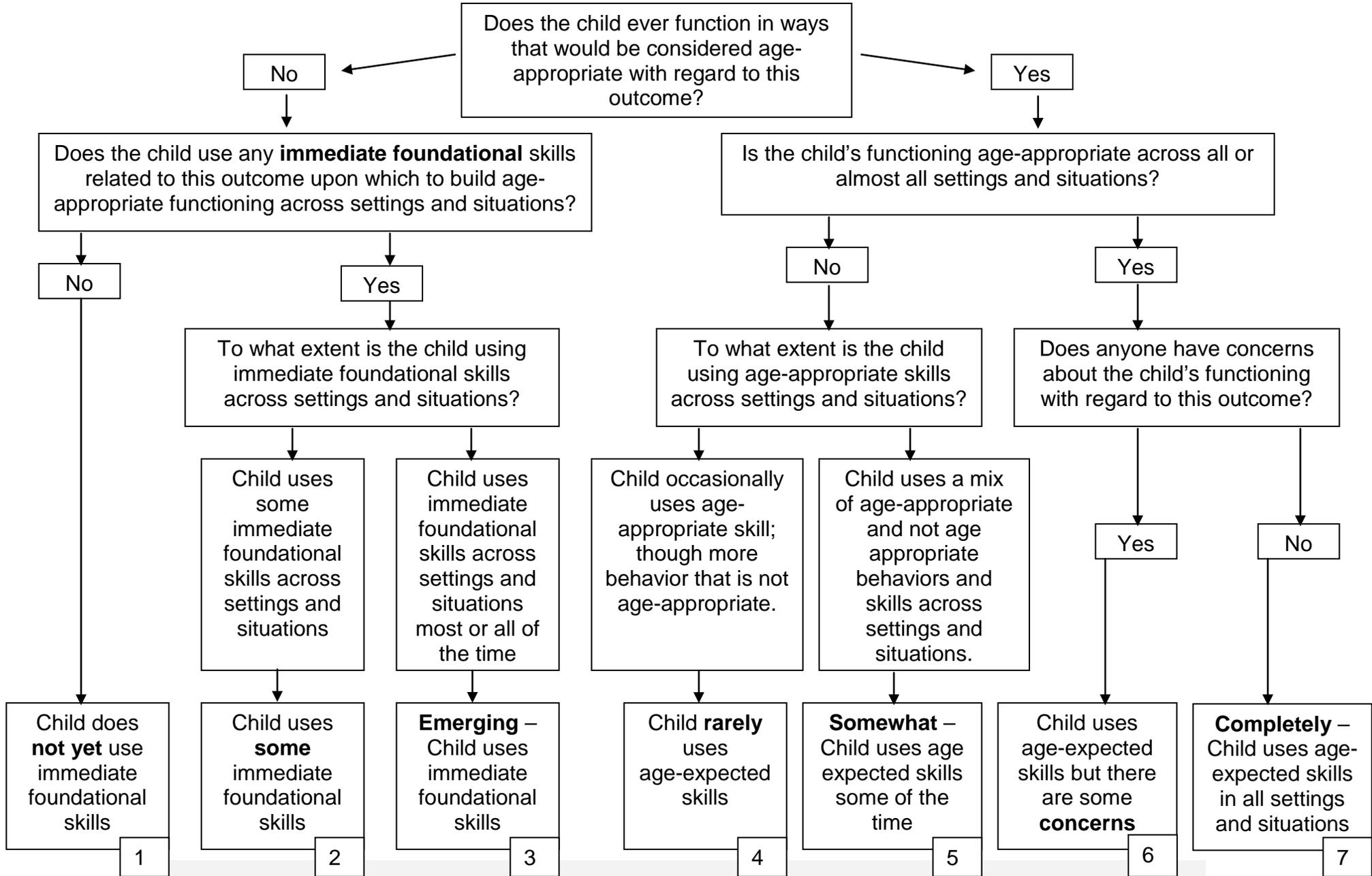


# Decision Tree for Summary Rating Discussions



## EDIS Child Outcome Prompts for Documenting Present Levels of Development

### **1. POSITIVE SOCIAL RELATIONS**

YRelating with adults

YRelating with other children

YFollowing rules related to groups or interacting with others

Describe how the child...	Consider how the child... across different settings?
Y Demonstrates attachment	Y interacts with & relates to others in day-to-day happenings
Y Initiates & maintains social interactions	Y displays, reads & reacts to emotions
Y Behaves in a way that allows them to participate in a variety of settings & situations	Y initiates, maintains, & close interactions
Y Demonstrates trust in others    Y Regulates emotions	Y expresses delight or displays affection
Y Understands & follows social rules	Y transitions in routines or activities (familiar & new)
Y Complies with familiar adult requests	Y engages in a joint activities/interactions
Y Shares toys & materials with others	Y shows awareness of contextual rules expectations
Y Initiates, responds to, & sustains interactions with others	Y responds to arrivals & departures of other
Y Listens, watches, & follows activities during groups	

### **2. ACQUIRES & USES KNOWLEDGE & SKILLS**

YThinking reasoning problem solving

YUnderstanding symbols

YUnderstanding the physical & social world

Describe how the child...	Consider how the child... across different settings?
Y Displays curiosity & eagerness for learning	Y imitates others & learn to tries new things
Y Explores their environment	Y persists or modifies strategies to achieve a desired end
Y Explores & plays with people & objects (toys, books, etc.)	Y solves problems & attempt solutions others suggest
Y Engages in appropriate play with toys & objects	Y use the words/skills he has in everyday settings
Y Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form	Y understands & responds to directions/requests
Y Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort)	Y displays awareness of the distinction between things
Y Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in KN (e.g., pre- writing and counting, sorting, comparing...)	Y interacts with books, pictures, print
Y Shows imagination & creativity in play	Y demonstrates understanding of familiar scripts in play

### **3. TAKES APPROPRIATE ACTION TO MEET NEEDS**

YTaking care of basic needs

YContributing to own health & safety

YGetting from place to place & using tools

Describe how the child...	Consider how the child... across different settings?
Y Move from place to place to participate in activities, play, & routines	Y gets from place to place
Y Seek help when necessary to move from place to place	Y assists with or engage in dressing, eating, toileting, hygiene tasks
Y Manipulate materials to participate in learning opportunities & be as Independent as possible	Y conveys needs & desires & preferences
Y Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately	Y responds to challenges
Y Uses gestures, sounds, words, signs or other means to communicate wants & needs	Y responds to delays in getting what he wants
Y Meets self-care needs (feeding, dressing, toileting, etc.)	Y gets what he wants (e.g., toys, food, attention...)
Y Seeks help when necessary to assist with basic care or other needs	Y shows awareness of or respond to situations that may be dangerous
Y Follows rules related to health & safety	Y amuses himself or seeks out something fun

