

OUTCOME 1	POSITIVE SOCIAL RELATIONSHIPS • Relating with adults • Relating with other children • Following rules related to groups or	How does the child...	
		<ul style="list-style-type: none"> • Regulate emotions & respond to touch • Attend to people • Demonstrate attachment • Demonstrate trust in others • Display, read & react to emotions • Initiate, respond to, & sustain interactions • Engage during back and forth interactions • Express delight • Display affection • Interact with & relate to others in day-to-day happenings 	<ul style="list-style-type: none"> • Respond to arrivals & departures of others • Use greetings • Transition in routines/activities (familiar/new) • Listen, watch, & follow group activities/expectations • Adapt to routine/setting changes Understand & follow social rules • Behave in a way that allows them to participate in a variety of settings & situations • Cope with and resolve conflicts that emerge with others/in play • Share & take turns with others
OUTCOME 2	ACQUIRES & USES KNOWLEDGE & SKILLS • Thinking, reasoning, problem solving • Understanding symbols • Understanding the physical and social world	How does the child...	
		<ul style="list-style-type: none"> • Display curiosity & eagerness for learning • Explore & play with objects/toys • Engage in appropriate play with toys/objects • Display awareness of the distinction between things • Imitate others & try new things • Persist/modify strategies to achieve desired end • Remember where things are • Demonstrate understanding of familiar play scripts • Play (how elaborate/connected) • Shows imagination & creativity in play 	<ul style="list-style-type: none"> • Show communication skills (from cooing to using sentences) • Uses vocabulary either through spoken, sign, or through augmentative devices to communicate in an increasingly complex forms • Understand and respond to requests • Understands directions, prepositions, concepts • Solves problems & attempts solutions others suggest • Interacts with books, pictures, print • Understand pre-academic concepts (colors, shapes, numbers) and symbols
OUTCOME 3	TAKING ACTION TO MEET NEEDS • Taking care of basic needs • Contributing to own health and safety • Getting from place to place and using tools	How does the child...	
		<ul style="list-style-type: none"> • Move body to get things • Use hands & fingers to manipulate toys/ things • Moves place to place • Jumps and climbs to participate in activities • Manipulates materials to participate in learning opportunities and shows independence • Appropriately uses objects (e.g., forks, sticks, clay, other devices, etc.) as tools to get things • Uses gestures, sounds, words, signs or other means to communicate wants & needs • Seeks help with basic care needs 	<ul style="list-style-type: none"> • Assists with/engages in dressing • Engages in increasingly independent eating and drinking • Participates with diaper changes or toileting • Assists with hygiene tasks • Conveys sleep needs • Gets what he wants (e.g., toys, food, help, etc.) • Shows awareness of or responds to situations that may be dangerous • Follows rules related to health & safety (hold hands, stop, understands hot, etc.)

EDIS CHILD OUTCOMES SUMMARY (COS) DECISION PROCESS

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

Let's think of some examples.

No

Yes

Does the child use any skills that come in just before age-expected functioning (immediate foundational) with regard to this outcome?

Let's think of some examples.

Does the child function in ways that would be considered age-expected across all or almost all settings and situations with regard to this outcome?

Let's think of some examples.

No

Yes

No

Yes

Let's think of some examples.

To what extent is the child using these immediate foundational skills across settings and situations with regard to this outcome?

Let's think of some examples.

To what extent does the child function in ways that are age-expected across settings and situations in this outcome area?

Let's think of some examples.

Does anyone have concerns about the child's functioning with regard to this outcome?

Let's think of some examples.

Much younger

Some Immediate Foundational

Many Immediate Foundational

Some Age-Expected

Many Age-Expected

Age-Expected some concern

Age-Expected no concern

Uses skills expected of a much younger child.

Uses *some* skills that come in just before age-expected functioning.

Uses *many* skills that come in just before age-expected functioning.

Uses some age-expected functioning, with more skills that come in just before age-expected.

Uses many age-expected skills, and some that come in just before age-expected functioning.

Uses age-expected functioning. Some concerns on quality or keeping pace with age-expectations.

Age-expected functioning and no concerns at this time.

