

ECO Rating Summary Form A

Child Information

First Name: _____ Last Name: _____
Date of Birth: _____ MCI #: _____

ECO Type: _____ Entry _____ Exit

Date ECO Rating Determined: _____

Evidence Used to Make ECO Rating

_____ Developmental information from completing an authentic assessment tool.
Tool used: _____

_____ Information from the child's family on the child's functioning in home and community settings. Check how information was gathered below:

_____ Discussed during a therapy/service delivery session

_____ Discussed during a team meeting

_____ Other: _____

Comments:

ECO Data Collected and Rating Determined by: _____

A. Positive Social-Emotional Skills (including social relationships)

This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:

- Build and maintain relationships with adults and other children;
- Behave in a way that allows them to participate in a variety of settings and situations;
- Understand and follow social rules; and
- Regulate their emotions.

Summary of Child’s Functional Positive Social-Emotional Skills

Age Appropriate Skills	Immediate Foundational Skills	Skills that are Not Yet Age-Appropriate or Immediate Foundational

ECO Rating: To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

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

Progress Rating Collected Only with Exit Data:

Has the child shown any new skills or behaviors related to positive social-emotional skills, including social relationships, since entry data was collected?

- Yes
 No

B. Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy for 3-5 year olds)

This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:

- Think, reason, remember, and solve problems;
- Understand and use symbols that will build to early literacy skills;
- Engage in daily learning opportunities through appropriately manipulating toys and objects; and
- Use vocabulary, through spoken, signed or augmentative systems, to communicate in increasingly complex forms.

Summary of Child’s Functional Skills Related to the Acquisition and Use of Knowledge and Skills

Age Appropriate Skills	Immediate Foundational Skills	Skills that are Not Yet Age-Appropriate or Immediate Foundational

ECO Rating: To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

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

Progress Rating Collected Only with Exit Data:

Has the child shown any new skills or behaviors related to acquisition and use of knowledge and skills (including early language/communication and early literacy for 3-5 year olds), since entry data was collected?

- _____ Yes
 _____ No

C. Use of Appropriate Behaviors to Meet Needs

This includes the skills and behaviors that infants, toddlers and preschoolers use across settings to:

- Take care of basic needs (e.g., expressing hunger, dressing, feeding, toileting, etc.);
- Contribute to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, etc.);
- Get from place to place (mobility) to participate in everyday activities and routines; and
- Use objects as tools in appropriate ways (e.g., spoons, strings attached to objects, switches, etc.).

Summary of Child’s Functional Use of Appropriate Behaviors to Meet Needs

Age Appropriate Skills	Immediate Foundational Skills	Skills that are Not Yet Age-Appropriate or Immediate Foundational

ECO Rating: To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

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

Progress Rating Collected Only with Exit Data:

Has the child shown any new skills or behaviors related to use of appropriate behaviors to meet needs, since entry data was collected?

- _____ Yes
- _____ No