RHODE ISLAND'S EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION COMPREHENSIVE CHILD OUTCOMES MEASUREMENT SYSTEM

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IMPORTANCE OF COLLECTING CHILD OUTCOME DATA TO SUPPORT CHILDREN WITH DISABILITIES

For children with disabilities, measuring and reporting outcomes are vital to promoting high-quality Early Intervention (EI) and Early Childhood Special Education (ECSE) services. The process of gathering information, tracking progress, and using data to analyze program effectiveness is key to understanding whether children with disabilities have benefited from the services provided to them. Child outcomes help providers, teachers, and program administrators improve the quality of services at the program level, and when examined broadly, help state EI and ECSE administrators understand and improve services within districts and across the state.

Given the important role that child assessment and outcomes play in supporting children with disabilities, the Individuals with Disabilities Education Act (IDEA) mandates that outcomes be reported for children receiving EI and ECSE services. The Office of Special Education Programs (OSEP) within the U.S. Department of Education is the administrative agency that oversees the IDEA outcomes reporting.

OSEP highlights three goals for the reporting of child outcomes:

- Ensure that programs serving children with disabilities are effective in promoting positive child outcomes
- Generate data that can be employed in data-driven decision making by identifying the strengths and weaknesses of the system's ability to promote child outcomes for children with disabilities
- Inform policymakers, parents, and other stakeholders about the effectiveness of early childhood programs serving children with disabilities

OSEP Child Outcomes Measurement Requirement

OSEP requires that states measure child outcomes to assess the effectiveness of their overall EI and ECSE systems. The reported outcomes are used for state- and local-level accountability, program monitoring, and program improvement. Like every state, Rhode Island must include state-level outcomes data for children younger than 6 with disabilities in its State Performance Plans (SPPs) for Part B (Indicator 7) and for Part C (Indicator 3). The state must set targets and report annually on the state's performance. EI and ECSE providers are required to provide data to the state so the state can report on these indicators.

The SPP indicators focus on three child-outcome areas:

- Positive social–emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet needs

To determine an outcome score for each area, children in EI and ECSE are assessed at program entry and exit using a seven-point scale. To determine changes in the child's developmental trajectory, the difference between the entry and exit scores is calculated, and the child is placed into one of five categories:

a. Children who did not improve functioning

b. Children who improved functioning but not enough to move nearer to the functioning of peers who are the same age

c. Children who improved functioning to a level nearer same-aged peers but did not reach the level of their peers

d. Children who improved functioning to reach a level comparable to same-aged peers

e. Children who started the program with and maintained functioning at a level comparable to same-aged peers

The state then uses the data to answer two questions for each outcome area in the Annual Performance Report (APR):

1. Of those children who entered or exited the program below age expectations in the outcome area, what was the percentage that substantially increased their rate of growth?

2. What was the percentage of children functioning within age expectations in the outcome area by the time they exit the program?

Effectively implementing this process will ensure the state's EI and ECSE systems and services are effective for children with disabilities.

Purpose of Procedures and Protocols

This document identifies and outlines a global child outcomes measurement system by which child outcome data is collected, reported, and used by EI and ECSE providers across the state. A clear and consistent data collection and reporting process will improve the reliability, validity, consistency, transferability, and usability of the outcomes data. The ultimate goal of these new processes is to ensure that the federal reporting requirement has a meaningful and positive impact on the quality of services and practices supporting children with disabilities in Rhode Island.

Specifically, this document provides information and guidance regarding:

- When providers should report on child outcomes
- Data sources that should be used
- Individuals who contribute information about the child and participate collectively in a discussion to determine the child's rating
- Procedures and protocols by which data is collected and reported on the required child outcomes
- The rating system used
- How the child outcomes rating is shared with the state
- How the state will use and report the data
- Data handling and confidentiality procedures

BASICS OF THE GLOBAL CHILD OUTCOMES MEASUREMENT SYSTEM

The first step of successful outcomes reporting is to clearly understand the basics, which are described below.

Understanding Functional Outcomes

Unlike early childhood standards or assessments that articulate and measure discrete pieces of knowledge or distinct skills, the OSEP child outcomes measure "functional" outcomes. Functional outcomes measure a child's ability to take meaningful actions within the context of everyday living and refer to an integrated series of behaviors or skills that allow the child to achieve important everyday goals and successfully participate in daily activities.

Because EI and ECSE are committed to the active and successful participation of children in everyday environments, it is critical to understand their functioning within family routines, early care and education settings, and communities.

The Child Outcome Areas

To accurately measure the functional outcomes, it is important to understand what the outcome areas are trying to measure.

The first outcome area is **positive social-emotional skills (including social relationships)**. Making new friends and learning to get along with others are important accomplishments of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences with adults and peers. They also learn that different rules and norms apply to different everyday settings, and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children and, for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Smiling and cooing for babies, greeting and engaging in reciprocal conversation for toddlers, and following social rules for older children are examples of what is measured to determine this functional outcome.

The second outcome indicator is **acquisition and use of knowledge and skills (including early language/communication and early literacy)**. During the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy, and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy, including vocabulary, phonemic awareness, and letter recognition for children 3-5.

Body movements, gestures, and facial expressions for infants; vocabulary, grammar, and sentence structure for toddlers and preschoolers; and early literacy and numeracy for older children are all examples of what is measured to determine this functional outcome.

The third outcome area is **use of appropriate behaviors to meet needs.** As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

A baby using a distinct cry to "tell" mom that he is hungry or a preschooler getting a stool to reach the crackers that are on the counter are examples of what is measured to determine this functional outcome.

Age-Expected, Immediate Foundational and Foundational Skills

The global child outcomes summary process requires a comparison of a child's current developmental level with age-expected skills. Moving toward or maintaining age-expected functioning is critical, as it enables children to fully and actively participate in their natural and everyday environments. A child's ability to exhibit functional skills and behaviors is measured using three categories that highlight a child's progression toward age-expected skills:

- **Age-Expected:** Skills and behaviors one would expect for the child's age, understanding that development and learning vary widely in early childhood
- **Immediate Foundational:** Skills that occur developmentally just prior to age-expected functioning
- **Foundational:** Early skills on which to build later immediate foundational and age-expected skills

Appendix A provides additional information on age-expected, immediate foundational and foundational skills.

Seven-Point Scale

The Seven-Point Scale is the tool used to identify a child's functioning across each outcome area. Figure 1 displays the scale, which provides a common metric to assess functioning on each of the three outcomes. To use the scale, a child's functional behaviors and skills at program entry and exit are measured on a continuum in comparison to age-level expectations. Each rating is associated with an overall statement of functioning and, to improve consistency in the rating, a corresponding definition.

Figure 1. Child Outcomes Seven-Point Scale

		Overall Statement of Functioning	Definitions
Overall Age-Expected	7	Relative to same age peers, this child has all the skills we would expect for a child his/her age.	Child shows functioning expected for his or her age in **all** or **almost all everyday situations** that are part of the child's life. Functioning is considered **age-expected** for a child this age. No one has any concerns about the child's functioning in this outcome area.
	6	Relative to same age peers, this child has the skills we would expect for a child his/her age, however there are concerns that he/she may be on the border of not keeping up with same age peers.	Child's functioning generally is considered **age-expected** for his or her age but there are **some concerns** about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although considered age-expected, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Expected	5	Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child.	Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. The functioning that is not age-expected could be described as **immediate foundational**. Child's functioning might be described as like that of a **slightly younger child**.
	4	Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected.	Child shows **occasional age-expected functioning** across settings and situations. More functioning is **not** age-expected than is age-expected. The functioning that is not age-expected could be described as **immediate foundational or foundational, or both**.
	3	Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build.	Child does **not yet** show functioning expected of a child of his or her age in any situation. Child uses **immediate foundational skills**, most, or all of the time, across settings and situations. Child's functioning is that we might see earlier in the developmental progression or might be described as like that of a **younger child**.
	2	Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build.	Child **occasionally** uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational. Child has **more** of the **foundational skills** we see earlier in development.
	1	Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills.	Child does **not yet** show functioning expected of a child his or her age in any situation. Child's functioning does **not yet include immediate foundational skills** upon which to build age-expected functioning. Child functioning reflects skills that developmentally come **before** immediate foundational skills. Child's skills are at levels we'd expect to see much earlier in the developmental progression. 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.

When to Report on Outcomes

The global child outcomes process is required both when children enter and exit EI and when children enter and exit ECSE. The Child Outcomes process is not required if a child is enrolled in the program for less than six months or EI/ECSE has a lack of information due to loss of contact with the child/family.

Determining Child Outcomes for Children in EI and ECSE Programs: Rhode Island's Global Child Outcomes Measurement System

The process for determining outcome ratings should not be seen as separate or independent from the EI/ECSE referral, eligibility and individualized planning process. Instead, the discussion of the functional outcome areas should be embedded into the existing process and structures to:

- Gather functional information about the child from multiple sources
- Synthesize information from a variety of sources
- Compare to age-expected development
- Make important decisions about eligibility
- Inform the IFSP and IEP development
- Determine the appropriate child entry or exit rating

Determining the Child Outcomes: Participants and Their Roles

Since children manifest different skills and knowledge under different circumstances, it is critical to consider a child's functioning across multiple situations and environments, including but not limited to the child's home, early care and education setting (if applicable), and in the community. Therefore, when determining the rating, EI and ECSE programs are expected to use multiple sources of information to provide a comprehensive description of a child's functional skills and behaviors. The individuals who participate in the child outcomes process and provide input into the entry and exit assessment rating each bring different information and unique perspectives that ultimately lead to a collaborative overall statement of the functioning within each outcome area.

The participants are listed below, many of whom are already part of a process of referral, eligibility determination and IFSP/IEP development.

- Child's parent(s) or guardian(s)
- Child's caregivers
- Current EI or ECSE service providers
- EI/ECSE providers who may have recently evaluated the child
- Early childhood teacher (if the child is enrolled in any type of early childhood program)
- Other individuals who know the child

To ensure each participant comes to the meeting prepared to discuss the child's functioning in relation to age–expected functioning, the invitation to the meeting should include the information each participant will be asked to gather and share.

Although face-to-face interactions are preferred, when the entire team can't meet together, every effort must be made to include members remotely through alternate methods such as by a conference call or webcast. If the above methods have been exhausted, written information can be collected and considered by the team.

Specifically:

- The parent(s) or guardian(s) will be given guiding questions that help provide information about the behaviors and skills their child demonstrates at home and in the community. In addition, they will be asked to share any additional assessment information that may be available. To support meaningful participation, the EI service coordinator, ECSE LEA representative or case manager assists families in understanding how their child's functional skills and behaviors fit within the three outcome areas. For *Guiding Questions for Families*, see Appendix B.

- Caregivers with whom the child spends significant time will be given guiding questions that help provide information about the behaviors and skills the child demonstrates in his or her care at home and in the community. In addition, they will be asked to share any additional assessment information that may be available. For *Guiding Questions for Teachers and Caregivers*, see Appendix C.

- **Current** EI and ECSE service providers will be asked to discuss the child's IFSP/IEP and associated ongoing assessment/progress monitoring data and any additional assessment information available.

- **Other** EI and ECSE service providers who have recently evaluated the child will be asked to provide information from criterion referenced assessments, observations and any additional assessment information available.

- The early childhood teacher will be given guiding questions that help provide information about the behaviors and skills the child demonstrates within the early childhood environment. In addition, teachers will be asked to collect and bring any available formative or authentic assessment data and additional information as appropriate.

The state does not require a specific formative assessment instrument to inform the outcomes rating but does require that any published assessment tools used have adequate assessment properties. Please see the formative assessment component of Rhode Island's EI/ECSE's Comprehensive Assessment System for additional information.

When using a purchased formative assessment instrument in this process, it is important to understand how the assessments and individual items align with the three outcome areas. The Early Childhood Technical Assistance Center (ECTA) provides alignments between the items of many of the most common early childhood assessments and the three outcome areas. These "crosswalks," created by the publisher of each tool, can be found online at: http://www.ectacenter.org/eco/pages/crosswalks.asp

Essential Knowledge Required by the EI/ECSE Participants

The composition of the team is essential in providing varying perspectives and a complete picture of the child's development to determine the child outcomes. It is also important that the team collectively have the following knowledge and expertise:

- A strong working knowledge of Rhode Island's Child Outcomes Summary (COS) process including the three functional child outcomes

- Knowledge of the child's functioning across settings and situations

- How individual skills and behaviors fall within each outcome area and which indicators cross outcome areas

- The ability to synthesize information from a variety of sources

- An understanding of the timing and sequence of age-expected child development as outlined in the Rhode Island Early Learning and Development Standards (RIELDS)

- Knowledge of how the family's culture may impact age expectations

- An understanding of recommended practices for assessing young children according to the Council for Exceptional Children's Division for Early Childhood (DEC) **http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf**

- An understanding of how to use the Seven-Point Rating Scale

Aligning with the Rhode Island Early Learning and Development Standards/Age Anchoring

The Rhode Island Early Learning and Development Standards (RIELDS) document is an important tool for determining the OSEP child outcomes. The RIELDS articulate the state's shared expectations for what young children should know and be able to do at different ages within the birth-to-5 age span. The standards include nine domains and provide common language and goals, including indicators of age-expected functioning at 9, 18, 24, 36, 48, and 60 months. As such, when considering a child's rating on the child outcomes, it is important to reference the RIELDS for age-expected skills and behaviors and to discuss how these indicators are integrated across the three outcomes and applied within everyday routines and activities.

Rhode Island has created an alignment between the individual RIELDS indicators and the three child outcomes, which is available in Appendix D. Although the alignment document will be helpful in determining which skills and behaviors to consider within each outcome area, it is important

to recognize that some indicators may cross two or even three of the outcomes. It is also important to recognize that individual indicators cannot be viewed in isolation. They must be considered in conjunction with other indicators as a measure of a child's ability to take meaningful actions, achieve important goals and participate in everyday activities and routines.

For example, expressive language and communication should be considered in all three outcome areas. Expressive language and communication is key to a child's social relationships (outcome 1) as a means of communicating with others in a social context. Within the context of outcome 2—use of knowledge and skills—expressive language and communication is measured through an examination of vocabulary, grammar, sentence structure, listening, and speaking. Finally, under outcome 3—taking appropriate action to meet needs—language and communication are important elements in a child's ability to take actions to meet needs. Similarly, motor skills cut across all the three outcomes. They enable children to build blocks with friends (outcome 1), measure and explore at the water table (outcome 2), and walk across the room to get a preferred toy (outcome 3).

Finally, the ability to accurately and effectively age-anchor children's skills is critical to the accuracy of the outcome ratings. The process requires an understanding of the timing and sequence of development and how the child's functioning compares with what is expected for a child his or her age. The alignment document maps the child outcomes with the specific developmental benchmarks, behaviors, and skills outlined in the RIELDS that most children demonstrate between birth and 5 years of age.

