# Child Outcome Summary Process Discussion Prompts

*The questions and prompts that follow may be used to stimulate conversation about a child’s functioning with regard to the three global child outcome statements. The list is not a comprehensive list of the types of questions or topics that might be discussed, nor is it intended to be used as a checklist necessary for discussion. Rather, it is intended to assist teams in generating specific descriptions of the child the child’s functioning*

* from multiple sources,
* across settings and situations,
* focusing on the functional use of skills versus isolated, discrete skills, and
* in sufficient depth to describe how the child uses skills in meaningful ways.

For each outcome, team members should compare the child’s functioning to peers of the same age. How would you expect other children this age to act in these situations?

## Outcome 1: Positive Social-Emotional Skills

## (Including Social Relationships)

*This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. Outcome 1 also 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.*

* How does the child relate to his/her parent(s) or primary caregiver(s)?
* How does the child relate to other familiar caregivers (e.g., extended family, child care providers, babysitters)? To strangers?
* How does the child relate to his/her siblings? To peers (at child care, in the park)?
* How does the child initiate and maintain interactions with people? Does he/she establish eye contact? Display affection? Seek out others after an accomplishment? Seek out others when frustrated or angry?
* Are there behaviors that may interfere with relationships or seem inappropriate in interactions expected for the child’s age (e.g., screaming, biting, tantrums)? How often does this occur? In what situations?
* How does the child display his/her emotions? How does the child read and react to the emotions and expressions of others?
* Does the child display awareness of routines? How? How does the child respond to transitions? To changes in routines or activities?
* How does the child engage in mutual activity (e.g., establish joint attention, communicate to convey a desire to engage, initiate interaction or play)?
* Does the child participate in games (e.g., social, cooperative, rule-based, with turn-taking)? What do the child’s interactions look like in these situations?
* Does the child display an awareness of social rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)?

## Outcome 2: Acquisition and Use of Knowledge and Skills

## (Including Early Language/Communication and Early Literacy)

*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.*

* How does the child use the words and skills he/she has in everyday settings (e.g., home, child care, park, store, with different people)?
* Tell me about a time when he/she tried to solve a problem (e.g., overcome an obstacle/problem interfering with something important). What did he/she do?
* How does the child understand and respond to directions and requests from others?
* How does the child imitate others’ actions across settings to learn or try new things?
* How does the child display understanding of differences in roles, characteristics, and expectations across people and situations?
* Does the child use something learned at one time at a later time or in another situation?
* Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)?
* What does the child do if an action or a strategy attempted isn’t successful (e.g., try to modify approach, show persistence, etc.)?
* How does the child interact with books, pictures, and print?
* How does the child’s play suggest understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?

## Outcome 3: Use of Appropriate Behaviors to Meet Their Needs

*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. This outcome addresses integrating motor skills to compete 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.*

* How does the child convey his/her wants and needs? How does it differ across settings and people?
* What does the child do when he/she can’t get or doesn’t have what she wants? When having to wait?
* What does the child do when he/she is upset or needs comfort?
* How does the child get from place to place?
* Tell me about the child’s actions when dressing and/or undressing. At mealtime? Toileting?
* Tell me about the child’s actions/reactions with regard to hygiene (tooth brushing, washing hands/face, blowing nose, etc.)
* Does the child display toy preferences? How do you know? What does the child do when he/she is interested in a different toy than he/she has?
* Does the child show awareness of situations that might be dangerous (e.g., hot stoves, cars/crossing streets, strangers, etc.)?
* How does the child respond to problematic or unwanted peer behavior?
* How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)?