



Early Childhood Outcomes (ECO) for Infants, Toddlers & Preschoolers: Guidance for Understanding the Early Childhood Outcomes

ECO AREA	ALIGNMENT WITH IOWA'S EARLY LEARNING STANDARDS	CONVERSATION STARTERS <i>Use these questions to guide the IFSP/IEP Team's discussion of the child's performance for each area of the Early Childhood Outcomes. These questions are NOT designed to be a checklist of performance but to help the team understand what information about the child's skills and behaviors, across settings and situations, relates to each of the Early Childhood Outcome areas. These questions can also provide a way to focus the team's discussion.</i>
Children have positive social-emotional skills (including social relationships).	<p>INFANT AND TODDLER Standards:</p> <p>3.1 Display a positive awareness of self.</p> <p>3.2 Show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.</p> <p>3.3 Develop and maintain positive relationships with significant caregivers.</p> <p>3.4 Respond to and initiate interactions with other children.</p> <p>3.5 Demonstrate a sense of comfort within their family, program, community and culture.</p> <p>PRESCHOOL Standards:</p> <p>9.1 Express a positive awareness of self in terms of specific abilities, characteristics and preferences.</p> <p>9.2 Show increasing ability to regulate behavior and express their emotions in appropriate ways.</p> <p>9.3 Relate positively to caregivers who work with them.</p> <p>9.4 Develop the ability to interact with peers respectfully and to form positive peer relationships.</p> <p>9.5 Have an increasing awareness of belonging to a family, community, culture and program.</p>	<p>Think about relating to adults and children; and (for those older than 18 months) following rules related to groups or interacting with others.</p> <ul style="list-style-type: none"> ❖ How does the child display his/her emotions? ❖ In what situations and ways does the child express delight or display affection? ❖ How does the child read and react to the emotions and expressions of others? ❖ Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)? ❖ In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected of the child's age (e.g., screaming, biting, and tantrums)? How often does this occur? In what situations does it occur/not occur? ❖ How does the child display awareness of routines? ❖ How does the child respond to transitions in routines or activities? Are the child's actions different from familiar transitions versus new transitions or different across settings or with different people? ❖ How does the child relate to his/her parents and with familiar caregivers (e.g., child care provider)? ❖ How does the child interact with other children in various settings and situations (e.g., at child care, preschool, park, stores, etc.)? ❖ How and in what situations does the child interact with others in mutual activities (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, participate in games)? ❖ How does the child interact with/respond to people in community settings (e.g. park, library, grocery store, church, restaurants, etc.)? ❖ How would you expect other children of this age to act in various settings and situations?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children acquire and use knowledge and skills. (Including early language/communication and early literacy for preschoolers)</p>	<p>INFANT AND TODDLER Standards: 2.3 Demonstrate strategies for reasoning and problem solving. 4.1 Understand and use communication and language for a variety of purposes. 4.2 Engage in early reading experiences. 4.3 Engage in early writing activities. 5.1 Show increasing understanding of comparisons and amount, including the use of numbers and counting. 5.2 Understand patterns. 5.3 Show increasing understanding of spatial relationships. 5.4 Observe, describe and predict the world around them. 6.1. Explore art through a variety of safe two- and three-dimensional media. 6.2 Participate in a variety of rhythm, music and movement experiences. 6.3 Engage in dramatic play experiences.</p> <p>PRESCHOOL Standards: 7.4 Develop small motor skills <i>to play with various objects, use scissors and scribble/draw with crayons/markers/writing tools.</i> 8.3 Demonstrate strategies for reasoning and problem solving. 10.1 Understand and use communication and language for a variety of purposes. 10.2 Engage in early reading experiences. 10.3 Engage in early writing experiences. 11.1 Understand amount, including numbers and counting. 11.2 Understand patterns. 11.3 Understand shapes and spatial relationships. 11.4 Observe, describe and predict the world around them. 11.5 Apply and adapt strategies to solve problems. 11.6 Understand comparisons and measurement. 12.1 Explore art through a variety of media. 12.2 Participate in a variety of music and movement experiences. 12.3 Engage in dramatic play experiences.</p>	<p>Think about reasoning, remembering, thinking and problem solving; understanding symbols; and understanding the physical and social worlds.</p> <ul style="list-style-type: none"> ❖ What does the child do when he/she tries to solve a problem (e.g., overcome an obstacle/problem interfering with something)? ❖ What does the child do if an action or a strategy attempted isn't successful (e.g., how does he/she try to modify approach, show persistence, etc.)? ❖ Does the child use something learned at one time at a later time or in another situation? ❖ How does the child imitate others' actions (e.g., peers, adults) across settings to learn or try new things? ❖ Does the child display an awareness of the distinctions between things (e.g., object characteristics, size differences, differences in object functions)? ❖ How does the child interact with books, pictures and print? ❖ How does the child demonstrate her/his understanding of symbols into concepts, communication and play? ❖ How does the child use the words and skills she/he has in everyday settings and situations? ❖ How does the child understand and respond to directions and requests from others? ❖ How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)? ❖ How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next and memory of previous actions in settings and situations? ❖ How would you expect other children of this age to act in various settings and situations?

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Children use appropriate behaviors to meet their needs.	<p>INFANT AND TODDLER Standards:</p> <p>1.1 Participate in healthy and safe living practices. 1.2 Engage in play to learn. 1.3 Develop large motor skills. 1.4 Develop fine motor skills <i>to perform self-help tasks.</i></p> <p>2.1 Express curiosity and initiative in exploring the environment and learning new skills. 2.2 Purposefully choose, engage and persist in experiences and activities.</p> <p>PRESCHOOL Standards:</p> <p>7.1 Understand healthy and safe living practices. 7.2 Engage in play to learn 7.3 Develop large motor skills. 7.4 Develop fine motor skills <i>to perform self-help tasks.</i></p> <p>8.1 Express curiosity, interest and initiative in exploring the environment, engaging in experiences and learning new skills. 8.2 Purposefully choose and persist in experiences and activities.</p>	<p>Think about taking care of basic needs; getting from place to place; using tools; and (if older than 24 months) contributing to child's own health and safety.</p> <ul style="list-style-type: none"> ❖ Does the child show awareness of situations that might be dangerous (e.g., to drop-offs, hot stoves, cars/crossing streets, strangers, etc.)? ❖ How does the child get from place to place when desired or needed? ❖ What does the child do when she/he wants something that is out of reach or hard to get? ❖ What does the child do when she/he cannot get or doesn't have what she/he wants? ❖ How does the child get started playing with toys? What does the child do when he/she is interested in a different toy than he/she has? ❖ How does the child respond to challenges? ❖ What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun? ❖ What does the child do at meal or snack time? Are there differences across settings and with different people? ❖ What actions does the child perform when dressing and undressing? ❖ What are the child's actions/reactions with regard to toileting and hygiene (e.g., tooth brushing, washing hands/face, blowing nose, etc.)? ❖ How would you expect other children of this age to act in various settings and situations?