

EARLY CHILDHOOD OUTCOMES SUMMARY FORM **EXAMPLE**

SECTION 1: CHILD INFORMATION

Child's First and Last Name: Jason Richards	DOB: 07/06/18	BRIDGES ID: 353588
Date of Rating: 7/22/2020	Type of Rating:	<input checked="" type="checkbox"/> Entry <input type="checkbox"/> Exit

SECTION 2: PERSONS COMPLETING THE EARLY CHILDHOOD OUTCOMES RATINGS:

NAME	ROLE	NAME	ROLE
Sarah and Jarrod Richards	Parents	Christine Cagney	Special Instructor
Mary Beth Lacey	Service Coordinator	Sasha Fierce	SLP

SECTION 3: EARLY CHILDHOOD OUTCOMES RATING**OUTCOME 1: CHILD HAS POSITIVE SOCIAL RELATIONSHIPS**

Includes relating to adults, relating to other children, and (for those older than 18 Months) following rules related to groups or interacting with others. To what extent does this child function in ways appropriate for his or her age across a variety of situations and settings?

SOURCE	SUMMARY AND DATE OF RATING
FAMILY ASSESSMENT	<p>Source: Routines-Based Interview (RBI)</p> <ul style="list-style-type: none"> Waking up without crying immediately (calms self). Saying mama or dada when sees mama or dada. Playing with toys momentarily until caregiver comes (learning to cope). Responding to caregiver's greeting with a sign or word. Waiting for food for a few minutes, without fussing. Showing affection toward others (e.g., hugs, pats, words) Showing interest in children (e.g., looking at, vocalizing, gesturing). Talking or babbling back and forth in a sort of conversation with caregiver. Repeating things (e.g., sounds, actions) when laughed at by others. Playing apart from familiar caregiver (5 minutes or longer). Playing back and forth (early turn taking) game with another child (with caregiver assistance). Using non-words to express emotion (e.g., oh-oh, oops, ah). Sustaining play by self for a few minutes without caregiver in clear sight. Giving hugs or kisses, may be part of sleep/nap routine. Resting/playing quietly by self for a while (20+ minutes) if not sleeping. Cooperating with caregiver for hair brushing (most of the time). Staying with caregiver looking at a book at least a few minutes. Responding to emotions of others, sometimes with prompting (e.g., laughs at another's laugh, approaches crying child). Showing awareness of new, strange, different situations by changing behavior (e.g., quiets, looks around more, cries, clings to caregiver). Showing an emotional response that fits the situation (e.g., resists unwanted change, obvious pleasure with desired transitions). Showing awareness of familiar routines and proceeds when prompted. Showing shyness or caution in new situations.
CHILD ASSESSMENT	Christine Cagney, Special Instructor, used Sarah's and Jarrod's responses to the RBI, and cross-walked them with the Hawaii Early Learning Profile (HELP). Jason's behaviors and skills in the area of social relationships are like those of a child who is between 12 and 18 months of age but demonstrates some skills that are age appropriate. Jason is significantly limited by his delays in gross and fine motor skills (e.g., playground or outside time).
EIS PROVIDER	Sasha Fierce, SLP. Jason currently uses eye gaze, vocalizations and facial expressions to communicate. He is very interactive with adults and other children.
NON-IDEA/ PART C SERVICES	Jason attends The Big Blue Marble, but the provider was unable to participate in the entry rating for this outcome.

FUNCTIONAL RATING:

Please circle the rating agreed upon on by the parent & the IFSP Team for this Outcome

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
EXIT ONLY: Has the child acquired any new skills related to this Outcome since entry rating?					<input type="checkbox"/>	YES
					<input type="checkbox"/>	NO

OUTCOME 2: CHILD ACQUIRES AND USES KNOWLEDGE AND SKILLS

Includes thinking, reasoning, remembering, and problem solving; understanding symbols; and understanding the physical and social worlds. To what extent does this child function in ways appropriate for his or her age across a variety of situations and settings?

