

Decision Tree for Child Outcomes Summary Process

Based on All Assessment Information

Quick Reference Guide

Does the child ever function in ways that would be considered age expected with regard to this outcome?

NOTE: Performance of an age expected skill that emerges at a younger age is not sufficient by itself to answer yes to this question.

Let's think about some examples

NO Consider statements 1-3

YES Consider statements 4-7

Is the child using functional skills that are close to age expected functioning?

Is the child showing age expected functional skills in all aspects of this outcome and across all settings and situations?

Let's think about some examples

Let's think about some examples

NO

YES

NO

YES

To what extent does the child use functional skills that are close to age expected across settings and situations?

To what extent is the child using age expected skills across settings and situations?

Are there any concerns about the child's function with regard to this outcome area?

Let's think about some examples

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Let's think about some examples

Child is beginning to show some of the early skills that are necessary for development of more advanced skills in this area.

Child uses many important skills that are necessary for more advanced skills.

Child shows occasional use of some age expected skills – or only some aspects of the skills.

Child shows many age expected skills. He also continues to show some skills that might describe a younger child.

YES

NO

1. Child has the very early skills in this area. This means that child has the skills we would expect for a much younger child.

2. Child is beginning to show some of the early skills that are necessary for development of more advanced skills in this area.

3. Child uses many important skills that are necessary for development of more advanced skills; he is not yet showing skills used by other children his age in this area.

4. Child shows occasional use of some age expected skills. He has more skills of a younger child in this area.

5. Child shows many age expected skills. He also continues to show some skills that might describe a younger child in this area.

6. Child has the skills that we would expect in this area. There are some concerns with [area of concern/ quality/ lacking skill].

7. Child has all the skills that we would expect in this area.



Infant & Toddler Connection of Virginia

Child Outcomes Summary Process

Families and professionals want to know that early intervention services are helping children. Child Outcomes are one way that all states measure the effectiveness of these services. Child Outcomes are measured when your child begins to receive early intervention services, annually and when your child is finished receiving early intervention services. ITCVA uses Child Outcome statements to describe a child's functional behaviors compared to his same aged peers.

Child Outcomes focus on skills and abilities that children use to be successful in activities, routines and future school settings.



Children have positive social relationships.

This outcome measures:

- how children interact and play with family, other adults, and other children
- how children communicate feelings
- how children respond to new people and places



Children acquire and use knowledge and skills.

This outcome measures:

- how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful learners.
- how children play with toys, imitate and remember familiar routines



Children use appropriate behaviors to meet their needs.

This outcome measures:

- how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs
- how children communicate their wants and needs
- how children follow rules related to safety

You and your child's early intervention team together will share information and develop a picture of your child in each of the Child Outcomes. You are the expert on your child and know your child's strengths and needs. As an equal partner on your child's team, you provide important information about your child's skills. You can share what you see your child doing at home and in the community. You can talk to your child's team and learn more about what is expected for a child at different ages.

