

Outcome 1: CHILDREN HAVE AGE APPROPRIATE SOCIAL RELATIONSHIPS

Involves:

Relating with adults
Relating with other children
For older children-following rules related to groups or interacting with others

Includes areas like:

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

1. How does the student interact with teachers, parents, or other adults?
2. How does the student interact with same aged peers in both structured and unstructured settings (playground, playgroups, etc.)?

For older children preparing to transition to school-age programs -

1. How does the student follow rules related to groups and others?
2. How does this student handle transition (e.g., activity, places, and people)?

Give observable examples of actual performance across various daily settings and situations to answer the questions below. How does this behavior compare to typically developing peers?

Outcome 2: CHILDREN ACQUIRE AND USE KNOWLEDGE AND SKILLS

Involves:

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

Includes:

Early concepts-symbols, pictures, numbers, classification, spatial relationships
Imitation
Object permanence
Expressive language and communication

How does this student demonstrate that he/she is thinking, reasoning, and developing early concepts when presented a challenge?

1. How does this student exhibit that he/she is able to recall previously learned information or skills?
2. How does this student approach situations that require a solution?
2. How does this student functionally communicate via language?
3. How does this student use alternative means of communication (e.g., gestures, pictures, augmentative communication, etc.)?
4. How does this student use toys and/or objects?

Outcome 3: CHILDREN USE APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Involves:

Taking care of basic needs
Getting from place to place
Using tools
For older children - contribute to their own health and safety

Includes:

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.

1. What basic self-help tasks can the student do for his/herself?
2. How does the student move from place to place and activity to activity (either inside or outside)?
3. How does the student recognize and utilize resources (e.g., can openers, kitchen utensils, assistive technology devices, etc.) to meet his/her needs?
4. How does the student display that he/she is aware of his/her surroundings and is capable of maintaining a safe and healthy environment (i.e., understands simple safety issues and rules)?