Global Outcomes Guiding Questions Early Intervention Colorado

Consider all settings & situations



- How does the child communicate his/her feelings?
- How does the child interact with: parents? siblings? known adults? strangers?children?
- Consider the progression of social development, relationship with primary caregivers, & use
 of social language.



- •How does the child learn?
- •What is the child's understanding of language?
- •How does the child use language to communicate what they know and understand?
- Consider the progression of how children learn about their environment, progression and complexity of imitation, understanding of language, & use of language to express what they know.



- How does the child move around to get to her/his toys?
- •What does the child do to participate in his/her own care?
- •How does the child let the caregiver know what she/he wants?
- Consider the progression of motor skills, self-help skills to take care of her/himeself, & communication to get needs met.

Child's Development in Relation to Other Children the Same Age

Age Expected Skills	Nelson has all of the skills that we would expect in this area.
	Nelson has the skills that we would expect in this area. There are some concerns with {area of concern/quality/lacking skill}.
Some Age Expected Skills	Nelson shows many age expected skills. He also continues to show some skills that might describe a younger child in this area.
	Nelson shows occasional use of some age expected skills. He has more skills of a younger child in this area.
No Age Expected Skills	Nelson uses many important early skills that are necessary for development of advanced skills; he is not yet showing skills used by other children his age in this area.
	Nelson is beginning to show some of the early skills that are necessary for development of more advanced skills in this area.
	Nelson has the very early skills in this area. This means that Nelson has the skills we would expect of a much younger child.

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