

## Answering the “Ever” Question on the Decision Tree: Practice Scenarios

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<https://ectacenter.org/eco/pages/decisiontree.asp>

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### Scenario 1: Balveer

**Theme: Function**

Balveer is 10 months old.

At home, Balveer eats meals while sitting in his highchair. He often turns his plate of food over when he is finished eating his favorite foods, even if other foods, often vegetables, are left on the plate.

During the assessment, Balveer’s mom said she thinks he turns his plate over to tell her he is done eating.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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### Scenario 2: Kevin

**Theme: Function**

Kevin is 17 months old.

Kevin has recently displayed frequent tantrums. His childcare provider reports that on a bad day, he has three to four tantrums.

Kevin’s tantrums typically last ten minutes or less. The family and childcare provider have worked hard to understand more about these tantrums but have not identified a cause.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 1: Positive Social-Emotional Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 3: Katrin

## Theme: Function

Katrin is 30 months old.

Katrin is a number whiz. When interviewed, her parents said that she can name all the numbers from 1–100 and has number flash cards that she flips through naming the numbers.

During the evaluation, when asked to take one truck from a group, she took all the trucks instead.

However, when left on her own, Katrin will flip her number cards and name the numbers for over an hour at a time. Her strong focus on numbers interferes with her ability to play with other toys in their intended manner

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rational for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 4: Maja

## Theme: Function

Maja is 36 months old.

Maja's grandma reports that Maja has strong feelings about the clothes she wears. Maja wants to pick out her clothes and says "no," resists help, and sometimes throws tantrums when her grandma tries to put her in a dress or fancy shoes.

Maja only wants to wear tennis shoes and rushes to put them on. She puts her foot in and seals the Velcro well, but sometimes puts the shoe on the opposite foot.

Maja likes soft pants. When dressed in jeans with an elastic waist, she will pull them down and kick them off. She eagerly opens the drawer and helps put on soft material like sweats. She sometimes pulls her soft pants down too but only when she has to go potty, or when undressing for bath or bedtime.

Maja also prefers her yellow coat over her green one. When dressed in the green one, she unzips it and takes it off saying, "I want yellow." If the yellow coat is clean, Maja usually smiles and zips up the yellow coat happily once the zipper is lined up.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rational for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 5: Tamara

Theme: Function

Tamara is 36 months old.

Tamara eats her meals at a table with three other children at daycare.

Her teacher shared that when she serves Tamara chicken that is not in nugget form (for example, a grilled chicken breast), she throws her plate on the floor.

When Tamara throws her plate, she does not make any vocalizations to indicate her dislike for the food.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No**, Clearly Not Age-Expected       **Yes**, Clearly Age Expected       **Not Tipping**

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## Scenario 6: Emma

Theme: Function

Emma is 38 months old.

During the evaluation, Emma stood on one foot for five seconds without support.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No**, Clearly Not Age-Expected       **Yes**, Clearly Age Expected       **Not Tipping**

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## Scenario 7: Hwan

**Theme: Consistency**

Hwan is 10 months old.

During the assessment, Hwan's father reported that he goes into the bedroom to get Hwan in the morning, and half of the time Hwan says "apa" (father) and holds his hands up to indicate he wants to be picked up.

Other mornings, he is quiet, and only smiles when he sees his father come into his room

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose one and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 8: Ainsley

**Theme: Consistency**

Ainsley is 36 months old.

Ainsley is an only child who started preschool a week ago. Previously, she was at home with her grandmother during the day and they would regularly go to the library story time.

At the library, Ainsley took turns while playing with the puppets and other children. However, her library experience was four months ago, and she no longer goes there.

Ainsley's preschool teachers report that, during her four days at preschool, Ainsley only plays by herself. When a few other children have tried to talk to her, she clutches whatever toy she is holding and does not respond.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose one and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 9: Lakisha

## Theme: Consistency

Lakisha is 3 years and 6 months old.

Lakisha's teacher reported that she consistently points and gestures to communicate her wants and needs. She often combines sounds with gestures, as well.

During a visit to her classroom four weeks ago, Lakisha's Speech-Language Pathologist (SLP) observed her say "*I want blue paint,*" as she reached for paint.

However, her teacher, SLP, and family have not heard her use that phrase or other true words to make requests since.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 10: Jessie

## Theme: Consistency

Jessie is 5 years and 3 months old.