SOURCE	SUMMARY AND DATE OF RATING
FAMILY ASSESSMENT	<p>Source: RBI</p> <p>Following pointing by looking to person and object Communicating “more” with signs or words. Indicating he or she understands the name of an article of clothing (e.g., looking at or otherwise acknowledging when caregiver says shoes, shirt). Recognizing self in mirror (e.g., pointing at self). Identifying 5 or more body parts (e.g., pointing at on self, others, or doll). Indicating when he or she needs to be changed by vocalizing. Showing understanding of simple questions (e.g., child looks at mama when asked “Where’s mama?”). Finding a way to occupy self for a few minutes while caregiver is busy. Watching where toy moves out of sight and goes to get it (e.g., ball, car). Patting at pictures in books, turning one or more pages at a time. Playing with toys, beyond mouthing or banging, if awake. Using objects (e.g., blanket, stuffed toy) to self-soothe/regulate emotions. Indicating understanding of a familiar word about bath (e.g., up, splash). Understanding directions and names of things (e.g., wash feet, get cup). Showing interest looking at pictures in a book. Showing clear preference or has a favorite picture/book/show/movie. Recognizing him- or herself in a picture by pointing or looking. Showing interest in the playground (may have favorite toy/activity).</p>
CHILD ASSESSMENT	Christine Cagney, Special Instructor, used Sarah’s and Jarrod’s responses to the RBI, and cross-walked them with the Hawaii Early Learning Profile (HELP). Jason’s behaviors and skills in the area of acquiring and using knowledge are like those of a child who is between 15-18 months of age. Jason is significantly limited by his delays in gross and fine motor skills (e.g., use of objects).
EIS PROVIDER	Jason uses of eye gaze, vocalizations and facial expressions to communicate his recognition of familiar objects and to make simple choices.
NON-IDEA/ PART C SERVICES	Jason attends The Big Blue Marble, but the provider was unable to participate in the entry rating for this outcome.

FUNCTIONAL RATING:

Please circle the rating agreed upon on by the parent & the IFSP Team for this Outcome

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
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EXIT ONLY:

Has the child acquired any new skills related to this Outcome since entry rating?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

OUTCOME 3: CHILD TAKES APPROPRIATE ACTION TO MEET HIS/HER NEEDS

Includes taking care of basic needs; getting from place to place and using tools; and (if older than 24 months) contributing to own health and safety. To what extent does this child function in ways appropriate for his or her age across a variety of situations and settings?

SOURCE	SUMMARY AND DATE OF RATING
FAMILY ASSESSMENT	<p>Source: RBI</p> <p>Raking foods with fingers to pick up and eat. Pointing and/or vocalizing clearly to indicate food preference. Assisting by extending an arm or leg for a sleeve or pants. Indicating what he or she wants to wear (e.g., gestures or verbalizes when given choice). Giving up one nap. Taking one nap a day, which is typically enough. Letting caregiver brush his or her teeth (may hold or chew on brush). Indicating if the water temperature is uncomfortable (words or gestures). Vocalizing to get caregiver attention to start or change activity. Indicating what he or she wants (e.g., pointing, gesturing). Holding one and reaching for a second toy or object. Sleeping longer at night (~10 hours). Indicating what he or she wants at bedtime routine (e.g., points, gestures). Indicating understanding a word during bedtime routine (e.g., bed).</p>
CHILD ASSESSMENT	Christine Cagney, Special Instructor, used Sarah's and Jarrod's responses to the RBI, and cross-walked them with the Hawaii Early Learning Profile (HELP). Jason's behaviors and skills in the area of taking actions to meet his needs are like those of a child who is between 16-20 months of age. Jason is significantly limited by his delays in gross and fine motor skills (e.g., undressing, feeding).
EIS PROVIDER	Jason uses of eye gaze, vocalizations and facial expressions to communicate his preference in foods, clothing, toys, and books.
NON-IDEA/PART C SERVICES	Jason attends The Big Blue Marble, but the provider was unable to participate in the entry rating for this outcome.

FUNCTIONAL RATING:

Please circle the rating agreed upon on by the parent & the IFSP Team for this outcome

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
EXIT ONLY: Has the child acquired any new skills related to this Outcome since entry rating?					<input type="checkbox"/>	YES
					<input type="checkbox"/>	NO