



LEARNINGbyte

El Service Delivery

Decision Tree Practice – Bella



PURPOSE OF ACTIVITY

This scenario-based activity is designed to help participants practice using the Decision Tree. This scenario features a discussion about the functional social-emotional skills of Bella, a toddler with a delay in expressive communication.



RESOURCES NEEDED

- Handout - *Scenario: Bella*
- Handout - *Age-Expected Development Reference for Scenario*
- Handout - [Decision Tree](#)



SPECIFIC STEPS

1. Print out the *Scenario: Bella and Age-Expected Development Reference for Scenario*
2. Begin by inviting participants to share any successes or challenges during the child outcome summary process.
3. Break participants into groups of 2-4 depending on the group size.
4. Ask participants to read their scenario.
5. Designate a lead for each group. This can be chosen by picking the participant with the next birthday.
6. Give the following the directions: *The leader will facilitate the discussion using the Decision Tree. The Age-Expected Development Reference for Scenario handout should be used to help with the first question on the Decision Tree. The other participants will act as team members joining in the discussion. Once you decide which statement fits best, please stand up.* The discussion should take about five minutes.
7. Once each group stands up, ask the leader of each group to share their statement. Allow discussion for participants to share what led them to this decision. See answer key to help facilitate the discussion with specific examples. Use open-ended questions to help the participants reflect throughout the discussion:
 - *What were your aha moments?*
 - *What did you do well? What struggles did you face?*
 - *What strategies can you implement in the assessment for service planning process to help generate discussion of functional skills across all settings and situations?*



ADDITIONAL RESOURCES

Checklists and Video Library - The [Early Childhood Technical Assistance Center \(ECTA\)](#) provides an array of resources on quality practices for the Child Outcomes Summary.

Guidance Document - [Age Anchoring Guidance for Determining Child Outcomes Summary \(COS\) Ratings](#) is available from ECTA to answer commonly asked questions about age anchoring and examples of how the guidance applies in practice.

Scenario: Bella

Section III:		Age & Developmental Levels			
<i>Age:</i>	28 months	<i>Adjusted Age</i>	N/A	<i>Cognitive</i>	28 months
<i>Receptive Language</i>	22 months	<i>Adaptive/Self-Help</i>	28 months	<i>Gross Motor</i>	30 months
<i>Expressive Language</i>	18 months	<i>Social-Emotional</i>	30 months	<i>Fine Motor</i>	28 months

Social/Emotional Skills, including social relationships: *This area involves how your child interacts with adults and with other children, including how your child communicates his or her feelings.*

Bella enjoys being the center of attention as she engages in eye contact, waves and greets others saying “hi” and “bye” even when shopping with her mother and baby brother, Thomas. She tells her brother “no” when he reaches for her baby doll. She loves to push her baby doll in her toy stroller. Bella tells her mother “no” and cries when she does not want to do something. Her mother, Samantha, stated Bella recently hit her when she told her she could not get candy at the grocery store. Samantha feels like Bella is starting to get more frustrated and cannot always express how she is feeling. Bella expresses her emotions with facial reactions, sounds, smiling, crying, and whining. She seeks comfort (hugs and kisses) from her mother when she is hurt or upset. She is starting to become more independent. She walks in to her Sunday school class every week and runs to play in the kitchen area with her friend in class. She really enjoys the routines of her day at home and at Sunday school. Bella likes to know what is coming up next. Bella was observed initiating play by bringing books and toys to her mother today. She called “mama” to get her attention.

Coming up, Bella will begin to use words like “I” or “me” to express her feelings. “Mine” may become a new favorite word when her brother takes something from her. She will start to tell others her name. She will sing parts of familiar songs she hears at church and at home.

