



# New Jersey Department of Education

## Child Outcomes Summary Form (COSF)

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Date Entry COS:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student Birthdate:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Date Exit COS:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Persons involved in the COS rating:**

Name	Role	Entry	Exit

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

Received in team meeting

Collected separately

Incorporated into assessment(s)

### Child Outcomes Overview

**1. POSITIVE SOCIAL EMOTIONAL SKILLS**

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others

**2. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS**

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

**3. USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS**

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

## CHILD OUTCOMES

To answer the questions below, think about the child's functioning in each area (as indicated by observations, reports, and assessments) from individuals in close contact with the child):

### 1. POSITIVE SOCIAL EMOTIONAL SKILLS

#### 1a. ENTRY RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

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

#### Justification

List a few skills that the child is or is not displaying to support the rating.

#### 1b. EXIT RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? Consider if the child has shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary.

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

Has the child made progress in this area since the entry rating? Describe why or why not.

YES	
NO	

## 2. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

### 2a. ENTRY RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

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

### Justification

List a few skills that the child is or is not displaying to support the rating.

### 2b. EXIT RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? Consider if the child has shown any new skills or behaviors related to acquisition of knowledge and skills since the last outcomes summary.

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

Has the child made progress in this area since the entry rating? Describe why or why not.

YES	
NO	

### 3. USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS

#### 3a. ENTRY RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

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

#### Justification

List a few skills that the child is or is not displaying to support the rating.

#### 3b. EXIT RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? Consider if the child has shown any new skills or behaviors related to the use of appropriate behaviors to meet his/her needs since the last outcomes summary.

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

Has the child made progress in this area since the entry rating? Describe why or why not.

YES	
NO	