One of Jessie's favorite activities is playing on the playground. There are several playgrounds in the community that the family visits and a few of those are also used by the local preschool Jessie attends.

Jessie sometimes follows the rules to safely stay within the boundaries of the playground, even when a child he is chasing runs past it. Other times, he runs far past the boundaries. This happens across the different playgrounds and seems to vary day by day.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 11: Mona

Theme: Quality

Mona is 13 months old.

At breakfast, Mona says “*miu*” to request her bottle of milk.

While others unfamiliar with Mona might not recognize this as milk, she does say it to mean milk and her parents clearly understand the request.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 12: Quinley

Theme: Quality

Quinley is 24 months old.

Quinley gets around her home by walking and running. She can keep pace with her almost 3-year-old sister when they play a chase type game around the loop between the kitchen and living room.

However, when Quinley walks and runs, she does so with a wide base of support (feet at shoulder width apart) and holds her hands out to her side. Quinley rarely falls unless she is going too fast when walking and running.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 13: Raj

Theme: Quality

Raj is 4 years old.

Raj's father proudly reports that he speaks very clearly and uses many multiple word phrases. However, his preschool teacher reports that his language is unusual and not spontaneous, flexible, or adaptable.

Raj's teacher thinks he may be using scripted phrases rather than creating his own sentences. Examples include: "What is this?" "Red light stop." " or repeating Ryder's phrase from Paw Patrol "Whenever you're in trouble, yelp for help.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rational for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 14: Ushi

Theme: Quality

Ushi is 4 years and 6 months old.

Ushi moves around very quickly and proficiently by crawling and butt scooting. She can even move about on the playground rather quickly and can climb part way up the sliding part of the slide.

However, Ushi is not yet walking and is unable to keep up with her peers when moving around the playground or playing tag.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rational for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 15: Cezar

Theme: Quality

Cezar is 5 years old.

When Cezar was born, his thumb and index fingers on each hand were fused.

Every morning at school, the children sign in by writing their name on the roster provided. Cezar grasps pens, pencils, and markers between his index and middle finger (rather than using a tri-pod grasp).

Cezar can write the letters in his name in a recognizable way.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 16: Diego

Theme: Health

Diego is 7 months old.

Diego has been diagnosed with Down syndrome.

Grandma is Diego's caregiver during the week when his parents go to work. When his mom or dad drops Diego off at grandma's, he waves "bye-bye" by moving his whole arm and hand.

Diego does so consistently in response to his mom or dad saying bye as they leave.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 1: Positive Social-Emotional Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 17: Dani

Theme: Health

Dani is 16 months old.

Dani has a hearing impairment. She uses 15 different signs to make requests for food, drinks, toys, and other wants and needs like “*more*” and “*all done*”.

However, Dani is not verbally communicating any of these desires.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 18: Frenchie

Theme: Health

Frenchie is 34 months old.

Frenchie just received his bilateral long leg hip spica cast (casting on the pelvis, thighs, and legs). He will have to wear the cast for six months.

Before the cast, Frenchie was able to climb on the big slide and other playground equipment. The body cast has immobilized his hips and knees.

Now, Frenchie sits next to his mom and watches his older sister play on the playground when at the park.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**       **Yes, Clearly Age Expected**       **Not Tipping**

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## Scenario 19: Tyree

Theme: Health

Tyree is 4 years old.

Tyree and uses Assistive Technology (AT)—a walker—to move around the classroom independently.

Tyree keeps pace with his peers, although he sometimes bumps into the cabinets.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 20: Tabitha

Theme: Health

Tabitha is 5 years and 3 months old.

Tabitha was recently diagnosed with a traumatic brain injury (TBI) after falling from the playground jungle gym three months ago. While in the hospital, she acquired aspiration pneumonia that required treatment with a heart-lung bypass machine for a week.

Before the TBI, Tabitha was very coherent and answered various questions. As she is getting ready to transition into kindergarten, she is easily distracted and less able to focus.

**How is the skill used in a way that is contextually meaningful for the child?**

*Outcome 2: Acquisition and Use of Knowledge and Skills*

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 21: Alona

Theme: Culture

Alona is 24 months old.

