

Child Outcomes Summary (COS) Rating Prep Tool

	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?
Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #f4a460; padding: 5px; font-weight: bold; margin-right: 5px;">DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS</div> <div style="flex-grow: 1;"> <p>Relationships/interactions with adults:</p> <ul style="list-style-type: none"> Kim enjoys being with most adults, especially her grandparents. (12 mo – shows pleasure when familiar adults are nearby; shows preferences for specific people) Kim both initiates and reciprocates play interactions with adults and other children. She picks up and hands others books to read or toys to play with. (initiates and reciprocates interactions sounds older but the example sounds more like 13-18 mo – handing a toy to an adult for assistance; 24 mo – increasingly enthusiastic about company of other children; by 36 mo – plays cooperatively with another child for a time, can take turns in games, participates in classroom activities) She seeks the attention of her family “Look Kim”. <p>Relationships/interactions with other children:</p> <ul style="list-style-type: none"> Kim likes to play on the living floor with Jana. She does so several times a day. Jana likes to interact with Kim during the play time, looking at books together or handling toys. When Jana doesn’t understand a vocalization, Kim gets frustrated and Jana walks away, often resulting in Kim’s temper displays and crying (at 24 mo – parents may need to ‘translate’ for others; from 24-36 mo, pronunciation improves considerably; by 36 mo – strangers can understand most of her words) She likes to play with Jana and the neighbor children. However, she needs adult support to interact. She is often frustrated and cries when the children don’t understand her. Kim both initiates and reciprocates play interactions with adults and other children. (see note above) When other children visit, Kim wants to play, but motorically cannot keep up. She needs a lot of adult facilitation and direction to imitate what the other children are doing. (18-24 mo – tries to imitate others; 24 mo – imitates behaviors of others, esp adults and older children; by 36 mo – imitates adults and playmates) Expressing emotions: Kim tantrums 1-3 times daily when she cannot </div> </div>	<ul style="list-style-type: none"> Kim both initiates and reciprocates play interactions with adults and other children. (see note in foundational skills column) Kim watches people and is very interested in what is happening around her; she tries to join in play. Social-Emotional: (*E-LAP-33 months) She is very interested in playing with other children. (30 mo – very interested in playing with other children; tries to join in play) 	<ul style="list-style-type: none">

communicate her desires, especially to her sister Jana (5 1/2 years old), since Kim is very motivated to play with her. (tantrums sound more like 18-24 mo; also see comm. above)

- She loves making noises and shaking noisy toys. She laughs easily and cries when frustrated.

Across:

- Kim is a very social child, motivated to please others and interact with adults and children.
- Kim watches people and is very interested in what is happening around her; she tries to join in play.
- Social-Emotional: (*E-LAP-33 months) Kim seeks and is motivated by praise; enjoys interacting with others, and is strongly attached to her parents, sister and maternal Grandparents. She is very interested in playing with other children. She cries and fusses when she is not understood. She can be soothed by reassurance and problem-solving. She is happy and often pleased with her activities. "Kim good girl". She is somewhat shy with new adults but warms to them quickly.

ACQUIRING AND USING KNOWLEDGE AND SKILLS

Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
<p>Thinking/Reasoning/Problem-solving:</p> <ul style="list-style-type: none"> • She likes to make noise and toys that make noises. (12 mo) • Communication/early literacy/symbols: • Kim has functional receptive language skills and routinely follows 2-3 step directions. (13-24 mo) She knows the names of her toys, colors, and various household objects. Kim uses 2-3 word phrases (18-24 mo), expresses her wishes and dislikes with both words and gestures. Her pronunciation has not kept up with the vocabulary she tries to use. (sounds like <24 mo?) • Kim likes to be read books by her grandparents. She also enjoys playing games with them (rhyming songs, clapping games) (12 mo) • Kim cries and fusses because Kim’s parents and sister do not always understand what she wants or needs. (lang/comm. – maybe 24 mo?) • Her receptive vocabulary is clearly a strength. She knows many words, but she is hard to understand, due to poor oral motor control and articulation issues. <p>Across:</p> <ul style="list-style-type: none"> • Expressive and Receptive Language: (*E-LAP-24 months) Regularly follows a sequence of 2 directions. Recognizes names of familiar objects. Answers yes and no questions. Refers to self by name. Uses 2-3 word phrases. (18-24 mo) Uses action verbs. (20-24 mo). Asks questions. Knows and repeats simple songs and rhymes. Pronunciation, articulation is poor, Mom frequently interprets Kim’s responses for others. • Cognitive: (*E-LAP-27 months) Uses toys functionally (hits with hammer; rocks a doll). Uses tools and people to make things happen. Knows and anticipates routines. Differentiates colors. Can name and sort “like things.” It is hard to assess Kim’s cognitive level due to motoric challenges. 	<ul style="list-style-type: none"> • 	