Additional Age-Anchoring Tools

A variety of other age-anchoring tools may also be helpful in determining how a child's skills and behaviors compare with what is expected at his/her age. Appendix E provides an example of an age-anchoring tool that may be beneficial to EI providers. Additional age-anchoring tools can be found online at http://ectacenter.org/eco/assets/pdfs/Age-expected_Resources.pdf

Documentation and Forms

For both EI and ECSE providers, the child's rating will be documented on Rhode Island's Early Intervention and Preschool Special Education Child Outcomes Summary Forms (RI-COSF) at entry and at exit (see Appendix F for outcome area forms). The forms are completed by the EI service coordinator (or IFSP team representative assuming that role) or the ECSE LEA representative or case manager. For each outcome area, the form includes three sections:

COSF- Section A: Documents functional behaviors and skills across environments

COSF- Section B: Synthesizes and compares information in Section A to foundational, immediate foundational and age-expected skills

COSF- Section C: Summarizes information from COSF- B into an overall statement of functioning and associated numerical rating on the Seven-Point Scale, and includes an additional question regarding the child's progress at program exit

Embedding the Discussion and Documentation of OSEP Child Outcomes into Current EI and ECSE Processes

As discussed above, Rhode Island's child outcome measurement process for determining the entry and exit rating is embedded within the current EI/ECSE referral, eligibility determination and IFSP/IEP development process. The integration of child outcomes measurement will make the discussion of a child's current functioning meaningful to families and to the rest of the EI/ECSE team. Not only will the teams benefit from the discussion of functional behaviors and skills within each of the existing structures, but using the three OSEP child outcomes provides a framework by which this information can be systematically gathered, analyzed and discussed.

Determining Child Functioning When a Child Enters EI or ECSE

Typically, the process from referral to the development of an IFSP/IEP requires at least three meetings: (1) an intake or meeting to review the referral; (2) a meeting to determine eligibility for services; and (3) a meeting to develop the individualized plan.[1] Under the new procedures, gathering
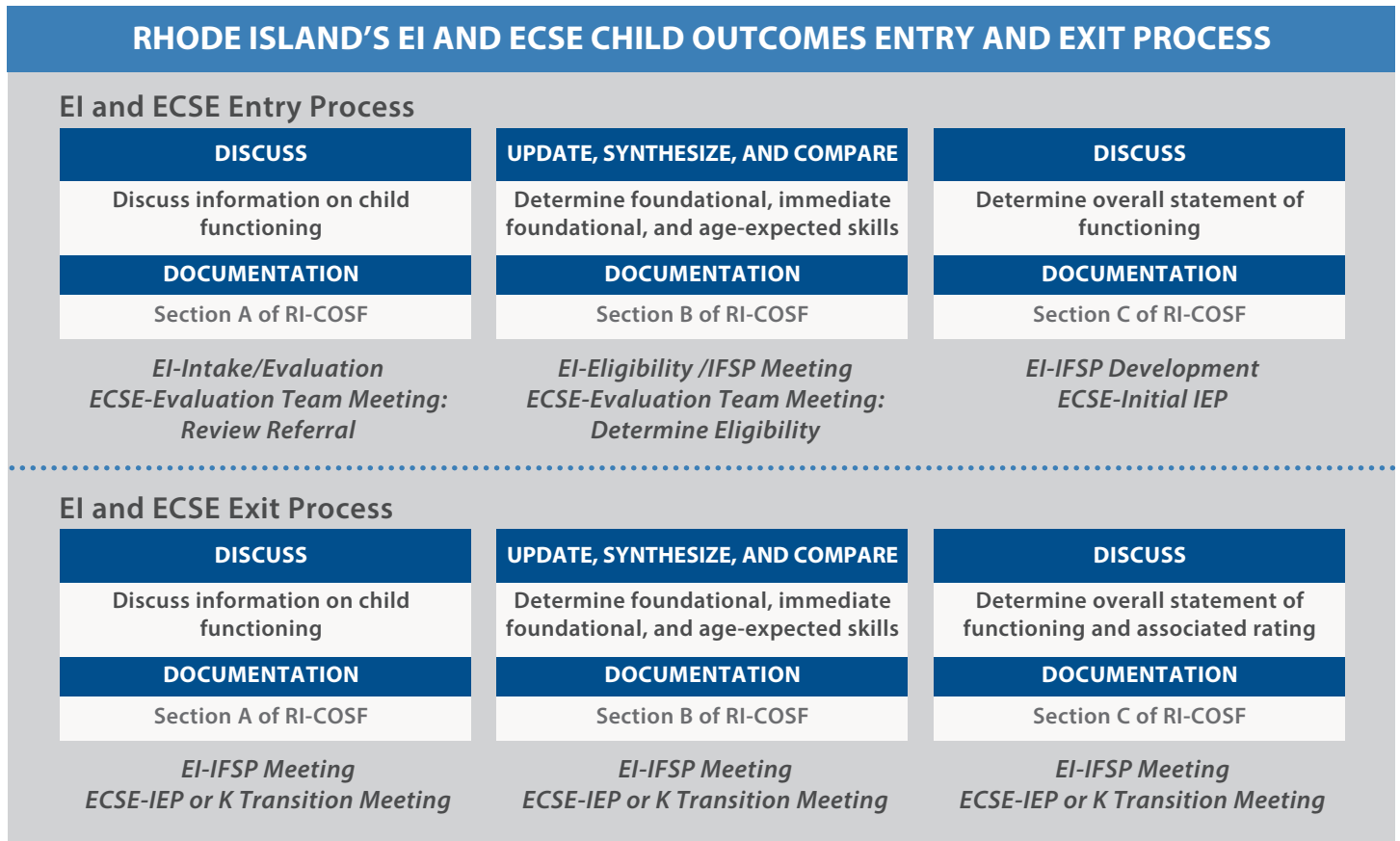
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[1] Although these meetings may be combined at times to accommodate family needs, EI/ECSE staff must still fulfill the three purposes of the meetings and follow the same procedures and protocols.

information for the OSEP entry reporting and the EI/ECSE process outlined above are not mutually exclusive. In fact, the functional information within the three outcomes areas gathered for the purpose of OSEP reporting should also be used to inform decisions regarding referral, evaluation, eligibility for services, and goal development. Figure 2 provides an overview of the process, which is described in detail below.

Figure 2. Overview of Global Child Outcomes Measurement Entry and Exit Process

RHODE ISLAND'S EI AND ECSE CHILD OUTCOMES ENTRY AND EXIT PROCESS

EI and ECSE Entry Process

DISCUSS	UPDATE, SYNTHESIZE, AND COMPARE	DISCUSS
Discuss information on child functioning	Determine foundational, immediate foundational, and age-expected skills	Determine overall statement of functioning
DOCUMENTATION	**DOCUMENTATION**	**DOCUMENTATION**
Section A of RI-COSF	Section B of RI-COSF	Section C of RI-COSF
EI-Intake/Evaluation ECSE-Evaluation Team Meeting: Review Referral	*EI-Eligibility /IFSP Meeting ECSE-Evaluation Team Meeting: Determine Eligibility*	*EI-IFSP Development ECSE-Initial IEP*

EI and ECSE Exit Process

DISCUSS	UPDATE, SYNTHESIZE, AND COMPARE	DISCUSS
Discuss information on child functioning	Determine foundational, immediate foundational, and age-expected skills	Determine overall statement of functioning and associated rating
DOCUMENTATION	**DOCUMENTATION**	**DOCUMENTATION**
Section A of RI-COSF	Section B of RI-COSF	Section C of RI-COSF
EI-IFSP Meeting ECSE-IEP or K Transition Meeting	*EI-IFSP Meeting ECSE-IEP or K Transition Meeting*	*EI-IFSP Meeting ECSE-IEP or K Transition Meeting*

Meeting 1—EI's intake/evaluation and ECSE first evaluation team meeting: Introduction to the Child Outcomes Measurement System and discussion of child functioning.

In preparation for this meeting, parents, caregivers, and teachers should be provided with guiding questions which will ensure that they are able to fully participate in discussion.

The discussion about child outcomes measurement begins at the intake meeting or evaluation for EI and the evaluation team meeting to review the referral for ECSE. This meeting provides an opportunity for the EI service coordinator or the ECSE LEA representative or case manager to introduce the COS Measurement System and the process that will take place at the three meetings. Families can be provided with the *Family Guide to Participating in the Child Outcomes Measurement Process* (see Appendix G). As an important initial step in the COS process, this first meeting allows for a discussion of the child's functioning across settings and routines. Each participant is given the opportunity to describe the child's functional skills and behaviors related to the three outcome areas. *The Functional Outcomes Discussion Sheet* (see Appendix H) may be helpful in providing guiding questions for this conversation.

Using information provided by participants, Section A of the RI-COSF is completed for each outcome area and used to assist the team in identifying areas of concern that may require evaluation. Reviewing Section A at the end of the meeting can provide the team with a recap of the discussion and ensure consensus moving forward with the COS process. (See Appendix F for the outcome area forms.)

Meeting 2—EI's eligibility/IFSP meeting and ECSE's second evaluation team meeting: Discussion of foundational, immediate foundational, and age-expected skills.

In preparation for this meeting, EI/ECSE team members should review the skills and behaviors previously identified in Section A along with any new information now available and begin to think about how that functioning relates to age expectations.

The discussion about a child's functional skills and behaviors continues at the eligibility/IFSP meeting for EI and the evaluation team meeting to determine eligibility for ECSE. At this second meeting, team members have the opportunity to provide any additional information that may be available since the last meeting as related to the three outcomes. The team then considers the updated functional skills and behaviors, synthesizes or groups the information and determines through discussion how they compare with *age-expected, immediate foundational, or foundational development.* (See Appendix A for further information on these categories.)

Any new information is added to Section A and Section B of the RI-COSF for each outcome area. This information is also used to assist the team in determining eligibility for EI or ECSE. Reviewing Section B at the end of the meeting can provide the team with a recap of the discussion and ensure consensus moving forward.

Meeting 3— (If the child was found eligible for EI/ECSE)—EI's IFSP development meeting and ECSE's initial IEP: Determining the overall statement of functioning on the Seven-Point Scale.

In preparation for this meeting, EI/ECSE team members should review how the child's functioning compared to age expectations as previously identified in Section B along with any new information now available and begin to think about how that functioning relates to the Seven-Point Scale.

The final component of the process takes place at the IFSP development meeting for EI or the initial IEP meeting for ECSE. This final step in the outcomes process is required for all children entering EI/ECSE unless the child will exit EI/ECSE in less than six months or if there is a lack of information due to loss of contact with the child/family. For each outcome area, the EI service coordinator or ECSE case manager facilitates the team review and potential update to foundational, immediate foundational, and age-expected skills and, together with the team, summarizes the information into an overall statement of functioning according to the Seven-Point Scale.

The updated information is added to RI-COSF Section A and B of the RI-COSF and the statement of functioning is recorded in Section C. Although the statement of functioning is the primary discussion at the meeting, the EI service coordinator or the ECSE LEA representative or case manager is required to ensure that the corresponding numerical rating is entered into the data system. This information is also used to inform the areas of need identified in the IFSP/IEP. Reviewing Section C at the end of the meeting can provide the team with a re-cap of the discussion and ensure consensus.

Determining Child Functioning When a Child Exits EI or ECSE

Exit procedures for EI/ECSE are similar to those at entry. At a child's exit from the program, it is again important to consider the child's functioning across multiple environments, including but not limited to the child's home, early care and education setting, and community. As in the entry process, the individuals invited to participate in the exit process should represent the many environments in which the child spends regular amounts of time.

One difference in the COS exit process is the structure of the meetings when a child exits EI or ECSE. Unlike at entry, when the COS process is embedded into the referral/intake process, at exit all three sections of the COS process are embedded into existing organizational structures such as the IFSP, IEP or transition meeting. As long as the process for completing each section of the COS is adhered to, the meetings can be combined to fit seamlessly into program structures.

By making use of the existing structure, the EI service coordinator or ECSE case manager again utilizes a RI-COSF, and:

- Gathers information about the *child's functional behaviors and skills* from multiple sources, including families, educators, and EI/ECSE providers, and records it in section A of the RI-COSF
- Synthesizes and compares this information into foundational, immediate foundational, and age-expected skills and records it in section B of RI-COSF
- Summarizes the information into an overall statement of functioning, associated with a rating on the Seven-Point Scale, and records it in section C of the RI-COSF

Determining Progress When a Child Exits EI or ECSE

In addition, at the final meeting the EI service coordinator or the ECSE LEA representative or case manager, along with other participants, must determine whether or not the child has made *progress* in each of the outcome areas and document the response at the bottom of section C. The question of progress refers to the child's functioning relative to the entry rating. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Progress should not be based on changes in the ratings, but on whether the child has acquired any new skills.

The meetings to determine the exit rating must occur no earlier than two months prior to exit from the EI/ECSE program.

Coordinating Exit from Part C and Entry to Part B During the Transition Process

Multiple requirements under both Part C and Part B were created to ensure a smooth and effective transition between the programs for children who are found eligible. Because OSEP's outcome reporting requirements and Rhode Island's child outcomes process are the same for EI and ECSE, the COS process during transition is very similar to the general COS process with a few slight differences. It is important to recognize that the COS entry into special education occurs simultaneously with the COS exit from Early Intervention.

The framework below (Figure 3) provides a visual of the child outcomes process and the procedure through which EI and ECSE come together within the structure of the ECSE system of referral, eligibility determination, and IEP development for children exiting EI and entering ECSE. The goal of the COS process during transition is to have both programs work together during the three meetings, to share documentation on the COS forms, and to ultimately determine a single summary statement for each outcome area. Because this is EI's exit, the team will also need to determine whether or not the child has made progress in each of the outcome areas and document the response at the bottom of COSF section C.

Figure 3. Overview of Transition Process
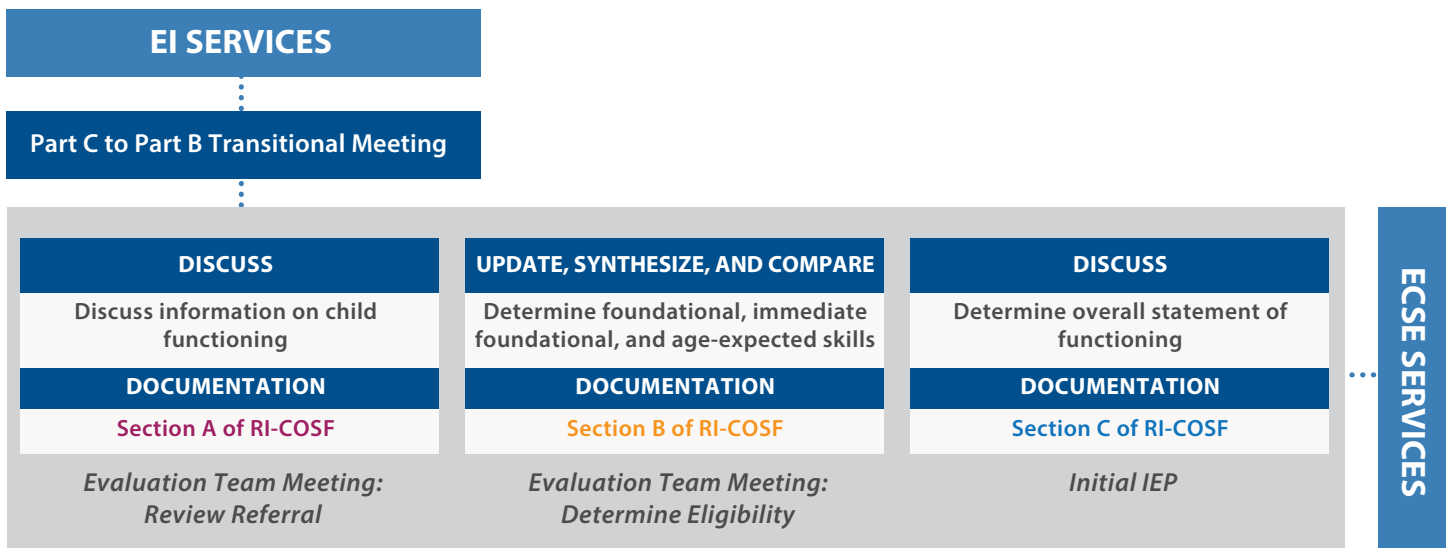
When children are transitioning between programs, the team will include both ECSE and EI professionals, the family, and any additional participants with whom the child spends considerable time. Because EI has already established a relationship with the family and works with them on a regular basis, EI will dedicate time with the family to discuss the COS outcomes and the child's functioning prior to this first ECSE meeting and to complete a draft of COSF-Section A. EI providers are encouraged to send the draft form to ECSE electronically prior to the first meeting whenever possible. Although EI and the family will have already discussed the child's functioning across the three outcome areas, it is important to ensure that each participant at this initial meeting is allowed the opportunity to contribute individually, ensuring multiple perspectives across environments. The draft of COSF-A will be modified to reflect the conversation at the meeting and an updated COSF-A document will be developed for both EI and ECSE.

