

**Wyoming Department of Health
Developmental Disabilities Division
Early Intervention and Education Program**

**Step-by-Step Directions for Completing the COSF
August 2008**

To follow these directions, please refer to the COSF in the previous section of these instructions.

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1. Provide all the requested background information about the child. Do not leave any information blank. Persons involved in assigning the rating should be those who know the child best. Regardless of whether the family is involved in assigning the rating, it is strongly recommended that the family be asked to provide information about the child's functioning through discussion at the team meeting, family interview, as part of the formal child assessment, or any other way. If a child exits without notice (moves out of state, etc.) and you are not able to complete formal assessment of progress, use classroom, teacher and therapy notes to complete the COSF. Note in Section 1, number 18, why you were unable to complete a formal assessment. Assessment information and other data sources should be within 6 months of completing the COSF. For Regions with multiple sites, please list the actual site, not just the Regional name.

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2. The first outcome area is Positive Social Emotional Skills (Including Social Relationships). Think about the child's functional skills and behaviors across settings and situations. Positive social-emotional skills refer to how children get along with others, how they relate with adults and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as a child care center. The outcome includes the ways the child expresses emotions and feelings and how they interact with and plays with other children.

3. Section A. Evidence of Skills is based on your review of information from a variety of data sources to determine a rating. Question 1 begins with information you obtained about the child's functioning from a state-approved core assessment tools. The lists of approved assessment tools as of August 2008 are:

- Battelle Developmental Inventory (BDI)
- Brigance Diagnostic Inventory of Early Development
- The Creative Curriculum Developmental Continuum
- The High/Scope Child Observation Record (COR) for Infants and Toddlers
- The High/Scope Preschool Child Observation Record (COR), Second Edition
- Early Learning Accomplishment Profile (ELAP) (Part C)
- The Learning Accomplishment Profile (LAP) (Part B)
- Hawaii Early Learning Profile (HELP)
- Assessment Evaluation & Programming System (AEPS)
- Bayley Scales of Infant and Toddler Development (up to age 42 months)

You are required to use at least one formal assessment tool from the list for each outcome area. In the boxes provided, report the name of the formal assessment instrument(s), the date(s) administered, the relevant scores, and examples of the child’s functional skills and behaviors demonstrated on the assessment(s). It is important to include the knowledge and skills that are **most representative** of the functioning level the child demonstrates in the outcome area. Be specific. For example, let’s say you want to provide evidence that a 4-year-old child has age appropriate skills and behaviors in their social/emotional development. You would NOT want to list “shows affection by hugging mom when mom comes into the room.” While certainly appropriate for his/her age, it is a behavior/skill that comes in at a much younger age, and therefore does not provide adequate evidence of an age appropriate skill or behavior. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IF), or foundational (F). See examples below.

4. Section A, Question 2 asks about other data sources such as parent/family interviews or input, teacher observations, other formal assessment tools (not on the approved list) and IFSP/IEP goals. In the boxes provided, you should indicate Yes or No for use of Parent input or IFSP/IEP goals, the date data were collected, and examples of the child’s functional skills and behaviors across settings and situations reported/observed. Again, be sure to list the level that **most represents** the functioning skills the child demonstrates in the outcome area. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IF), or foundational (F). See examples below.

Example 1: Alex, age 15 months:

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the most representative social emotional skills the child demonstrated on this assessment; either age-appropriate, immediate foundational, or foundational	The skill listed:
HELP	6-14-07	Communication with others 12-15 mo Attachment 9-12 mo Social/Play 9-12 mo	AA- greets with verbal cues, e.g. waved to provider when provider said ‘bye’ (12-15 mo) IF- easily moved away from mom to explore toys, but kept looking back to be sure she was there (9-12 mo) IF- held her hand out to show her toy as a social interaction (9-12 mo)	AA IF F

Did you use this source?	Data Collection Date	List the most representative social-emotion skills the child demonstrated on a given source, either age-appropriate, immediate foundational, or foundational	The skill listed:
a. Parent: Yes No	6/18/07	AA- mom reports that she initiates hugs and kisses mom (14-15.5 mo) IF- mom reports she is starting to bring a toy over to her if she wants to play (12-15 mo will usually/always)	AA IF

		IF- mom reports she plays with her in games like pat-a-cake or rolling the ball back and forth; she only sometimes is the one to initiate the play (by 12-15 mo should initiate)	F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? *(Circle one response)*

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? *(Circle one response; If you answered a, b, or c for question 3, no need to answer)*

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

Example 2: Brandon, age 36 months:

