

# COS Note Taker

Updated July 19, 2024 — <https://ectacenter.org/eco/pages/cosform.asp>

## Instructions

As a COS team member, you can take notes about your observations about the child's functioning in these tables that address the [breadth of the three child outcomes](#).

Review the six skill bundles for each the outcome, and record your observations and those who know the child well in different settings and situations.

You can use this information later while [gathering and age anchoring information about child functioning](#).

## Basic Information

Child Name: \_\_\_\_\_

Child ID: \_\_\_\_\_

Child DOB: \_\_\_\_\_

Date: \_\_\_\_\_

COS Team Members:

_____	_____
_____	_____
_____	_____
_____	_____



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The contents of this document were developed under a cooperative agreement, #H326P220002, and a grant, #H373Z190002, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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# Outcome 1: Positive Social-Emotional Skills (including social relationships)

## Relating With Caregivers

Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...



## Attending to Other People in a Variety of Settings

Express awareness/caution, respond to/offer greetings, respond to own/others' names...



## Interacting with Peers

Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers...



## Participating in Social Games and Communicating with Others

Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...



## Following Social Norms and Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...



## Expressing Own Emotions and Responding to Emotions of Others

Show pride/excitement/frustration, manage own emotions, display affection and comfort others...



## Outcome 2: Acquisition and Use of Knowledge and Skills

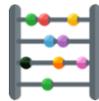
### Showing Interest in Learning

Persist, show eagerness and awareness, imitate/repeat actions, explore environment...



### Using Problem Solving

Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...



### Engaging in Purposeful Play

Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...



### Understanding Pre-Academics and Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...



### Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...



### Understanding Questions Asked and Directions Given

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...



## Outcome 3: Use of Appropriate Behaviors to Meet Needs

### Moving Around and Manipulating Things to Meet Needs

Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...



### Eating and Drinking with Increasing Independence

Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self...



### Dressing and Undressing with Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...



### Diapering/Toileting and Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...



### Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



### Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...

*Note: This awareness is less evident in very young children*

