



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

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

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