The three child outcomes, measured by early intervention and early childhood special education systems, encompass 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 these outcomes provides a framework for describing and consistently measuring children’s functional skills and behaviors across settings and situations.

Outcome 1: Positive Social-Emotional Skills
(including social relationships)

- Relating with Caregivers
  Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...

- Attending to Other People in a Variety of Settings
  Express awareness/caution, respond to/offer greetings, respond to own/others’ names...

- Interacting with Peers
  Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers...

- Participating in Social Games & Communicating with Others
  Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

- Following Social Norms & Adapting to Change in Routines
  Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

- Expressing Own Emotions & Responding to Emotions of Others
  Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

- Showing Interest in Learning
  Persist, show eagerness and awareness, imitate/repeat actions, explore environment...

- Using Problem Solving
  Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...

- Engaging in Purposeful Play
  Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...

- Understanding Pre-Academics & Literacy
  Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

- Acquiring Language to Communicate
  Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...

- Understanding Questions Asked & Directions Given
  Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...

Outcome 2: Acquisition and Use of Knowledge and Skills

- Moving Around & Manipulating Things to Meet Needs
  Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment – with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...

- Diapering/Toileting & Washing with Increasing Independence
  Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

- Eating & Drinking with Increasing Independence
  Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self...

- Communication Needs
  Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...

- 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

Outcome 3: Use of Appropriate Behaviors to Meet Needs

- Dressing & Undressing with Increasing Independence
  Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...

- Diapering/Toileting & Washing with Increasing Independence
  Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...

- 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

An accessible version of the content is available at: [https://ectacenter.org/eco/pages/childoutcomes.asp](https://ectacenter.org/eco/pages/childoutcomes.asp)