

## Child Outcomes Summary (COS) Worksheet

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	Does the child have any age expected skills? Are there concerns about any age expected skills/behaviors?	What are the immediate foundational skills/behaviors that come just before the age expected skills/behaviors?	What are the foundational skills/behaviors like those of a much younger child?
	Age-Expected Skills	Immediate Foundational Skills	Foundational Skills
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS			<ul style="list-style-type: none"> <li>• Smiles at mom and vocalizes (4-9 months) (obs)</li> <li>• Did not engage with unfamiliar adult but sat near her on couch (8-12 months) (reported)</li> <li>• Expresses ownership and inconsistently expresses a desire for praise for things he has done. (12-18 m) (rpt)</li> <li>• Can share toys, but not his cars. (12-18 m) (rpt)</li> <li>• Typically, he entertains himself without demanding Mom's attn. (12-18m) (RBI)</li> <li>• He imitates simple facial gestures (B-4; 5 m) (rpt)</li> <li>• He initiates contact mostly through gestures (e.g., sitting on his mom, directing someone to something he wants). (8-12 m; 13-24 m) (rpt)</li> <li>• When in the company of other children he shows awareness of them, but mostly plays independently with his cars (17 m; 12-18 m) (rpt)</li> </ul>
ACQUIRING AND USING KNOWLEDGE AND SKILLS			<ul style="list-style-type: none"> <li>• Vocalizes vowel sounds – aaa, ooo (7-12 months) (obs)</li> <li>• Says 'mama' (8-12 months) (obs)</li> <li>• Makes a 'meow' sound (8-12 months) (obs)</li> <li>• Mom reports he also made a doggy sound (16 months) (obs)</li> <li>• Responds to visitors' request to 'come sit down' by walking back to the table (12 months) (obs)</li> <li>• William responds with awareness when his name is called, (4-8 m; 9 m) and responds to different tones of a person's voice. (4-8 m) (rpt)</li> <li>• He associates spoken words with familiar actions or objects (12 m) and</li> <li>• He loves to play with his cars; he likes to put them in garages and other containers and then take them out (12m). (rpt)</li> <li>• He can do simple puzzles (e.g., shape puzzle) (17 m) (rpt)</li> <li>• He searches for removed objects (8-12m)</li> <li>• William uses only a few true words inconsistently to express himself (13 m) (rpt)</li> <li>• William's play with toys is somewhat atypical as he engages in repetitive play – doing the same thing over and over (8-12m) (rpt)</li> <li>• He looks at and touches pictures in a book – (4-8m; 10m) but does not name pictures or identify pictures asked for. (rpt)</li> </ul>

## William Example – 30 months

<p><b>TAKING APPROPRIATE ACTION TO MEET NEEDS</b></p>	<ul style="list-style-type: none"> <li>• William can independently feed himself, drink from an open cup and use a fork and spoon with some spilling.(21; 24-30) (rpt)</li> <li>• He can remove simple clothes unassisted (not yet shirts) (24; 24-30) (rpt)</li> <li>• William is independent in climbing, walking, running and jumping. (14m, 30-36m) (rpt)</li> </ul>	<ul style="list-style-type: none"> <li>• When dirty diaper he may go to his Mom with a</li> <li>• funny look or funny walk (21m) (RBI)</li> </ul>	<ul style="list-style-type: none"> <li>• He expresses his likes/dislikes through facial gestures (RBI)</li> <li>• Visitor knows what William wants because he either reaches or looks at the video he wants. W does not use words to say what he wants (RBI)</li> <li>• Visitor describes taking her hand and walking with her over to toys he wishes to play (18 months) (obs)</li> <li>• He uses sounds and gestures or pulls others to get what he wants. (8-12 m; 13-24 m) (rpt)</li> <li>• When he wants more he goes to the kitchen, pulls Mom to what he wants or hands her a cup (RBI)</li> <li>• He expresses his likes/dislikes through facial gestures (RBI)</li> <li>• William does not use words to say what he wants</li> </ul>
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