



CONVERSATION STARTERS FOR MAKING FUNCTIONAL CHILD OUTCOMES RATINGS

As you discuss each of the outcomes, consider these general questions:

What does the child usually do?

How does the child use his/her skills to accomplish tasks?

Is his/her performance similar/different across settings and situations?

Outcome	Involves	Conversation starters:
<p><i>Children have positive social relationships.</i></p>	<ul style="list-style-type: none"> • Relating with adults • Relating with other children • For older children following rules related to groups or interacting with others <p>Includes:</p> <ul style="list-style-type: none"> • Attachment/separation/autonomy • Expressing emotions and feelings • Learning rules and expectations • Social interactions and play 	<ul style="list-style-type: none"> • How does the child relate to his/her parents? • How does the child relate to strangers? At first? After a while? In different settings? • How does the child display emotions? • How would you describe the child's participation in "games" (e.g. joint attention, social, cooperative, rule-based, with turn-taking?) • How does the child interact with other children? • How does the child let others know he/she needs help? Is frustrated? • Are there social skills or behaviors, or factors from across the developmental domains, which impact the child's positive social relationships? • Does this child integrate social skills and put them to use across settings and situations?

Outcome	Involves	Conversation starters:
<p><i>Children acquire and use knowledge and skills.</i></p>	<ul style="list-style-type: none"> • Thinking, Reasoning, Remembering, Problem solving • Using symbols and language • Understanding physical and social worlds <p>Includes:</p> <ul style="list-style-type: none"> • Early concepts – symbols, pictures, numbers, classification, spatial relations • Imitation • Object permanence • Expressive language and communication • Early literacy 	<ul style="list-style-type: none"> • How does the child use words and skills/behaviors he/she has in everyday settings (e.g. at home, at the park, at childcare, at a store or mall, with different people)? • How does the child understand and respond to directions or requests from others? • Does the child use something learned at one time at a later time or in another situation? • How does the child interact with books, pictures, and print?
<p><i>Children take appropriate action to meet their needs.</i></p>	<ul style="list-style-type: none"> • Taking care of basic needs • Getting from place to place • Using tools (e.g. fork, toothbrush, crayon) • In older children, contributing to their own health and safety. <p>Includes:</p> <ul style="list-style-type: none"> • 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, taking appropriate actions to meet needs 	<ul style="list-style-type: none"> • What does the child do when he/she can't get or doesn't have what he/she wants? • What does the child do when he/she is hungry? Frustrated? Needs help? Is upset or needs comfort? • How does the child behave when dressing and undressing? When eating? • Does the child display toy preferences? How? • Are the actions the child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish things that peers do?

Drawn from: Thinking about Functional Child Outcomes. Donna Spiker, Lauren Barton, Mary Beth Bruder. OSEP Early Childhood Outcomes Meeting, August 2007, Baltimore, MD