interpreter
- Social Worker
- Speech Language Pathologist
- SRS Representative
- Student Teacher/Practicum Student

Table 2: Sources of information used to complete child outcomes summary form

- Adaptive Behavior Assessment System (ABAS-II)
- Autism Diagnostic Observation Schedule (ADOS)
- Ages and Stages Questionnaire (ASQ)
- Ages and Stages Questionnaire- Social/Emotional (ASQ-SE)
- Assessment and Evaluation Programming System (AEPS)
- Alberta Infant Motor Scales (AIMS)
- Arizona Articulation Proficiency Scale
- Asperger Syndrome Diagnostic Scale
- Assessment of Basic Language and Learning Skills (ABLSS)
- Assessment of Phonological Processes-Revised (APP-R)
- Autism Screening Instrument for Educational Planning, 2nd Ed. (ASIEP-2)
- Bangs Receptive Vocabulary Checklist
- Battelle Developmental Inventory
- Bayley Scales of Infant Development
- Beery/Buktenica Developmental Test of Visual Motor Integration, 5th Ed. (VMI)
- Behavior Assessment System for Children (BASC-2)
- Boehm Test of Basic Concepts
- Bracken Basic Concept Scale, Rev.
- Brigance Diagnostic Inventory of Early Development, Rev. Ed.
- Burkes Behavior Rating Scale
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- Child Development Inventory (CDI)
- Child Observation Record
- Child Preference Indicators
- Childhood Autism Rating Scale (CARS)
- Children's Developmental Unit Gross Motor Evaluation
- Clinical Assessment of Articulation and Phonology (CAAP)
- Clinical Evaluation of Language Fundamentals (CELF)
- Creative Curriculum Developmental Continuum Assessment
- Communication and Symbolic Behavior Scales (CSBS)
- Comprehensive Assessment of Spoken Language
- Denver Developmental Screening Test II (DDST II)
- Developmental Assessment of Young Children (DAYC)
- Developmental Indicators for the Assessment of Learning, Third Ed. (DIAL 3)
- Developmental Profile II (DP II)
- Developmental Tasks for Kindergarten Readiness-II
- Developmental Teaching Objectives Rating Form (DTORF)
- Devereux Early Childhood Assessment (DECA)
- Differential Abilities Scale

- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Early Childhood Behavior Rating Scale
- Early Coping Inventory
- Early Learning Accomplishment Profile (E-LAP)
- Early Prevention of School Failure
- Early Screening Project (ESP)
- Every Move Counts
- Expressive One Word Picture Vocabulary Test
- First STEPS (Screening Test for Evaluating Preschoolers)
- Fluharty Preschool Speech & Language Screening Test
- Functional Emotional Assessment Scale (FEAS)
- Functional behavior assessment (FBA)
- Get it, Got it, Go
- Goldman Fristoe Test of Articulation
- Hawaii Early Learning Profile (HELP)
- High Scope Child Observation Record (COR)
- Hodson Assessment of Phonological Processes
- Hodson Phonological Processing Analysis
- Individual Growth and Development Indicators (IGDI)
- Infanib
- Infant Preschool Play Assessment Scale (I-PAS)
- Infant Scale of Communicative Intent
- Infant Toddler Symptom Checklist
- Infant Vision Check List
- Infant-Toddler Sensory Profile
- INSITE Developmental Checklist
- Integrated Motor Assessment Screening
- Integrated Scales of Development
- Interview
- Kaufman Assessment Battery for Children (K-ABC)
- Kaufman Brief Intelligence Test, 2nd Ed. (KBIT)
- Kaufman Speech Praxis Test
- Kaufman Survey of Early Academics and Learning (KSEALS)
- Khan-Lewis Phonological Analysis (I, II)
- Khan-Lewis Test of Phonological Processes
- Learning Accomplishment Profile (LAP)
- Learning Accomplishment Profile-Diagnostic (LAP-D)
- Leiter International Performance Scale- Revised
- Catherine Maurice Curriculum Guide Checklist
- McArthur Communicative Development Inventories
- McDowell Vision Screening
- Modified Checklist for Autism in Toddlers (M-CHAT)
- Milani-Comparetti Developmental Scales

- Miller Assessment for Preschoolers (MAP)
- Movement Assessment Battery for Children
- Mullen Scales of Early Learning (MSEL)
- NonSpeech Test (NST)
- Nursing Child Assessment Training Scales (Feeding and Teaching)
- Observation
- Oregon Project for Visually Impaired and Blind Preschool Children
- Oregon Project Skills Inventory
- Peabody Developmental Motor Scales
- Peabody Picture Vocabulary Test, 3rd Ed. (PPVT-III)
- Preschool and Kindergarten Behavior Rating Scales (PKBS-2)
- Preschool Evaluation Scale (PES)
- Preschool Language Assessment Instrument
- Preschool Language Scale (PLS)
- Psychoeducational Profile-Revised (PEP-R 3rd edition)
- Record Review
- Rossetti Infant-Toddler Language Scale
- Stanford Binet
- Scales of Independent Behavior (SIB)
- Sensory Integration Inventory for Individual with Developmental Disabilities
- Sensory Profile
- Sequenced Inventory of Communication Development (SICD)
- Ski-Hi Language Development Scale
- Social Skills Rating System
- Stuttering Severity Instrument for Children and Adults (SSI)
- Temperament and Atypical Behavior Scale (TABS)
- Test of Auditory Processing System (TAPS)
- Test of Early Language Development, 3rd Ed. (TELD-3)
- Test of Early Mathematics Ability (TEMA III)
- Test of Early Reading Ability (TERA)
- Test of Early Written Language (TEWL II)
- Test of Phonological Awareness (TOPA)
- Test of Visual Motor Skills, Revised
- Test of Visual-Perceptual Skills
- Transdisciplinary Play-Based Assessment
- Vineland Adaptive Behavior Scale
- Wechsler Primary and Preschool Scale of Intelligence
- Wechsler Individual Achievement Test (WIAT)
- Weiss Comprehensive Articulation Test (WCAT)
- Woodcock Johnson III
- Work Sampling System (WSS) Developmental Guidelines and Checklist