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| **DEPARTMENT OF HEALTH SERVICES** **STATE OF WISCONSIN**Division of Medicaid ServicesF-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** |