All other meetings will proceed following the general COS process with discussions taking place at the individual meetings and both EI and ECSE contributing to the conversation with families and other participants.

Special Considerations within the COS Process

Using the Decision Tree Tool to Check for Accuracy

The Decision Tree (see Appendix I) is a series of questions about the extent to which a child exhibits age-appropriate skills and behaviors in each outcome area. Responses guide the user to a specific rating category on the Seven-Point Scale. In Rhode Island, this tree can be especially helpful in determining the accuracy of the overall statement of functioning chosen by the team. It is important to note that the decision tree was not intended to be used as a script for individuals to read during the meeting or as the primary tool to determine a rating.

When Teams Have Difficulty Reaching Consensus on an Overall Statement of Functioning

In order to build consensus when there are disagreements, the team must ensure that all members share the same understanding of the three outcomes, and that each individual has had the opportunity to thoroughly describe the child's functioning and to listen to the perspectives of others. It is also important to take time to revisit how the child's functional skills compare to age-based expectations on the RIELDS (see Appendix D) or other age-anchoring tools (e.g., Rhode Island Early Intervention Child Outcomes Developmental Guidance, see Appendix E) and review the definitions for the ratings (as available) on the Seven-Point Scale. In addition, the decision tree (Appendix I) can be used to guide the team to better understand which overall statement of functioning is most accurate and may be especially helpful in these circumstances.

Additional Considerations

As teams work to determine an overall statement of functioning, they should also consider factors such as:

- **The child's cultural or ethnic background:** A child's specific cultural/ethnic background will impact the types of experiences a child is exposed to and will influence the child's development and how the child manifests different functional milestones. For example, although lack of eye contact may be perceived by some as an issue with a child's social-emotional development, in some cultures it is a sign of disrespect for children to make eye contact with adults. Accordingly, if a child is from a culture in which expectations differ from published developmental milestones, use the expectations from the child's culture to determine if their functioning is expected for his or her age. It is important to discuss these cultural differences and the expectations with the family as a relationship with them develops.

- **Adaptations and assistive technology:** In many cases, there may be adaptations to a child's home or learning environment, such as picture schedules or visual timers, to help the child better manage routines or more actively participate in his/her natural environment. Similarly, a child may use assistive technology like a wheelchair or a communication board to more actively participate in a variety of settings. If using an assistive device or adaptation helps a child achieve age-expected functioning, that child should be assessed as meeting age expectations for the purposes of child outcomes reporting. When discussing a child's functional behavior and skills, EI/ECSE must consider the adaptations and assistive technology available across each environment and the impact of the technology on the child's functioning.

- **Prematurity:** If the child was born prematurely, the child's chronological age, not the corrected age, is used in determining if the child's functioning is expected for his or her age.

POLICY REGARDING TRANSFERS AND CHILDREN RETURNING TO EI/ECSE

When children move into Rhode Island from another state or to a new location within Rhode Island, specific procedures are required for outcome reporting:

- For in-state transfers, the entry status rating from the original program is used and should remain unchanged
- For out-of-state transfers, a new entry status rating is required, with information gathered through the RI COS process

When a child leaves EI/ECSE and returns within one year, the original child outcome summary entry rating is used.

When a child leaves EI/ECSE and returns more than one year later, which would typically require re-eligibility, a new child outcome summary entry rating is required.

OVERALL ADMINISTRATION OF GLOBAL CHILD OUTCOMES MEASUREMENT PROCEDURES

To meet federal requirements, Rhode Island, along with the large majority of states, has chosen to use the Child Outcomes Summary process developed by the Early Childhood Outcomes (ECO) Center. Both RIDE and EOHHS have existing requirements related to their management systems that adhere to best business practices and regulatory requirements. These include Administration, Fiscal Management, Data Collection, Confidentiality, Quality Assurance/Improvement and Health/Safety Risk Management.

Sharing Data with the State

EI/ECSE providers enter the entry and exit ratings, along with response to the question of progress (section C of the RI-COSF), into the identified data management systems. For EI, this is the Rhode Island Early Intervention Care Coordination System (RIEICCS). For ECSE, this is the Rhode Island Department of Education's Instructional Support System (ISS). While data is entered specific to each child, it is aggregated and/or "de-identified" for reporting purposes.

Data Quality

The state, programs and districts must develop and oversee an internal quality assurance process to ensure data for global child outcomes measurement reporting is accurate and timely. Quality assurance systems must:

- Ensure that EI/ECSE providers determining child outcomes ratings have the necessary knowledge and skills to provide valid and reliable data
- Ensure that the documentation provided by EI/ECSE providers is sufficient to support the validity of the entry and exit ratings
- Use the most current procedures and protocols to assure reliable and consistent data collection
- Use the data system in accordance with the data entry guidelines
- Ensure data elements are entered efficiently and accurately
- Include systematic checks
- Ensure those entering data have access to necessary hardware and web-based data collection systems

Confidentiality and Security

EOHHS and RIDE will use only the aggregate OSEP child outcomes data to monitor, report and improve the timely and effective provision of EI and ECSE services.

EI and ECSE must comply with all federal and state laws and regulations regarding security and confidentiality that protect individual child-level data.

The state, programs and districts implementing EI and ECSE must:

- Assure information management systems are protected from unauthorized outside access, loss or destruction; and meet all applicable Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) and IDEA Part B and C regulatory requirements
- Ensure confidentiality
- Include incident reporting
- Ensure electronic records are backed up
- Ensure transmitted data is encrypted and secure
- Ensure that access is password-protected
- Ensure appropriate disposal of information and records that are no longer needed

Use and Public Reporting of Results

The state must use the aggregate child outcome data collected from EI and ECSE to produce an Annual Performance Report (APR) that shows the extent to which the state is meeting the measurable and rigorous targets it established in its State Performance Plan (SPP). Program and district level data is made public and sent to the U.S. Department of Education (ED).

AGE-EXPECTED AND IMMEDIATE FOUNDATIONAL SKILLS AND THE CHILD OUTCOME SUMMARY (COS) PROCESS SEVEN-POINT RATING SCALE[1]

The COS process uses a seven-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age–expected way in each outcome area. The team needs to understand the developmental progressions that lead to age-expected functioning, asking:

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS Seven-Point Scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way: later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills as **"foundational skills."** For example, children play alongside one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills. However, the set of skills and behavior that occur developmentally just prior to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age-expected functioning.

A child whose functioning might be described as like that of a **MUCH** younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, being able to make eye contact is not an **immediate foundational** skill for a 3-year-old.

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[1] "Age-Expected and Immediate Foundational Skills and the Child Outcome Summary (COS) Process 7-Point Rating Scale." *ECTACenter.org : The Early Childhood Technical Assistance Center: Improving Systems, Practices and Outcomes for Young Children with Disabilities and Their Families.* Web. 30 Sept. 2015. http://ectacenter.org/~pdfs/eco/Immediate_foundational_skills.pdf.

How Foundational Skills Lead to Age-Expected Functioning

AGE EXPECTED FUNCTIONING

IMMEDIATE FOUNDATIONAL SKILLS

FOUNDATIONAL SKILLS

FOUNDATIONAL SKILLS

FOUNDATIONAL SKILLS

ECTACenter

The Early Childhood Technical Assistance Center
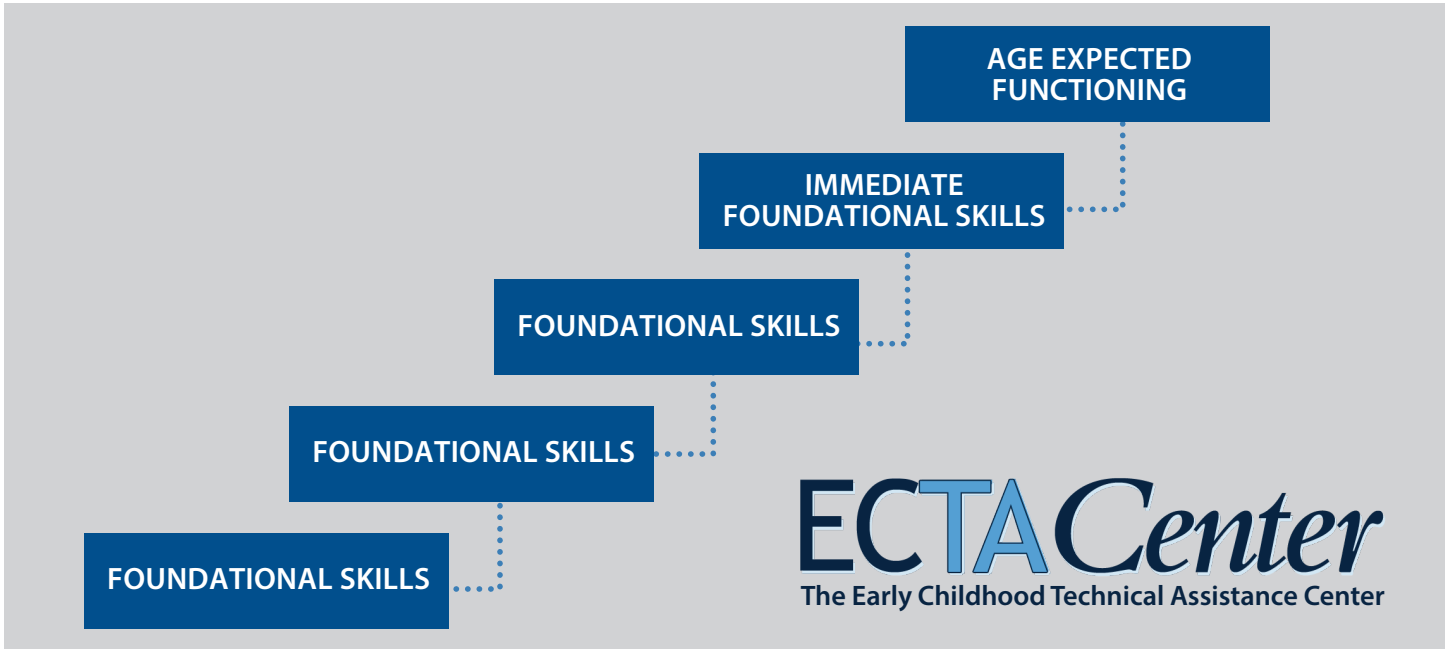
Guiding Questions for Families

Child's Name:_____ DOB: _____ Date: _____

Parent or Guardian's Name: _____ Relationship to Child: _____

Parents and guardians are essential partners in understanding how their child learns, communicates, interacts with other children and adults, and attempts to have his/her needs met. Answering the questions below will provide valuable information on your child's behaviors and skills within everyday routines and activities. Please only answer the questions that you feel are important to share with the team. In addition, please let us know if you have any concerns in each area.

How does your child:	Please provide examples: (If you need more room, please feel free to use the back.)
Develop Positive Social Emotional Skills Interact with parents/guardians and familiar adults? Interact with siblings and familiar children? Respond to new people, strangers, and places? Express and manage own feelings/emotions? Use language to greet and engage others?	
Acquire and Use Knowledge and Skills Understand and respond to questions? Follow directions? Solve problems? Stay on task? Remember familiar routines? Demonstrate interest in books? Explore new environments, toys, and books? Use words, grammar, and sentence structure? Demonstrate early literacy and math skills?	
Take Appropriate Action to Meet Needs Participate in feeding, dressing, and toileting? Identify and respond to unsafe situations? Travel and move his/her whole body? Use hands/arms to play and meet needs? Communicate wants and needs?	

Guiding Questions for Teachers and Caregivers

Child's Name:_____ DOB: _____ Date: _____

Parent or Guardian's Name: _____ Relationship to Child: _____

Teachers and caregivers are essential partners in understanding how children learn, communicate, interact with other children and adults, and attempt to have their needs met. Answering the questions below will provide valuable information on this child's behaviors and skills within everyday routines and activities. Please only answer the questions that you feel are important to share with the team. In addition, please let us know if you have any concerns in each area.

How does your child:	Please provide examples: (If you need more room, please feel free to use the back.)
Develop Positive Social Emotional Skills Interact with parents/guardians and familiar adults? Interact with siblings and familiar children? Respond to new people, strangers, or places? Express and manage own feelings/emotions? Use language to greet and engage others?	
Acquire and Use Knowledge and Skills Understand and respond to questions? Follow directions? Solve problems? Stay on task? Remember familiar routines? Demonstrate interest in books? Explore new environments, toys, and books? Use words, grammar, and sentence structure? Demonstrate early literacy and math skills?	
Take Appropriate Action to Meet Needs Participate in feeding, dressing, and toileting? Identify and respond to unsafe situations? Travel and move his/her whole body? Use hands/arms to play and meet needs? Communicate wants and needs?	

OSEP OUTCOMES ALIGNMENT WITH THE
RHODE ISLAND EARLY LEARNING AND DEVELOPMENT STANDARDS

The Rhode Island Early Learning and Development Standards (RIELDS) document is an important tool for determining the OSEP child outcomes. The RIELDS articulate the state's shared expectations for what young children should know and be able to do at different ages within the birth-to-5 age span. The standards include nine domains and provide common language and goals, including indicators of age-expected functioning at 9, 18, 24, 36, 48, and 60 months. As such, when considering a child's rating on the child outcomes it is important to reference the RIELDS for age-expected skills and behaviors and to discuss how these indicators are integrated across the three outcomes and applied within everyday routines and activities.

This document provides an alignment between the individual RIELDS indicators and the three child outcomes. Although it will be helpful in determining which skills and behaviors to consider within each outcome area, it is important to recognize that some indicators may cross two or even three of the outcomes. It is also important to recognize that individual indicators cannot be viewed in isolation, they must be considered in conjunction with other indicators as a measure of a child's ability to take meaningful actions, achieve important goals, and participate in everyday activities and routines.

For example, expressive language and communication should be considered in all three outcome areas. Expressive language and communication is key to a child's social relationships (outcome 1) as a means of communicating with others in a social context. Within the context of outcome 2—use of knowledge and skills—expressive language and communication is measured through an examination of vocabulary, grammar, sentence structure, listening, and speaking. Finally, under outcome 3—taking appropriate action to meet needs—language and communication are important elements in a child's ability to take actions to meet needs. Similarly, motor skills cut across all the three outcomes. They enable children to build with blocks with friends (outcome 1), measure and explore at the water table (outcome 2), and walk across the room to get a preferred toy (outcome 3).

