

## Child Outcomes Summary Form: *Entry*

Student name Jason Patterson Student # 49 DOB 2/6/2002 Age 8 y 0 m  
Serving school Alder Elementary IEP Mgr. Kathy Bravo Date 3/3/10

ENTRY DATE: \_\_\_\_\_

### Persons involved in deciding the summary ratings:

Name	Role

### Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)
- Not included

**1. POSITIVE SOCIAL-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 age-appropriate functioning, across a variety of settings and situations, on this outcome? (Mark one number)**

<b>Not Yet</b>		<b>Emerging</b>		<b>Somewhat</b>		<b>Completely</b>
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

**Supporting evidence for answer to Question 1a**

Source of information	Date	Summary of Relevant Results

**1. b (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Check one number)**

<b>YES</b>	<input type="checkbox"/> <b>1</b>	Describe progress:	
<b>NO</b>	<input type="checkbox"/> <b>2</b>		

## 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 age-appropriate functioning, across a variety of settings and situations, on this outcome? (Mark one number)**

Not Yet		Emerging		Somewhat		Completely
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

**Supporting evidence for answer to Question 2a**

Source of information	Date	Summary of Relevant Results

**2b. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Mark one number)**

<b>YES</b>	<input type="checkbox"/> 1	Describe progress:	
<b>NO</b>	<input type="checkbox"/> 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, strings attached to objects)

**3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Mark one number)**

Not Yet		Emerging		Somewhat		Completely
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

**Supporting evidence for answer to Question 3a**

Source of information	Date	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? (Mark one number)**

<b>YES</b>	<input type="checkbox"/>	<b>1</b>	Describe progress:	
<b>NO</b>	<input type="checkbox"/>	<b>2</b>		

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