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...

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

- **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...

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

- **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...

- **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...

- **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...

- **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...

- **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)...

- **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...

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

- **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...

- **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 3: Use of Appropriate Behaviors to Meet Needs

- **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...

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

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

- **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