

Preschool Special Education Child Outcomes Summary Form

Completion Date _____ District/Building _____
 Child's Name _____ Date of Birth _____
 ID _____ Age _____

☐ Entry Summary ☐ Annual Progress Summary ☐ Exit Summary

If **Entry** Summary, list first date of preschool special education service: _____

If **Exit** Summary, list last date of preschool special education service: _____

Persons involved in deciding the summary ratings:

Name	Role

Sources of Evidence: *Check all that apply*

☐ Family information on child functioning	☐ Received in team meeting ☐ Collected separately	☐ Incorporated into assessment(s) ☐ Not included
☐ Evidence collected in a variety of settings and situations	☐ Child engaged in activities across different social settings (e.g., Individual, Small group, large group) ☐ Child engaged in teacher-directed and self-initiated activities ☐ Child engaged in preferred and non-preferred activities	☐ Child engaged in activities across different times of day (e.g., Transitions, Circle time, Arrival, Dismissal, Bus, Free choice) ☐ Child engaged in easy to difficult activities
☐ Evidence collected using a variety of methods	Standardized assessment methods ☐ Criterion-referenced or Curriculum-based ☐ Norm-referenced IEP progress measures ☐ measures	Informal assessment methods ☐ Work samples ☐ Interview with caregivers and service providers ☐ Observation of the child

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- **Relating with caregivers** (Some examples include demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings.)
- **Attending to other people in a variety of settings** (Some examples include express awareness/caution, respond to/offers greetings, respond to own/others' names.)
- **Interacting with peers** (Some examples include convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers.)
- **Participating in social games & communicating with Others** (Some examples include respond to/initiate/sustain games and back-& forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games.)
- **Following social norms & adapting to change in routines** (Some examples include transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules.)
- **Expressing Own Emotions & Responding to Emotions of Others** (Some examples include show pride/excitement/frustration, manage own emotions, display affection, and comfort others.)

In each written description of evidence below, indicate the source of the evidence in parentheses.

Age-appropriate functioning	
Concerns? YES ☐ NO ☐ If marked yes, Describe concerns ➡	
Immediate foundational skills/Functioning that is not age-appropriate	
Functioning that is not yet age appropriate nor immediate foundational	

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (write descriptor statement. Enter rating number in box.)

	Rating Number
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(Do not complete at entry): Has the child shown any new skills or behaviors related to Positive Social Emotional skills since the last outcomes summary? (Check one box)

Progress measured from what point in time (Provide month/year) ➡

YES ☐

If marked yes, Describe progress ➡

NO ☐

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

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- **Showing interest in learning** (Examples include persist, show eagerness and awareness, imitate/repeat actions, explore environment)
- **Using problem solving** (Examples include figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions)
- **Engaging in purposeful play** (Examples include how early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles)
- **Understanding pre-academics & literacy** (Examples include 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** (Examples include learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC))
- **Understanding Questions Asked & Directions Given** (Examples include respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g., name, age))

In each written description of evidence below, indicate the source of the evidence in parentheses.

Age-appropriate functioning	
Concerns? YES ☐ NO ☐ If marked yes, Describe concerns ➡	
Immediate foundational skills/Functioning that is not age-appropriate	
Functioning that is not yet age appropriate nor immediate foundational	

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (write descriptor statement. Enter rating number in box.)

	Rating Number
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(Do not complete at entry): Has the child shown any new skills or behaviors related to Acquisition of Knowledge and Skills since the last outcomes summary? (Check one box)

Progress measured from what point in time (Provide month/year) ➡

YES ☐

If marked yes, Describe progress ➡

NO ☐

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

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- **Moving around & manipulating things to meet needs** (Examples include 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 & drinking with increasing independence** (Examples include 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 & undressing with increasing independence** (Examples include assist with dressing, take off/put on shoes and clothes, undo/do fasteners)
- **Diapering/Toileting & washing with increasing independence** (Examples include lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing)
- **Communicating needs** (Examples include Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences)
- **Showing safety awareness** (Examples include avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations)

In each written description of evidence below, indicate the source of the evidence in parentheses.

Age-appropriate functioning	
Concerns? YES ☐ NO ☐ If marked yes, Describe concerns ➡	
Immediate foundational skills/Functioning that is not age-appropriate	
Functioning that is not yet age appropriate nor immediate foundational	

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (write descriptor statement. Enter rating number in box.)	
	Rating Number
(Do not complete at entry): Has the child shown any new skills or behaviors related to Use of Appropriate Behavior to Meet Needs skills since the last outcomes summary? (Check one box)	
Progress measured from what point in time (Provide month/year) ➡	
YES ☐ If marked yes, Describe progress ➡	
NO ☐	