

Directions for Completing the Child Outcomes Summary Form

All preschool children who were initially evaluated on or after March 1, 2006 and found eligible for preschool special education programs and/or services are required to have entry assessment results.

Starting in the 2006-07 school year, exit assessments only need to be conducted for preschool children with disabilities who stop receiving preschool special education services due to program completion or declassification during the school year in which the school district is required to report exit data on this indicator. The only children in the sample of school districts who require exit assessments are those who received an entry assessment and participated in preschool special education for at least six months prior to exiting. Even though only a sample of school districts need to conduct exit assessments and report progress data during the school year in which the district is scheduled to report, a school district may choose to conduct exit assessments on all preschool special education students to assist in making student and programmatic decisions.

The sample of school districts assigned to conduct these assessments each year will be reporting data on the PD-10 Report that will enable the State to determine, for each outcome area, the:

- percentage of children at exit who **maintained functioning** at a level comparable to same-aged nondisabled peers;
- percentage of children at exit who **improved functioning to reach a level** comparable to same-aged nondisabled peers;
- percentage of children who **improved functioning to a level nearer** to same-aged nondisabled peers **but did not reach it**; (*wording changed)
- percentage of children who **improved functioning but not sufficient to move nearer** to functioning comparable to same aged nondisabled peers; (*new data element) and
- percentage of children who **did not improve functioning**.

The following information is to assist approved preschool evaluators, school district evaluation staff and Committees on Preschool Special Education (CPSEs) or Committees on Special Education (CSEs) in filling out the Child Outcomes Summary Form and Summary Assessment Results Form (11/06) for entry and exit assessments. The shaded column to the left on the Child Outcomes Summary Form indicates who should fill in the requested information.

ENTRY ASSESSMENTS

Approved preschool evaluators

1. Fill in the child's name and date of birth on the Child Outcomes Summary Form for every preschool child evaluated.
2. Complete the tables of supporting evidence for questions 1a, 2a and 3a on the Child Outcomes Summary Form identifying:
 - a. the source of information (name of assessment and edition),

- b. date the assessment was given, and
 - c. a summary of relevant results in each of the three outcome areas.
3. Provide assurance that the Preschool Student Evaluation Summary Report has sufficient detailed information for the CPSE to identify on a scale of 1-7 the child's typical functioning in the three outcome areas.

CPSEs

1. Review the information provided by the approved preschool evaluator in the Preschool Student Evaluation Summary Report, Child Outcomes Summary Form and assessment results. Determine the child's eligibility for preschool special education programs and/or services.
2. For preschool children found to be eligible for preschool special education programs and/or services, complete the remainder of cover page information, including the date of CPSE meeting, child's school district identification number, persons attending the CPSE meeting and their roles, and methods of collecting family information on the child's functioning on the Child Outcomes Summary Form.
3. Identify on a scale of 1-7 the child's typical functioning (not his/her capacity to function under ideal circumstances) across typical settings in each of the three outcome areas identified in questions 1a, 2a, and 3a, which relate to the child's behaviors and skills. Only one rating (number) should be circled for each outcome. Transcribe this rating number to the summary assessment results page. Children rated as 6 or 7 are considered as having functioning typical of their same age children rated as 6 or 7 are

CPSE or CSE

The CPSE or CSE must:

Definitions for Outcome Ratings

Completely <i>Means:</i>	7	Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life. <ul style="list-style-type: none"> • Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat <i>Means:</i>	5	Child shows behavior and skills expected for his or her age some of the time across situations. <ul style="list-style-type: none"> • Behavior and skills are a mix of age appropriate and not appropriate. • Behavior and skills might be described as more like those of a slightly younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging <i>Means:</i>	3	Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundation skills upon which to build age expected skills. <ul style="list-style-type: none"> • Behaviors and skills might be described as more like those of a younger child. • Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.

Approved Preschool Evaluators and CPSEs/CSEs when making their decisions

CHILD OUTCOMES SUMMARY FORM

Revised 1/06

This column indicates who should complete each section

CPSE completes for Entry

Approved Preschool Evaluator completes for Entry

CPSE completes for Entry

ENTRY INFORMATION

Date of Meeting: / /
Mo. / Day/ Yr.

Child Information

Name _____

Date of birth: / /
Mo. / Day/ Yr.

ID: _____

Persons involved in deciding the summary ratings for Entry:

Name	Role

Family information on child functioning (Check all that apply):

_____ Received in team meeting

_____ Collected separately

_____ Incorporated into assessment(s)

_____ Not included

**CPSE
(Declassification)**

or

EXIT INFORMATION

Date of meeting: / /
 Mo. / Day/ Yr.

District Name: _____

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 adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

ENTRY INFORMATION

1a. To what extent does this child show behaviors and skills related to this

EXIT INFORMATION

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

YES	1	Describe progress:
NO	2	

1c. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely

2. ACQUIRING AND USING 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):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

ENTRY INFORMATION

**CPSE
completes for
Entry**

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Supporting evidence for answer to Question 2a (Entry)

Source of information	Date

EXIT INFORMATION

CPSE
(Declassification)

or

CSE
(Referral)
completes for
Exit

2b. Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
(Circle one number)

YES	1	Describe progress:
NO	2	

2c. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Approved
1)0 0 13.8.7631

Supporting evidence for answer to Question 2b (Exit)		
information	Date	Summary of Relevant Results

1)0 0 13.8.7631 T6 Set 6 M 0 279.4 T 1 1 T 0.0003 T c -0.0019 T 7 110.7 435.66 T m () T E T E P 6 e 1

3. USE OF APPROPRIATE BEHAVIORS TO MEET THEIR 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

EXIT INFORMATION

3b. Has the child shown *any* new skills or behaviors related to taking

