

Decision Tree for Summary Rating Discussions

Does the child function in ways that would be considered age-appropriate for this outcome?
Performance of an age-appropriate skill that emerges at a younger age or performance of a skill only once is not sufficient **by itself** to answer yes to this question.

NO
consider rating 1-3

YES
consider rating 4-7

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

NO

YES

Uses skills that are not yet immediate foundational

Rating = 1

Occasionally uses immediate foundational skills

Rating = 2

Uses immediate foundational skills most or all of the time across settings and situations

Rating = 3

NO

YES

To what extent is the child's functioning age-appropriate across settings and situations?

Occasionally uses age-appropriate skills, more behavior that is not age-appropriate

Rating = 4

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Rating = 5

Does anyone have concerns about the child's functioning with regard to the outcome area?

YES

NO

Rating = 6

Rating = 7

Guidance for Understanding the Child Outcomes

Outcomes	Examples of Skills and Behaviors	Conversation Starters
Children have positive social-emotional skills (including positive social relationships)	<p>Examples of each child outcome indicator include skills and behaviors that infants and toddlers use across multiple settings to:</p> <ul style="list-style-type: none"> • Build and maintain relationships with children and adults • Regulate their emotions • Understand and follow rules • Communicate wants and needs effectively 	<p>Use these questions to guide your team's discussion of the child's functioning across the child outcomes. These questions are not designed to be a checklist of functioning, but to help your team understand what information about the child's behaviors and skills across settings relates to which of the child outcomes. These questions can also provide a way to focus the team's discussion.</p> <ul style="list-style-type: none"> • How does the child relate to their parents, to other relatives or close family friends, to familiar caregivers (child care providers, babysitters), and to strangers? • How does the child interact with/react to siblings and peers (at childcare, in the park, in the neighborhood, in brief interactions in stores or at restaurants)? • How does the child respond when someone arrives or leaves? Is it different with someone new versus someone they know? • What is the child's eye contact with others like? Does it differ across situations or with other people? • Tell me about the situations and ways that the child expresses delight or displays affection. • In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child's age (screaming, biting, tantrums)? How often does this occur? In what situations does it not occur? • How does the child respond to transition in routines or activities? Are the child's actions different for familiar transitions versus new transitions or different across settings or with different people? • How does the child participate in games (social, cooperative, rule-based, with turn-taking)? What do the child's interactions look like in these situations? • How would you expect other children this age to act in these situations?
Children acquire and use knowledge and skills (including early language/communication)	<ul style="list-style-type: none"> • Display an eagerness for learning • Explore their environment • Engage in daily learning opportunities • Show imagination and creativity in play 	<ul style="list-style-type: none"> • How does the child use the words and skills they have in everyday settings, (at home, at the park, at child care, at the store, with other kids, in restaurants, with different people)? • How does the child understand and respond to directions and request from others? Can the child answer questions of interest in meaningful ways? • Tell me about a time when the child tried to solve a problem (overcame an obstacle, solved a problem about something important to them). What did they do? • Does the child display an awareness of the distinctions between things (object characteristics, size differences, differences in object functions)? • How does the child interact with books, pictures and print? • How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation? • How does the child imitate others' actions (peers, adults) across settings to learn or try new things? • How would you expect other children this age to act in these situations?
Children use appropriate behaviors to meet needs	<ul style="list-style-type: none"> • Move from place to place to participate in everyday activities and routines • Meet their self-care needs (feeding, dressing, toileting, etc.) to participate in everyday routines and activities • Seek help when necessary to move from place to place • Use objects such as spoons, crayons, and switches as tools 	<ul style="list-style-type: none"> • How does the child display toy preferences or preferences for certain people? • What does the child do when they can't get or doesn't have what they want or need? • What does the child do when they are upset, need comfort, are hungry, or frustrated? • How does the child get from place to place when desired or needed? • What does the child do when they need help? How does the child convey their needs? • Tell me about the child's actions/ reactions with regard to hygiene and basic needs (tooth brushing, washing hands/face, blowing nose, dressing, mealtime, toileting, bathing). • How does the child show awareness of situations that might be dangerous (drop-offs, hot stoves, cars, crossing streets, strangers)? • Are there situations when a problem behavior or disability interferes with the child's ability to take action to meet needs? How consistently? How serious is it? Does the child take alternative approaches? What are those? • Are the actions the child uses to meet their needs appropriate for their age? Can they accomplish the things that peers do? • How would you expect other children this age to act in these situations?

Definitions for Outcomes Ratings

Overall Age-Appropriate

COMPLETELY MEANS:

7

Child shows functioning expected for their age in all or almost all everyday situations (home, store, park, child care, with strangers, etc.) that are part of the child's life.

The child's functioning is considered appropriate for their age.

No one has significant concerns about the child's functioning in this outcome area.

6

Child's functioning generally is considered appropriate for their age but there are some significant concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.

Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

Overall Not Age-Appropriate

SOMEWHAT MEANS:

5

Child shows functioning expected for their age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.

Child's functioning might be described as like that of a slightly younger child*.

4

Child shows occasional age-appropriate functioning across situations and settings.

More functioning is not age-appropriate than age-appropriate.

EMERGING MEANS:

3

Child does not yet show functioning expected of a child of their age in any situation.

Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.

Child's functioning might be described as like that of a younger child*.

2

Child does not yet show functioning expected of a child of their age in any situation.

Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.

NOT YET MEANS:

1

Child does not yet show functioning expected of a child their age in any situation.

Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.

Child's functioning reflects skills that developmentally come before immediate foundational skills.

Child's functioning might be described as like that of a much younger child*.

* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.