Finally, the ability of the COS participants to accurately and effectively age-anchor children's skills is critical to the COS process and to the accuracy of the outcome ratings. The COS process requires an understanding of the timing and sequences of development and how the child's functioning compares with what is expected for a child his or her age. The RIELDS alignment document maps the child outcomes with the specific developmental benchmarks, behaviors, and skills that most children demonstrate between birth and 5 years of age.

BY 9 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT

Relationships with Others
- Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing
- "Converse" with familiar adults by imitating or making faces at adults who make faces at them
- Relax when picked up and held by a familiar adult
- Search for an adult caregiver who might be out of sight
- Engage in turn-taking interactions, such as peek-a-boo
- Repeat actions that elicit social responses from others
- Babble and smile to show their interest in other children
- Intently watch other babies and children, especially their faces
- Track the activity of other children and notice/move toward others when hearing sounds of excitement
- Reach out to touch other children's hair, face, etc.

Sense of Self
- Explore their own hands and feet
- Demonstrate a recognition of themselves in a mirror
- Respond to their own name
- Demonstrate interest in objects or people
- Accept new toys or objects with interest
- Reach for objects of interest
- Focus on objects and people of interest for longer periods of time

Self-regulation
- Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking
- Calm down when talked to, held, or rocked by a preferred caregiver
- Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound
- Exhibit the ability to wait for a desired object or person

LANGUAGE DEVELOPMENT

Pragmatics*
- Respond to the speech of others by looking toward the speaker
- Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures
- Express enjoyment and a desire for "more" through body language (cues), such as kicking their legs, waving their arms, and smiling

". . . pragmatics is the study of communicative action in its sociocultural context. Communicative action includes not only speech acts—such as requesting, greeting, and so on—but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events." (Kasper, 1997).

CREATIVE ARTS

Experimentation and Participation in the Creative Arts
- Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures
- Gaze at pictures, photographs, and mirror images
- Attend to bright and/or contrasting colors
- Respond to music and being sung to by listening and moving their heads, arms, and legs
- Imitate by babbling during or after an adult sings or chants
- Make eye contact with singers
- Move their bodies with some intent and control
- Engage in social play with adults
- Use objects as tools to make sounds, for example, banging blocks together with adult help

BY 18 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT
Relationships with Others
- Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, "talking" on a cell phone)
- Use gestures, body language, and/or vocalizations to seek out help from a preferred adult
- Participate in back-and-forth games with adults
- Seek comfort from a preferred adult when tired or hungry
- Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty
- Engage in positive interactions with other children while supervised
- Imitate and respond to other children's actions and behaviors
- Play alone or engage in parallel play (i.e., play next to but not directly involved in another child's play)
- Recognize and respond differently to younger children

Sense of Self
- Explore various play materials and show preferences for specific books, toys, or food
- Demonstrate displeasure when unable to exert influence on events
- Indicate their dislike by saying "no" or through some other method (e. g., shaking their head or turning their head/body away)
- Make simple choices
- Show pleasure at their own actions
- Show attachment to or preference for specific toys
- Ask for similar activities to be repeated over and over
- Attempt to perform self-care activities independently of adult help
- Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult

Self-regulation
- Self-soothe when offered a special toy or blanket in combination with caregiver nurturance
- Look to a trusted adult for comfort when upset or stressed
- Demonstrate joy, pleasure, and excitement in learning to do new things

Self-regulation (continued)
- Amuse themselves for a short period of time
- Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection
- Say "no" to express their unwillingness (or sign "no" if they have been taught to sign)

LANGUAGE DEVELOPMENT
Pragmatics*
- Respond to others' communication with gestures, facial expressions, body movements, and sounds
- Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult
- Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to
- Point in order to request an object
- Use body language (cues) such as bobbing their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult

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CREATIVE ARTS
Experimentation and Participation in the Creative Arts
- Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap-time song and thinking that it's safe, secure, and time to nap)
- Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue
- Use sounds and their voice as they play or look at books with adults
- Make loud noises just for fun, such as screaming or yelling

BY 18 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

CREATIVE ARTS (CONTINUED)

Experimentation and Participation in the Creative Arts

- Make movements and sounds in response to cues in songs and finger plays
- Stand with feet wide apart and sways to the sound of music
- Use a variety of materials in exploring and creating visual art
- Create marks with crayons, paints, and chalk
- Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)
- Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying "Ah!" when finished)

BY 24 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT
Relationships with Others
- Imitate by continuing to repeat actions they have seen long after they have seen them
- Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)
- Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words
- Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain
- Demonstrate interest or concern for a peer who is hurt, fallen, or in distress
- Recognize the idea of possessions (i.e., acting as though they own something) and demonstrate an understanding of "mine" and "not mine"
- Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)

Sense of Self
- Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)
- Refer to themselves by name
- Use "me" and "mine" in reference to themselves and to objects
- Express preferences for certain toys or objects
- Enjoy playing alone for short periods of time
- Try to do some things without help
- Alternate between doing things independently and wanting help or comfort
- Repeat activities and words and songs over and over
- Participate in solitary pretend play (e.g., wearing hats, talking on a phone)
- Help with simple tasks (e.g., picking up toys)
- Accept a security toy or blanket to self-soothe
- Demonstrate familiarity with routines
- Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a "tantrum") and calm down with caregiver assistance

Self-regulation (continued)
- Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to "tantrums")
- Respond to redirection most of the time
- Once redirected, change focus to the new object, person, or play
- Participate in routines with adult guidance

LANGUAGE DEVELOPMENT
Pragmatics*
- Participate in simple turn-taking during one-on-one conversations
- Demonstrate concern for others through gestures and facial expressions
- Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult's pant leg, patting an adult, holding an adult's arm, or verbalizing)

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CREATIVE ARTS
Experimentation and Participation in the Creative Arts
- Talk or sing to themselves for comfort or enjoyment
- Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV
- Squeeze soft clay and dough into abstract shapes
- Repeat the same song over and over
- Dance alone or with others
- "Play" musical instruments (e.g., attempting to blow into a whistle or harmonica)
- Seek out imaginative play opportunities with trusted adults
- Explore roles through imaginative play, such as saying "boo" to an adult and acting scared when the adult says "boo" to them

BY 36 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT
Relationships with Others
- Seek adult assistance when challenged
- Demonstrate affection for familiar adults
- Seek comfort from an adult after falling down or getting hurt
- Interact with adults to solve problems or communicate about experiences or ideas
- Watch and copy other children's play activities
- Seek assistance from an adult caregiver in resolving conflicts with other children
- Understand how to take turns during play with other children, with adult guidance and assistance
- Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)

Sense of Self
- Become aware of the idea of ownership (i.e., "This is mine" and "that is yours.")
- Demonstrate preferences and choices for people, toys, or activities
- Recognize a picture of themselves (e.g., by pointing or saying "me")
- Describe some personal characteristics (e.g., hair color)
- Provide their first and last names when asked
- Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)
- Initiate new activities and explore new materials
- Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance

Self-regulation
- Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance
- Comfort themselves by seeking out a special toy, object, or caregiver
- Use words to express their emotions
- Follow simple rules most of the time
- Control impulses (e.g., walking around—rather than through—a puddle when directed)
- Adapt their behavior to the environment (e.g., shifting from an "outside voice" to an "inside voice")

Self-regulation (continued)
- Adjust to changes in daily routines with preparation and adult assistance

LANGUAGE DEVELOPMENT
Pragmatics*
- Respond to others' statements, prompts, and questions
- Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings
- Use social conventions to initiate and sustain exchanges of communication
- Demonstrate an understanding of simple humor

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CREATIVE ARTS
Experimentation and Participation in the Creative Arts
- Demonstrate preferences for favorite colors
- Move their bodies with increasing skill to express emotions and rhythms
- Create representations of real objects in art work
- Create new songs and dances or add their own words to songs with support from adults
- Dance to music in a group with support from adults
- March with musical instruments with support from adults
- Imitate simple songs and finger-play movements
- Watch and copy other children's play activities
- Use imaginative play as a vehicle to express their own life experiences and familiar stories
- Tell about their artistic creations

BY 48 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT

Relationships with Others

- Seek approval from adults
- Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults
- Share and take turns using materials
- Suggest solutions to conflicts, with adult guidance and assistance
- Initiate play and conversations with other children
- Participate in pretend play with other children
- Express how another child or storybook character might feel
- Notice and show concern for peers' feelings
- Comfort peers when they are hurt or upset, with adult guidance and assistance

Sense of Self

- Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")
- Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.
- Demonstrate an awareness of their own likes and preferences
- Choose materials and activities
- Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)

Self-regulation

- Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)
- Can express emotions using words, signs, or other communication methods
- Take pride in their accomplishments
- Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)
- Usually follow classroom rules and expectations
- Adjust to changes in routines and activities
- Ask or wait for adult permission before doing something they are unsure about
- Use materials with purpose, safety, and respect

Self-regulation (continued)

- Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)
- Stop an engaging activity to transition to another less desirable activity with adult guidance and support

LANGUAGE DEVELOPMENT

Pragmatics*

- Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them
- Use appropriate volume and intonation when speaking in a variety of social situations
- Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously

". . . pragmatics is the study of communicative action in its sociocultural context. Communicative action includes not only speech acts—such as requesting, greeting, and so on—but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events." (Kasper, 1997).

CREATIVE ARTS

Experimentation and Participation in the Creative Arts

- Express preferences for some different types of art, music, and drama
- Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom
- Notice and communicate about art, music, and drama
- Explore musical instruments and use them to produce rhythms and tones
- Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.")
- Act out the plots and characters found in familiar stories
- Participate in pretend play with other children
- Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice

BY 60 MONTHS MOST CHILDREN:

OUTCOME 1
Positive social-emotional skills (including social relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL/EMOTIONAL DEVELOPMENT

Relationships with Others

- Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults
- Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences
- Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)
- Make decisions with other children, with adult guidance and assistance
- Demonstrate consideration for and cooperation with other children
- Prefer to play with one or two special friends
- Suggest solutions to conflicts
- Demonstrate an ability to compromise when working or playing in a group
- Sustain interactions with friends for increasing periods of time
- Successfully enter into play when a group of children are already involved
- Can predict the causes of other children's emotions (e.g., "She is sad because . . . ")

Sense of Self

- Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."
- Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.")
- Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)
- Stay with a task until it is completed
- Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances

Self-regulation

- Control strong emotions most of the time in an appropriate manner

Self-regulation (continued)

- Persist at a difficult task with decreasing amounts of frustration
- Can name emotions using words, signs, or other communication methods
- With adult assistance, demonstrate control over actions, words, and emotions in response to a situation
- Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)
- Participate in group activities for increasing amounts of time
- Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity

LANGUAGE DEVELOPMENT

Pragmatics*

- Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously
- Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes

"... pragmatics is the study of communicative action in its sociocultural context. Communicative action includes not only speech acts—such as requesting, greeting, and so on—but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events." (Kasper, 1997).

CREATIVE ARTS

Experimentation and Participation in the Creative Arts

- Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs
- Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)

BY 60 MONTHS MOST CHILDREN:	OUTCOME 1 Positive social-emotional skills (including social relationships)	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

CREATIVE ARTS (CONTINUED)

Experimentation and Participation in the Creative Arts

- Write and act out stories based upon familiar topics or characters
- Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.
- Plan art and show increasing care and persistence in completing it
- Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail
- Communicate about elements appearing in art, music, and drama

BY 9 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LANGUAGE DEVELOPMENT

Receptive Language
- Turn toward familiar voices or sounds
- Recognize more than one tone of voice in adults and respond with body movement and sounds
- Demonstrate a recognition of names of familiar people and favorite objects
- Respond to voices and sounds in the environment
- Can be quieted by a calm, familiar voice
- Become excited upon hearing familiar words, such as "nursing" or "bottle"
- Startle or cry when there is a loud sound

Expressive Language
- Experiment with making sounds
- Engage in babbling (i.e., making consonant sounds followed by a vowel sound)
- Say "mama" and "dada"
- Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike

LITERACY

Phonological Awareness
- Experiment and play with sound
- Respond differently to different sounds

Alphabet Knowledge
- Respond to visual stimuli in their environment
- Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker

Print Knowledge
- Explore physical features of books
- Demonstrate an interest in books from among a collection of toys
- Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books

Comprehension and Interest
- Attend to their caregiver's voice when being held and read to
- Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song
- Explore books with various senses (sight, touch, even taste)

Emergent Writing
- Focus on people and express particular interest in facial contours and expressions
- Attend to visual stimuli in their environment

COGNITIVE DEVELOPMENT

Logic and Reasoning
- Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)
- Bang a block (or other object) on the floor repeatedly to hear the sound that it makes
- Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)
- Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)

Memory and Working Memory
- Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects
- After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)
- Attend to unexpected events

Attention and Inhibitory Control
- Pause or stop when an adult says "stop" or tells them not to do something
- Demonstrate caution around new or unusual people or events
- Explore objects by holding, mouthing, dropping, etc.

Cognitive Flexibility
- Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)
- Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)
- Develop their own regular sleep-and-wake cycle
- Begin to show an anticipation of familiar routines
- Use their bodies as "tools" (i.e., as a means to an end: reaching out and grasping to get a rattle, for example)

BY 9 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

MATHEMATICS

Number Sense and Quantity
- Hold two objects, one in each hand
- Gesture (e.g., for "more" when eating)

Number Relationships and Operations
- Hold two objects, one in each hand

Classification and Patterning
- Classify informally as they intuitively recognize objects or situations as similar (e.g., "things I can hold")
- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)
- Engage in repeated actions, including movements and vocalizations
- Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately
- Enjoy and begin to anticipate repetition, such as playing a "peek-a-boo" game or hearing a familiar song each time they are diapered

Measurement, Comparison, and Ordering
- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)
- Explore volume as they wrap their fingers around an object or around an adult's finger
- Explore weight as they pull a toy toward themselves
- Explore speed by moving hands or legs

Geometry and Spatial Sense
- Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)
- Explore the way objects move by tracking objects with their eyes and head
- Explore distance by reaching for something
- Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)

SCIENCE

Scientific Inquiry and Application
- Demonstrate an awareness of individual objects and stimuli
- Feel and explore objects placed in their hands and bring the objects to their mouth

Scientific Inquiry and Application (continued)
- Use multiple senses to observe and respond to their natural world
- Bang a block or other object on the floor repeatedly to hear the sound it makes
- Repeatedly turn an object over and listen to the sound of its movement; purposely push buttons on a toy box to produce a sound
- Use their bodies as "tools" (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle

Knowledge of Science Concepts
- Show interest and curiosity in the natural world
- Explore the properties of objects and materials

SOCIAL STUDIES

Self, Family, and Community
- Demonstrate an interest in themselves (e.g., observing themselves in a mirror, looking at their own hands and feet)
- Use gestures to communicate their interest in objects and people
- Smile when someone familiar smiles at them
- Focus their attention on others and engage in interactions
- Kick their legs or reach with their arms when they see a familiar person
- Demonstrate a preference for familiar versus unfamiliar adults
- Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices

BY 18 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LANGUAGE DEVELOPMENT

Receptive Language
- Look at what an adult is pointing to and share attention
- Identify familiar people or objects when prompted
- Understand more words than they can say
- Respond appropriately to familiar words, signs, and songs
- Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., "stop" or "come here")

Expressive Language
- Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)
- Produce some words and word-like sounds
- Use eight to ten individual words to communicate wants, needs, interests, and dislikes
- Combine words and gestures to communicate
- Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts
- Use some pronouns

LITERACY

Phonological Awareness
- Listen attentively to familiar stories, rhymes, and songs
- Use sounds for a variety of purposes

Alphabet Knowledge
- Point to pictures in a book

Print Knowledge
- Demonstrate an increasing ability to handle books without assistance
- Hold books and look at pictures as if reading
- Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in *Pat the Bunny*)
- Actively participate in shared reading experiences by pointing to and turning pages

Comprehension and Interest
- Focus their attention for short periods of time on, and actively participate in shared reading experiences by pointing to pages, turning pages and making sounds or saying simple words
- Request that adults read to them

Comprehension and Interest (continued)
- Point to and make sounds for familiar pictures, objects, and characters in books and photographs
- Make movements and sounds in response to cues in songs and finger plays
- Demonstrate preferences for favorite books

Emergent Writing
- Scribble spontaneously
- Focus on easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)
- Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)

COGNITIVE DEVELOPMENT

Logic and Reasoning
- Explore small openings and look for items to put in the openings, including their fingers
- Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)
- Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)
- Use visual comparisons to compare quantities (e.g., which pile of crackers has more)
- Stack and then knock down "towers" and then stack them up again

Memory and Working Memory
- Point to, or in some other way, indicate familiar people and objects when they are named
- Remember the location of objects that are meaningful to them
- Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal

Attention and Inhibitory Control
- Inhibit themselves from reaching for a visible but inaccessible object or reward (e.g., a toy on the other side of a window or out of reach)
- Attend to a short, familiar storybook but may not want to follow the book page by page
- Use basic items creatively (e.g., turning a pail over to use it as a drum)

BY 18 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

COGNITIVE DEVELOPMENT (CONTINUED)

Cognitive Flexibility

- Demonstrate comfort in familiar routines and activities
- Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then "talking" to grandpa after waiting for an answer)
- Understand the use of people as "tools" for help (e.g., recognizing that an adult can reach an object for them on a high shelf)
- View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way

MATHEMATICS

Number Sense and Quantity

- Use words or gestures for action phrases (e.g., "all gone" and "more")
- Recognize that there are "one" or "two" of something

Number Relationships and Operations

- Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)
- Will usually choose a set that has more of something they prefer over a set that has less, when given the option
- Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)

Classification and Patterning

- Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are "doggies"; all felines are "kitties")
- Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)
- Repeat certain action sequences over and over, such as filling and emptying containers
- Make patterns intuitively by repeating particular movements and vocalization

Classification and Patterning (continued)

- Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant

Measurement, Comparison, and Ordering

- Notice large differences in size between two objects (e.g., pointing to the bigger ball)
- Use such words as "big" and "little" to differentiate sizes
- Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)

Geometry and Spatial Sense

- Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones
- Explore barriers to movement when not able to walk or push past something
- Compare the attributes of objects or pictures and identify those that are similar
- Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)

SCIENCE

Scientific Inquiry and Application

- Demonstrate an awareness that new objects and stimuli are different from already-known objects
- Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move)
- Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player)
- Pat, push, squish, and pound play dough, clay, or wet sand to experience how it feels and discover what they can do with it
- Demonstrate a recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)
- Understand the use of people as "tools" for help (e.g., pulling on an adult's hand and guiding it to twist the knob on a wind-up toy)

BY 18 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

SCIENCE (CONTINUED)

Knowledge of Science Concepts

- Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)
- Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)

SOCIAL STUDIES

Self, Family, and Community

- Look to caregivers for assistance, guidance, and safety
- Distinguish between familiar and unfamiliar adults
- Show an awareness of the unique attributes of people

BY 24 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LANGUAGE DEVELOPMENT

Receptive Language
- Understand approximately 200 words (receptive language)
- Follow one-step directions with few adult gestures (e.g., responding to an adult saying, "Please lift your arms.")

Expressive Language
- Communicate basic needs in a way that is understood by many people outside the family or child care
- Use "please" and "thank you"
- Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, "Go outside.")
- Hold one-sided conversations with stuffed animals and dolls
- Start to use the plural forms of nouns and verbs
- Start to use the past tense of verbs

LITERACY

Phonological Awareness
- Repeat words in rhymes and chants with prompting
- Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)
- Recognize combinations of words
- Use two- to three-word sentences (e.g., "Go bye-bye," "Mommy's car")
- Repeat new words adults say

Alphabet Knowledge
- Point to pictures and groupings of words (e.g., paragraphs) in books
- Recognize simple environmental print (e.g., McDonalds' "M" and Wal-Mart "W," although they may not say the letter)
- Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby)

Print Knowledge
- Open books and bring books to an adult to read
- Point out pictures in books and say the names of items in the pictures
- Actively participate in shared reading experiences by making one- or two-word comments

Comprehension and Interest
- Use words, gestures, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)
- Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)
- Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)
- Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)

Emergent Writing
- Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)
- Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others

COGNITIVE DEVELOPMENT

Logic and Reasoning
- Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them
- Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)
- Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)
- Separate objects by a single feature (e.g., color)
- Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation
- Develop learning schemes related to people and actions (e.g., saying "goodbye" and then leaving, or asking for music and then dancing to it)

Memory and Working Memory
- Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)
- Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)

BY 24 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

COGNITIVE DEVELOPMENT (CONTINUED)

Attention and Inhibitory Control

- Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"
- Comply with simple two-part requests that involve waiting (e.g., "Eat your breakfast and then we'll play with the blocks.")

Cognitive Flexibility

- Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)
- Change their behavior in response to their environment by using the "tools" around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)

MATHEMATICS

Number Sense and Quantity

- Name their first number word—typically "two" (or they hold up two fingers)
- Bring two treats when asked to get treats for two people
- Match small and large objects (e.g., counting bears to make "Mommy and Me" pairs)

Number Relationships and Operations

- Begin to say or gesture the number "two" when asked how old they are
- Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)
- Compare collections that are quite different in size (e.g., one that is at least twice the other)
- Notice when another child has more of something and gesture or verbalize "want more"
- Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult

Classification and Patterning

- Sort and match toys and other objects by attributes, such as color or size
- Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color

Classification and Patterning (continued)

- Make simple patterns of movement through repeated rhythmic activity
- Copy an adult's made-up verbal pattern (e.g., "me, me, moo")
- Recognize and begin to participate in patterns within stories and in songs

Measurement, Comparison, and Ordering

- Use words such as "big," "small," and "more" to indicate differences in quantity
- Understand and use general measurement words, such as "big" and "hot"
- Recognize when their food bowl is empty and gesture to indicate that fact, or say "more" or "all gone"
- Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)

Geometry and Spatial Sense

- Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation
- Attempt to stack blocks as high or higher than themselves
- Match simple shapes (e.g., placing a shape on a shape board)
- Explore gravity (e.g., push toy cars down an incline, such as a slanted board)
- Respond to spatial directions, such as "come here," "go over there," and "get down on the floor," especially if the words are accompanied by gestures, such as pointing

SCIENCE

Scientific Inquiry and Application

- Make simple decisions, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks)
- Make simple predictions about what comes next based on previous experience (e.g., predicting that "outside" time comes after their nap)
- Explore cause-and-effect relationships (e.g., pushing a button on an adult's smart phone to change the picture)
- Use tools to collect information and to influence their environment (e.g., if a toy is on a towel, pulling the blanket to bring the toy closer)

BY 24 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SCIENCE

Knowledge of Science Concepts

- Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)
- Explore living surfaces (e.g. rolling in grass or playing in the dirt)
- Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a "doggy")
- Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)

SOCIAL STUDIES

Self, Family, and Community

- Demonstrate an understanding of simple rules and prompts, such as "stop," but often do not follow directions

Self, Family, and Community

- "Chat" with family members, although only half of the words they use may be recognizable
- Identify known people in pictures
- Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help

History and Geography

- Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"
- Use spatial cues to find or describe the location of objects (e.g., "behind the book shelf," "on top of the table")

BY 36 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

LANGUAGE DEVELOPMENT

Receptive Language
- Demonstrate an understanding of descriptive words
- Respond appropriately to others' comments, questions, or stories
- Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.")

Expressive Language
- Communicate basic ideas in a way that is understood by most people
- Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)
- Expand their vocabulary by asking others to name unfamiliar objects
- Use two- and some three-syllable words
- Combine words into simple three- to four-word sentences
- Use simple adjectives in statements ("big," "little," "hard," "soft")
- Use simple adverbs in statements (e.g., "That car goes very fast!")
- Use some plurals appropriately (e.g., distinguishing between "car" and "cars")
- Ask "who," "what," "why," and "where" questions

LITERACY

Phonological Awareness
- Engage in word and sound play with adults (e.g., rhymes, nonsense words)
- Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig")
- Fill in repeating phrases of familiar songs, stories, and finger plays
- Sing simple songs and lullabies (such as those with repeating initial sounds)

Alphabet Knowledge
- Recognize more symbols and logos in the environment
- Recognize letters as a special form of symbol that can be individually named
- Recognize and identify a few letters in their own name

Print Knowledge
- Recognize specific books by their covers and seek out specific pages in familiar books
- Know where books are kept, take them to an adult reader, and return books to their designated place when finished
- Make scribble marks on paper and "read" the meaning they assign to the marks
- Recognize letters and numerals as a special form of symbol that can be individually named

Comprehension and Interest
- Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts
- Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials
- Demonstrate a preference for conventional books over board books
- Enjoy books about a variety of topics
- Choose to look at books, magazines, and other print materials without assistance
- Incorporate books or other print materials into their play
- Recite some words of a familiar book when read to (especially from books with repeating text)
- Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support
- With modeling and support, anticipate what comes next in familiar stories

Emergent Writing
- Explore a variety of writing tools
- Describe drawings and paintings simply (e.g., "that's Mama")
- Watch when adults write
- Imitate the act of writing during play
- Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)
- Create drawings and assign meaning to them

BY 36 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

COGNITIVE DEVELOPMENT

Logic and Reasoning
- Make plans before attempting to solve some simple problems
- Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)
- Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)

Memory and Working Memory
- Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)
- Know where things are kept in familiar environments and can retrieve them when needed
- Successfully follow two-step directions

Attention and Inhibitory Control
- Wait to be handed a desired object
- Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)
- Follow adult directions when given simple guidance
- Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)

Cognitive Flexibility
- Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)
- Transition from one activity to the next activity with adult support
- Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)
- Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair)

MATHEMATICS

Number Sense and Quantity
- Verbally count to 10 (or in some way indicate a knowledge of words for the from one to 10 in sequence) with occasional errors
- Count up to five objects accurately
- Name and identify some written numerals
- Identify numerals as being different from letters

Number Relationships and Operations
- Use visual cues to approximate which of two sets of objects has more
- Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less
- Add and subtract with sets of objects smaller than three

Classification and Patterning
- Follow a verbal rule for sorting objects into sets
- Notice when two things share similar attributes
- Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support

Measurement, Comparison, and Ordering
- Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one)
- Know the sequence of some parts of their daily routine
- Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby")

Geometry and Spatial Sense
- Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation
- Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks
- Recognize and name some familiar shapes
- Understand and use basic language related to locations (e.g., "above," "below," "under," "over")

BY 36 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

SCIENCE

Scientific Inquiry and Application

- Provide simple descriptions of objects, people, and events based on observations
- Ask questions about the world around them
- Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen)
- Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)

Knowledge of Science Concepts

- Show curiosity and ask questions about the natural world
- Make observations about the characteristics of living things
- Observe and identify natural materials
- Compare and contrast properties of physical objects
- Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at newly fallen snow and running to get boots and mittens)

SOCIAL STUDIES

Self, Family, and Community

- Follow rules and understand that there may be different rules for different contexts
- Identify themselves as members of a family or classroom and participate as active members of these communities
- Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll)
- Identify basic similarities and differences between themselves and others

History and Geography

- Demonstrate an awareness of a daily routine
- Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo.")

BY 48 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LANGUAGE DEVELOPMENT

Receptive Language
- Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge
- Demonstrate an understanding of conversations by responding to questions and prompts
- Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)
- Distinguish between real and made-up words
- Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas
- Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?")

Expressive Language
- Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors
- Pronounce new, long, or unusual words if they have modeling and support
- Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs
- Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites
- Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text
- Experiment with using new words in conversation
- Use longer, more increasingly complex sentences, including complete four- to six-word sentences
- Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives
- Continue to ask "who," "what," "why," and "where" questions

LITERACY

Phonological Awareness
- Demonstrate an awareness of words as separate units
- Identify whether two words rhyme
- Engage in rhyming games and songs; can complete a familiar rhyme
- Orally blend and segment familiar compound words, with modeling and support
- Comprehend and use new words introduced within thematic units, stories, and daily activities

Alphabet Knowledge
- Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print
- Produce the sound for some of the letters they recognize
- Recognize, with modeling and support, their own name or other common words in print
- Recognize words that start with the same letter as their name

Print Knowledge
- Hold a book in correct orientation and turn pages from front to back, usually one at a time
- Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")
- Imitate the act of reading a book and demonstrate appropriate book-handling skills
- Handle and care for books in a respectful manner

Comprehension and Interest
- Enjoy and ask to engage in book reading, book writing, or other literacy-related activities
- Explore a variety of literary genres, such as fiction, fantasy, informational texts
- Share opinions about what they did or did not like about a book or story
- With assistance and support, engage in writing activities (e.g., labeling a picture)
- Begin to understand the sequence of a story
- With support, retell or reenact familiar stories with pictures or props as prompts

BY 48 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LITERACY (CONTINUED)

Comprehension and Interest
- Ask and answer questions about main characters or events in a familiar story
- With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed
- With modeling and support, demonstrate knowledge from informational texts
- Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail

Emergent Writing
- Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas
- With modeling and support, write some letters
- With modeling and support, write numerals one through nine
- Use letter-like symbols to create written materials during play or to express an idea
- Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)
- Dictate ideas, sentences, and stories
- With modeling and support, discuss or answer questions about their writing and drawings

COGNITIVE DEVELOPMENT

Logic and Reasoning
- Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)
- Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)
- Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)
- Sort objects and then count and compare the groups formed

Memory and Working Memory
- Communicate with some detail about events that happened in the past
- With support, retell or reenact familiar stories, including such details as characters, phrases, and events
- Put several objects or groups in order by a quantitative attributes (number, length, etc.)
- Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)
- Successfully follow three-step directions

Attention and Inhibitory Control
- With adult support, avoid imitating the negative behavior of another child
- With adult reminders, wait to communicate information in a group
- Focus on increasingly complex topics for longer periods of time
- Return to complete a task if interrupted
- Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)
- Solve simple arithmetic problems
- Build block buildings and include such structural features as arches and ramps

Cognitive Flexibility
- Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)
- Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)
- Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)
- Continue to count when another item is added to a set
- Understand that not all children want the same things

BY 48 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

MATHEMATICS

Number Sense and Quantity

- Quickly name the number in a group of objects, up to four
- Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors
- Use strategies to accurately count sets of up to 10 objects
- Understand that the last number counted represents the number of objects in a set
- Associate a quantity with a written numeral up to five
- Recognize and write some numerals up to 10

Number Relationships and Operations

- Understand that a entire set of objects is more than its parts when the set is divided into smaller groups
- Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five
- Use one-to-one correspondence to compare small sets of similar objects

Classification and Patterning

- Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)
- Classify everyday objects that go together (e.g., mittens, hats, coats)
- Demonstrate recognition of a simple, repeating pattern
- Replicate, complete, and extend repeating patterns
- Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more")

Measurement, Comparison, and Ordering

- Compare two small sets of objects (five or fewer)
- Make small series of objects (e.g., putting three or four objects in order by length)
- Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)
- Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is)
- Use comparative language (e.g., "shortest," "heavier," "biggest")

Geometry and Spatial Sense

- Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)
- Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)
- Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- Name familiar two-dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation
- Use basic language to describe their location (e.g., "I am under the bed.")
- Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)

SCIENCE

Scientific Inquiry and Application

- Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)
- Make simple predictions and plans to carry out investigations
- Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)
- Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)

Knowledge of Science Concepts

- Demonstrate an understanding of the differences between living and non-living things
- Describe how living things change over time
- Understand the characteristics of and differences between habitats for people and habitats for animals
- Investigate the properties of natural elements and provide simple descriptions
- Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities

BY 48 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL STUDIES

Self, Family, and Community

- Share information about their family and community
- Demonstrate an awareness of and appreciation for family and cultural stories
- Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")
- Demonstrate an awareness of group rules and the outcomes of choices
- Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)
- Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner")
- Identify and ask questions about similarities and differences between personal, family, and cultural characteristics
- Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")

History and Geography

- Communicate about personal history (e.g., "When I was little . . .")
- Use such words as "today" or "day" and "night"
- Communicate with increasing specificity about the location of objects and areas at school and home

BY 60 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

LANGUAGE DEVELOPMENT

Receptive Language
- Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas
- Respond appropriately to a specific and varied vocabulary
- Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")

Expressive Language
- Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors
- Expand their vocabulary with words of increasing specificity and variety
- Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words
- Use increasingly complex, longer sentences, including sentences that combine two or three phrases
- Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs

LITERACY

Phonological Awareness
- Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name
- Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance")
- Identity whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)
- Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear")
- With modeling and support, identify, blend, and segment syllables in spoken words
- With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")
- With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook")

Alphabet Knowledge
- Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print
- Produce the sound for many of the letters the recognize
- Correctly sort letters and find words that contain specified letters
- Demonstrate an understanding that strings of letters represent a sequence of spoken sounds

Print Knowledge
- Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page
- Describe roles of authors and illustrators and connect books to specific authors of illustrators
- Identify familiar words in books and the environment
- Recognize their own printed name and those of their siblings or friends

Comprehension and Interest
- Attend to and request longer and more complex books or stories
- Engage in independent writing activities during routine times, such as pretending to write in their own journal
- Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)
- Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories
- Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships
- Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs
- With guidance and support, relate events and information from stories to their own experiences

BY 60 MONTHS MOST CHILDREN:	OUTCOME 2 Acquiring and Using Knowledge and Skills	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

LITERACY

Emergent Writing

- With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms
- Write their first name nearly correctly (may switch the order of letters or write some letters backwards)
- Use invented spelling
- With modeling and support, write numerals one through 20
- With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question
- Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list)

COGNITIVE

Logic and Reasoning

- Solve complex problems by planning and carrying out a sequence of actions
- Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)
- Explain their reasoning behind a strategy or choice and why it worked or didn't work

Memory and Working Memory

- Accurately recount past experiences in the correct order and include relevant details
- Retell a familiar story in the proper sequence, including such details as characters, phrases, and events
- Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")
- Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)
- Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)
- Successfully follow detailed, multi-step directions

Attention and Inhibitory Control

- Without adult reminders, wait to communicate information in a group
- Maintain focus on a project for a sustained period of time and over several days
- Return with focus to an activity or project after having been away from it for a period of time
- Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping track of the days until a birthday or vacation trip) as a strategy

Cognitive Flexibility

- Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)
- Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)
- Reconstruct a pattern using different materials or modalities
- Sort by more than one attribute (e.g., color and shape) into two or more groups
- Correctly add an object to an existing series (e.g., of increasing lengths)

MATHEMATICS

Number Sense and Quantity

- Quickly name the number in a group of objects, up to 10
- Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern
- Use strategies to count large sets of objects (more than 10)
- Know the number that comes before or after a specified number (up to 20)
- Recognize and order each written numeral up to 10
- Associate a quantity with a written numeral up to 10

Number Relationships and Operations

- Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other
- Understand that adding one or taking away one changes the number in a group of objects by exactly one
- Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10

BY 60 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

MATHEMATICS

Classification and Patterning
- Sort objects by more than one attribute (e.g., color and shape) into two or more groups
- Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones".)
- Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)
- Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)
- Replicate and extend simple growing (or enlarging) patterns

Measurement, Comparison, and Ordering
- Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)
- Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)
- Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long".)

Geometry and Spatial Sense
- Describe and compare shapes using their attributes (e.g., "A triangle has three sides, but a square has four".)
- Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)
- Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- Correctly name familiar shapes (e.g., circle, triangle, square) less familiar shapes (e.g., hexagon, trapezoid, rhombus)
- Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)
- Understand and use language related to directionality, order, and the position of objects, such as "up, ""down," "in front," and "behind"

SCIENCE

Scientific Inquiry and Application
- Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)
- Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes
- Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)

Knowledge of Science Concepts
- Describe the characteristics that define living things
- Observe the similarities, differences, and categories of plants and animals
- Ask and answer questions about changes in the appearance, behavior, and habitats of living things
- Use increasingly complex vocabulary to describe natural elements
- Differentiate between natural and man-made materials
- Describe changes that occur in the natural environment over time
- Make observations about physical properties of objects, the motion of toys and objects, and changes in matter

SOCIAL STUDIES

Self, Family, and Community
- Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)
- Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events
- Demonstrate an understanding that "fairness" involves taking turns and sharing roles

BY 60 MONTHS MOST CHILDREN:

OUTCOME 2
Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

SOCIAL STUDIES

Self, Family, and Community (continued)

- Engage in peer conflict resolution with increasing independence

- Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than me!")

History and Geography

- Use such terms as "today," "tomorrow," and "next time" with some accuracy

- Use and understand concepts of "before" and "after"

- Recognize the passage of time through day-and-night cycles and through changing seasons

- Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)

- Create drawings of home and school

- Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)

- Identify familiar landmarks (police or fire station, grocery store)

BY 9 MONTHS MOST CHILDREN:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices

- Sustain physical activity for at least three to five minutes at a time
- Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)
- Express discomfort or anxiety in stressful situations
- Demonstrates a recognition of the difference between their primary caregiver and a stranger
- Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner
- Coordinate sucking and swallowing
- Assist with self-feeding by holding a bottle or breast; turn their head away when full
- Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)
- Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)
- Relax during bathing routines
- Babble or coo after diapering
- Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)

Gross Motor Development

- Reach and play with toys while sitting
- Reach for objects and bring them to their mouth
- Pound on a table and other objects
- Roll both ways (front to back and back to front)
- Get into sitting position without help while lying down or crawling
- Sit without support
- Pull up to a standing position
- Shift between lying down, sitting, and balancing on their hands and knees
- Crawl

Fine Motor Development

- Hold onto a toy when it is handed to them
- Reach for, grasp, and shake things
- Bring hands and objects to their mouth
- Transfer a toy from one hand to another
- Pat, shake, or hit objects
- Mimic a hand clap or wave
- Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)
- Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)

BY 18 MONTHS MOST CHILDREN:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices

- Participate in active physical play with an adult
- Watch and often run when they see older children running
- Attempt to try new games and toys
- Stand with feet wide apart and sway to the sound of music
- Sometime respond appropriately to redirection given by an adult caregiver
- Point to food when wanting more
- Feed themselves finger foods
- Drink from a cup with some spilling
- Drink from a straw
- Use a spoon with some spilling
- Accept more involved care routines administered by adults (e.g., tooth brushing)
- Participate in hand- washing with assistance
- Participate in dressing or attempt to dress themselves
- Remove some clothing
- Use gestures, body language, or vocalizations to seek out help from an adult

Gross Motor Development

- Squat to pick up toys or other objects
- Jump with feet apart
- Carry a toy while walking
- Stand on one foot with assistance
- Move from one place to another by walking
- Sometimes run instead of walk
- Walk upstairs holding an adult's hand or crawl upstairs on hands and knees

Fine Motor Development

- Turn the pages of books and point to pictures while being read to
- Hold objects in both hands
- Pick up very small objects with their index finger and thumb
- Bang two toys together
- Play pat-a-cake without much help (such as someone moving their hands for them)
- Begin to stack two to three blocks
- Grab and hold large writing objects, such as crayons, with their whole fist
- Scribble spontaneously on paper

BY 24 MONTHS MOST CHILDREN:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices

- Wield larger toys with some accuracy (e.g., pounding on a pegboard with pegs or on a pounding board)
- Back into a chair to sit down
- Squat while playing
- Carry a large toy while walking or playing
- Run after older children who are running
- Respond appropriately to redirection by adults unless too caught up in a game or emotion
- Demonstrate a beginning understanding when adults say "stop" or "danger" by stopping or listening to adults
- Hold hands briefly with adults when walking but often break contact when distracted by another person or object
- Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture
- Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture
- Participate in some self tooth brushing while an adult is helping them brush their teeth
- Indicate choices in clothes and shoes by gesturing or using simple words
- Have limited control over bowels and bladder
- Use a tissue when offered by an adult to wipe nose, face, or hands

Gross Motor Development

- Bend or stoop over to pick up a toy or other object
- Pull toys behind themselves
- Climb onto and off of couches, chairs, large rocks, or logs
- Roll a large ball
- Toss a ball into a large container
- Sit on and move small-wheeled riding toys
- Run sturdily
- Walk up steps with some help
- Walk backwards
- Walk on tiptoes

Fine Motor Development

- Open cabinets, drawers, and boxes
- String large beads
- Turn containers over to empty the contents
- Remove lids from containers
- Stack four to six large blocks/cubes
- Attempt snipping with scissors
- Hold large writing objects, such as crayons, in an approximate thumb-and-finger grip
- Make spontaneous dots, lines, and wobbly circles when painting or drawing
- Fold paper approximately in half

BY 36 MONTHS MOST CHILDREN:	OUTCOME 3 Takes appropriate action to meet needs	*The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.*

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices

- Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day
- Participate in outdoor play
- Try new games and toys without assistance
- Actively participate in games and dances
- Recognize or identify some harmful or unsafe objects and situations
- Stop a behavior in response to direction by an adult
- Understand and participate in the routine of holding hands with an adult when walking in public places
- Seek an adult's help in some unsafe or dangerous situations
- Understand the difference between food and non-food items
- Recognize when foods are new to them and choose whether to taste or not
- Cooperate and assist with tooth brushing
- Wash hands with assistance
- Dress or undress with minimal assistance
- Sit on a toilet
- Obtain and use tissues to wipe their nose, face, or hands
- Indicate when not feeling well

Gross Motor Development

- Play "catch" using a large rubber ball
- Throw underhand with some direction
- Climb on outdoor play equipment
- Change direction while walking or running
- Stop suddenly after running (displaying increased coordination and regulation of large muscles)
- Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down
- Jump forward at least six inches
- Move in, under, and over objects in the environment with ease

Fine Motor Development

- String large beads onto shoe laces
- Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.
- Put three or four pieces into a puzzle board
- Dig and scoop sand or water
- Use scissors
- Hold a pencil in an approximate thumb-and-finger grip
- Attempt to copy a drawn circle
- Attempt to imitate a drawn cross
- Attempt to imitate a horizontal and vertical stroke

BY 48 MONTHS MOST CHILDREN:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices
- Carry bags or objects over short distances
- Practice kicking, throwing, and running
- Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation
- Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed
- Tell what the consequences are of unsafe behaviors
- With adult assistance, look both ways before crossing the street
- Help with mealtime routines, such as setting a table
- Brush their teeth with assistance from an adult
- Wash and dry hands with verbal prompts and support
- Attempt dressing and undressing
- Put their shoes on but may need assistance with tying them
- Choose their own clothes to wear
- Use a toilet
- Cover their mouth when coughing

Gross Motor Development
- Pedal a tricycle
- Aim and throw a ball overhand toward a target
- Bounce a ball
- Hit a stationary ball with a plastic or foam bat
- Use arms and legs in a coordinated manner to "pump" on a swing
- Jump off a bottom step with two feet
- Jump with two feet over small objects
- Run up to a ball and kick it while maintaining balance
- Walk or run around obstacles and corners
- Walk up and down stairs, alternating feet
- Understand the position or orientation of their body to other objects and people

Fine Motor Development
- String small beads onto shoe laces
- Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)
- Use scissors with purpose
- Hold a regular pencil using an adult grip
- Imitate a horizontal and vertical stroke
- Imitate a drawn cross
- Imitate a drawn circle
- Write letter or numeral-like forms

BY 60 MONTHS MOST CHILDREN:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

PHYSICAL HEALTH AND DEVELOPMENT

Health and Safety Practices

- Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)
- Follow safety rules with adult assistance
- Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas
- Follow emergency routines after adult instruction
- Understand the consequences of not following rules related to safety
- Help in preparing snacks and meals
- Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)
- Dress or undress
- Manage zippers, buttons, buckles, and Velcro
- Tell an adult caregiver when tired

Gross Motor Development

- Catch a small ball with two hands
- Bounce a ball and catch it
- Aim and throw a ball with some accuracy
- Hop forward on one foot without losing balance
- Walk along a beam or edge
- Gallop
- Skip
- Run with control and balance, making quick turns without losing speed and quick stops
- Demonstrate how their body can move forward, backward, left and right
- Demonstrate how their body can move fast or slow

Fine Motor Development

- Fold a piece of paper with accuracy and symmetry
- Work a puzzles of up to 10 pieces
- Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)
- Hold paper and begin to cut with scissors along a straight line
- Draw recognizable shapes
- Write some letters and numerals

RHODE ISLAND EARLY INTERVENTION
CHILD OUTCOMES DEVELOPMENTAL GUIDANCE

BIRTH TO 3 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Shows enjoyment of interactions with caregiver while being held/touched/comforted by smiling, quieting, etc.
- Shows interest in watching caregivers' faces/activities by looking quietly, smiling
- Responds to caregivers voice by moving head, arms, and legs
- Smiles, coos, and makes faces at caregiver as an attempt to interact
- Begins to have a social smile

Questions:

- What does your baby do when he/she hears your voice or when you go to pick him/her up?
- What does your baby do when you hold and/or speak to him/her?
- What kinds of touch or movement does your baby like? How do you know?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Responds to sounds by turning toward sound, such as a musical toy
- Inspects surroundings; tracks objects visually
- Shows an active interest in people or objects for about a minute
- Begins to play with rattles and other baby toys; grasps toy actively

Questions:

- What activities does your baby seem to like best?
- What kind of toys or objects grab your baby's attention?
- What kind of play do you enjoy most with your baby?
- What does your baby seem to pay attention to?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Quiets when picked up
- Cries for different reasons (hunger, uncomfortable, pain)
- Moves arms on sight of a familiar toy; begins to reach for familiar toys
- Begins to develop head control; holds head steady when held upright
- Bears weight on forearms when in prone position (on tummy)
- Brings hands together and/or to mouth

Questions:

- How does your baby let you know what he/she wants and how he/she is feeling?
- What are your favorite things to do with your baby?