USE OF APPROPRIATE BEHAVIOR TO MEET NEEDS	Foundational Skills	Immediate Foundational Skills	Age-Expected Skills
	<p>Eating:</p> <ul style="list-style-type: none"> • Able to hold and drink from a spouted cup, but arm movements remain spastic and she often splashes and or knocks over the cup when setting it down. (drinks from sippy cup 12-18 mo; 20-30 mo – hold a cup, no spill) She can finger feed a variety of small, soft foods, such as cut soft bread sandwiches, soft cooked vegetables, soft fruits, etc. (12 mo – finger feed) She is beginning to use a spoon more effectively. (18 mo – begin using a spoon) Although she can chew effectively, she continues to have choking responses to rough, hard or chewy textures (meats, raw vegetables, fruits, etc) Her mother reports she continues to feed baby food to maintain nutrition, while having Kim practice using her spoon to feed herself at least half the meal. Mrs. Doe has a list of foods she is gradually introducing in small bites to increase Kim’s ability to accept the foods the family typically eats. (18-24 mo – chews completely with rotating jaw movements) • Kim uses her highchair to join Jana at the table. Mrs. Doe usually lets Kim try to feed herself while she gets Jana’s breakfast set up, then feeds Kim to finish efficiently. • Kim eats small meals every 3-4 hours. Mrs. Doe with the help of the EI OT has developed a list of foods she is gradually introducing to Kim, so she eats more of the foods her family eats. This has been successful, with Kim motivated to eat “big girl” foods. Rough textured or hard to chew foods are the most difficult. Kim is just beginning to eat v. small bites of hamburger or meatloaf. <p>Dressing:</p> <ul style="list-style-type: none"> • Kim was able to assist with dressing (raise an arm, step into a pants leg when held) (12 mo). But due to significant challenges in moving her arms and legs she cannot yet undress or dress independently. She can open and close Velcro tabs. (18-21 mo – undoes fasteners) Mrs. Doe reports that Kim has strong preferences and insists on choosing her clothes each day. (makes choices) <p>Getting from place to place:</p> <ul style="list-style-type: none"> • Kim can sit without support but may lose her balance when reaching for and grabbing toys. She sometimes can sit back up on her own but not always. She can crawl and roll. She has a wheel chair but spends much play time out of it. When put in a standing position, she can hold a couch or chair and stand 1-2 	<ul style="list-style-type: none"> • 	

minutes on her own. She is just beginning to try a sideways step.

- Kim practices standing by holding the coach, or a parent’s fingers, sit up on the floor without support and play with toys. (12 mo)
- Sits independently. Rolls, crawls. When placed at a couch or pulled to a stand, Kim can stands supported for 1-2 minutes. She tries to take a step while supported or holding to couch.
- Communicating wants and needs:
- she cannot communicate her desires (by 24 mo – able to communicate needs)
- Kim’s parents and sister do not always understand what she wants or needs

Toileting

- Kim is willing to be “potty-trained” but often doesn’t communicate her need to go in time.

Across:

- Self Help /Adaptive: (*E-LAP 12 months) Finger feeds, uses spoon, holds and drinks from lidded cup with frequent spills and messes. She spoon-feeds herself slowly. She is increasing the kinds of foods she can eat. She can sit independently for short periods and assists in bathing herself. Can hold and shake toys. Can turn pages of thick card board books. She is not able to assist much in dressing/undressing due to her motor challenges.