



CHILD OUTCOMES

Office of Early Learning and the Exceptional Children Division

Definitions of the Child Outcomes Summary Form Ratings

What are the Three Child Outcomes?

CHILD OUTCOME 1 – POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Includes areas like:

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

CHILD OUTCOME 2 – ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child involving):

- Thinking
- Reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding physical and social worlds

Includes areas like:

- Early concepts – symbols, pictures, numbers, classification, spatial relationships
- Imitation
- Object Permanence
- Expressive language and communication
- Foundations for Reading
- Foundations for Writing

CHILD OUTCOME 3 – USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child involving):

- Taking care of basic needs
- Getting from place to place
- Using tools (e.g., fork, toothbrush, crayon)
- In older children - contributing to their own health and safety

Includes areas like:

- Integrating motor skills to complete tasks
- Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- Acting on the world to get what one wants