



CHILD OUTCOMES SKILL INVENTORY - EXIT

State Form 55620 (R1 / 08-26)
FAMILY AND SOCIAL SERVICES ADMINISTRATION
DIVISION OF DISABILITY AGING AND REHABILITATIVE SERVICES

This form does not substitute for the Child Discharge Progress Report.

Child outcome data is a required federal indicator in the Annual Progress Report (APR). The IFSP Team should work together to complete one (1) form for the child. The form should be completed forty-five (45) days prior to the child's third (3rd) birthday. The completed form is sent to the Service Coordinator in one (1) electronic transmission, thirty (30) days prior to the child's third (3rd) birthday or within two (2) weeks of termination for children with a planned or unplanned exit from First Steps.

Name of child			FS number	Date (month, day, year)
Date of birth (month, day, year)	Age	Adjusted? ☐ Yes ☐ No	Name of Service Coordinator	
Completed by			Name of agency	

Place a check in the appropriate column for each item listed. All items must be scored.

- Not Yet Seen = This skill item was not observed/reported by parent or it is not yet appropriate for the child's age.
- Emerging = Some elements of the skill are present, but not complete or consistent across people and settings.
- Mastered = This skill item was observed /reported by the parent and it is consistently performed, across people and settings.
- Progress made = The addition of 1 (one) functional skill in this domain

*Parent report may be used; please indicate with an R when parent report is used in the Notes section.

ITEM	NOT YET SEEN	EMERGING	MASTERED	NOTES
Simultaneously brings hands to midline				
Brings two (2) objects together at or near midline				
Grasps hand-size object with either hand using ends of thumb, index, and second fingers				
Grasps pea-size object with finger and thumb, arm not on surface				
Aligns and stacks objects				
Rotates either wrist on horizontal plane				
Assembles toy and/or object that require(s) putting pieces together				
Uses either index finger to activate objects				
Orients picture book correctly and turns pages one by one				
Copies simple written shapes after demonstration				
Progress made for these skills? ☐ Yes ☐ No				
Turns head, moves arms, and kicks legs independently of each other				
Rolls by turning segmentally from stomach to back and from back to stomach				
Creeps forward using alternating arm and leg movements				
Assumes balanced sitting position				
Sits down in and gets out of chair				
Walks avoiding obstacles				
Stoops and regains balanced standing position without support				
Runs avoiding obstacles				
Walks up and down stairs				
Jumps forward				
Pedals and steers tricycle				
Catches, kicks, throws, and rolls ball or similar object				
Climbs up and down play equipment				
Progress made for these skills? ☐ Yes ☐ No				
Uses tongue and lips to take in and swallow solid foods and liquids				
Bites and chews hard and chewy foods				
Drinks from cup and/or glass				
Eats with fork and/or spoon				
Transfers food and liquid between containers				
Initiates toileting				
Washes and dries hands				
Brushes teeth				
Undresses self				
Progress made for these skills? ☐ Yes ☐ No				



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ITEM	NOT YET SEEN	EMERGING	MASTERED	NOTES
Orients to auditory, visual, and tactile events				
Visually follows object and/or person to point of disappearance				
Locates object in latter of two (2) successive hiding places				
Maintains search for object that is not in its usual location				
Correctly activates mechanical toy				
Reproduces part of interactive game and/or action in order to continue game and/or action				
Imitates motor action that is not commonly used				
Imitates words that are not frequently used				
Retains objects when new object is obtained				
Uses an object to obtain another object				
Navigates large object around barriers				
Solves common problems				
Uses imaginary objects in play				
Categorizes like objects				
Demonstrates functional use of one-to-one correspondence				
Recognizes environmental symbols (signs, logos, labels)				
Demonstrates functional use of reading materials				
Demonstrates use of common opposite concepts				
Repeats simple nursery rhymes				
Progress made for these skills? ☐ Yes ☐ No				
Turns and looks toward person speaking				
Follows person's gaze to establish joint attention				
Engages in vocal exchanges by babbling				
Gains person's attention and refers to an object, person, and/or event				
Uses consistent word approximations				
Locates objects, people, and/or events without contextual cues				
Carries out two (2) step direction without contextual cues				
Uses fifty (50) single words				
Uses two (2) word utterances				
Uses three (3) word utterances				
Progress made for these skills? ☐ Yes ☐ No				
Responds appropriately to familiar adult's affect				
Initiates and maintains interaction with familiar adult				
Initiates and maintains communicative exchange with familiar adult				
Meets observable physical needs in socially appropriate ways				
Participates in established social routines				
Initiates and maintains interaction with peer				
Initiates and maintains communicative exchange with peer				
Progress made for these skills? ☐ Yes ☐ No				
Additional notes:				

SPOE OFFICE USE ONLY	
AEPS Entry Scores	AEPS Exit Scores
FM:	FM:
GM:	GM:
Adaptive:	Adaptive:
Cognitive:	Cognitive:
Social Comm.:	Social Comm.:
Social:	Social: