RI 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 7-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)

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

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

No

Yes

No

Yes

To what extent is the child using immediate foundational skills across settings and situations?

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

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

Yes

No

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.
1	2	3	4	5	6	7