

Describing Early Childhood Outcomes

1. Child has positive social relationships	
Involves	<ul style="list-style-type: none"> • Relating with adults • Relating with other children • Following rules related to groups or interacting with others
Describe how the child...	<ul style="list-style-type: none"> • Demonstrates attachment • Initiates & maintains social interactions • Behaves in a way that allows them to participate in a variety of settings & situations • Demonstrates trust in others • Regulates emotions • Understands & follows social rules • Complies with familiar adult requests • Shares toys & materials with others • Initiates, responds to, & sustains interactions with others • Listens, watches, & follows activities during groups
In different settings consider how the child....	<ul style="list-style-type: none"> • Interacts with & relates to others in day-to-day happenings • Displays, reads & reacts to emotions • Initiates, maintains, & close interactions • Expresses delight or displays affection • Transitions in routines or activities (familiar & new) • Engages in a joint activities/interactions • Shows awareness of contextual rules expectations • Responds to arrivals & departures of other

2. Child acquires and uses knowledge and skills

Involves	<ul style="list-style-type: none">• Thinking reasoning problem solving• Understanding symbols• Understanding the physical & social world
Describe how the child...	<ul style="list-style-type: none">• Displays curiosity & eagerness for learning• Explores their environment• Explores & plays with people & objects (toys, books, etc.)• Engages in appropriate play with toys & objects• Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form• Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort)• Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in kindergarten• Shows imagination & creativity in play
In different settings consider how the child....	<ul style="list-style-type: none">• Imitates others & learn to tries new things• Persists or modifies strategies to achieve a desired end• Solves problems & attempt solutions others suggest• Use the words/skills he has in everyday settings• Understands & responds to directions/requests• Displays awareness of the distinction between things• Interacts with books, pictures, print• Demonstrates understanding of familiar scripts in play

3. Child takes action to meet needs

Involves	<ul style="list-style-type: none"> • Taking care of basic needs • Contributing to own health & safety • Getting from place to place & using tools
Describe how the child...	<ul style="list-style-type: none"> • Moves from place to place to participate in activities, play, & routines • Seeks help when necessary to move from place to place • Manipulates materials to participate in learning opportunities & be as Independent as possible • Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately • Uses gestures, sounds, words, signs or other means to communicate wants & needs • Meets self-care needs (feeding, dressing, toileting, etc.) • Seeks help when necessary to assist with basic care or other needs • Follows rules related to health & safety
In different settings consider how the child...	<ul style="list-style-type: none"> • Gets from place to place • Assists with or engage in dressing, eating, toileting, hygiene tasks • Conveys needs & desires & preferences • Responds to challenges • Responds to delays in getting what he wants • Gets what he wants (e.g., toys, food, attention...) • Shows awareness of or respond to situations that may be dangerous • Amuses himself or seeks out something fun

Adapted from Younggren, N. (2014). Measuring Child & Family Results in Early Intervention Workbook. Army Educational and Developmental Intervention Services (EDIS) Comprehensive System of Personnel Development (CSPD). U.S. Army Medical Command (MEDCOM), San Antonio, TX.