

Handout E page 1 exit COVER SHEET FOR CHILD OUTCOMES RATING AND SUMMARY FORMS

Child's Name: Joey Smith <hr/>	Date of Birth: 8/15/02 Student ID _____		
	Gender: Race: <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input checked="" type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian		
	Date of Rating 10/15/05 Entry <input checked="" type="checkbox"/> Exit (check one of the above)		
How process represents child's behavior in multiple contexts	Brief description: Includes teacher and staff ratings based on the Work Sampling System and formal assessments. Also included is information from parents obtained at regular meetings and the ASQ.		
Rating process used by team	Brief description: Ratings completed independently by IEP team members. Classroom staff and parents met to also complete rating. Ratings were then discussed by 2 team members and parent to reach consensus on rating and indicator.		
People involved in ratings	Name	Role/Title	How Involved*
	Amy Jones	SLP	observation, testing, individual rating
	Margaret White	teacher	classroom observation, individual rating
	Rosetta McDonald	psychologist	observation, testing, individual rating
	Sue Brown	OT	observation, individual rating
	Israel Coputti	social worker	observation, individual rating
	Alison Smith	parent	observation, individual rating
People involved in summary consensus decision (outcome indicators)	Name	Role/Title	How Involved*
	Amy Jones	SLP	team consensus
	Margaret White	teacher	team consensus
	Alison Smith	parent	team consensus

* in person; completed ratings and gave them to the committee, etc.

Comments:

COVER SHEET FOR CHILD OUTCOMES RATING AND SUMMARY FORMS

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	Gender: <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female		Race: <input checked="" type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Asian	
	Date of Rating 10/15/05		<input checked="" type="checkbox"/> Entry <input type="checkbox"/> Exit <small>(check one of the above)</small>	
How process represents child's behavior in multiple contexts	Brief description: Includes parent interview (at screening) and teacher ratings based on classroom observation in addition to ratings by therapists and social worker based on observation at screening and during testing.			
Rating process used by team	Brief description: Ratings completed independently by IEP team members (with exception of parent – SLP described rating process at screening to obtain her thoughts on these outcomes); then discussed by 2 team members to reach consensus on rating and indicator.			
People involved in ratings	Name	Role/Title	How Involved*	
	Amy Jones	SLP	screening, testing, individual rating	
	James Olivia	teacher	classroom observation, individual rating	
	Rosetta McDonald	psychologist	screening, testing, individual rating	
	Mary Outlaw	OT	screening, individual rating	
	Israel Coputti	social worker	screening, individual rating	
	Alison Smith	parent	screening (discussion at screening)	
People involved in summary consensus decision (outcome indicators)	Name	Role/Title	How Involved*	
	Amy Jones	SLP	team consensus	
	James Olivia	teacher	team consensus	
	Alison Smith	parent	team consensus (via phone)	

- in person; completed ratings and gave them to the committee, etc.

Comments:

CHILD OUTCOMES ENTRY RATING FORM

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Entry Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>	Completely		Somewhat		Emerging		Not Yet	<p><u>Outcome Indicator-Entry Rating</u> Based on the overall rating, the child (circle one of the following):</p> <ul style="list-style-type: none"> • (a1) is functioning at a level of same-age peers (7) • (c) is not yet functioning at level of same-age peers (1-6) <p><u>Outcome Indicator-Exit Rating</u> Based on the overall rating this child (circle one of the following):</p> <ul style="list-style-type: none"> • (a1) has maintained functioning at level of same-age peers (7) • (a2) has now achieved functioning at level of same-age peers (moved up to 7) • (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7) • (b2) made progress but did not improve rating • (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7) <p><small>*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio</small></p> <p><small>**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)</small></p>
OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)	7	6x	5	4	3	2	1	
Sub-areas (Illinois Early Learning Standards)		X						
<ul style="list-style-type: none"> • Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) 		X						
<ul style="list-style-type: none"> • Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) 			X					
<ul style="list-style-type: none"> • Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 		X						
Child Outcome Area	Overall Summary Rating <small>(from scale 1-7)</small>			Outcome Indicator <small>(write in "a1" or "c")</small>				
Positive Social Relationships	6			c				
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS								
1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i>								
Types/Sources* of Information	Date	Brief Summary of Relevant Results		Special Considerations**				
EI records (HELP)	6/17/05	social skills within normal limits (HELP)		first time in group setting				
play based screening (internal) parent interview (ASQ-at screening)	9/1/05 9/1/05	emerging low average range						
teacher observation/judgment	ongoing	immaturity, but generally within expected range						

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Child Outcome Area #2-ACQUIRE AND USE KNOWLEDGE AND SKILLS-Entry Rating

