

<p style="text-align: center;">Child Progress Determination Questions to Guide the Discussion of Functional Indicators</p>
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I: Positive Social-Emotional Development / Positive Social Relationships

- ❖ How does the child communicate her/his feelings?
- ❖ How does the child interact with parents?
- ❖ How does the child interact with siblings?
- ❖ How does the child interact with known adults / strangers?
- ❖ How does the child interact with children?

Consider progression of social development

Smiles – holds out arms to be picked up - Likes to look at faces – laughs aloud - distinction of strangers – parallel play – interest in other kids – associative play

Consider relationship with primary caregivers

Soothed by caregiver - varying cries – reliance on primary caregiver – stranger anxiety (1st or 2nd)

II: Acquires and Uses New Knowledge and Skills

- ❖ How does the child learn?

Consider progression of how children learn about their environment

Mouthing toys – eyes explore toys – hands explore toys – child interact with the toys to produce noise – books / pointing to pictures – points and indicates “what’s that” question – imitation – how does the child use words to learn

Consider progression and complexity of imitation

How willing is the child to imitate, do you see the child acting out everyday events in their own play? Level of imitation in using words.

III: Ability to Take Actions to Get Needs Met

- ❖ How does child let caregiver know what she/he wants?
- ❖ How does child get to his/her toys?
- ❖ What does the child do to participate in her/his own care?

Consider motor skills

How does child get to toys – rolls, crawls, walks, climbs, runs

How does child use hands to manipulate toys & food – raking, pincer grasp

Consider self-help skills to take care of her/himself

Dressing – helps with dressing, takes off some clothes, attempts/puts on some clothes

Toileting – tells when wet/soiled, attempts to use the toilet

Feeding – finger feeding, spoon dexterity

Consider communication skills

How does the child tell the caregiver when she/he is hungry, thirsty, needs changing

Are words replacing grunts, tantrums, pointing motions?