**Child Outcomes Summary Module**

**Session 8: After the Entry COS**

***Just for Me Activity Scenarios***

* **Alejandro:** At 22 months of age, Alejandro was diagnosed with tuberous sclerosis, a genetic disease that causes benign tumors to grow in the brain and on other vital organs. At the time of preschool transition, Alejandro exited the program with a rating of 1 in the area of Acquiring and Using Knowledge and Skills (Outcome 2). During the time he was in the program, Alejandro experienced frequent seizures that caused damage to his brain that prevented him from learning any new skills and resulted in loss of skills.
* **Jeremiah:** When he transitioned to preschool from Early Intervention at the age of 3, Jeremiah was performing in the Average range on the Social Emotional domain of the ABC Assessment (Standard Score = 92). Although he has motor delays, they do not affect his ability to interact with adults and peers. At exit from preschool at age 5, he was still performing in the Average range in the assessed area (Social Emotional, Standard Score = 92). The team is discussing his progress in Outcome 1 (Positive Social Relationships).
* **Raymond:** About 5 months ago, at the age of 18 months, Raymond began part-time child care. He continued to receive services through the Early Intervention program in both settings—at home and at his child care center. While he is showing progress with specific skills related to Outcome 3 (Taking Action to Meet Needs) at home, such as consistently using utensils to eat, he is not showing this progress at child care. His teachers are very concerned about his most recent scores on the center’s curriculum-based assessment. Unexpectedly and without notice, Raymond and his family moved out of state, leaving the rest of the IFSP team to determine exit COS ratings for him.
* **Ana:** Ana was 5 months old when she entered the program. At that time, she was getting to the toys she wanted to play with by rolling to them (Outcome 3—Taking Action to Meet Needs). She was not indicating which toy she wanted, but she could get to whatever it was that she was after. The family bought a house in another district and exited the program when Ana was approximately 1 year old, at which time she was still rolling to get to her toys, but she was also pointing to show what she wanted to get before she began rolling toward it.
* **Cherisse:** Cherisse is a 4 ½ -year-old girl with Down syndrome who has acquired skills during her time in the early childhood special education (ECSE) program, but at a slower rate than other children. Scores from the last administration of the Teaching Strategies GOLD® assessment show a notable drop in distance from age-expected from the previous administration, with lower percentile rankings in all assessed developmental areas. The team is discussing progress for Outcome 2 (Acquiring and Using Knowledge and Skills). Despite her lower assessment scores, Cherisse’s parents are pleased about the ways in which she has shown improvement in the outcome area, such as sorting her toys when she puts them away and completing 8-piece puzzles.
* **Caitlyn:** Caitlyn’s IEP team updated her COS ratings at an annual review. When discussing her functioning in the area of Positive Social Relationships (Outcome 1), they considered the results of a recent administration of the Devereux Early Childhood Assessment Preschool Program-2nd Edition (DECA-P2). In the area of Attachment/Relationships, her score went from the 14th percentile (T score = 43) to the 10th percentile (T score = 41).