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the most representative social emotional skills the child demonstrated on this assessment; either age-appropriate, immediate foundational, or foundational	The skill listed:
Creative Curriculum	6-14-07	Mostly forerunners for social/emotional development and prosocial behavior	<p>AA- Level I- explores classroom and play ground excitedly; seeks out the teacher for help</p> <p>IF- Forerunner- cries or uses facial expressions to communicate feelings rather than using words</p> <p>IF- Forerunner- needs verbal reminders to follow classroom activities</p> <p>IF- Forerunner- plays alongside another child but not yet playing cooperatively with another child</p>	<p>AA</p> <p>IF</p> <p>F</p>

Did you use this source?	Data Collection Date	List the most representative social emotional skills the child demonstrated on this assessment; either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No	6/18/07	<p>AA- He enjoys going to new school, does not seem upset or afraid when mom leaves</p> <p>IF- When he gets upset he cries but does not use words to communicate his feelings</p> <p>IF- Older cousins include him when they play, but he does not play much with other children his age yet</p>	<p>AA</p> <p>IF</p> <p>F</p>
b. IFSP/IEP Goals: Yes No			<p>AA</p> <p>IF</p> <p>F</p>
c. Other (list):			<p>AA</p> <p>IF</p> <p>F</p>
d. Other (list):			<p>AA</p> <p>IF</p> <p>F</p>

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

- a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

- a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

5. Next, to determine the Overall Rating, answer the following two questions. Question 3 asks you to think about the positive social emotional age-appropriate skills the child has demonstrated as you indicated in questions 1 and 2. If the child did not demonstrate any age-appropriate skills, you circle 'd' and go to question 4. If the child did demonstrate age appropriate skills, you will choose a, b, or c, depending on how often the child demonstrates age appropriate behaviors across settings and situations. If you answer a, b, or c to this question, you do not need to answer question 4.

6. Next, Question 4 is answered only if you answered 'd' to question 3 (child demonstrated **no** age-appropriate skills). Question 4 asks you to think about the positive social emotional immediate foundational skills the child has demonstrated as you indicated in questions 1 and 2. If the child did not demonstrate any immediate foundational skills, you circle 'd' and the overall rating will be "1". If the child demonstrated immediate foundational skills, you will choose a, b, or c, depending on how often the child demonstrates age appropriate behaviors across settings and situations.

7. Section B. Overall Rating asks you to record an overall rating for the child's functioning in Outcome 1 based on your answers to questions A3 and A4. Circle only **one** rating number. It may be helpful to refer to the definitions of each point on the scale to see if the rating best represents the child's functioning.

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Repeat the same rating process for Outcome 1.

8. The second outcome area is Acquiring and Using Knowledge and Skills. Think about the child's functional skills and behaviors across settings and situations. The acquisition and use of knowledge and skills refers to children's abilities to think, reason, remember, problem solve, and use symbols and language. The outcome also encompasses children's understanding of the physical and social worlds. It includes understanding of early concepts (e.g., symbols, pictures, numbers, classification, and spatial relationships), imitation, object permanence, the acquisition of language and communication skills, early literacy and numeracy skills. The outcome also addresses the precursors that are needed so that children will experience success later in elementary school when they are taught academic subject areas (e.g., reading, mathematics).

9. Section A. Evidence of Skills is based on your review of information from a variety of data sources to determine a rating. Question 1 begins with information you obtained about the child's functioning from a state-approved core assessment. The list of approved assessments is provided in question 3 above.

You are required to use at least one formal assessment tool from the list for each outcome area. In the boxes provided, report the name of the formal assessment instrument(s), the date(s) administered, the relevant scores, and examples of the child's functional skills and behaviors demonstrated on the assessment(s). It is important to include the skills that are **most representative** of the level of functioning the child demonstrates in the outcome area. For example, let's say you want to provide evidence that a 4-year-old child has age-appropriate skills and behaviors in his/her thinking, reasoning and problem-solving abilities. You would NOT want to list "explores cabinets and drawers." While certainly appropriate for his/her age, it is a behavior/skill that comes in at a much younger age, and therefore does not provide adequate evidence of an age appropriate skill or behavior. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IF), or foundational (F). See examples below.

10. Section A, Question 2 asks about other data sources such as parent/family interviews or input, teacher observations, other formal assessment tools (not on the approved list) and IFSP/IEP goals. In the boxes provided, you should indicate Yes or No for use of Parent input or IFSP/IEP goals, the date of data, and examples of the child's functional skills and behaviors across settings and situations reported/observed. Again, be sure to list the level that most represents the functioning skills the child demonstrates in the outcome area. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IF), or foundational (F). See examples below.

