Child Indicator Guiding Questions	
These questions can be used to guide the discussion with the family from the initial contact through the completion of the assessment for service planning. This is not intended to be comprehensive, and not all statements will apply to all children. Familiarity with child development is necessary in order to understand the statements and how to apply them to each child and family. Refer to the "Typical Development" section of this Child Indicators Booklet for an overview of child development from birth to three.	
Tell me how (child):	**Provide Functional Examples**

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DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS	- communicates his/her feelings - interacts with parents - interacts with other known adults - interacts with siblings - interacts with other children - responds to new people/strangers - uses greetings (hi/bye) - engages others in play - responds to new places **Does parent have any concerns in this area?**	
ACQUIRING AND USING KNOWLEDGE AND SKILLS	- plays with toys (what toys and for how long) - imitates what he/she sees others do - imitates what he/she hears others say - learns new skills and uses these skills in play - responds to directions - understands language (including prepositions) - communicates (from cooing to using sentences) - solves problems/figures things out - remembers familiar play routines - interacts with books **Does parent have any concerns in this area?**	
TAKING APPROPRIATE ACTION TO MEET NEEDS	- moves around to get what he/she wants (toys, family, etc.) - uses hands to play with toys - uses hands to feed him/herself - participates in feeding/eating (including utensils) - participates in dressing - sleeps - uses the potty - communicates wants and needs (requests) - follows rules related to safety (holds hands, stops, understands "hot", etc.)? **Does parent have any concerns in this area?**	