![OHIO Early Intervention logo]

Discussing and Determining Child Outcomes Ratings
Developing Positive Social-Emotional Skills

Child outcome summary ratings are determined based on all the information gathered from evaluations, assessments, parent and caregiver report, observations of the child, and experiences with the child. The following discussion prompts can be used to facilitate conversation about the child's behaviors within the global outcome, developing positive social-emotional skills. Listen for how the team's (including the family) descriptions of the child compares to the characteristics of each of the rating categories. Then, as a team jointly determine the rating that best matches the child's behaviors across contexts and people.

Gathering Information by Asking These Questions
How does the child…
- …communicate his/her feelings?
- …interact with parents?
- …interact with other known adult?
- …interact with siblings?
- …interact with other children?
- …respond to new people/strangers?
- …use greetings (hi/bye)?
- …engage others in play?
- …respond to new places?"

Determining a Rating by Discussing These Questions
Then, ask,
- "How well does it match what's expected for a child his/her age?
- What are our concerns?
- When the child's development is not exactly what is expected of a child his/her age, the child often demonstrates skills of a slightly younger child upon which age appropriate skills are developed. How much of his/her behaviors are building an immediate foundation for age-expected skills?
- Even when children are not yet showing age appropriate skills or immediate foundational skills they are still making progress. What progress has the team seen in the child's behaviors over the last year?"

Characteristics and Observations	Rating
• 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.	**Completely** Age-expected with no concerns.
• 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 are 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	**Between Completely and Somewhat** Age-expected with some concerns.
• Child shows functioning expected for his or her age some of the time and/or in some setting and situations. Child's functioning is a mix of age-appropriate and not age- appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*.	**Somewhat** Some age-expected skills as well as skill expected of a slightly younger child.
• Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age- appropriate than age-appropriate.	**Between Somewhat and Nearly** Occasional age-expected skills with most skills resembling that of a younger child.
• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*.	**Nearly** Not yet using skills expected of his age. Use many important and immediate foundational skills.
• Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	**Between Nearly and Not Yet** Showing some emerging or immediate foundational skills.
• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational kills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child*.	**Not yet** Shows early skills, but not yet immediate foundational or age expected skills.

Acquiring and Using Knowledge and Skills

Child outcome summary ratings are determined based on all the information gathered from evaluations, assessments, parent and caregiver report, observations of the child, and experiences with the child. The following discussion prompts can be used to facilitate conversation about the child's behaviors within the global outcome, developing positive social-emotional skills. Listen for how the team's (including the family) descriptions of the child compares to the characteristics of each of the rating categories. Then, as a team jointly determine the rating that best matches the child's behaviors across contexts and people.

Gathering Information by Asking These Questions

How does the child…

First ask, "How does the child:

- play with toys?
- interact with parents?
- imitate what other do?
- imitate what others say?
- use skills during play or daily activities?
- respond to directions?
- understand language?
- communicate (including gestures, noises, language)?
- figure things out?
- interact with books?"

Determining a Rating by Discussing These Questions

Then, ask,

- "How well does it match what's expected for a child his/her age?
- What are our concerns?
- When the child's development is not exactly what is expected of a child his/her age, the child often demonstrates skills of a slightly younger child upon which age appropriate skills are developed. How much of his/her behaviors are building an immediate foundation for age-expected skills?
- Even when children are not yet showing age appropriate skills or immediate foundational skills they are still making progress. What progress has the team seen in the child's behaviors over the last year?"

Adapted from:

Early Childhood Outcomes Center (2009). Outcome ratings definitions. Retrieved from

DaSY (2017). Definitions for Child Outcomes Summary. The Early Childhood Technical Assistance Center. Retrieved from
http://ectacenter.org/~pdfs/eco/definitions_outcome_ratings.pdf

Characteristics and Observations	Rating
• 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.	**Completely** Age-expected with no concerns. **1**
• 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 are 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	**Between Completely and Somewhat** Age-expected with some concerns. **2**
• Child shows functioning expected for his or her age some of the time and/or in some setting and situations. Child's functioning is a mix of age-appropriate and not age- appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*.	**Somewhat** Some age-expected skills as well as skill expected of a slightly younger child. **3**
• Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age- appropriate than age-appropriate.	**Between Somewhat and Nearly** Occasional age-expected skills with most skills resembling that of a younger child. **4**
• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*.	**Nearly** Not yet using skills expected of his age. Use many important and immediate foundational skills. **5**
• Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	**Between Nearly and Not Yet** Showing some emerging or immediate foundational skills. **6**
• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational kills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child*.	**Not yet** Shows early skills, but not yet immediate foundational or age expected skills. **7**

OHIO Early Intervention

Discussing and Determining Child Outcomes Ratings
Taking Appropriate Action to Meet Needs

Child outcome summary ratings are determined based on all the information gathered from evaluations, assessments, parent and caregiver report, observations of the child, and experiences with the child. The following discussion prompts can be used to facilitate conversation about the child's behaviors within the global outcome, developing positive social-emotional skills. Listen for how the team's (including the family) descriptions of the child compares to the characteristics of each of the rating categories. Then, as a team jointly determine the rating that best matches the child's behaviors across contexts and people.

Gathering Information by Asking These Questions

How does the child…

First ask, "How does the child:

- moves around to get what he/she wants?
- use hands to play with toys?
- participate in feeding?
- participate in dressing?
- sleep?
- use the potty?
- make requests
- follow safety rules?

Determining a Rating by Discussing These Questions

Then, ask,

- "How well does it match what's expected for a child his/her age?
- What are our concerns?
- When the child's development is not exactly what is expected of a child his/her age, the child often demonstrates skills of a slightly younger child upon which age appropriate skills are developed. How much of his/her behaviors are building an immediate foundation for age-expected skills?
- Even when children are not yet showing age appropriate skills or immediate foundational skills they are still making progress. What progress has the team seen in the child's behaviors over the last year?"

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Characteristics and Observations	Rating
• 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.	***Completely*** Age-expected with no concerns. **1**
• 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 are 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	***Between Completely and Somewhat*** Age-expected with some concerns. **2**
• Child shows functioning expected for his or her age some of the time and/or in some setting and situations. Child's functioning is a mix of age-appropriate and not age- appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*.	***Somewhat*** Some age-expected skills as well as skill expected of a slightly younger child. **3**
• Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age- appropriate than age-appropriate.	***Between Somewhat and Nearly*** Occasional age-expected skills with most skills resembling that of a younger child. **4**
• Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*.	***Nearly*** Not yet using skills expected of his age. Use many important and immediate foundational skills. **5**
• Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.	***Between Nearly and Not Yet*** Showing some emerging or immediate foundational skills. **6**
• Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational kills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child*.	***Not yet*** Shows early skills, but not yet immediate foundational or age expected skills. **7**