

Adapted from the draft under development by the Early Childhood Outcomes Center  
Revised November 6, 2006

# Child Outcome Summary Form

## Introduction

The Child Outcome Summary Form was originally developed by the Early Childhood Outcomes (ECO) Center, a nationally funded technical assistance center. Programs may use the Child Outcome Summary Form adapted for Wisconsin, the format originally developed by ECO found at this link

<http://www.fpg.unc.edu/~eco/outcomes.cfm>, or a similar format developed by a vendor that contains the same data elements.

### To Help You Decide on the Summary Rating

This outcomes summary asks you to consider and report on what is known about how this child behaves across a variety of settings and situations<sup>1</sup>. Children are with different people (for example, mother, big brother, babysitter) and in different settings (for example, home, grocery store, playground). The summary rating provides an overall picture of how the child behaves across the variety of people and settings in his or her life.

In addition to summarizing across settings and situations, the rating process asks you to compare a child's skills and behaviors to those of his or her same-age peers. For each of the three summary questions, you need to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.

The summary scale is based on a developmental framework that assumes:

1. Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;
2. These skills and behaviors emerge in a somewhat predictable developmental sequence in most children, thus allowing for descriptions of what 2 year olds generally do, what 3 year olds generally do, etc.;
3. The development of children with disabilities can be compared to the development of their same-age peers.
4. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**immediate foundational skills.**" For example, children play along side one another before they interact in play.
5. Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.
6. Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

Use the following information to help you answer each question:

- Ratings are expected to take into account the child's functioning across a full range of situations and settings. Therefore, information from many individuals in contact with the child could be considered in deciding on a rating. These may include (but are not limited to): parents and family members, caregivers or child care providers, therapists, service providers, case managers, teachers, and physicians. If there is not enough information available about a child's functioning across settings and situations, you will need to gather more information before you can decide on a rating.

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<sup>1</sup> Note: The outcomes summary form was not designed to determine eligibility for services. It would be inappropriate to use it in this way.

- Many types of information could be considered in selecting a rating. These may include (but are not limited to): parent and clinical observation, curriculum-based assessments, norm-referenced assessments, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.
- Depending on the assessment tool, assessment tools can be a useful source of information for reaching a summary decision but resulting information should be placed in context with other information available about a child. Many assessment tools are domain-based and were not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information but the information should be used in conjunction with what else is known about the child. A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.
- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. Ratings should convey the child's functioning across multiple settings and in everyday situations, not his/her capacity to function under unusual or ideal circumstances.
- A standardized testing situation is an unusual setting for a young child. If the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.
- If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.
- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age. Presumably over time and with support, many children born prematurely eventually will perform like same age peers.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology.

### Additional Information

The outcomes reflect several beliefs about young children:

- It is important that all children be successful participants in a variety of settings both now and in the future. Achieving the three outcomes is key to being successful participants in life.
- Programs for young children and their families are working to ensure that all children will have the best possible chance of succeeding in kindergarten and later in school - even though school might be several years off for some children. Children who have achieved the outcomes at a level comparable to their same aged peers prior to kindergarten entry have a high probability of being successful in kindergarten.
- Learning and development occur continuously in the years preceding kindergarten. There is much variation in how children develop but children whose development is consistently below what is expected for their age are at risk of not being successful in kindergarten and later school years.

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# Child Outcome Summary Form

## Directions

The Child Outcome Summary Form provides a record of the process and the answer to the question **“to what extent does this child show age-appropriate functioning, across a variety of settings and situations?”** This question is answered related to three child outcome areas:

- (1) Positive social-emotional skills,
- (2) Acquiring and using knowledge and skills, and
- (3) Taking appropriate actions to meet needs. On page 2 of the Child Outcome Summary Form, check only **one** box for each outcome area that best answers the above question for the specific outcome area. The summary form uses a seven point continuum describing the extent to which the child displays behaviors and skills expected for his or her age. The points on the continuum range from *completely* (7) to *not yet* (1). Children rated in the top 2 categories (6 & 7) are considered as overall age appropriate. The form contains a number (1-7) for each of the descriptors on the continuum that will be used for completing the web based reporting tool.

If this worksheet has been completed previously for the child, provide information about the child’s progress by answering the question on page 3 for each outcome area. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Check yes or no based on this definition and describe the progress.

