

ACTIVITY 3

Getting Started

Activity Purpose: The activities outlined here provide professionals with the opportunity to explore a variety of resources related to the child outcomes summary process based on their identified areas of need. Additionally, participants will engage in discussions about the three outcomes, think about functional skills, and identify functional skills related to the three outcomes by watching a video of child.

Difficulty Level: Introductory Level – Awareness

Estimated Time: 60 minutes

Materials:

- Internet access & TV/computer
- Audio
- Handouts:
 - *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder*

***Note for facilitator:** Be sure to remind participants perhaps via email beforehand to bring the resource that they found based on what they wanted to learn more about (activity from Section 1; Activity 2). The participants will need these resources for this activity.

Activity Instructions:

Part 1 – Resource Review

1. Ask professionals in small groups to review their identified area of need/something that they wanted to learn more about as a result of the K-W-L reflection activity and the resource related that that need and the COS process.
2. As a group, have people share some of the resources they brought, describing the type of knowledge the resources support (child functioning, ratings, leading the discussion, etc.).

Part 2 – The Three Child Outcomes

1. As a group, view the brief (5-minutes long) module from the Early Childhood Outcome Center, which provides a brief overview of the three child outcomes found here: https://unc-fpg-cdi.adobeconnect.com/a992899727/understanding_outcomes/
2. After watching the module, consider getting the conversation about the three child outcomes started by asking the following questions:

- a. What does child functioning mean?
 - b. How might the type of information obtained from assessments and the child outcome summary process differ?
 - c. How do the three child outcomes capture child functioning?
 - d. What are some examples of functional skills?
 - e. What do those skills tell us about the child?
3. Handout the document titled: *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder* and review each of the three child outcomes and the content that each one captures. Ask professionals to provide examples of what some of the bulleted skills look like (skill: attend to people – what does that look like? & skill: convey sleep needs – what does that look like?)
 4. Watch a video (3:34 minutes) of a toddler, Profit, at childcare: <https://www.youtube.com/watch?v=YIEPryVTkSs>
 5. Refer participants back to *Appendix A: COS-TC Child Outcomes Summary Content Reminder Tool Content Reminder* and consider the following discussion questions:
 - a. What skills do you see related to building positive relationships?
 - b. Acquiring knowledge and skills?
 - c. Taking action to meet his needs?
 - d. What lingering questions would you have for Profit's caregivers, including his childcare providers?
 - e. What resources discussed earlier might help you understand what functional skills within each outcome area are for a child just over 12 months, like Profit?

Part 3 – Reflection

1. Ask the participants to get into pairs and reflect together on what they learned during the session. Ask the participants to share what they feel might be the most useful resource/s with their partners and why.

***Note for facilitator:** consider making all the resources shared during the session available to the participants after the session, perhaps via email.

Appendix A: COS-TC Child Outcomes Summary Outcome Content Reminder Tool

Positive Social Relationships		
<ul style="list-style-type: none"> ▪ Attend to people? ▪ Display/communicate emotions? ▪ Respond to touch? ▪ Use greetings? ▪ Turn taking? 	<ul style="list-style-type: none"> ▪ Relate with family members? ▪ Relate with other adults? ▪ Relate with siblings/other kids? ▪ Engage others in play? ▪ Cope with and resolve conflicts that emerge with others/in play? ▪ Communicate during back-and-forth interactions with others? 	<ul style="list-style-type: none"> ▪ React to changes in the environment? ▪ Adapt to changes in routines or settings? ▪ Follows group rules and/or expectations across settings?
Acquiring and Using Knowledge and Skills		
<ul style="list-style-type: none"> ▪ Understand and respond to directions and requests? ▪ Understand language (e.g., prepositions, directions, concepts)? ▪ Show communication skills (from cooing to using sentences)? 	<ul style="list-style-type: none"> ▪ Think, remember, reason, and problem solve? ▪ Interact with books, pictures, and toys? ▪ In play, imitate what s/he has seen others do? ▪ Learn new skills and use these skills in play? ▪ Demonstrate early literacy understanding? 	<ul style="list-style-type: none"> ▪ Solve problems and figure things out? ▪ Remember familiar play routines and where things are or when they are different? ▪ Engage in play with objects (how elaborate or connected)? ▪ Understand pre-academic concepts and symbols?
Taking Appropriate Action to Meet Needs		
<ul style="list-style-type: none"> ▪ Move around and/or move his or her body to get things? ▪ Use hands and fingers to manipulate toys and things? ▪ Use tools to get desired things (e.g., strings, pencils, forks, scissors, etc.)? 	<ul style="list-style-type: none"> ▪ Communicate what s/he wants and needs (e.g., hunger, desired toys, illness/injury) to familiar and unfamiliar adults and to peers/siblings? ▪ Take care of basic needs such as feeding, dressing, hand washing, and potty training? 	<ul style="list-style-type: none"> ▪ Convey sleep needs? ▪ Contribute to his or her health and safety on his or her own? ▪ Follow rules related to safety (hold hands, stop, understands hot)?