3 TO 6 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Obtains caregiver attention by fussing
- Can be quieted by a calm, familiar voice
- Smile is more voluntary especially in reaction to caregivers presence and interaction
- Greets/interacts with caregiver with smiles, increased movement or making sounds
- Prefers caregiver but shows more tolerance toward others
- Enjoys the facial expressions of caregiver and others; shows interest in faces
- When over stimulated, can be comforted/soothed by caregiver
- Shows interest in mirror images
- Enjoys social play games

Questions:

- How does your baby show you when he/she is happy?
- How does your baby react to new people?
- What happens when your baby sees him/herself in a mirror?
- What does your baby do when you talk to him/her?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Enjoys repeating a newly learned, enjoyable activity (e.g. shaking a rattle)
- Uses hand and mouth for sensory exploration of objects
- Plays with own hands, feet, fingers and toes
- Attends to voices, sounds, and faces
- Finds partially hidden objects
- May begin to touch a toy to restart an activity
- May begin to work for a desired, out of reach object
- Makes purposeful movements in mirror
- Begins playing with sounds, babbles

Questions:

- What kind of toys or objects most interest your baby? How do you know?
- What does your baby do with favorite toys?
- How do you and your baby most enjoy playing together?
- How does your baby use his/her body to explore?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Displaying good head and neck control; supports upper body when on tummy
- Turns head or uses eyes to look for a sound
- Touches toy or adult to restart and activity (beginning)
- Babbles consonant sounds (bababa, dadada) alone and at people
- Vocalizes a variety of attitudes (joy, anger, pleasure, displeasure)
- Rolls
- Brings hands together for purposeful activities (holding toy, holding bottle)
- Refines grasp to use thumb more independently in holding objects
- Reaches and grasps objects; drops and recovers objects; transfers and bangs objects

Questions:

- How does your baby let you know what he/she wants and how he/she is feeling?
- How do you and your baby enjoy communicating with each other?
- How does your baby use his/her body to explore?
- How do you know when your baby is upset? What works to help him/her to calm?

6 TO 9 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Smiles at and vocalizes to caregiver. Responds vocally and physically while interacting with caregiver
- Shows an interest in other babies by watching, smiling, touching
- Enjoys reciprocal interactions and games with caregiver and will attempt to imitate sounds and plays social games(peek a boo, pat a cake, so big)
- Expresses interest in mirror image by looking and reaching for the mirror
- Demonstrates self-soothing techniques and seeks comfort by hugging, loving a stuffed animal or blanket, sucking a pacifier or fingers
- Enjoys hearing own voice as well as caregivers
- When taken on outings is showing more comfort in community settings (friend's house, market, church)
- Expresses variety of emotions that are clear to others
- Expresses enjoyment and a desire for 'more' through body language cues (kicking legs, waving arms, and smiling)

Questions:

- Does your baby have opportunities to be around other babies? What is his/her reaction?
- Tell me about a time when your baby was upset. What does he/she do to calm him/herself down?
- Can you tell me how your baby responds to trips outside the home? How does he/she respond to other people?
- Can you tell me what happens when you leave your baby with someone else?
- Who does your child feel close to? How do you know?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Looks for family members or pets when named
- Plays with materials like paper
- Touches a toy to in attempt to restart
- Reaches and plays with toys while sitting
- Shows curiosity and explores sensory materials
- Reaches for object and brings to mouth
- Holds two objects, one in each hand
- Pounds on a table or other surface
- Transfer a toy from one hand to another to explore and play
- Mimic a clap or wave
- Responds to music and being sung to by listening and moving head, arms, or legs
- Finds hidden object
- Says "dada" and "mama" nonspecifically
- Plays with sounds more purposefully; makes two syllable sounds
- Pays quick attention to unexpected events

Questions:

- What does your baby imitate?
- What kind of play does your baby enjoy?
- How does your baby explore the environment?
- What kinds of sounds is your child making? When is s/he the most vocal?
- Does your baby imitate sounds you make? How?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Babbling and other vocalizations for attention
- Shows displeasure when play stops or a toy or object of interest is taken away
- Beginning to move more in the environment (crawling, moves from belly to sitting, begins to stand holding on to an object)
- Reaches and grasps object
- Drinks from a cup held for him/her
- Feeds self small pieces of food using hands
- Crawls and/or pulls to stand to reach objects of interest (toys, food)
- Rakes tiny object; uses inferior pincer grasp
- Bangs two blocks held in hands

Questions:

- How does your baby let you know what he/she wants and is feeling or thinking? What, if anything, do you find frustrating about understanding your baby's communication? Why?
- How does your baby use his/her body to explore and express feelings?
- What do you need to do to make your home safer for your "little explorer"?

9 TO 12 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Imitates actions of others (facial expressions, hand gestures, clapping, waving)
- Shows a strong preference and desire to be with primary caregiver and shows anxiety when separated by fussing, crying, looking around; search for adult caregiver when out of sight
- Exhibits distress when strangers are close but can be comforted by caregiver
- Uses gestures to communicate interest in objects and people
- Responds when caregiver calls baby's name by turning and/or looking
- Displays ability to play alone for short periods although needs/desires to interact with caregiver
- Might hit, bite, or screech in order to communicate frustration
- Might try out behaviors (e.g., throwing, dropping) in order to get a response from caregiver
- Demonstrates ability to make short explorations away from primary caregiver in familiar settings/may need caregiver in sight or ability to get back to caregiver quickly for reassuring hug
- Expresses enjoyment of own mirror image and makes recognition of self
- Reaches for caregiver to be picked up/comforted

Questions:

- What is it like for your baby when you leave (the room)?
- What does your baby do when an unfamiliar person comes over? When you take the baby out?
- Does your baby ever get frustrated? Describe.
- How does your baby try to get attention?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Rotates object to find functional side (turns block to find printed side)
- Explores toys by manipulating (e.g., taking out, pulling , unwrapping)
- Guides action on toy manually
- Shows understanding of words by appropriate behavior or gesture (pauses or looks to caregiver when told "no;" waves when told "bye")
- Imitates gestures and sounds, especially when they are laughed at
- Gets from sitting to hands and knees; creeps on hands and knees to obtain or follow object of interest
- Stands momentarily; may take first steps toward objects of interest, such as toys
- Pivots in sit, twists to reach and pick up toys that are not in front of her/him
- Uses both hands freely; grasps crayon adaptively
- Understands gesture and command ("Give to me" with hand outstretched)
- Understands a few simple words and phrases
- Produces sounds frequently in babbling (b,m,p,d,t,n,g,k,h., etc.) and shortens babbling to single consonants (i.e. "ba" or "da")

Questions:

- What are your baby's favorite activities? How do you know?
- What does your child do well? What does s/he need the most help with?
- What do you think your baby is learning?
- Does your baby ever try to 'copy' you? Describe.

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Throws objects
- Moving more about the environment to get toys and other items (crawling, cruising on furniture, going easily from sitting to crawling)
- Takes small objects out/puts in container
- Begins to say "dada" and "mama" specifically
- Walks holding on to furniture
- Walks with both hands held
- Asserts independence by attempting to control eating and sleeping routines

Questions:

- How does your baby let you know what he/she wants?
- How is your baby moving around the environment?
- How does your baby gain people's attention?
- Tell me about your child's sleep routine/ meal routine. Has anything changed?

12 TO 18 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Uses a security object (doll, stuffed animal, blanket) or an action (twirling hair) to comfort self
- Shows affection to caregivers; may pat back while being held
- Displays anxiety when separated from caregiver (heightening at 18 months then decreasing)
- Seeks comfort from a preferred adult when tired or hungry
- Shows curiosity about what other people are doing
- Makes effort to share experiences with others (e.g., pointing to object while looking at caregiver)
- Enjoys mirror play and will experiment with making faces at themselves
- Shows signs of being upset when others around them are upset
- Responds positively to caregivers praise and affection
- Shows signs of frustration when not able to do something on their own
- Sharing and waiting appear difficult for child
- Shows pride and excitement by smiling, looking to adult, clapping
- Observes the emotional reactions of others
- Begins to use single words to communicate/get attention (e.g., hi, bye) and to get needs met (e.g., juice, no)

Questions:

- What is it like when your child sees you again (after a separation)?
- Does your child have a security object? Can you tell me about how your child uses it? Can you give me an example of when your child needed it?
- How does your child react when you are upset? Can you give me an example?
- Does your baby try to do things on his/her own? How does he/she react when they are unable to do it on their own?
- Do you have a daily routine? Does your child easily follow this routine? How does he/she react to changes in the routine?
- Who does your child play with (other children)? How often? Can you describe what that looks like?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Moves about environment exploring by pulling to stand, cruising on furniture, walking, climbing or running
- Shows curiosity by getting into things, uses both hands together, climbing, doing an action over and over, pokes with finger, explores toys in many different ways
- Looks at what an adult is pointing to and shares attention
- Participates in active physical play with an adult
- Communicates in a way that is understood by most familiar people (eye glances, gestures, sounds,etc.)
- Combines words and gestures
- Uses short phrases (one or two words) to communicate
- Uses imagination by exploring toys in many different ways (uses both hands to shake, bang, drop, pour out)
- Begins some simple sorting of objects
- Shows beginning understanding of " big" and "little"
- Shows beginning understanding of cause-effect (e.g., push a toy button and it makes a sound)
- Engages in simple pretend play (feeding a doll or stuffed animal)
- Can sit for a short time to look at books, short activity or puzzles
- Turns pages in a book and touches or points at pages

- Jabbers with inflection, uses single words, or combines words
- Labels objects
- Pulls, points, gives objects
- Exchanges back-and-forth with adults (smiles, sounds, actions)
- Gives objects on verbal request; responds to choices ("ball or car?")
- Responds to her/his name consistently
- Comprehends simple questions ("Where's kitty?") and follows one-step directions ("Go get your ball.")
- Names body parts
- Sways to music

Questions:

- How does your child get around in your home or other natural settings to play and explore?
- What kinds of play does your child enjoy? What does she/he do with her/his toys when she/he is playing?
- Does your child have a favorite book? A favorite toy? How do you know?
- How does your child tell you want he/she wants? How does she/he communicate her/his needs to you?
- How does your child respond when spoken to by others? Does he understand what is said to him?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Begins using "me" and "mine"
- Likes making choices
- Points to show what interests her/him and looks to see if you're looking (joint attention)
- Finger feeds self; begins using utensils, but will be messy
- Picks up very small items with index finger and thumb.
- Helps with dressing
- Begins using objects as intended (brushing hair, dialing phone, drinking from cup)
- Increasing independence; may show defiant behavior
- Protective of toys, belongings, and caregiver, ("mine"); shows preference for certain toys, objects, people
- Able to soothe self to sleep at naptime and bedtime, but may resist bedtime

Questions:

- How do you know what your child wants, like and dislikes?
- What is your daily routine like with your child? What is your favorite/least favorite part of the day?
- How does your child get the things he/she wants?
- How does your baby gain people's attention?

18 TO 24 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Shows affection to caregivers and close family members/friends with enthusiasm: running towards, hugging, etc.
- Talks or sings to self for comfort or enjoyment
- Enjoys the company of other children: (play group, family parties, playground) by watching them and/or playing near them
- Recognizes and responds differently to younger children (e.g., uses higher "baby" voice, bends over and pats)
- Shows attachment to and preference for specific toys
- Asserts more independence by refusing to hold caregiver's hand, saying 'no', tantrums when told 'no' or in attempt to get own way
- Full of energy/curiosity and relies on caregiver to provide safety limits
- Begins to try to be helpful: assist with clean up, follows simple directions
- Needs caregiver to help with conflict resolution: may bite, hit, or yell, but caregiver can usually calm and redirect
- Begins to initiate interactions with others especially when in a familiar setting (playing alongside, handing something to another, touching, saying 'hi')
- Demonstrates concern for others through gestures, facial expressions

Questions:

- Can you tell me about a time when your child felt proud?
- Does your child ever seek out help from an adult? How?
- Who does your child play with? What does that look like?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Activates mechanical toy
- Attempts to try new games/toys
- Treats objects differently (e.g., squeeze stuffed animal and throw ball)
- Watch and often runs when older children are running
- Matches animal sounds ("moo") to pictures of animals (cow).
- Enjoys manual play activities
- Points to several clothing items, body parts, familiar objects, people on request
- Sorts objects by shape, color, or size
- Fits things together (puzzles, pegboards, etc.)
- Begins to hold crayon with thumb and fingers
- Recognizes self in photographs
- Listens attentively to familiar stories, rhymes, and songs
- Holds one-sided conversations with stuffed animals and dolls.
- Remembers where objects belong
- Has a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"
- Begins to point to pictures of familiar objects and people
- Attempts to sing songs with words
- Engages in parallel play (plays near another child, each doing different things)
- Enjoys solitary play for a few minutes
- Uses single words to communicate and label objects, such as toys, people, or even actions (washing, eating)

Questions:

- What are some of the ways your child plays? What are his/her favorite toys and activities?
- What do you enjoy most/least about playing with your toddler?
- What can your child do independently without your help?
- What do you think your child is learning now?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Remembers where objects belong
- Demonstrates beginning understanding when adult says 'stop' or 'danger' by stopping and/or listening
- Using more words and short phrases, jabbers, and repeats in order to get needs met
- Is understandable to people other than family members most of the time
- Uses words effectively to communicate needs/wants/interests; may combine words (more juice, no more)
- Walks and begins to run independently in different environments
- Walks down stairs with hand held
- Defends possessions by using "mine" or pulling item toward self
- Removes own shoes with laces undone
- Washes and dries hands partially
- Opens doors by turning knob
- Uses utensils for part of a meal

Questions:

- How does your child let others know what he/she wants or needs?
- How does your child explore the environment?
- Does your child ever try to do things for her/himself? What are some things that your child is able to do independently?

24 TO 36 MONTHS

Outcome 1: Will Have Positive Social Relationships

Behavioral Descriptors:

- Expresses affection willingly and spontaneously to caregiver and other familiar people
- Responds well to routine and structure; may resist changes to routine
- Dependent on adult for safety, rules, and boundaries for behavior
- Seeks adult assistance when challenged
- Demonstrates understanding of the sequence of some routines
- Uses language to compare sizes (e.g., big dog, little dog)
- Will verbally and sometimes physically assert independence especially with those they are most comfortable
- Enjoys pretend play as an opportunity to act out social situations/feelings (e.g., pretending to cook, playing house)
- Enjoys imitating adult activities (cooking, driving, etc.)
- Solitary/parallel play is common with an emerging desire for cooperative play.
- Enjoys being with other children
- Can play loosely organized games (e.g., catching, hiding)
- Responds happily when caregiver offers praise
- Has a decrease in separation anxiety from caregiver/tolerates longer time away from caregiver
- Develops a sense of humor as well as begins to understand humor
- Refers to self by name
- Develops a knowledge about feelings/can describe and verbalize own feelings and tries to determine the feelings of others by reading the expressions and body language of others
- Social and talkative; enjoys conversations that relate to what the child is doing and/or about child in general. Can briefly describe an event they saw/experienced
- Communicates in short phrases; combines words (my blue car)

Questions:

- How does your child show affection? With whom?
- Is your child able to express his/her feelings? How does he/she do this?
- Does your child ever try to copy what you're doing? Describe.
- Does your child seem to understand and go along with most family rules and routine? Describe.
- What types of opportunities does your child have to be around other children? What's that like for your child?
- How does your child react when you leave him/her with someone else?
- Does your child have any fears? What happens?
- Can you tell me about a time when your child was funny? Showed a sense of humor? What makes your child laugh?
- How would you describe your child's personality?
- How does your child react when he/she can't have what he/she wants?
- Does your child enjoy pretend play? Can you give me an example?