<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>			Completely		Somewhat		Emerging		Not Yet	
<p>SUMMARY RATING-Acquire and Use Knowledge and Skills (circle one number, considering all sub-areas below)</p>			7	6	5	4	3_X	2	1	
<p>Sub-areas</p> <ul style="list-style-type: none"> • Exploring, using tools, thinking, reasoning, remembering and problem solving (ELS 11A) • Understanding and using language in everyday routines (ELS 4-5) • Understanding symbols, including emergent literacy (ELS 1-5) and mathematical (ELS 6-10) • Understanding the physical and cultural worlds (ELS 11-18; 25-26) 							X			
							X			
								X		
								X		
Child Outcome Area		Overall Summary Rating (from scale 1-7)		Outcome Indicator (write in "a1" or "c")						
Acquire and Use Knowledge and Skills		3		c						
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS										
<i>2. Information supporting Overall Summary Rating for Acquire and Use Knowledge and Skills</i>										
Types/Sources* of Information			Date	Brief Summary of Relevant Results			Special Considerations**			
EI records (HELP)			6/17/05	delayed expressive language (HELP)						
play based screening (internal)			9/1/05	below age level in cognitive, communication						
parent interview (ASQ)			9/1/05	below age level in language, understanding						
teacher observation/judgment			ongoing	below age level in cognitive, communication						
preschool evaluations (PLS; observation)			9/15/05	moderate delay (expressive; articulation)						

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child Outcome Area #3-TAKE APPROPRIATE ACTION TO MEET OWN NEEDS – Entry Rating

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<p>To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number)</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet
<p>SUMMARY RATING-Take Appropriate Action to Meet Own Needs (circle one number, considering all sub-areas below)</p>				7	6	5	4_x	3	2	1
<p>Sub-areas</p> <ul style="list-style-type: none"> Taking care of basic needs (showing hunger, feeding self, toileting, dressing) Contributing to own health and safety (physical development and health; mobility) (State Goals 19-24) Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to meet own needs</i>) 						X				
								X		
							X			
Child Outcome Area		Overall Summary Rating (from scale 1-7)		Outcome Indicator (write in "a1" or "c")						
Take Appropriate Action to Meet Own Needs		4		c						
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS										
2. Information supporting Overall Summary Rating for <i>Acquire and Use Knowledge and Skills</i>										
Types/Sources* of Information			Date	Brief Summary of Relevant Results			Special Considerations**			
EI records (HELP)			6/17/05	adaptive within normal limits; motor adequate for meeting own needs (HELP)						
play-based screening (internal)			9/1/05	emerging						
parent interview (ASQ, Vineland)			9/1/05	emerging (self-help; motor)						
preschool evaluations (Peabody Motor) teacher observation/judgment			9/15/05 ongoing	emerging (adaptive) emerging						

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child Outcome Area #1 - POSITIVE SOCIAL RELATIONSHIPS-Exit Rating

<p>To what extent does this child show behaviors and skills appropriate for his or her age across a variety of settings and situations?</p> <p><i>As indicated by assessments and based on observations from individuals in close contact with the child</i></p>				Completely		Somewhat		Emerging		Not Yet
<p>OVERALL SUMMARY RATING-Positive Social Relationships (circle one number, considering all sub-areas below)</p>				7_x	6	5	4	3	2	1
<p>Sub-areas (Illinois Early Learning Standards)</p> <ul style="list-style-type: none"> Developing positive sense of self, emotional stability, and self regulations (ELS Goal 31A) 				X						
<ul style="list-style-type: none"> Relating with adults; relating with other children; following rules related to groups and interaction with others (ELS Goal 32 A,B) 				X						
<ul style="list-style-type: none"> Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to relate to others</i>) 					X					
<p>Exit Rating-<i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1," "b2" or "c," into the space beside each Child Outcome Area below:</i></p>										
Child Outcome Area				Entry Overall Summary Rating		Exit Summary Overall Rating		Outcome Indicator		
Positive Social Relationships				6		7		a2		
<p>EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS</p> <p>1. Information supporting Overall Summary Rating for <i>Positive Social Relationships</i></p>										
Types/Sources* of Information		Date	Brief Summary of Relevant Results			Special Considerations**				
Work Sampling System (classroom: teachers [including assistants], classroom-based therapists)		5/15/08	social skills in normal limits – gets along very well in classroom and with peers							
Patent rating (ASQ)		5/15/08	same as above – feels he will be able to get along well in Kindergarten in following routines and getting along with peers							
Formal and informal speech-language assessment (PLS)		5/15/08	some developmental articulation errors; moderate expressive language delay							

Outcome Indicator-Entry Rating
Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child Outcome Area #2-ACQUIRE AND USE KNOWLEDGE AND SKILLS-Exit Rating

