

Ohio Early Intervention

# **Child Outcomes Summary (COS)**

Cheat Sheet

## **Ohio Early Intervention**

The items listed on this cheat sheet are not an exhaustive list, nor is every skill appropriate for all ages. Inclusion of other information is encouraged.

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## **Children Under 1-Year Old**

### **Positive Social-Emotional Relationships**

This is how the child interacts with parents, strangers, and other children. How they communicate feelings and use social language such as hi, bye, family names and self-identification.

- relationship with family members (who lives in the home, where do they spend most of their time)
- tracks people, looks at faces
- response to people other than major caretaker
- smiles or giggles for certain people or activities
- upset when people leave the room or okay on their own for a few minutes
- what makes them upset
- different cries for different needs
- calms when familiar person enters the room, talks to them, or picks them up
- other items or activities that calm them
- response to reflection
- response to music

### **Acquisition and Use of Knowledge and Skills**

This is how the child learns, shows us what the child understands, and how they use words to tell us what they know.

- learning, analyzing new information
- learn on own via exploration (visual, tactile, oral, banging, etcetera.)
- watching and learning from others, or both
- interest in people vs objects
- tracking of items or sounds
- specific items or toys of interest and preference
- imitation of actions or sounds
- types of vocalizations, any back and forth
- watches hands or feet
- reaching for items or toys (success of grasping items for which they reached)
- hands loosely fistled or open most of the time

- bring toys to mouth and moving toys between hands
- banging toys, shaking toys to make noise, looking for dropped toys
- handing toys to others when asked (gestures needed)

### **Use of Appropriate Behaviors to Meet Needs**

This area talks about how the child uses their body to move around, participate in taking care of themselves, and let you know what they want or need.

- gross motor (tummy time, rolling, neck strength and head position, level of support needed for sitting, crawling, cruising, etcetera)
- meals and feeding
  - Where was the feeding?
  - Did the child use utensils, their fingers, or was fed by another?
  - Was a bottle, cup or straw used?
  - Did the child let others know when finished?
  - Did they ask for food, drink or more?
  - Did the child (suck-swallow) in anticipation at the sight or sound of a bottle, or not until the bottle was in the child's mouth?
  - Did they place hands on the bottle?
  - Was the child spoon fed, or ate solids,
  - Did the child have a favorite food, or demonstrate pickiness?
  - Did the child have acid reflux?
- sleep (duration, restlessness, communication of waking up, naps)
- diapering
- different cries for different needs

## **Children Over 1-Year Old**

### **Positive Social-Emotional Relationships**

This is how the child interacts with parents, strangers, and other children. How they communicate feelings and use social language such as hi, bye, family names and self-identification.

- relationship with family members (who lives in the home; where do they spend most of their time)
- greetings and good-byes
- eye contact
- response to name
- smiling, laughing, and social games
- showing affection
- using names of family members or recognizing names of family members
- behavior away from caretakers
- behavior around other children (parallel vs associative play)
- use of "mine"
- pretend play
- music (favorite songs, dancing, vocalizing, singing)

### **Acquisition and Use of Knowledge and Skills**

This is how the child learns, shows us what they understand, and how they use words to tell us what they know.

- learning, analyzing new information. (learn on own via exploration, visual, tactile, oral, banging, etcetera), or by watching and learning from others, or both
- favorite toys (what does play look like)
- problem solving (persistence, response to difficult tasks)
- hand-eye coordination (fine motor, coloring)
- reading (bringing books to others, reading on their own, turning pages, pointing to ID, verbally labeling, answer questions)
- body parts
- listening and following directions (1-step, 2-step, 3-step, in another room)
- non-verbal communication

- verbal communication such as imitation, discussing what they see, hear, or experience (avoid focusing on wants or needs)

### **Use of Appropriate Behaviors to Meet Needs**

This area talks about how the child uses their body to move around, participate in taking care of themselves, and let you know what they want or need.

- gross motor (walking, running, jumping, climbing, up or down steps)
- favorite outdoor activities, such as throwing or kicking a ball
- meals and feeding
  - Where does the child sit or are they grazing?
  - Does the child demonstrate a favorite food or pickiness
  - Does the child use utensils, their fingers or are they fed by other?
  - Does the child use a cup or a straw?
  - Does the child let others know when they are finished?
  - Does the child asks for food, drink or more?
- dressing and undressing
- potty-training (dirty diaper awareness and communication of this awareness)
- teeth brushing
- sleep
- expressing wants or needs (non-verbal, verbal, yes no, choices)
- safety concerns