

Child Outcome 1: Children have positive social emotional skills

This outcome area focuses on the child's ability to develop and maintain positive social emotional skills (including positive social relationships) with siblings, parents, other same aged children, and other adults across a variety of settings and situations. Below are some behaviors/skills to look for and ask caregivers about concerning the child. ***Does the child:***

- recognize familiar people, places and things?
- express themselves using objects and / or a variety of facial and bodily movements?
- engage in face-to-face interactions with others?
- recognize and respond to verbal and non-verbal cues and expressions?
- explore people and objects in their environment through play?
- recognize when they have solved a problem or made a discovery?
- develop attachments to primary caregivers?
- demonstrate awareness of self and their abilities?
- acquire a sense of belonging?
- interact differently with people based on their relationships?
- show empathy by responding to social and emotional cues?
- express a wide array of feelings?
- engage in reciprocal play?
- manage emotions and their impact on self and others?
- recognize similarities and differences between people?

After gathering the above observation or verbal responses, the following question should be asked: ***“To what extent does this child show behaviors/skills related to this outcome appropriate for his or her age across a variety of settings and situations?”***

A **Child Outcomes Summary Form (COSF)** should be completed by each Individualize Family Service Plan (IFSP) team member, providing a description of child presentation of behavior/skill during a functional activity. The **Decision Tree** tool should be used along with the description to develop individual ratings for the child's social emotional development to include positive social relationships. The IFSP member completed COSFs will be reviewed by team leader using the **Decision Tree** tool to determine the child's group or team consensus rating related to social emotional development.

Ratings provide a measure of the child's behaviors/skills related to social emotional development appropriate for his or her age across a variety of settings and situations. Below are the rating scores with definitions:

7= Shows behaviors and skills expected for his or her age in **all or almost all everyday situations** that are part of the child's life.

6= Between Completely and Somewhat.

5= Shows behavior and skills expected for his or her age **some of the time across situations**.

4= Between Somewhat and Emerging

3= Does **not yet** show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include **immediate foundational skills** upon which to build age expected skills.

2= Between Emerging and Not Yet

1= Does **not yet** show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age expected skills.

Child Outcome 2: Children acquire and use knowledge and skills.

This outcome area focuses on the child's ability to acquire and use knowledge and skills with siblings, parents, other same aged children, and other adults across a variety of settings and situations. Below are some behaviors/skills to look for and ask caregivers about concerning the child. ***Does the child:***

- use senses and body to explore people, places and things?
- observe, initiate and/or respond to cause and effect in a variety of situations?
- demonstrate the ability to combine, separate, sort, count and name objects?
- demonstrate an interest in listening, vocalizing, singing and moving to music?
- attempt to use or use a variety of materials?
- show curiosity, use imagination or engage in pretend play?
- understand differences (shapes, colors, textures, sizes, etc.)?
- show awareness of safety hazards?
- demonstrate effective and safe eating and drinking skills?
- repeat sounds purposely?
- put sounds together to form words and sentences?
- identify familiar people, places, objects and actions in everyday life and pictures?
- engage with written materials, including exploration of books and listening to stories?
- show a range of mobility skills or demonstrate coordinated body movements?
- respond to sensory cues to engage in play and interactions?
- manage sensory information?
- learn from experiences?
- repeat favorite behaviors and actions?
- experiment with writing tools?

After gathering the above observation or verbal responses, the following question should be asked: ***“To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations?”***

A **Child Outcomes Summary Form (COSF)** should be completed by each Individualize Family Service Plan (IFSP) team member, providing a description of child presentation of behavior/skill during a functional activity. The **Decision Tree** tool should be used along with the description to develop individual ratings for the child's social emotional development to include positive social relationships. The IFSP member completed COSFs will be reviewed by team leader using the **Decision Tree** tool to determine the child's group or team consensus rating related to social emotional development.

Ratings provide a measure of the child's behaviors/skills related to social emotional development appropriate for his or her age across a variety of settings and situations. Below are the rating scores with definitions:

7= Shows behaviors and skills expected for his or her age in **all or almost all everyday situations** that are part of the child's life.

6= Between Completely and Somewhat.

5= Shows behavior and skills expected for his or her age **some of the time across situations**.

4= Between Somewhat and Emerging

3= Does **not yet** show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include **immediate foundational skills** upon which to build age expected skills.

2= Between Emerging and Not Yet

1= Does **not yet** show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age expected skills.

Child Outcome 3: Children take appropriate action to meet their needs.

This outcome area focuses on the child's ability to take appropriate actions to meet their needs with siblings, parents, other same aged children, and other adults across a variety of settings and situations. Below are some behaviors/skills to look for and ask caregivers about concerning the child. ***Does the child:***

- collect and organize materials and information to create play activities.
- communicate hunger and thirst.
- identify bodily needs.
- demonstrate interest in basic self-care skills.
- seek help with play, basic care or other activities.
- participate in everyday routines and activities.
- communicate pain and discomfort.
- communicate needs, thoughts, and ideas through verbal and non-verbal expression.
- purposefully explore and use objects, toys, and things in their world.
- move from place to place
- interact differently with people based on their relationships.
- demonstrate the ability to make choices.
- express a wide array of feelings.

After gathering the above observation or verbal responses, the following question should be asked: ***“To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations?”***

A **Child Outcomes Summary Form (COSF)** should be completed by each Individualize Family Service Plan (IFSP) team member, providing a description of child presentation of behavior/skill during a functional activity. The **Decision Tree** tool should be used along with the description to develop individual ratings for the child's social emotional development to include positive social relationships. The IFSP member completed COSFs will be reviewed by team leader using the **Decision Tree** tool to determine the child's group or team consensus rating related to social emotional development.

Ratings provide a measure of the child's behaviors/skills related to social emotional development appropriate for his or her age across a variety of settings and situations. Below are the rating scores with definitions:

7= Shows behaviors and skills expected for his or her age in **all or almost all everyday situations** that are part of the child's life.

6= Between Completely and Somewhat.

5= Shows behavior and skills expected for his or her age **some of the time across situations**.

4= Between Somewhat and Emerging

3= Does **not yet** show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include **immediate foundational skills** upon which to build age expected skills.

2= Between Emerging and Not Yet

1= Does **not yet** show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age expected skills.