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To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? <i>(circle one number)</i> <i>As indicated by assessments and based on observations from individuals in close contact with the child</i>				Completely		Somewhat		Emerging		Not Yet
SUMMARY RATING-Acquire and Use Knowledge and Skills <i>(circle one number, considering all sub-areas below)</i>				7	6	5_x	4	3	2	1
Sub-areas						X				
<ul style="list-style-type: none"> Exploring, using tools, thinking, reasoning, remembering and problem solving (ELS 11A) 						X				
<ul style="list-style-type: none"> Understanding and using language in everyday routines (ELS 4-5) 						X				
<ul style="list-style-type: none"> Understanding symbols, including emergent literacy (ELS 1-5) and mathematical (ELS 6-10) 							X			
<ul style="list-style-type: none"> Understanding the physical and cultural worlds (ELS 11-18; 25-26) 							X			
Exit Rating- <i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1," "b2 or "c," into the space beside each Child Outcome Area below:</i>										
<i>Child Outcome Area</i>				<i>Entry Overall Summary Rating</i>		<i>Exit Summary Overall Rating</i>		<i>Outcome Indicator</i>		
Acquiring and Using Knowledge and Skills				3		5		b1		
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS										
2. Information supporting Overall Summary Rating for <i>Acquiring and Using Knowledge and Skills</i>										
Types/Sources* of Information		Date	Brief Summary of Relevant Results			Special Considerations**				
Work Sampling System (classroom teachers [including assistants], classroom-based therapists)		5/15/08	progress noted in cognitive areas and communication skills but still below age level							
Parent Interview (ASQ)		5/15/08	progress noted but still below age level in language and understanding							
Speech/Language Formal and Informal Evaluation		5/15/08	Significant improvement in understanding and using language in routines. Expressive language delays (PLS)							
Standardized Assessment (Battelle)		5/15/08	Gains in reasoning and problem solving skills. Delays in perception and concepts.							

Outcome Indicator-Entry Rating

Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating

Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

Child Outcome Area #3-TAKE APPROPRIATE ACTION TO MEET OWN NEEDS-Exit Rating

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To what extent does this child show knowledge and skills appropriate for his or her age across a variety of settings and situations? (circle one number) <i>As indicated by assessments and based on observations from individuals in close contact with the child</i>				Completely		Somewhat		Emerging		Not Yet
SUMMARY RATING-Take Appropriate Action to Meet Own Needs (circle one number, considering all sub-areas below)				7	6_x	5	4	3	2	1
Sub-areas <ul style="list-style-type: none"> Taking care of basic needs (showing hunger, feeding self, toileting, dressing) Contributing to own health and safety (physical development and health; mobility) (State Goals 19-24) Understanding and using language in everyday routines (ELS 4-5) (<i>focus on using language to meet own needs</i>) 					X					
						X				
					X					
Exit Rating- <i>If the child has been rated previously, enter the rating from the previous rating (2nd column) and the rating from the current rating (3rd column). In the last column, write the Outcome Indicator that you chose, either "a1," "a2," "b1" "b2" or "c," into the space beside each Child Outcome Area below:</i>										
<i>Child Outcome Area</i>				<i>Entry Overall Summary Rating</i>		<i>Exit Summary Overall Rating</i>		<i>Outcome Indicator</i>		
Take Appropriate Action to Meet Own Needs				4		6		b1		
EVIDENCE SUPPORTING OVERALL SUMMARY RATINGS 3. Information supporting Overall Summary Rating for <i>Take Appropriate Action to Meet Own Needs</i>										
Types/Sources* of Information		Date	Brief Summary of Relevant Results		Special Considerations**					
Work Sampling System (classroom teachers [including assistants], classroom-based therapists)		5/15/08	taking care of basic needs – age appropriate. Participates in physical fitness activities. Learning to develop individual responsibility during group activities							
Parent rating (ASQ)		5/15/08	See much improvement in taking care of basic needs							
Standardized Assessment (Battelle)		5/15/08	Age appropriate in taking care of basic needs. Gains in gross/fine motor skills. Significant gains in understanding language. Some delay in expressive language.							

Outcome Indicator-Entry Rating
 Based on the overall rating, the child (circle one of the following):

- (a1) is functioning at a level of same-age peers (7)
- (c) is not yet functioning at level of same-age peers (1-6)

Outcome Indicator-Exit Rating
 Based on the overall rating this child (circle one of the following):

- (a1) has maintained functioning at level of same-age peers (7)
- (a2) has now achieved functioning at level of same-age peers (moved up to 7)
- (b1) achieved higher level of functioning than previously, but not yet at level of same-age peers (higher rating, but not 7)
- (b2) made progress but did not improve rating
- (c) remained at the same level of functioning as at previous rating (no change in 1-6 rating or other observable progress, and not 7)

*Examples: EI entry, screening instruments, evaluations, teacher observations, parent interview, portfolio

**Include any additional information that you feel is important in interpreting the summary of results (i.e., child was hospitalized for a period of time, family moved several times since last rating, a new intervention was implemented, new adaptations were used, etc.)