Example 1: Paula, age 15 months:

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
HELP	6-14-07	Symb Play 15-18 mo Problem Solv 14-15 mo Follow Dir 15-18 mo Exp Vocab 13-18 mo	AA- Uses toys to play house—cooking, washing, etc. AA- Finds hidden toys (displacement two screens) AA- Follows directions involving two objects—“put blanket on the baby” AA- Names one or two familiar objects in response to “what’s this?”	AA IF F

Did you use this source?	Data Collection Date	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No	6/18/07	AA- Imitates mom – e.g. uses a cloth to polish the furniture AA- Figures out how to get cookies out of the jar—uses fingers or tips over the jar AA- Touches pictures in the book when mom reads Mom is concerned she is not talking enough. Uses some (maybe 10) words—e.g. mama, dada, go, up, more—but not many and not often.	AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

- a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

- a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

Example 2: Daniel, age 36 months:

Assessment Name	Assess-ment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
Creative Curriculum	6-14-07	Mostly Level I on items in Cognitive Dev; some forerunners on reading and writing	<p>AA- Level I- noticed and pointed out changes after the teacher rearranged the classroom</p> <p>AA- Level I- follows one-step directions—brought teacher a book when asked</p> <p>AA- Level I- when stringing beads, independently sorted and strung one color at a time (yellow, red, blue)</p> <p>AA/IF- Forerunner- looks at books with teacher, sometimes independently</p> <p>Concerned that Daniel seems disinterested in early reading or writing activities—he does not seem to enjoy books or drawing/coloring, etc. He is overall age appropriate, but she wants to encourage him to build skills in this area.</p>	<p>AA</p> <p>IF</p> <p>F</p>

Did you use this source?	Data Collection Date	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No	6/18/07	AA- pretends to make phone call on toy phone at home AA- sometimes colors with crayons or draws simple pictures AA- knows his name—will say it when you ask him	AA IF F
b. IFSP/IEP Goals: Yes No		AA/IF- Daniel will work on looking at books during reading time and remembering and repeating key phases	AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? *(Circle one response)*

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? *(Circle one response; If you answered a, b, or c for question 3, no need to answer)*

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

11. Next, to determine the Overall Rating answer the following two questions. Question 3 asks you to think about the age-appropriate skills the child has demonstrated related to acquiring and using knowledge and skills as you indicated in questions 1 and 2. If the child did not demonstrate any age-appropriate skills, you circle 'd' and go to question 4. If the child did demonstrate age-appropriate skills, you will choose a, b, or c, depending on how often the child demonstrates age appropriate behaviors across settings and situations. If you answer a, b, or c to this question, you do not need to answer question 4.

12. Next, Question 4 is answered only if you answered 'd' to question 3 (child demonstrated **no** age-appropriate skills). Question 4 asks you to think about the immediate foundational skills the child has demonstrated related to acquiring and using knowledge and skills as you indicated in questions 1 and 2. If the child did not demonstrate any immediate foundational skills, you circle 'd' and the overall rating will be "1". If the child demonstrated immediate foundational skills, you will choose a, b, or c, depending on how often the child demonstrates age-appropriate behaviors across settings and situations.

13. Section B. Overall Rating ask you to record an overall rating for the child's functioning in Outcome 2 based on your answers to questions A3 and A4. Circle only **one** rating number. It may be helpful to refer to the definitions of each point on the scale to see if the rating best represents the child's functioning.

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Repeat the same rating process for Outcomes 1 and 2

14. The third outcome area is Use of Appropriate Behavior to Meet Their Needs. Think about the child's functional skills and behaviors across settings and situations with regard to taking care of basic needs, contributing to own health and safety (for children older than 24 months), getting from place to place, and using tools to get their needs met (e.g., fork, toothbrush, crayon). The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing, and toileting), carry out household responsibilities, and act on the world to get what they want. This outcome addresses children's increasing capacity to become independent in interacting with the world and taking care of their needs.

15. Section A. Evidence of Skills is based on your review of information from a variety of data sources to determine a rating. Question 1 begins with information you obtained about the child's functioning from a state-approved core assessment. The list of approved assessments was provided in question 3 above.

