Early Childhood Outcomes
Goal for Early Childhood Services

Young children with disabilities will receive high-quality services and supports that will enable young children to be active and successful participants during their early childhood years and in the future in a variety of settings.
1. Children have positive social-emotional skills;
2. Children acquire and use knowledge and skills; and
3. Children use appropriate behavior to meet their needs.
Children Have Positive Social Relationships

Examples -

- **Involves:**
  - Relating with adults
  - Relating with other children
  - For older children, following rules related to groups or interacting with others

- **Includes:**
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play
Children Acquire and Use Knowledge and Skills

Examples-

- Involves:
  - Thinking
  - Reasoning
  - Remembering
  - Using symbols and language

- Includes:
  - Early concepts—symbols, pictures, numbers, classification, spatial relationships
  - Imitation
  - Expressive language and communication
  - Early literacy
Children Take Appropriate Action to Meet Their Needs

Examples -

- Involves:
  - Taking care of basic needs
  - Using tools (e.g., fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety

- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
What are functional outcomes?

- Functional outcomes refer to things that are meaningful to the child in the context of everyday living.
- Functional outcomes place an emphasis on “how” the child is able to carry out meaningful behaviors in a meaningful context.
- Functional outcomes are not single behaviors or the sum of a series of discrete behaviors that a child learns.
- Functional outcomes refer to an integrated series of behaviors that allow the child to achieve the important everyday goals.
Physical Properties of a Behavior

- Topography
- Force
- Locus
Topography

Topography refers to the physical form of the behavior - the muscle movements needed to perform the behavior. Topography refers to the discrete skill itself which we refer to as the behavior in our behavioral objectives.
Is the “What” the student will do.

- John will *put on* his coat.
- Susan will *say* words to communicate.
- Sam will *pick up* a pencil to write.
Typically, when we consider topography we are listing the developmental skill. It is another way of naming or describing the actual muscle movements needed to perform the developmental skill.

- Sitting up
- Running
- Stacking blocks
- Tying shoe laces
Force refers to the temporal properties of the behavior. Force examines the intensity, speed, or accuracy of the response. It is the criterion in our behavioral objectives.
Is the “How well” the student will perform the behavior.

- John will put on his coat *independently*.
- Susan will *use three word sentences* to communicate.
- Sam will pick up a pencil *utilizing thumb/finger opposition*. 
Locus refers to the direction of the behavior or the purpose of the behavior. Locus examines the function of the behavior, or functionality of the skill.
Locus…

Is the “Why” we perform the behavior. It is the intent or purpose in the behavioral objective.

- John will put on his coat independently when told that he will be going outside for recess.
- Susan will use three word sentences to communicate that she is hungry, thirsty, or wants to play with another child.
- Sam will pick up a pencil utilizing thumb/finger opposition to independently write his name on his worksheet.
Typically, when we consider locus we are designing a functional skill since it outlines the parameters of why the child is performing the skill or the social context.
**Functional outcomes** go beyond the exact form or topography of the developmental skills. Functional outcomes can use many different behaviors and criteria (force). They are not dependent on any specific discrete skills.
Communicating needs can be accomplished by:

- Speaking
- Signaling/gesturing
- Pointing to pictures
- Writing words
- Pantomimining
Functional Outcomes reflect global functioning. It is far more than a sequence of skills split by domain and observed in a standardized format.

It is a story of how the child uses all of the skills acquired to navigate through life with meaning and purpose.
Example

**Developmental**-  Sam will kick a ball.

**Functional**-  Sam will participate in a game of kick ball with other children, including kicking the ball when it is his turn.
Example

Developmental- Sam will stack 3 blocks

Functional- During free play time with other children, Sam will assist in building a castle by stacking three lego blocks together to represent part of a wall of the castle.
Example

**Developmental**- Sam will point to 3 different colors when named.

**Functional**- When interacting with other children in a small group game setting, Sam will identify different objects requested based on the color names used.
Example

**Developmental**- Sam will take 5 steps.

**Functional**- During free play time in the living room, Sam will independently walk from the couch to the easy chair to retrieve a favorite toy or to approach mom.
Examples

**Developmental** - Sam will scribble on piece of paper.

**Functional** - When observing his siblings doing home-work, Sam will imitate writing behavior by scribbling on his own piece of paper.
Example

*Developmental* - Sam sit still for 3 minutes.

*Functional* - While listening to a story being read by the teacher (or mom), Sam will sit and attend for a minimum of 3 minutes.
Practice

_Devvelopmental_- Sam will imitate clapping his hands.

_Functional-_
Practice

**Developmental**- Sam will uncover an object that is hidden under a cloth.

**Functional**-
Practice

Developmental-  Sam will put on his shoes.

Functional-
### Definitions for Outcome Ratings

<table>
<thead>
<tr>
<th>Overall Not Age Appropriate</th>
<th>Completely means: 7</th>
<th>Somewhat means: 5</th>
<th>Emerging means: 3</th>
<th>Not yet means: 1</th>
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|                             | • Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age.  
• No one has any concerns about the child’s functioning in this outcome area. | • Child’s functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child’s functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.  
• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations. | • Child does **not yet** show functioning 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-appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.  
• Functioning might be described as like that of a **younger child***. | • Child does **not yet** show functioning 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-appropriate functioning.  
• Child’s functioning might be described as like that of a **much younger child***. |

*The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.
The Decision Tree is located at:
http://www.fpg.unc.edu/~eco/pdfs/Decision_Tree_5-1-07.pdf

Child Outcome Summary Form (COSF) Discussion Prompts at:
http://www.fpg.unc.edu/~eco/pdfs/COSF_discussion_prompts_4-4-07.pdf

Age-Expected and Immediate Foundational Skills and the Child Outcome Summary Form (COSF) 7-Point Rating Scale at:
http://www.fpg.unc.edu/~eco/pdfs/Immediate_foundational_skills.pdf

What if We Can’t Reach Consensus? at:
THANK YOU