# **BREADTH OF THE**



The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.

#### **Relating with Caregivers**

Demonstrate regulation and attachment, respond/initiate/sustain interactions. acknowledge comings and goings...



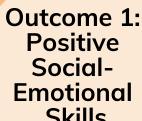
#### Attending to Other People in a Variety of Settings

Express awareness/caution, respond to/offer greetings, respond to own/others' names...



#### Interacting with Peers

Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts, play near and with peers...



(including social relationships)



#### Participating in Social Games & **Communicating with Others**

Respond to/initiate/sustain games and back-andforth communication, demonstrate joint attention. engage in mutual activity, follow rules of games...



#### Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...



#### Expressing Own Emotions & Responding to Emotions of Others

Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...



# imitate/repeat actions, explore environment...

Using Problem Solving Figure things out, use trial and error. remember steps/actions and execute them with intention, experiment with new/known actions...



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

**Outcome 3:** 

Use of

**Appropriate** 

Behaviors to

**Meet Needs** 



#### Understanding Pre-Academic & Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...



# **Acquiring Language to Communicate**

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...



# **Understanding Questions Asked & Directions Given**

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g., name, age)...

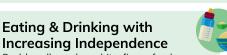
# **Engaging in Purposeful Play**

Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...



# **Moving Around & Manipulating** Things to Meet Needs

Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...



Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show



growing independence with amount/type of food eaten, access food and feed self....

# **Dressing & Undressing with** Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...



#### Diapering/Toileting & Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...



#### Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



#### Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...

Note: This awareness is less evident in very young children