During Alona's assessment, the evaluator played games with her and encouraged her to point to different body parts. When the evaluator said "Where are your feet? Point to your feet where your shoes go," Alona did not point. However, she did nod her head in the direction of her outstretched foot.

The evaluator wasn't sure and tried several times in different situations. Each time she nodded in the appropriate direction but did not specifically point.

One time when asked, she also smiled and wiggled her feet and then looked up at the evaluator for a response. Alona's father said that members of their family's tribal culture do not point with their hands or fingers.

**How is the skill used in a way that is contextually meaningful for the child?**

*Outcome 2: Acquisition and Use of Knowledge and Skills*

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 22: Aki

Theme: Culture

Aki is 30 months old.

Aki lives with his grandparents while his mom is out of the country for 15 months for work. He does not attend daycare or receive care from other caregivers.

Family interviews reveal that it is the family's cultural practice to feed children until they are 36 months old. They explain that when kids are fed, they'll open their mouths for food and let adults know when they want more.

At mealtimes, Aki is not yet using utensils himself, as this is not necessary for him yet. Observation reveals that he sits at the table and passively waits for food.

Sometimes his grandma needs to prompt Aki by tapping his lips to get him to open his mouth for another bite.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

No, Clearly Not Age-Expected       Yes, Clearly Age Expected       Not Tipping

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## Scenario 23: Sofia

Theme: Culture

Sofia is 34 months old.

Sofia is breast- and bottle-fed. Her family reports that breast feeding is common in their culture until children are around 36 months old.

Sofia stays at home with her mother all day every day. Sofia drinks water, milk, and juice from a bottle. She has not yet been given an open cup at home.

Last week, the family was at a restaurant, and Sofia was given an open cup for the first time. Her mom reported that Sofia accidentally knocked the cup over when she reached for it.

When her mom held the cup up to her, Sofia drank some. At first, she drank a little too fast and spilled all over her shirt. Eventually, she successfully drank a few gulps with her mom's help.

**How is the skill used in a way that is contextually meaningful for the child?**

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

**Tipping (choose *one* and provide the rationale for your selection):**

**No**, Clearly Not Age-Expected

**Yes**, Clearly Age Expected

**Not Tipping**

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## Scenario 24: Mateo

Theme: Culture

Mateo is 4 years old.

He moved to the US about four months ago. Eight weeks after Mateo's enrollment, preschool staff interviewed his parents with a translator. They reported he is curious and talkative in Spanish.

Mateo loves to talk about building things, construction sites, and equipment. He asks many questions and gives long answers when others ask him why or how to build things. He lists many types of construction equipment and explains differences between them; he goes on and on with six- or seven-word sentences. Mateo's neighbors easily understand him, and they talk back and forth at length about building.

Mateo's preschool only speaks English. His teachers report that he is quiet, but that he can name some objects (for example, "truck," "blocks," and "book") and uses some phrases (for example, "more please," "thank you," "yes," and "no"). He also has a few two-word phrases, like "play ball" and "build blocks," that he uses with other kids. In English, Mateo does not use long sentences, past tense, or words that describe where one thing is in relation to another. Conversation is brief without many conversational turns.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

**No, Clearly Not Age-Expected**

**Yes, Clearly Age Expected**

**Not Tipping**

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## Scenario 25: Shilah

Theme: Culture

Shilah is 4 years and 2 months old.

During a two-hour home visit, Shilah did not speak even when encouraged and prompted to do so by several people. He sat attentively, observed others talking for long periods, and played independently. When queried about his language, Shilah's parents were proud of Shilah's silence indicating that his behavior is exemplary because in their culture children should not display themselves verbally in front of adults or ask direct questions of strangers.

When asked about Shilah's behavior within the family unit, his parents reported they almost never talk directly to Shilah and that he rarely uses words to talk to his brother. The brothers build elaborate structures together and hardly need to talk, maybe just using one word every now and then to know what the other is thinking.

The only words the family has heard Shilah say are "thank you," "yes," "no," "more," "please," "up," and family members' names. Shilah does demonstrate that he understands language when others talk to him.

**How is the skill used in a way that is contextually meaningful for the child?**

***Outcome 2: Acquisition and Use of Knowledge and Skills***

**Tipping (choose *one* and provide the rationale for your selection):**

**No**, Clearly Not Age-Expected       **Yes**, Clearly Age Expected       **Not Tipping**

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