



Early On® 101: Essentials of *Early On* Module – Handout 4

Handout Activity 4: Indicator 3 - Child Outcomes

3 National OSEP Child Outcomes - designed to provide a global indicator of child progress as a result of participating in early intervention.

A. Positive social emotional skills, including social relationships

This outcome involves building and maintaining relationships with adults and other children as well as following rules related to groups and interacting with others. Included in this outcome are the child's attachment to others, trust, self-regulation, his or her ability to initiate and maintain relationships, share materials, and follow activities and rules. Skills and behaviors in this area allow children to participate in a variety of settings and situations – on the playground, at mealtime, at the grocery store, in childcare, etc. Examples of this outcome are:

- Interacting with and relating to others in daily events and routines.
- Interacting in ways that allow participation in a variety of settings and routines.
- Regulating, showing, understanding and responding to emotions.
- Transitioning between familiar and new events.
- Demonstrating awareness of social rules and expectations.
- Initiating and maintaining social interactions.
- Understanding and following social rules.
- Sharing toys & materials with others.

B. Acquire and use knowledge and skills (including early communication/language/early literacy)

This outcome includes the ability to understand information, symbols and the physical and social world as well as to think, reason and problem-solve. Behavior and skills that reflect this outcome include a child's eagerness to explore and learn about his or her environment, to show increasing imagination and creativity and to develop a fund of information on which later behaviors, skills, and learning can be built. Examples of this outcome are:

- Trying to imitate and learn new behaviors and skills.
- Showing persistence in getting to a desired result.
- Comprehending directions and concepts.
- Interacting with books, manipulatives, pictures and print.
- Remembering stories and information.
- Displaying curiosity and eagerness for learning.
- Exploring the environment.
- Exploring and playing with people and objects.
- Engaging in appropriate play with toys & objects.
- Using vocabulary either through spoken means, sign language or through augmentative communication devices to communicate in an increasingly complex form.



- Learning new skills & uses these in play.
- Shows imagination & creativity in play.

C. Take appropriate action to meet their need.

This outcome encompasses the ability to take care of basic needs and contribute to safety and health. Also included is the child's ability to get from place to place and use tools and resources effectively. Behaviors and skills in this outcome consist of taking care of basic needs; feeding, dressing, toileting, getting from place to place, using tools (such as forks, toothbrushes, switches and other devices) and following rules related to health and safety. Examples of this outcome are:

- Engaging in self-care (feeding, dressing, toileting), seeking help when necessary.
- Expressing needs, desires and preferences.
- Showing awareness of and response to dangerous situations.
- Getting from place to place, seeking help when necessary.
- Following rules related to health & safety.

These outcome areas are not simply a measuring process for children with challenges or disabilities, but rather a set of crucial behaviors and skills that all children must acquire to participate fully in routines and activities with their families, caretakers, teachers and community members both now and in the future. These child outcomes were developed as part of IDEA; however, the measures themselves reflect quality of life for any child or individual.