## Child Outcome Summary Form (1 of 3)

**Date:** Month      Day      Year

ENTRY DATE:	<b>Check Appropriate Box Below</b>
EXIT DATE:	ENTRY DATA: <span style="float: right;">EXIT DATA :</span>

### ***Child Information***

Name:	HSRS number (for Birth to 3 Programs only):
Date of Birth: Month      Day      Year 20	

***Persons involved in summary rating decisions:***

Name	Role	Name	Role

***Family information on child functioning*** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Received in team meeting | <input type="checkbox"/> Incorporated into assessment(s) |
| <input type="checkbox"/> Collected separately     | <input type="checkbox"/> Not included                    |

Identify supporting evidence for thinking about the child’s functioning in the three outcome areas and closely related areas (as indicated by assessments and observations from individuals in close contact with the child).

Child Outcome Area	Dates	Sources of information	Summary of Relevant Results
<b>I. POSITIVE SOCIAL-EMOTIONAL SKILLS</b> (Including social relationships) <ul style="list-style-type: none"> <li>Relating with adults</li> <li>Relating with other children</li> <li>Following rules related to groups or interacting with others (if older than 18 months)</li> </ul>			
<b>II. ACQUIRING AND USING KNOWLEDGE AND SKILLS</b> (Including communication, language and early literacy) <ul style="list-style-type: none"> <li>Thinking, reasoning, remembering, &amp; problem solving</li> <li>Understanding symbols</li> <li>Understanding the physical &amp; social worlds</li> </ul>			
<b>III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS</b> <ul style="list-style-type: none"> <li>Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting)</li> <li>Contributing to own health &amp; safety (e.g., follows rules, assists with hand washing, avoids inedible objects)</li> <li>Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)</li> </ul>			

## Child Outcome Summary Form (2 of 2)

**Instructions:** To what extent does this child show age-appropriate functioning, across a variety of settings and situations, in each outcome area? Check only ONE box in each column. Ratings should reflect the child’s level of functioning using whatever assistive technology or special accommodations are present in the child’s typical settings.

<b>ECO Rating</b>	<b>Definition</b>	<b>I. POSITIVE SOCIAL-EMOTIONAL SKILLS</b> (including social relationships) <ul style="list-style-type: none"> <li>● Relating with adults</li> <li>● Relating with other children</li> <li>● Following rules related to groups or interacting with others</li> </ul>	<b>II. ACQUIRING AND USING KNOWLEDGE AND SKILLS</b> (including communication, language, and early literacy) <ul style="list-style-type: none"> <li>● Thinking, reasoning, remembering, &amp; problem solving including</li> <li>● Understanding symbols</li> <li>● Understanding the physical &amp; social worlds</li> </ul>	<b>III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS</b> <ul style="list-style-type: none"> <li>● Taking care of basic needs</li> <li>● Contributing to own health &amp; safety</li> <li>● Getting from place to place (mobility) and using tools</li> </ul>
Completely	Child shows functioning expected for his or her age in <b>all or almost all everyday situations</b> that are part of the child’s life. Functioning is considered <b>appropriate</b> for his or her age. No one has any concerns about the child’s functioning in this outcome area. <span style="float: right;">7</span>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child’s functioning generally is considered <b>appropriate</b> for his or her age but there are <b>some significant concerns</b> about the child’s functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations <span style="float: right;">6</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat	Child shows functioning expected for his or her age <b>some of the time and/or in some situations</b> . Child’s functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a <b>slightly younger child</b> . <span style="float: right;">5</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child shows some but not much age-appropriate functioning <span style="float: right;">4</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emerging	Child does <b>not yet</b> show functioning expected of a child of his or her age in any situation. Child’s behaviors and skills include <b>immediate foundational skills</b> upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a <b>younger child</b> <span style="float: right;">3</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child’s behaviors and skills include some <b>immediate foundational skills</b> but these are not displayed very often across settings and situations <span style="float: right;">2</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Yet	Child does <b>not yet</b> show functioning expected of a child his or her age in any situation. Child’s skills and behaviors also <b>do not yet include any immediate foundational skills</b> upon which to build age appropriate functioning. Child’s functioning might be described as like that of a <b>much younger child</b> . <span style="float: right;">1</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>Answer this question if the Child Outcome Summary Form has previously been completed for this child</i></p> <p><b>Has the child shown <u>any</u> new skills or behaviors related to each outcome area since the previous rating?</b></p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes</p> <p><b>Describe progress:</b></p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes</p> <p><b>Describe progress:</b></p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes</p> <p><b>Describe progress:</b></p>
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