You are required to use at least one formal assessment tool from the list for each outcome area. In the boxes provided, report the name of the formal assessment instrument(s), the date(s) administered, the relevant scores, and examples of the child's functional skills and behaviors demonstrated on the assessment(s). It is important to include the skills that are **most representative** of the level of functioning the child demonstrates in the outcome area. For example, let's say you want to provide evidence that a 4 year old child has age appropriate skills and behaviors in their social/emotional development. You would NOT want to list "removes socks and shoes to help with undressing." While certainly appropriate for his/her age, it is a behavior/skill that comes in at a much younger age, and therefore does not provide adequate

evidence of an age appropriate skill or behavior. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IA), or foundational (F). See examples below.

16. Section A, Question 2 asks about other data sources such as parent/family interviews or input, teacher observations, other formal assessment tools (not on the approved list) and IFSP/IEP goals. In the boxes provided, you should indicate Yes or No for use of Parent input or IFSP/IEP goals, the date of data, and examples of the child’s functional skills and behaviors across settings and situations reported/observed. Again, be sure to list the highest level of functioning the child demonstrates in the outcome area. Indicate whether the listed skill/behavior is age appropriate (AA), immediate foundational (IA), or foundational (F). See examples below.

Example 1: Alexandra, age 15 months:

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
HELP		Dressing 15-18 mo Feeding 15-24 mo Toileting 12-18 mo	AA- Sometimes removes socks independently AA- Starting to feed self with spoon with some spilling IF- Sometimes fusses, but usually does nothing, to indicate he’s wet IF- Walks with both hands held	AA IF F

Did you use this source?	Data Collection Date	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No	6/18/07	AA/IF- Points to indicate something he wants, for example, points to cookies when he wants one IF- Parents are concerned that he is not yet walking	AA IF F
b. IFSP/IEP Goals: Yes No		IF- Alexandra will be able to walk with one hand held to get from place to place to get toys and other items she desires.	AA IF F
c. Other (list):			AA IF F

d. Other (list):			AA IF F
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To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? *(Circle one response)*

- a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? *(Circle one response; If you answered a, b, or c for question 3, no need to answer)*

- a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

Example 2: Brandon, age 36 months:

Assessment Name	Assessment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
Battelle	6/16/07	MOT 87 - avg range COM 87 - avg range ADP- Self Care 87 - below avg range	AA- Walks and runs without falling; successfully uses motor skills to get places he wants to go AA- Uses words to get his needs met IF- Usually finger feeds; sometimes uses spoon to feed himself with assistance	AA IF F

Did you use this source?	Data Collection Date	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No	6/18/07	AA- Asks mom or dad for food when hungry, and asks for other things he wants or needs IF- Sometimes helps with undressing when mom or dad assist IF- Starting to drink from a cup; mom or dad still assist	AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? *(Circle one response)*

- a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? *(Circle one response; If you answered a, b, or c for question 3, no need to answer)*

- a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills 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

17. Next, to determine the Overall Rating answer the following two questions. Question 3 asks you to think about the age appropriate skills the child has demonstrated with regard to taking appropriate action to meet needs as you indicated in questions 1 and 2. If the child did not demonstrate any age appropriate skills, you circle 'd' and go to question 4. If the child did demonstrate age appropriate skills, you will choose a, b, or c, depending on how often the child demonstrates age appropriate behaviors across settings and situations. If you answer a, b, or c to this question, you do not need to answer question 4.

18. Next, Question 4 is answered only if you answered 'd' to question 3 (child demonstrated **no** age-appropriate skills). Question 4 asks you to think about immediate foundational skills the child has demonstrated with regard to taking appropriate action to meet needs as you indicated in questions 1 and 2. If the child did not demonstrate any immediate foundational skills, you circle 'd' and the overall rating will be "1". If the child demonstrated immediate foundational skills, you will choose a, b, or c, depending on how often the child demonstrates age appropriate behaviors across settings and situations.

19. Section B. Overall Rating ask you to record an overall rating for the child's functioning in Outcome 3 based on your answers to questions A3 and A4. Circle only **one** rating number. It may be helpful to refer to the definitions of each point on the scale to see if the rating best represents the child's functioning.

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20. Section V. Child Progress is to be completed **only** when a child is exiting the program. DO NOT complete this section if this is an initial or transition outcomes summary for this child. To complete this section, think about progress the child has made since the initial child outcomes summary form was completed (when the child entered the program). Progress is defined as the acquisition of at least one new skill or behavior related to the outcome—so **ANY** amount of progress counts. For each of the three outcome areas, circle YES or NO to indicate whether or not the child has any new skills or behaviors related to the outcome area since the child entered the

program. Provide a list of any new skills or behaviors the child has made. Provide information that describes the progress the child has made in each outcome area since the initial COSF. You may want to review the initial COSF, classroom documentation, therapy notes and progress notes on the IFSP/IEP goals.