BREADTH OF THE THREE CHILD OUTCOMES

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.

Outcome 1: Positive Social-Emotional Skills
(including social relationships)

- 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...

Outcome 2: Acquisition and Use of Knowledge and Skills

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

- 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...

- Showing Interest in Learning
  Persist, show eagerness and awareness, imitate/repeat actions, explore environment...

- 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)...

Outcome 3: Use of Appropriate Behaviors to Meet Needs

- 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...

- Eating & Drinking with Increasing Independence
  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...

- 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

- Diapering/Toileting & Washing with Increasing Independence
  Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

- Showing Interest in Learning
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The three child outcomes include:

Outcome 1: Positive Social-Emotional Skills
- Relating with Caregivers
- Interacting with Peers
- Attending to Other People in a Variety of Settings

Outcome 2: Acquisition and Use of Knowledge and Skills
- Using Problem Solving
- Engaging in Purposeful Play
- Showing Interest in Learning
- Understanding Pre-Academic & Literacy
- Acquiring Language to Communicate
- Understanding Questions Asked & Directions Given

Outcome 3: Use of Appropriate Behaviors to Meet Needs
- Moving Around & Manipulating Things to Meet Needs
- Eating & Drinking with Increasing Independence
- Dressing & Undressing with Increasing Independence
- Communicating Needs
- Showing Safety Awareness
- Diapering/Toileting & Washing with Increasing Independence

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1. Positive Social-Emotional Skills
   - Relating with Caregivers
   - Interacting with Peers
   - Attending to Other People in a Variety of Settings

2. Acquisition and Use of Knowledge and Skills
   - Using Problem Solving
   - Engaging in Purposeful Play
   - Showing Interest in Learning
   - Understanding Pre-Academic & Literacy
   - Acquiring Language to Communicate
   - Understanding Questions Asked & Directions Given

3. Use of Appropriate Behaviors to Meet Needs
   - Moving Around & Manipulating Things to Meet Needs
   - Eating & Drinking with Increasing Independence
   - Dressing & Undressing with Increasing Independence
   - Communicating Needs
   - Showing Safety Awareness
   - Diapering/Toileting & Washing with Increasing Independence

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