Age-Expected Development Reference for Scenario

SCENARIO: BELLA

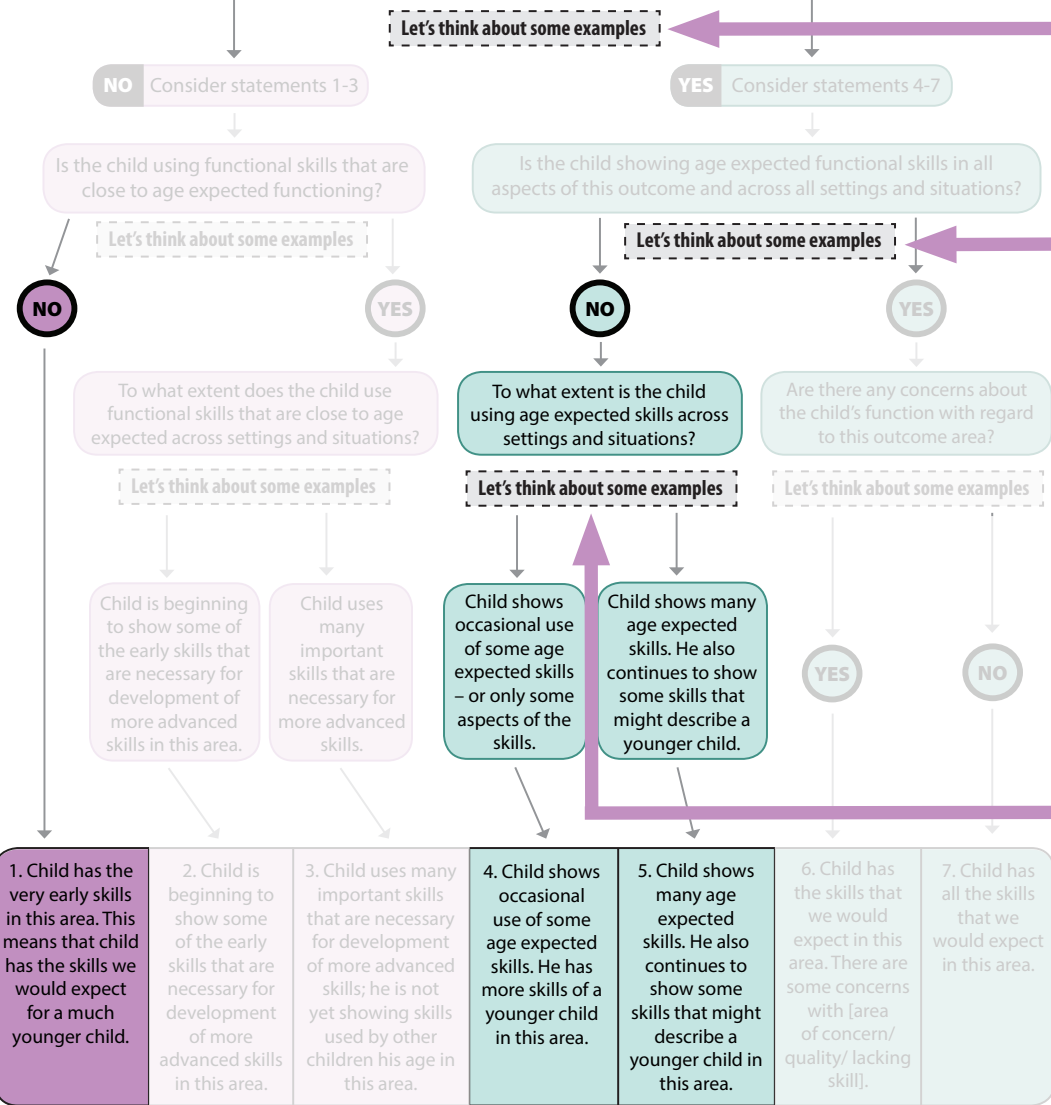
Social/Emotional Skills, including social relationships: *This area includes how Bella is interacting with you, her brother, friends at church, others in the community, and how she is communicating her feelings.*

At 28 months old, kids like to play beside their friends. They may understand the concept of sharing, but only share some times. They will say “mine” when someone tries to take something from them. They get excited to see familiar faces other than their parents and may have names for others. Calling themselves using “I” or “me” is consistent. They begin pretend play like feeding a stuffed animal or doll. Although they love being independent, familiar routines are preferred. They start to sing parts of familiar songs like the “Itsy Bitsy Spider” or “ABCs.”

Bella's Social/Emotional skills, including Social Relationships

ANSWER KEY

Does the child ever function in ways that would be considered age expected with regard to this outcome?
 NOTE: Performance of an age expected skill that emerges at a younger age is not sufficient by itself to answer yes to this question.



Refer to handout:
 Age-Expected Development Reference for Scenario.

Bella has a few social words like “no,” “bye,” “hi,” and calling her “mama.” She is independent. She engages in play alongside her peers at church. She defends ownership and initiates play. She is not yet using words to reference herself or express her emotions. The answer is **NO**. She is not showing age expected functional skills in ALL aspects of this outcome across ALL settings and situations.

Bella shows many age expected skills. She greets people in the community. She plays beside her friend at church. She pretends with her baby doll. She is independent and likes the predictable routines established by her family. She has a strong attachment with her mother and seeks comfort when she is upset. Bella does not have a variety of social words in this area. When you think of the extent Bella is using age expected skills across settings and situations, Bella is showing many age expected skills. She also continues to show some skills that might describe a younger child.

The correct statement is, “Bella shows many age expected skills. She also continues to show some skills that might describe a younger child in this area.”

Note: There may be discussion on “occasional use” versus “many age expected skills.” Gathering as much information across all settings and situations is helpful. When you think of Social/Emotional Skills, including social relationships, it is helpful to think of all the aspects in this area such as relationships with parents, with others including peers, expressing emotions and feelings, social interactions and play, following routines and rules, and independence. The previous question, “To what extent is the child using age expected skills across settings and situations” can logically be answered as Bella shows many age expected skills versus occasional use of some age expected skills. Ultimately, it is better to come to a team consensus in the same shade coloring rather than opposite ends.