

The following questions provide suggested prompts that can be used to generate discussion. Since children exhibit different skills and knowledge under different circumstances, it is important to consider a child's functionality across environments.

Outcome1: Positive Social Emotional Skills (Including Social Relationships): Involves how the child relates to adults and other children. The outcome is measured based on how the child forms secure relationships with adults and other children, expresses emotions and feelings, learns rules and expectations, and interacts socially

Tell Me How (Child):

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| <ul style="list-style-type: none"> • Responds to caregiver's voice and touch(C) • Gains caregivers attention (C) • Shares attention such as eye gaze or gestures (C) • Responds to new people, places and activities (C) • Enjoys or is frustrated with fine motor activities (FM) • Responds to name (RC) • Copes with frustration (SE) • Engages and interacts with siblings and other children (SE) • Initiates and engages with adult and peer interaction (SE) • Responds to transitions/change in expected schedules/routines (GM) • Can be comforted <u>by caregiver</u> when upset (SE) | <ul style="list-style-type: none"> • Responds to the emotions of others (SE) • Responds to praise (SE) • Understands familiar words and phrases(RC) • Lets others know what he/she wants (EC) • Uses vocalizations, jabbering, word approximations, words or phrases to communicate (EC) • Responds to sounds and language (RC) • Responds to commands, directions, and questions (RC) • Participates in reciprocal interactions/play (C) • Reacts when others do not understand them (EC) • Engages in social language play (EC) • Expresses and regulates own feelings/emotions (A) • Follows bedtime routine and sleeps at night (A) • Processes sensory information such as sounds, sights, tastes, touch, smell (A) • Understands and following rules (C) |
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Outcome2: Acquiring and Using Knowledge and Skills: Involves thinking and reasoning, remembering, problem solving, using symbols and language, and understanding the physical and social world. The outcome is measured based on a child's exploration and imitation, as well as his or her understanding of object permanence, symbolic representation, numbers, classification, spatial relationships, expressive language and communication, and for older children, early literacy and mathematics.

Tell Me How (Child):

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| <ul style="list-style-type: none"> • Demonstrates curiosity/interest in surroundings (C) • Uses non-verbal means of communication (EC) • Responds when asked to look at family members or pets when named • Shows curiosity i.e toys, new items (C, FM, GM) • Uses imagination by exploring toys in different ways (C,A) | <ul style="list-style-type: none"> • Notices and discriminates the sounds of spoken language (RC) • Holds information in mind to perform tasks, remembers routines (C) • Remembers routines (C) • Uses gross motor skills to play in different environments such as playground equipment (GM) |
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<ul style="list-style-type: none"> • Plays with a variety of materials/toys (C) • Imitates sound, actions (C) • Draws on past knowledge and experiences to meet goals (C) • Solves problems (C) • Demonstrates interest in and beginning understanding of a variety of literacy experiences (ex. books, pictures, print) (C) • Understands concepts of time (“after lunch” “yesterday”, “not now”, “tomorrow”) (C, RL) 	<ul style="list-style-type: none"> • Understands and responds to increasingly complex language (RC, EC) • Responds to directions (C, RC) • Sorts objects, identifies patterns and makes comparisons (C) • Demonstrates developing letter and number recognition (C) • Uses social language (including ASL) (EC) • Recognizes the relationship between numbers & the quantity they represent (C) • Filters impulses/sustains attention on tasks (A) • Understands safety rules and remain safe (A)
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Outcome3: Taking Action to Meet Needs: Involves taking care of basic needs, getting from place to place, using tools like a fork, toothbrush or crayon, and for older children, contributing to their own health and safety. The outcome is measured based on a child’s ability to integrate motor skills to complete tasks, self-help skills (e.g., dressing, feeding, grooming, toileting, and household responsibilities), and “acting on the world to get what one wants.”

Tell Me How (Child):

<ul style="list-style-type: none"> • Quiets when picked up (C, SE) • Bears weight on forearms (GM) • Turns head or uses eyes to look for sounds (C, RC) • Uses hands to engage in mouthing objects, play activities, feeding, manipulate objects and to play (C, FM) • Demonstrates hunger or pain (A) • Interacts with others and explores familiar environments/unfamiliar environments (C) • Demonstrates interest in preferred objects/toys(C) • Responds when a desired object is out of reach or an object is taken away (C, SE) • Demonstrates balance and coordination (GM) • Navigates different surfaces such as sand, grass, gravel (GM) • Safely maneuvers around objects (GM) • Maintains a variety of positions throughout the day when eating, playing, bathing, watching TV (GM) 	<ul style="list-style-type: none"> • Uses hands to take care of personal needs (FM) • Asks for help (C, EL, GM) • Indicates they have a dirty diaper or have to use the bathroom (C, A) • Expresses emotions and feelings (SE) • Responds to a variety of commands, directions and questions (RC) • Articulates well enough so that others can understand (EC) • Expresses wants in order to get, start or stop something (EC)) • Demonstrates self-help skills in feeding, dressing and toileting (C, A) • Demonstrates ability to identify and act on unsafe or unwanted situations (A) • Demonstrates writing and drawing skills (FM) • Behavior or disability effects his/her ability to take action to meet their need (A)
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