

## Child Outcomes Summary (COS) Rating Prep Tool

What are the foundational skills/behaviors like those of a much younger child?	What are the immediate foundational skills/behaviors that come just before the age expected skills/behaviors?	Does the child have any age expected skills? Are there concerns about any age expected skills/behaviors?
<b>Foundational Skills</b>	<b>Immediate Foundational Skills</b>	<b>Age-Expected Skills</b>
<ul style="list-style-type: none"> <li>Doesn't try to play with other children, doesn't talk much which makes it hard (fam)</li> <li>Mostly played alone. Chose to sit near others but did not invite them to play. (mostly parallel play) (obs)</li> <li>Difficulty interacting with other children. Example of peer request to buy ice cream. Ava followed child, said —ice cream  , but didn't answer which kind or pretend to get money out (provider)</li> <li>Not yet able to self-regulate tantrums or use a signal/symbol system to communicate with others in ways other than tantrums. (fam, provider) (Note: tantrums aren't so severe, frequent, or interfering as to fit in bottom box)</li> </ul>	<ul style="list-style-type: none"> <li>Happy girl, likes to play with toys and games (fam) Affectionate with everyone in family, greets mom at door with hug (fam)</li> <li>Plays with older brothers when they try to include her. Tries to keep it up. Doesn't last long. (fam)</li> <li>Claps and finds her dad when pleased (fam) Sometimes will call brother's name to show him a toy (fam)</li> <li>Expresses when she is happy, worried, or doesn't like something (fam)</li> <li>No conflict observed with other children (obs)</li> <li>When another child enthusiastically brought her some pretend food in the kitchen area, she smiled and said —yum   and pretended to eat it. Did not ask for more from child or join child in kitchen area to extend play. (obs)</li> <li>After teacher's two step direction about activities (toys away and line up), Ava imitated other children putting away toys. She lined up after teacher came and individually prompted her again. (less responsive to verbal than nonverbal prompts to participate in classroom routine) (obs)</li> <li>Uses eye contact, though less well with peers than teachers (provider)</li> <li>Creative curriculum – mix of age appropriate and immediate foundational. IF strengths were recognizes own feelings and manages appropriately, follows classroom rules, plays well with other children</li> <li>PLS 4 - receptive and expressive lang below average (aud comp 69; exp comm 82) Relevant: participated in play routine with peer 1-2 minutes, used words to indicate wanted something to happen again, used words for a variety of pragmatic functions, answered yes/no questions. Did not pose questions on BSID.</li> </ul>	<ul style="list-style-type: none"> <li>Shows mom toy to play with and plays for long period of time with mom sharing well (fam)</li> <li>Her brother was crying and said —Aiden sad   (notices and labels prominent feelings of others); notices and responds to feelings of other children in classroom (fam &amp; provider)</li> <li>Plays collaboratively with mom to organize and construct dollhouse, sharing toys and working toward common goal for an extended period of time (fam)</li> <li>Easily separated from mom at classroom. Hugged mom and said goodbye but didn't get upset when mother left. (obs)</li> <li>When another child asked her to share, gave toy to him and picked up another one. (obs)</li> <li>Positive interactions with teachers. Noticed when teacher left the room, looked for her, and was pleased when she returned. (obs)</li> <li>Initiated activity with teacher by bringing a book to her to read. Engaged with teacher as she read by pointing to objects spontaneously and on request, sometimes labeling them if she knew the word (obs)</li> <li>Affectionate and responsive with the teachers. Uses eye contact well with teachers. (provider)</li> <li>Creative curriculum – mix of age appropriate and immediate foundational. AA strengths were shows ability to adjust to new situations, demonstrates appropriate trust in adults.</li> <li>Bayley Scales of Infant Development – within average range for mental and motor, though showed some difficulty in expressive and receptive language. Attended to and engaged in a story read by an adult.</li> </ul>

**DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS**

Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
<ul style="list-style-type: none"> <li>Gets upset when something is broken because doesn't understand (fam)</li> <li>Doesn't understand when mom asks her to do something; won't follow directions; throws tantrum if mom keeps at her to do something (fam)</li> <li>Doesn't follow directions at child care (fam/provider)</li> <li>Anticipates some routines at home—e.g. when mother says it's time for bed she knows it's time to put her pajamas on (fam)</li> <li>PLS-4: Receptive language skills were lower than expressive language; did not demonstrate understanding of descriptive concepts such as one, first, off, etc; did not identify uses/functions of objects when asked —tell me what you do with a spoon  ; areas of difficulty in expressive language included limited naming in response to pictures and challenges with word structure, such as adding —s   for plural or —ing to verbs. (formal assessment)</li> <li>Ava used mostly two-word sentences often in repetition of what she was just asked or what was said to her; she had difficulty with the concept of —one   (e.g., she didn't respond to the directive, —Give me one block.  ); she could not count objects with one-to-one correspondence; she had difficulty identifying a picture by discriminating against three pictures; she had difficulty recalling objects, identifying their sizes, and with spatial concepts (e.g., under, behind, etc.) (formal assessment)</li> <li>PLS4 Auditory Comprehension 69; PLS4 Expressive Communication 82 (formal assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Used a play phone by dialing buttons, holding it to her ear, nodding, and saying hello but did not carry on a pretend conversation or try to engage another child in a play conversation using the phones (limited symbolic play with realistic toys by herself)</li> <li>When the teacher asked her to “go put the toys away and then line up”, she imitated other children putting away toys, but she did not line up until a teacher came over and prompted her again. (Understands and follows one step verbal directions, but not two step reminders of rules/directions) (obs)</li> <li>Ava —has a hard time understanding directions. I tell her how to do something, but she just doesn't seem to understand. It's easier when all the children are doing something because then she'll just watch them and try to follow along. But sometimes she gets real frustrated and throws a tantrum. (provider)</li> <li>Uses phrases or a couple words or shows adult to convey meaning (fam, obs)</li> <li>Flipped through pages of book slowly with interest, but not yet pretending to read or telling the story from pictures</li> <li>Bayley Cognitive Score were within average range, but showed some difficulty in expressive and receptive language (Bayley Cognitive 87) (formal assessment)</li> <li>Creative Curriculum – Cognitive Development – A few AA but mostly IF or F (formal assessment)</li> <li>Creative Curriculum – Language Development – No AA, mix of IF and F (formal assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Organizes furnishings in dollhouse in appropriate rooms and uses blocks to add on space/other rooms with additional functions (garage) (fam)</li> <li>Good at figuring things out—new toys and games. Can do interlocking puzzles, likes to look at books (fam)</li> <li>Played appropriately with a variety of different toys and games, including easily manipulating smaller toys. (Problem solving different toys and games) (obs)</li> <li>Figured out how to unscrew with a nut and bolt and could then repeat it. (Problem solving different toys and games) (obs)</li> <li>Without assistance, strings beads with red beads first followed by yellow ones (obs)</li> <li>Put together 8-piece puzzle by herself (obs)</li> <li>Would sometimes watch other children and copy them to figure out how to use some of the toys to solve a problem she was having (obs)</li> </ul>

Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
<p><b>USE OF APPROPRIATE BEHAVIOR TO MEET NEEDS</b></p> <ul style="list-style-type: none"> <li>Doesn't seem aware of danger when crossing the street (fam)</li> <li>The provider expressed concern about Ava's limited awareness of danger. For example, in the gym or on the playground she might climb too high or otherwise not be safe on the equipment. —She doesn't understand that she could fall and get hurt. (provider)</li> </ul>	<ul style="list-style-type: none"> <li>Will try to put on pajamas, but still needs help to get dressed and help to put on coat (fam)</li> <li>Not toilet trained. Ava does —show some awareness about when she is about to go and goes to another area of the classroom by herself to do this. (fam &amp; provider)</li> <li>Comes to mom for help all the time; good that she asks for help when wants or needs something (like when she's hungry), but seems like she should be doing more on her own (fam)</li> <li>Seeks adult assistance using one or two words to communicate her need or she took a teacher by the hand to show her what she wanted. (fam, obs, &amp; provider)</li> <li>The staff also have to help Ava with hand washing (pushing the soap dispenser, doing hand-over-hand to get all the soap off, and helping with drying because she wouldn't completely dry her hands all the way by herself, etc.) (provider)</li> <li>Creative Curriculum: Some of the things we need to work on were Takes responsibility for own well-being; allows adult to attend to personal needs and uses self-help skills to meet needs with help from adults; Demonstrating appropriate trust in adults – shows confidence in parent/teacher abilities to keep her safe/healthy and summons them for help, but not yet seeking advice or use adult as a resource or role model to imitate (formal assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Eats well. Uses a fork and spoon to eat and drinks out of a cup with little spilling or mess (fam, provider)</li> <li>Ava's fine and gross motor skills were within the average range (formal assessment)</li> <li>Was running around, jumping, and playing with toys (obs)</li> <li>Bayley Motor Scores were within average range (88) (formal assessment)</li> <li>Creative Curriculum – items related to independence and motor- mix of age appropriate and immediate foundational skills. AA skills: Some of her strengths were in Demonstrates self-direction and independence and controls small muscles in hands (formal assessment)</li> </ul>