

## Early Childhood Outcomes

| Outcome   | Description  | Involves   | Includes areas like  |
|---|--|--|--|
| <b>Positive social-emotional skills</b>   | <p>How children get along with others, how they relate with adults and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as child care center. The outcome includes the ways the child expressed emotions and feelings and how he or she interacts with and plays with other children.</p>  | <p>Relating to adults</p> <p>Relating with other children</p> <p>For older children, following rules related to groups or interacting with others</p>  | <p>Attachment/separation/autonomy</p> <p>Expressing emotions and feelings</p> <p>Learning rules and expectations</p> <p>Social interactions and play</p>   |
| <b>Acquisition and use of knowledge and skills(including early language/communication and early literacy)</b> | <p>Refers to children’s abilities to think, reason, remember, problem solve, and use symbols and language. The outcome also encompasses children’s understanding of the physical and social worlds. It includes understanding of early concepts (e.g., symbols, pictures, numbers, classification, spatial relationships), imitation, object permanence, the acquisition of language and communication skills, and early literacy and numeracy skills. The outcome also addresses the precursors that are needed so that children will experience success later in elementary school when they are taught academic subjects areas (e.g., reading, mathematics)</p> | <p>Thinking</p> <p>Reasoning</p> <p>Remembering</p> <p>Problem solving</p> <p>Using symbols and language</p> <p>Understanding physical and social worlds</p>   | <p>Early concepts- symbols, pictures, numbers</p> <p>Imitation</p> <p>Object permanence</p> <p>Expressing language and communication</p> <p>Early literacy</p>                                     |
| <b>Use of appropriate behaviors to meet their needs.</b>  | <p>Refers to the actions that children employ to take care of their basic needs, including getting from place to place using tools (e.g., fork, toothbrush, crayon), and in older children contributing to their own health and safety. The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing, and toileting), carry out household responsibilities, and act on the world to get what they want. This outcome addresses children’s increasing capacity to become independent in interacting with the world and taking care of their needs.</p>   | <p>Taking care of basic needs</p> <p>Getting from place to place</p> <p>Communication</p> <p>Using tools (e.g. fork, toothbrush, crayon)</p> <p>In older children, contributing to their own health and safety</p> | <p>Integrating motor skills to complete tasks</p> <p>Self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibility)</p> <p>Acting on the world to get what one wants</p> |