

ACTIVITY 2

Functional and Discrete Skills

Activity Purpose: The purpose of this activity is to gain a deeper understanding of the three Child Outcomes and the skills and behaviors that might be expected for each outcome area, and how those may look different from traditional testing tool (discrete) skills.

***Note for facilitator:** this activity requires the participants to [bring a testing tool](#) to the meeting. The tool should be one they typically use when evaluating/assessing young children.

Difficulty Level: Introductory Level – Awareness & Intermediate Level – Application

Estimated Time: 45-60 minutes

Materials:

- TV/Computer
- Screen
- Internet access
- Audio for video
- Assessment tools
- Handouts:
 - *Observation of Child Outcomes*
 - *Assessment v. Child Outcomes Reflection*

Activity Instructions:

Part 1 – Discrete Skills

1. Watch the following video from Colorado Results Matter Video Library titled, *Kaleb on the Playground* (No need to know the age of the child, just observe!)
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/KalebOnThePlayground_SA.asp
2. Consider the following prompts to begin the discussion:
 - a. Now think about an approved assessment tool you might use (example: PDMS-2, TIMP, HELP, BDI-2, Rosetti, PLS 4 or 5), identify the different skills you might be able to score on your instrument based on your observations.
 - b. Participants are welcome to pull out the assessment tools they brought with them and check off the behaviors/skills they observe.
3. Have the group share and compare the different skills identified across the various tools utilized for this activity.

Part 2 – Functional Skills

1. Watch the video a 2nd time, but this time watch the video through the perspective of the three Child Outcome Areas. Participants can write down their observations in the handout, *Observation of Child Outcomes*.
2. Share and discuss across groups. Consider the following:
 - a. What differences did you notice in your observations?
 - b. Did you see anything new or different?
 - c. Did your observations change in any way from more discrete skills to more functional skills rooted in everyday activities?
 - d. Was there anything you missed on either your 1st watch or your 2nd watch of the video?
 - e. If we had only been able to watch the video once with just the focus on discrete skills, what would we have missed?

Part 3 – Individual Reflection

1. Pass out the handout titled, *Assessment v. Child Outcomes Reflection*, to the participants.
2. Encourage them to reflect individually and complete the reflection questions.
3. The facilitator can use these reflections to steer the discussions at the next meeting.

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Observation of Child Outcomes



