



Divisions for Special Education Services and Supports

Guidelines for Preschool Outcomes on students that are exiting Preschool Special Education

Preschool Outcome Areas

Emotional Behaviors/Positive Social Outcomes

Knowledge of Skills (language, early literacy, and communication)

Use of Appropriate Behavior

Directions: Below are the (5) measurements that must be considered for each outcome area. Review the characteristics/criteria for each measurement, and select the measurement that “most appropriately” reflects the child’s *progress* in *each* outcome area.

Measurements:

- 1.) *Child who maintained functioning at a level comparable to same aged peers.*
- 2.) *Child who improved functioning to reach a level comparable to same aged peers.*

Typical Measurement Characteristics or Criteria:

- Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age.
- No one has any concerns about the child’s functioning in this outcome area.
- Child’s functioning generally is considered **appropriate** for his or her age but there are **some concerns** about the child’s functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support
- Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.

Measurement:

- 3.) *Child who improved functioning to a level nearer to same aged peers but did not reach it.*

Typical Measurement Characteristics or Criteria:

- Child shows functioning expected for his or her age **some of the time and/or in some situations**. Child’s functioning is a mix of age appropriate and not age appropriate behaviors and skills.
- Child’s functioning might be described as like that of a **slightly younger child**
- Child shows some but not much age-appropriate functioning.

Measurement:

4.) *Child who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.*

Typical Measurement Characteristics or Criteria:

- Child does **not yet** show functioning expected of a child of his or her age in any situation.
- Child's behaviors and skills include **immediate foundational skills** upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.
- Functioning might be described as like that of a **younger child**
- Child's behaviors and skills include some **immediate foundational skills** but these are not displayed very often across settings and situations.

Measurement:

5.) *Child who did not improve functioning.*

Typical Measurement Characteristics or Criteria:

- Child does **not yet** show functioning expected of a child his or her age in any situation.
- Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning.
- Child's functioning might be described as like that of a **much younger child**