

<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, grandparents, siblings, other children, childcare workers, etc?

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

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?

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, puts/attempts to put some clothes on

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?