

# ACTIVITY 3

## Child Outcomes Summary Process: Self-Evaluation

### Section 1: Why collect outcomes data?

1. The state government is the driving force behind measuring child outcomes.

True or False

**Answer:** False. It's the federal government that is the driving force.

2. When do IL EI teams collect child outcomes data? (circle all that apply)

- a. initially
- b. annually
- c. discharge
- d. all the above

**Answer:** D. "all of the above" The state of IL collects child outcome data initially, annually and at the time of exit/discharge.

3. Reasons to measure child outcomes include: (circle all that apply)

- a. to report data to the federal government
- b. to learn whether programs are effective
- c. for program improvement
- d. all the above

**Answer:** D. "all the above" Although states are required to report data to the federal government, many state and local programs are interested in collecting the data for other purposes.

### Section 2: The three child outcomes (circle all that apply)

4. Think, remember, reason and problem solve fall under:

- a. Positive Social Relationships
- b. Acquiring and Using Knowledge and Skills
- c. Taking Appropriate Action to Meet Needs

**Answer:** B. "Acquiring and Using Knowledge and Skills".



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5. Reacts to changes in the environment
- a. Positive Social Relationships
  - b. Acquiring and Using Knowledge and Skills
  - c. Taking Appropriate Action to Meet Needs

**Answer:** A. *Positive Social Relationships*

6. Follows rules related to safety
- a. Positive Social Relationships
  - b. Acquiring and Using Knowledge and Skills
  - c. Taking Appropriate Action to Meet Needs

**Answer:** C. *“Taking Appropriate Action to Meet Needs”*

7. Playing with other children falls under
- a. Positive Social Relationships
  - b. Acquiring and Using Knowledge and Skills
  - c. Taking Appropriate Action to Meet Needs

**Answer:** A. *“Positive Social Relationships”*

8. Which of the following would we consider ‘discrete,’ versus functional, skills?  
(circle all that apply)

- a. uses prepositions
- b. hops on one foot
- c. hands a toy to a child to engage in play
- d. says “I’m hungry” when he wants food

**Answers:** A & B are discrete skills as there is no contextual information about how the child uses them meaningfully in everyday life.

9. Which of the following would we consider ‘functional,’ versus discrete, skills?  
(circle all that apply)

- a. looks for his cup when it is not in its usual place
- b. repeats a sequence of 4 numbers
- c. asks a question in conversation
- d. crosses midline



**Answers:** A & C are functional skills as it is obvious that the child is using the skill to accomplish something meaningful in his/her everyday life.

### Section 3: Measuring the three child outcomes

10. Formal assessment tools are designed to measure the three child outcomes.

True or False

**Answer:** False. There are currently no assessment tools designed specifically to measure the three child outcomes.

11. Assessing functional outcomes can involve (circle all that apply)

- a. asking the family about the child's behavior at home
- b. asking the family about the child's behavior in the grocery store
- c. observing the child on the playground
- d. talking to the child care provider about the child's eating habits at lunch

**Answer:** All the above apply. Information from multiple data sources about a child's functioning across settings and situations is essential part of the child outcomes measurement process.

12. A 24-month-old child only understands a few basic directions such as "give it to me" and "get your shoes" and uses approximately 5 words for the purposes of greeting and expressing his needs. How would you characterize this child's skills?

- a. foundational
- b. immediate foundational
- c. age-expected

**Answer:** A. foundational

13. An 18-month-old child frequently looks back at her caregiver when they are playing at the park. How would you characterize this child's skills?

- a. foundational
- b. immediate foundational
- c. age-expected

**Answer:** C. Age-Expected