Outcome 2: Acquires and Uses Knowledge and Skills

Behavioral Descriptors:

- Engages in complex play and toy exploration
- Participates in outdoor play (e.g., climbing on, running)
- Moves in, under, and over objects in the environment with ease
- Curious, interested in new experiences
- Demonstrates more sophisticated cause-effect skills (e.g., push car downhill repeatedly and watch how far it goes)
- Uses make-believe or imaginary play (with or without objects), such as pretends a block is an apple, eats soup from imaginary bowl
- "Reads" and tells stories, both imaginary and recalled from previous events
- Engages in word and sound play with an adult
- Expands vocabulary by asking others to name unfamiliar objects
- Demonstrates understanding of approximately 200 words
- Demonstrates understanding of descriptive words
- Responds appropriately to others' comments, questions, or stories (e.g., facial expressions, words, actions)
- Uses a vocabulary of more than 100 words in home language(words, signs, alternative communication)
- Drawing/coloring; can copy simple figures
- Recognizes symbols and letters as having meaning
- Recognizes familiar books and know where books are kept
- Recites/repeats some words of a familiar story/song/book or retell part of a story in own words
- Speaks in sentences (3-4 word phrases)
- Uses action words (washing, sleeping) and may use pronouns (we, I)
- Is understandable when speaking, at least some of the time
- Can follow unrelated and multi-step commands
- Can follow simple instruction, including descriptors (big, round) and spatial concepts (under, behind)
- Asks "wh" questions to get needs met (Where's mommy?")
- Discriminates and sorts by size, color, and shape
- Begins to demonstrate imagination in play (from own life experiences or familiar stories)
- Watch and copy other children's play activities.

Questions:

- What types of play does your child enjoy? How does she/he play with stuffed animals, action figures, dolls, other people, etc.?
- What kinds of physical play and activities does your child enjoy?
- Does your child ever try to copy what you're doing? Describe.
- How does your child communicate with you and others? How well is she/he understood by strangers?
- How does your child demonstrate understanding what is said to her/him?
- What "academic" or pre-school skills does your child demonstrate?

Outcome 3: Takes Appropriate Action to Meet Needs

Behavioral Descriptors:

- Dresses self and had many other independent skills (pouring milk on cereal)
- Feeds self independently with fingers and utensils
- Lets parent know when diaper wet/soiled; curious about potty/toilet
- Understands and most often follows a few simple rules for safety (e.g. no jumping)
- Becomes assertive about needs and wants
- Recognizes some harmful/dangerous objects and situations and/or pauses or stops in response to adult warning
- Very independent; wants to do everything for her/himself
- Communicates pain, discomfort, hunger, thirst, using words and simple sentences
- Learning how to care for others by how she/he is cared for
- Is able to move about the environment safely (home, park, store, etc.)

Questions:

- What is your child able to do for her/himself (independently)?
- What is your daily routine with your child?
- How does your child let others know what he/she wants or needs?
- How does your child explore the environment?

RHODE ISLAND CHILD OUTCOMES SUMMARY FORM-COS Section A

Document the child's functional behaviors and skills from multiple sources and across environments.

Child's Name:_____ DOB: _____ ID: _____

Date: _____   ☐ Entry   ☐ Exit

Information provided by: ☐ Parent/Guardian   ☐ Caregiver   ☐ EC Teacher   ☐ EI/ECSE Educator

☐ EC/ECSE therapist   ☐ Other_____

* Rhode Island's Functional Outcomes Discussion Sheet may be used to guide the discussion

Outcome 1: Positive Social Emotional Skills (Including Social Relationships): Involves how the child relates to adults and other children, and for older children, how the child follows rules related to interacting with other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially.

RHODE ISLAND CHILD OUTCOMES SUMMARY FORM-COS Section A

Document the child's functional behaviors and skills from multiple sources and across environments.

Outcome 2: Acquiring and Using Knowledge and Skills: Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy.

Outcome 3: Taking Action to Meet Needs: Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush, or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child's ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and "act on the world to get what one needs."

RHODE ISLAND CHILD OUTCOMES SUMMARY FORM-COS Section B

Review section A and update using multiple sources and across environments. Synthesize information from section A into age expected, immediate foundational and foundational skills, and behaviors.

Child's Name:_____ DOB: _____ ID: _____

Date: _____   ☐ Entry   ☐ Exit

Information provided by: ☐ Parent/Guardian   ☐ Caregiver   ☐ EC Teacher   ☐ EI/ECSE Educator

☐ EC/ECSE therapist   ☐ Other_____

Outcome 1: Positive Social Emotional Skills (Including Social Relationships): Involves how the child relates to adults and other children, and for older children, how the child follows rules related to interacting with other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially.

Skills expected of a child this age (age-expected):

Skills like those of a younger child; lead to age-expected skills (immediate foundational):

Skills of a much younger child; earlier skills (foundational):

RHODE ISLAND CHILD OUTCOMES SUMMARY FORM-COS Section B

Review section A and update using multiple sources and across environments. Synthesize information from section A into age expected, immediate foundational and foundational skills, and behaviors.

Outcome 2: Acquiring and Using Knowledge and Skills: Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy.

Skills expected of a child this age (age-expected):

Skills like those of a younger child; lead to age-expected skills (immediate foundational):

Skills of a much younger child; earlier skills (foundational):

Outcome 3: Taking Action to Meet Needs: Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush, or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child's ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and "act on the world to get what one needs."

Skills expected of a child this age (age-expected):

Skills like those of a younger child; lead to age-expected skills (immediate foundational):

Skills of a much younger child; earlier skills (foundational):

RHODE ISLAND CHILD OUTCOMES SUMMARY FORM-COS Section C

Review section B and update using multiple sources of information. Summarize information from section B into an overall statement of functioning and indicate progress at program exit.

Child's Name:_____ DOB: _____ ID: _____

Date: _____   ☐ Entry   ☐ Exit

Information provided by: ☐ Parent/Guardian   ☐ Caregiver   ☐ EC Teacher   ☐ EI/ECSE Educator

☐ EC/ECSE therapist   ☐ Other_____

How would you summarize this child's development in each outcome area?

Relative to same age peers, this child has all the skills we would expect for a child his/her age. (7)

Relative to same age peers, this child has the skills we would expect for a child his/her age; however there are concerns that he/she may be on the border of not keeping up with same age peers. (6)

Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child. (5)

Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected. (4)

Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build. (3)

Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build. (2)

Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills. (1)

Outcome Number	Outcome	Numerical Rating	Exit Only: Has this child made progress in this outcome?
1	**Positive Social Emotional Skills (Including Social Relationships)**		**YES/NO**
2	**Acquiring and Using Knowledge and Skills**		**YES/NO**
3	**Taking Action to Meet Needs**		**YES/NO**

For exit rating only-

No exit rating due to: 0 Child enrolled less than 6 months   0 Lack of info due to loss of contact with child/family

A FAMILY GUIDE TO PARTICIPATING IN THE CHILD OUTCOMES MEASUREMENT PROCESS

INTRODUCTION

As a parent of a young child who is in an early intervention (EI) or early childhood special education (ECSE) program, you want to be sure these services are helping your child develop and learn. These services are designed to make the most of each child's potential, as well as to strengthen the family's ability to help their child. **But how can you know if your child's early intervention or special education program is meeting his or her needs?**

One way to learn more about your young child's progress is through three "child outcomes" that are measured for every child in the United States who participates in an early intervention or early childhood special education program. These outcomes will help you know how well your child is developing and participating in activities at home, at school, or in the community. In addition to helping you measure your child's individual progress, these outcomes are also used to measure how well your child's early intervention or early childhood special education program is serving all children who are enrolled.

By participating in the outcome process, you are not only helping your own child but are also helping your district and state know how early childhood programs are performing overall. **As the parent, you are a critical part of your child's development and education**, and this handout will help you understand and meaningfully participate in the outcome measurement process for your child's program.

WHAT ARE THE THREE CHILD OUTCOMES?

The following outcomes, developed by the U.S. Department of Education, are used by all early intervention and early childhood special education programs to measure young children's progress. While Individual Family Service Plan (IFSP) outcomes and Individualized Education Program (IEP) goals are written specifically for your child, **these three child outcomes are the same for everyone**.

Three Child Outcomes to Measure Progress

1. **Gaining positive social emotional skills, including social relationships.** This outcome measures how children interact and play with their family, other adults, and other children.
2. **Learning and using new knowledge and skills.** This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten.
3. **Using appropriate behaviors to meet their needs.** This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

WHY IS THIS INFORMATION IMPORTANT TO MY CHILD AND OUR FAMILY?

The three child outcomes focus on what your child can do in his or her everyday routines and activities. By looking at how well your child is doing in each of the three areas, you can determine what he or she needs in order to become more involved in your family's activities. The information gathered about your child will also help you develop individual outcomes and goals for your child's Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP). As a parent, you may notice that by learning more about the three child outcomes, you also:

- **Gain confidence** in your ability to observe your child and share those observations with others
- **Develop an increased understanding** of how your child is functioning compared to age expectations
- **Learn to track and celebrate the progress** that your child is making
- **Contribute more** to IFSP or IEP team discussions about your child's strengths and accomplishments and the development of appropriate outcomes or goals

HOW CAN I BE PART OF THE OUTCOME MEASUREMENT PROCESS?

When first developing your child's IFSP or IEP, you should ask your child's early intervention providers or early childhood special education teachers how the three outcomes will be measured for your child and how they relate to your child's individual plan. If you feel unsure about the process, or want an update on how your child is progressing, these questions will help you start the conversations:

- **What resources are available** to help me understand what is expected for a child at different ages?
- **What specific skills and behaviors** do you look at for each outcome?
- **What information will you need** from me in order to complete the outcomes measurement?
- **How can I share my observations** about my child's skills, abilities, routines and activities?

WHAT INFORMATION CAN I SHARE ABOUT MY CHILD'S PROGRESS?

You can be prepared for any conversation about your child's development by making your own observations and sharing what you see. It may be helpful to review these questions often and take notes about what you see that's new or is happening in a different way. Even small changes are important in the measurement of the three child outcomes.

Outcome 1: Social Emotional Skills and Relationships
- How does my child relate to family members, close family friends, caregivers, and strangers?
- How does my child relate to other children at child care or in the neighborhood? With people in the community (such as the park or grocery store)?
- How does my child show his or her feelings? How does he or she calm down when upset?
- How does my child show that she or he understands social rules, such as sharing and taking turns?

Outcome 2: Knowledge and Skills
- How does my child copy others' actions or try to learn new things?
- How does my child try to solve problems?
- How does my child use words?
- Does my child understand concepts such as numbers and shapes?
- Does my child understand and respond to directions from others?
- How does my child communicate his or her thoughts and ideas?

Outcome 3: Meeting Needs
- How does my child get from place to place?
- What does my child do when he or she wants something? What if it is hard to reach?
- What does my child do when he or she needs help?
- What does my child do when he or she is hungry?
- How does my child help with dressing or undressing, using the bathroom, and brushing his or her teeth?
- Can my child feed him or herself?
- What does my child do without my help?

You may want to set up regular times with your child's early intervention providers or early childhood special education teachers to share this information. This will make sure that your input is being used to measure your child's progress in the three outcomes.

In addition to sharing your own observations, you may also want to ask your child's providers and educators what they are seeing. The information you receive can help you understand your child's development in different settings and situations. This will help you be a full partner in outcomes measurement.

HOW WILL I KNOW IF MY CHILD IS MAKING PROGRESS?

Looking at your child's progress over time is important for updating your child's IFSP or IEP and making sure that he or she is receiving the services needed to meet the individualized goals or outcomes. This same information is also needed to measure the three child outcomes accurately at the end of services.

Your IFSP or IEP document should state when and how often information on your child's progress will be shared. You can also ask providers or teachers at any time you have questions or concerns.

Asking early childhood teachers or providers the following questions will give you information about your child's progress in the three outcomes:

- How are you measuring my child's progress? Are you using observations? Assessments?
- What are you seeing that tells you that my child is or is not making enough progress?
- How is my child's progress on his or her IFSP outcomes or IEP goals related to progress in the three child outcome areas?
- How does my child now compare to other children his or her age? What do most children his or her age do in regard to this outcome area?
- How do you see my child's disability affecting his or her ability to make more progress in this area?
- What are the next skills needed in order for him or her to make progress?

CONCLUSION: YOU ARE THE EXPERT!

When parents and professionals work together as a team, children do better. While professionals have expertise in working with children, **you are the expert on your own child**. You have information about your child that cannot be gathered through any other method other than to hear it directly from you.

By sharing your observations of your child, you will be helping your early intervention service providers or early childhood special education teachers understand your child's strengths and needs. You will help your IFSP or IEP team understand how your child is progressing on the three child outcomes and what skills need improvement. Through your involvement, you will help your child to be an active and successful participant now and in the future at home, in the community, and at school.

Contact Your Local Parent Center:

Rhode Island Parent Information Network
1210 Pontiac Avenue
Cranston, Rhode Island 02920
401-270-0101
info@ripin.org

Rhode Island Early Intervention/Early Childhood
Special Education Functional Outcomes Discussion Sheet

The following questions provide suggested prompts that can be used to generate discussion. Since children exhibit different skills and knowledge under different circumstances, it is important to consider a child's functionality across environments.

OUTCOME1

Positive Social Emotional Skills (Including Social Relationships): Involves how the child relates to adults and other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially.

Tell Me How (Child):

- Initiates adult and peer interaction
- Engages positively with parents and other familiar adults
- Responds to new people and places
- Participates in reciprocal interactions/play
- Demonstrates enjoyment/interest

- Expresses and regulates own feelings/emotions
- Engages and interacts with siblings and other children
- Responds to the emotions of others
- Can be comforted when upset
- Understands, follows and uses appropriate social and conversational rules

OUTCOME2

Acquiring and Using Knowledge and Skills: Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy and mathematics.

Tell Me How (Child):

- Understands and responds to increasingly complex language
- Imitates sound, actions
- Adjusts to changes in routines and activities
- Demonstrates curiosity /interest in environment
- Notices and discriminates the sounds of spoken language
- Draws on past knowledge and experiences to meet goals
- Solves problems
- Filters impulses and sustains attention on tasks
- Plays with a variety of materials/toys

- Holds information in mind to perform tasks, remembers routines
- Investigates and explores characteristics of objects
- Demonstrates interest in and beginning understanding of a variety of literacy experiences (ex. books, pictures and print)
- Sorts objects, identifies patterns and makes comparisons
- Demonstrates developing letter and number recognition
- Understands concepts of past, present and future
- Recognizes the relationship between numbers and the quantity they represent
- Uses increasingly complex language to communicate

OUTCOME3

Taking Action to Meet Needs: Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child's ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and "acting on the world to get what one wants."

Tell Me How (Child):

- Expresses wants in order to get, start or stop something
- Demonstrates interest in preferred objects/toys
- Demonstrates self-help skills in feeding, dressing and toileting
- Demonstrates gross motor and traveling skills in order to reach something

- Demonstrates small muscle control, strength, and coordination
- Demonstrates ability to identify and act on unsafe or unwanted situations
- Demonstrates writing and drawing skills

Rhode Island Early Intervention and Early Childhood Special Education Decision Tree

The decision tree is a series of questions about the extent to which a child exhibits age-expected skills and behaviors in each outcome area. Responses guide the user to a specific rating category on the seven-point scale. This tree can be used to assist the team in summarizing the age-expected, immediate foundational and foundational skills/behaviors into relevant summary statements.

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider ratings below)	Yes (consider ratings below)

No branch: Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

Yes branch: Is the child's functioning age-expected across all or almost all settings and situations?

No branch → **NO** / **YES**

YES (under No branch): To what extent is the child using immediate foundational skills across settings and situations?

Yes branch → **NO** / **YES**

NO (under Yes branch): To what extent is the child's functioning age-expected across settings and situations?

YES (under Yes branch): Does anyone have concerns about the child's functioning with regard to the outcome area? → **YES** / **NO**

1	2	3	4	5	6	7
Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills.	Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build.	Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build.	Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected.	Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child.	Relative to same age peers, this child has the skills we would expect for a child his/her age; however there are concerns that he/she may be on the border of not keeping up with same age peers.	Relative to same age peers, this child has all of the skills we would expect for a child his/her age.