BREADTH OF THE

THREE CHILD OUTCOMES



The three child outcomes encompass a span of functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of the three child outcomes forms a framework for describing and uniformly measuring children's functional skills and behaviors across a variety of settings and situations.

Relating with Caregivers

Attachment, separation, regulation, respond/initiate/sustain interactions, acknowledge comings and goings...



Interacting with Peers

Awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play in proximity with peers...



Skills (including social relationships)

Outcome 2: **Acquisition**

and Use of

Knowledge

and Skills

Emotional

Outcome 1:

Positive Social

Engaging in Social Games and Communication with Others

Respond to/initiate/sustain games and social communication, engage in mutual activity, joint attention...



Adapting to Changes in the **Environment or Routines**

Transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow routines and social rules...



Expressing Own Emotions and Responding to Emotions of Others

Show pride/excitement/frustration, display affection, acknowledge/comfort others...



Awareness, caution, respond to/offer greetings, respond to own/others' names...



Showing Interest in Learning

Persist, show eagerness and awareness, imitate and repeat actions, explore environment



Understanding Pre-Academic and Literacy Concepts

Differences or associations among things, matching/sorting, size/color/shape/numbers, actions with pictures and books, early writing...



Using Problem Solving

Figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions...



Acquiring Language to Communicate

Learn and use sounds, words, vocabulary, and sentences with increasing complexity... Includes sign language/augmented communication.



Early awareness and exploration, functional object use, construction, pretend, make believe play scenarios...



Understanding Questions Asked and Directions Given

Respond to gestures and verbal requests, understand meaning of increasingly complex word/questions/ directions, knowing and stating details about self such as name, age, gender...

Moving Around and Manipulating Things to Meet Needs

Early movements and increasing ability to roll, crawl, walk, run, jump, climb, and navigate around things in the environment, all with accommodations as needed... Manipulating objects/tools with increasing control (e.g., crayons, scissors)...



Eating and Drinking with Increasing Independence

utensils, hold bottle, drink from cups, growing



Suck/swallow, chew, bite, finger feed, use independence with amount and types of food...



Outcome 3: Use of **Appropriate** Behaviors to **Meet Needs**



Diapering/Toileting and Washing with Increasing Independence

Lift legs, toss diaper, sit on potty, wash hands, brush teeth, help with bathing...



Communicating Needs

Indicate hunger, need for diaper change, sleep, express discomfort, hurt, request/reject food, express choice...

Dressing and Undressing with Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...



Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...

Note: this awareness is less evident in very young children