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| **DEPARTMENT OF HEALTH SERVICES** **STATE OF WISCONSIN**  Division of Medicaid Services  F-00480 (02/2017) |
| **child outcomeS summary** |

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| The information cited in this form is to be recorded in the child’s file. | | | | | | | | | | |
| Date Form Completed | | | | | | | Check One  Entry COSF  Exit COSF | | | |
| Child’s Name | | | Date of Birth | | | Entry IFSP Date | | | | Exit Date |
| **Persons involved in summary rating decisions** | | | | | | | | | | |
| Name | Role | | | | Name | | | | Role | |
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| **Identify supporting evidence regarding 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 & Types of Information | | | | Summary of Relevant Evidence (Refer to The Decision Tree) | | |
| **I. POSITIVE SOCIAL-EMOTIONAL SKILLS**  (Including social relationships)   * Relating with adults * Relating with other children * Following rules related to groups or interacting with others (if older than 18 months) | |  | |  | | | |  | | |
| **II. ACQUIRING AND USING KNOWLEDGE AND SKILLS**  (Including communication, language and early literacy)   * Thinking, reasoning, remembering & problem solving * Understanding symbols * Understanding the physical & social worlds | |  | |  | | | |  | | |
| **III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS**   * Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting) * Contribute to own health & safety (e.g., follows rules, assists with hand washing, avoids inedible objects) * Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects) | |  | |  | | | |  | | |

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| **Child Outcome Summary Form** | | | | |
| **Instructions**: 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. | | | | |
| **Rating** | **Definition** | **I. POSITIVE SOCIAL-EMOTIONAL SKILLS** (Including social relationships) | **II. ACQUIRING AND USING KNOWLEDGE AND SKILLS** (Including communication, language, and early literacy) | **III. TAKING APPROPRIATE ACTIONS TO MEET NEEDS** |
| **Completely**  **7** | Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age. No one has any concerns about the child’s functioning in this outcome area. |  |  |  |
| **6** | Child’s functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child’s functioning in this outcome area. These concerns are 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. |  |  |  |
| **Somewhat**  **5** | Child shows functioning expected for his or her age **some of the time and/or in some situations**. Child’s functioning is a mix of age appropriate and not appropriate behaviors and skills. Child’s functioning might be described as like that of a **slightly younger child\*.** |  |  |  |
| **4** | Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than appropriate. |  |  |  |
| **Nearly**  **3** | Child does **not yet** show functioning expected of a child of his or her age in any situation. Child uses **immediate foundational skills**, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a **younger child\*.** |  |  |  |
| **2** | Child occasionally uses **immediate foundation skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational. |  |  |  |
| **Not Yet**  **1** | Child does **not yet** show functioning expected of a child his or her age in any situation. Child’s functioning does **not** **yet include immediate foundational skills** upon which to build age-appropriate functioning. Child’s functioning reflects skills that developmentally come before immediate foundational skills. Child’s functioning might be described as like that of a **much younger child\***. |  |  |  |
| **Answer this question at time of exit:** | **Has the child show any new skills or behaviors related to each outcome area since the previous rating?** | **No**  **Yes** | **No**  **Yes** | **No**  **Yes** |