

## Maine's CHILD OUTCOMES SUMMARY FORM (1 of 2)

**CDS Locator Site:** Site Selection **COSF Completion Date** \_\_\_\_\_

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**Child Information**

First Name: \_\_\_\_\_ Last Name \_\_\_\_\_

Child Link #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Diagnosis \_\_\_\_\_

Reason for COSF COSF Reason Selections

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Initial COSF Date \_\_\_\_\_ Annual Review Date \_\_\_\_\_ Exit Date \_\_\_\_\_

Eligibility Code: Eligibility Selections Placement Code: \_\_\_\_\_ Placement Selections \_\_\_\_\_

**Persons involved in summary rating decisions:**

| Name     |      | Role | Name     |      | Role |
|----------|------|------|----------|------|------|
| 1. First | Last |      | 2. First | Last |      |
| 3. First | Last |      | 4. First | Last |      |
| 5. First | Last |      | 6. First | Last |      |
| 7. First | Last |      | 8. First | Last |      |

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

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

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. For each of the three summary areas, you need to decide the extent to which the child displays behaviors and skills expected for his or her age. **Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's typical settings. (Report assessment results below (e.g. Batelle/BDI) – with standardized score.**

| Child Outcome Area  | Dates | Sources of Information  | Relevant Summary Information |
|---|-------|---|------------------------------|
| <b>I. Positive Socio-Emotional Skills</b><br>(including social relationships) <ul style="list-style-type: none"> <li>• Relating with adults</li> <li>• Relating with other children</li> </ul>  |       | Please select the source type from the drop down list.<br><b>1. Source Type</b><br><br><b>2. Source Type</b><br><br><b>3. Source Type</b> |                              |
| <b>II. Acquiring and using knowledge and skills</b><br>(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 and social worlds (social studies)</li> </ul>  |       | Please select the source type from the drop down list.<br><b>1. Source Type</b><br><br><b>2. Source Type</b><br><br><b>3. Source Type</b> |                              |
| <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 and 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> |       | Please select the source type from the drop down list.<br><b>1. Source Type</b><br><br><b>2. Source Type</b><br><br><b>3. Source Type</b> |                              |

Name: \_\_\_\_\_

DOB \_\_\_\_\_

### Child Outcomes Summary Form (2 of 2)

Instructions: Check only ONE number in each column, representing each outcome area. Children rated as 6 or 7 are considered as showing functioning typical for their age. (See decision tree for assistance)

| SOME AGE APPROPRIATE SKILLS | ECO Rating                                  | Definition   | I. Positive Socio-Emotional Skills | II. Acquiring and using knowledge and skills | III. Taking appropriate actions to meet needs |
|-----------------------------|---|--|------------------------------------|--|---|
|                             | <b>7</b><br>Completely                      | Child shows behaviors and skills expected for child's age in <b>all or almost all everyday situations</b> that are a part of the child's life <ul style="list-style-type: none"> <li>Behavior and skills are considered typical for the child's age</li> <li>No one has any concerns about the child's functioning in this outcome area</li> </ul> | <input type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                      |
|                             | <b>6</b><br>Between completely and somewhat | Between completely and somewhat <ul style="list-style-type: none"> <li>Child's behavior &amp; skills generally are considered typical for the child's age, but there are some concerns about the child's functioning.</li> </ul>   | <input type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                      |
|                             | <b>5</b><br>Somewhat                        | Behaviors and skills expected for child's age <b>some of the time across situations</b> . <ul style="list-style-type: none"> <li>Behaviors and skills might be described as more like those of a <b>slightly younger child</b>.</li> </ul>   | <input type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                      |
|                             | <b>4</b><br>Between somewhat and emerging   | Child rarely uses age-appropriate skills. There is much more behavior that is not age appropriate than age appropriate.  | <input type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                      |

|                            |  |   |                          |                          |                          |
|----------------------------|--|---|--------------------------|--------------------------|--------------------------|
| NOT AGE APPROPRIATE SKILLS | <b>3</b><br>Emerging                     | Child does <b>not yet</b> show behaviors and skills expected of a child his or her age in any situation. Child behaviors and skills include <b>immediate foundational skills</b> upon which to build age expected skills. <ul style="list-style-type: none"> <li>Behavior and skills might be described as more like those of a younger child.</li> <li>Some behaviors and conditions might be interfering with the child's capacity to achieve age-expected behaviors &amp; skills</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                            | <b>2</b><br>Between Emerging and not yet | Child rarely uses foundational skills across settings and situations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                            | <b>1</b><br>Not yet                      | Child does <b>not yet</b> show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors <b>also do not yet include any immediate foundational skills upon which to build age expected skills</b> . <ul style="list-style-type: none"> <li>Child's way of forming and maintaining social relationships might be described as more like those of a much younger child.</li> <li>Some behaviors of conditions might be seriously interfering with the child's capacity to achieve age-expected behaviors and skills. Behavior and skills are considered not typical for the child's age</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                    |  |   |   |   |
|--------------------|--|---|---|---|
| Annual/Exit Rating | Has the child shown <b>any new skills or behaviors</b> related to each outcome area since the previous rating? | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
|--------------------|--|---|---|---|

Answer this question if the worksheet has previously been completed for the child (check yes or no for each outcome area)