

## Key for Documentation Worksheets

Handout 8.3 – Global Child Outcomes Module

Child study for “Carley”  
Outcome 1: Developing Positive Social-Emotional Skills

### Functioning that shows foundational skills

- Doesn't try to play with other children, doesn't talk much which makes it hard. (fam)
- Mostly played alone. Chose to sit near others, but did not invite them to play (mostly parallel play). (obs)
- Difficulty interacting with other children. Example of peer request to buy ice cream. Carley followed child, said —“ice cream”, but didn't answer which kind or pretend to get money out. (provider)

### Functioning that shows immediate foundational skills

- Happy girl, likes to play with toys & games. (fam)
- Affectionate with everyone in family, greets mom at door with hug. (fam)
- Plays with older brothers when they try to include her. Tries to keep it up but doesn't last long. (fam)
- Claps and finds her dad when pleased. (fam)
- Sometimes calls brother's name to show toy. (fam)
- Expresses when she's happy, worried, or doesn't like something. (fam)
- No conflict with other children. (obs)
- When another child brought her pretend food, she smiled and said “yum” and pretended to eat it. Didn't ask for more from child or join child in kitchen area to extend play. (obs)
- After teacher's two step directions, Carley imitated other children putting away toys. Lined up after teacher came and individually prompted her again. (*less responsive to verbal than nonverbal prompts to participate in classroom routine*) (obs)
- Eye contact, though less well with peers than teachers. (provider)
- Receptive and expressive lang below average (expressive 20 months; receptive 20 months)

### Functioning that is age appropriate

- Shows mom toy to play with and plays for long period of time with mom, sharing well. (fam)
- Her brother was crying and said — “Colt sad” (*notices and labels prominent feelings of others*); notices and responds to feelings of other children in classroom. (fam & provider)
- Plays collaboratively with mom to organize and construct dollhouse, sharing toys and working toward common goal for an extended time. (fam)
- Easily separated from mom at classroom. Hugged mom and said goodbye, but didn't get upset when mother left. (obs)
- When another child asked her to share, gave toy to him and picked up another one. (obs)
- Positive interactions with teachers. Noticed when teacher left room, looked for her, was pleased when she returned. (obs) Initiated activity with teacher by bringing book to her to read. Engaged with teacher as she read by pointing to objects spontaneously and on request, sometimes labeling them if she knew the word. (obs)
- Affectionate and responsive with the teachers. Uses eye contact well with teachers. (provider)

### Behavior that is not age appropriate

Not yet able to self-regulate tantrums or use a sign/symbol system to communicate with others in ways other than tantrums. (fam, provider)



*Early Childhood Intervention*

Functioning that shows  
foundational skills

- Gets upset when something is broken because doesn't understand (fam)
- Doesn't understand when mom asks her to do something; won't follow directions; throws tantrum if mom keeps at her to do something (fam)
- Doesn't follow directions at child care (fam/provider)
- Anticipates some routines at home—e.g. when mother says it's time for bed she knows it's time to put her pajamas on (fam)
- Receptive language skills and expressive language skills were 20 months; did not demonstrate understanding of descriptive concepts such as one, first, off, etc.
- Used mostly 2-word sentences, often in repetition of what she was just asked or what was said to her.

Functioning that shows  
immediate foundational skills

- Used a play phone by pushing buttons, holding it to her ear, nodding, and saying hello but did not carry on a pretend conversation or try to engage another child in a play conversation using the phones (*limited symbolic play with realistic toys by herself*)
- When the teacher asked her to “go put the toys away and then line up,” she imitated other children putting away toys, but she did not line up until a teacher came over and prompted her again. (*Understands and follows one step verbal directions, but not two step reminders of rules/directions*) (obs)
- Carley “has a hard time understanding directions. I tell her how to do something, but she just doesn't seem to understand. It's easier when all the children are doing something because then she'll just watch them and try to follow along. But sometimes she gets real frustrated and throws a tantrum.” (provider)
- Uses phrases or a couple words or shows adult to convey meaning (fam, obs)
- Flipped through pages of book slowly with interest, but not yet pretending to read or telling the story from pictures

Functioning that is age appropriate

- Organizes furnishings in dollhouse in appropriate rooms and uses blocks to add on space/other rooms with additional functions (garage) (fam)
- Good at figuring things out—new toys and games. Can do interlocking puzzles, likes to look at books (fam)
- Played appropriately with a variety of different toys and games, including easily manipulating smaller toys. (*Problem solving different toys and games*) (obs)
- Figured out how to unscrew with a nut and bolt and could then repeat it. (*Problem solving different toys and games*) (obs)
- Without assistance, strings beads with red beads first followed by yellow ones (obs)
- Put together 5-piece puzzle by herself (obs)
- Would sometimes watch other children and copy them to figure out how to use some of the toys to solve a problem she was having (obs)

Behavior that is not age appropriate



*Early Childhood Intervention*

Functioning that shows  
foundational skills

- Doesn't seem aware of danger when crossing the street (fam)
- The provider expressed concern about Carley's limited awareness of danger. For example, in the gym or on the playground she might climb too high or otherwise not be safe on the equipment. "She doesn't understand that she could fall and get hurt." (provider)

Functioning that shows  
immediate foundational skills

- Will try to put on pajamas, but still needs help to get dressed and help to put on coat (fam)
- Not toilet trained. Carley does "show some awareness about when she is about to go and goes to another area of the classroom by herself to do this." (fam & provider)
- Comes to mom for help all the time; good that she asks for help when wants or needs something (like when she's hungry), but seems like she should be doing more on her own (fam)
- Seeks adult assistance using one or two words to communicate her need or she took a teacher by the hand to show her what she wanted. (fam, obs, & provider)
- The staff also have to help Carley with hand washing (pushing the soap dispenser, doing hand-over-hand to get all the soap off, and helping with drying because she wouldn't completely dry her hands all the way by herself, etc.) (provider)
- Takes responsibility for own well-being. Allows adult to attend to personal needs and uses self-help skills to meet needs with help from adults

Functioning that is age appropriate

- Eats well. Uses a fork and spoon to eat and drinks out of a cup with little spilling or mess (fam, provider)
- Carley's fine and gross motor skills were at 28 months (formal assessment)
- Was running around, jumping, and playing with toys (obs)
- Loves to run on the playground around the slide and avoids running into others (assessment)
- Likes to go up and down the slide (assessment)
- Can throw and catch a ball (assessment)
- Enjoys riding her tricycle in the driveway (assessment)
- Loves to build things and do puzzles (assessment)

Behavior that is not age appropriate