

Age-Anchoring Tool for Use with the Child Outcomes Summary Process



2014

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
Birth - 6 Months	Birth - 6 Months	Birth - 6 Months
<ul style="list-style-type: none"> • Fixating on the human face and tracking or following movements presented at 9 to 12 inches from the face • Turning head and eyes in the direction of the parent voice • Showing physical excitement when parent comes into view. Infant calms when upset when parent holds and rocks • Showing some self-soothing and self-rousing behaviors • Anticipating being lifted or fed and moving body toward adult when being approached • Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror • Vocalizing to initiate social interactions • Making sounds of pleasure and displeasure • combined with facial expressions to • demonstrate emotions • Responding with enthusiasm to familiar social games (“Where is your nose?” and “So Big!”) with siblings • Responding with enthusiasm to familiar games and routines such as Peekaboo (language production) 	<ul style="list-style-type: none"> • Beginning to reach for objects • Observing hands and fingers • Clasping hands together and exploring fingers • Trying to cause things to happen such as kicking a mobile and smiling • Squeezing a rubber toy and shows pleasure • Dropping a ball and observing the fall • Developing more precise imitation skills of facial movements and speech sounds • Securing an object that is partially hidden with a cloth • Repeating arm movements to keep a toy activated, keep mom singing, or another causal event • Demonstrating exploratory behaviors with objects • Varying pitch and intonation • Imitating non-speech sounds 	<ul style="list-style-type: none"> • Producing different cries for different reasons • Beginning to reach for objects • Rolling over in one direction • Sitting independently with minimal assistance • Bringing hands together at midline • Rooting reflex; turns mouth toward hand rubbing cheek • Beginning to cooperate when being dressed • Expressing displeasure when clothes are pulled over head • Enjoying bath; keeps eyes open and indicates pleasure when placed in warm water • Walking reflex; when held upright with feet resting on flat surface, lifts feet alternately in walking-like motion • Lifting and rotating head • Holding small objects or toys

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
7-12 months	7-12 months	7-12 months
<ul style="list-style-type: none"> • Imitating familiar words in turn-taking • Enjoying turn-taking games (e.g. Peekaboo, rolling ball) • Showing excitement with familiar toys and games, anticipating what will happen next • Showing sensitivity to the mood of others • Repeating actions s/he knows will get a positive response. “Shows off” • Trying to make adults laugh with antics • Exhibiting anxious behavior around unfamiliar adults • Separation distress and stranger anxiety may appear • Using gestures and vocalizing to protest • Trying to get the attention of siblings and other children with vocalizations and actions • Following simple commands (“Give me”). • Responding to own name with head turn, eye contact, smile, or stopping action • Responding with gesture to “come up” or “want up • Waving in response to “bye- bye” • Using a word to call a person • Pushing or pulling an adult’s hand to have a behavior instigated or repeated • Becoming task directed with objects and can poke, push and pull to get a result • May demand help from adult, even when not needed • Showing attachment to favorite toy or blanket 	<ul style="list-style-type: none"> • Visually attending to an object for five seconds • Following an auditory stimulus • Reaching for and grasping blocks or other small toys • Transferring objects from one hand to another • Reaching for objects while in a prone position • Demonstrating a refined neat pincer grasp with thumb opposition • Pointing with index finger • Imitating behaviors initiated by caregiver including: playing peek-a-boo; smiling and laughing during turn-taking; or attempting to name pictures and objects • Banging blocks and other small toys • Repeatedly throwing or dropping objects to watch the movement • Stirring with a spoon in a cup • Banging spoon on inverted cup or tabletop • Demonstrating emerging problem solving skills such as: placing objects in the mouth and mouthing; pushing or pulling adult’s hands to have a behavior instigated or repeated; turning a mirror or picture over to view the functional side; rotating three-dimensional objects to view the functional side; using a hammer or stick to play a xylophone • Using gesture and/or vocalizing to protest • Shouting or vocalizing to gain attention • Responding to a request to “come here” • Maintaining attention to speaker 	<ul style="list-style-type: none"> • Pulling self to standing posture next to furniture • Cruising around furniture • Drinking from a cup • Beginning to feed self finger foods • Beginning to grab for spoon when being fed • Moving 3 or more feet by crawling • Bringing self to a sitting position when lying on back • Reaching for and grasping blocks or other small toys • Transferring objects from one hand to another • Reaching for objects while in a prone position • Demonstrating a refined neat pincer grasp with thumb opposition • Pointing with index finger • Moving body to music • Pulling off own socks • Fussing when diaper needs to be changed

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
<ul style="list-style-type: none"> • Showing a variety of emotions, including sadness, disgust, worry, fear, and curiosity • Moving away from adult and looking back to “check in” (showing understanding of separateness) • Emotions expand to include surprise, shyness, fear of strangers, and intense concentration during problem solving • Beginning to learn the meaning of “no”. Stops actions briefly then continues • Throwing temper tantrums to get his/her own way 	<ul style="list-style-type: none"> • Responding with gesture to “come up” or “want up” • Waving in response to “bye-bye” • Imitating consonant and vowel combinations • Vocalizing with intent frequently • Using a word to call a person • Giving objects upon verbal request • Handing a toy to an adult for assistance • Choosing two familiar objects upon request • Adding sounds to action (“Vroom” for trucks, talks to teddy bears) • Looking at familiar objects and people when named • Understanding simple questions • Identifying two body parts on self • Demonstrating intense attention to adult language 	
<p>13-24 months</p>	<p>13-24 months</p>	<p>13-24 months</p>
<ul style="list-style-type: none"> • Following single-step directions • Some pretend play directed toward others (at the child’s own initiation). May offer a cup or pretend food • Parallel play (plays with same toys, but not with other children) • Using toys in pretend actions, relating them to one another in reflection of daily actions • May engage in pretend parallel play. Talks about how other children are feeling • Moving from showing signs of awareness to another’s pain to doing something to help • Showing concern when someone is in distress 	<ul style="list-style-type: none"> • Beginning to explore the environment independently • Turning the pages in a book • Looking at, pointing to, and naming pictures in a book • Singing along with a familiar song • Saying “mama” or “dada” meaningfully • Responding by looking when directed toward a certain object • Attempting to locate objects when they are discussed by others • Connecting consequences to a specific behavior, but may not understand why the behavior 	<ul style="list-style-type: none"> • Beginning to explore the environment independently • Gesturing to indicate toileting needs • Using two word utterances, combined with gestures, to communicate • Walking independently with good quality • Demonstrating more advanced movement and motor skills such as running and climbing • Beginning to pick up cup and take a few swallows when thirsty • Holding spoon, scooping food and bringing to mouth with spilling • Using tools appropriately (wooden hammers,

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<p>makes offer of support</p> <ul style="list-style-type: none"> • Physically and verbally shows caring to parent • Showing concern toward parent distress • Beginning to respond to other’s feelings • Capable of turn taking • Peer play involving turns escalates • Saying “mama” or “dada” meaningfully • Requesting assistance from an adult • Pushing for autonomy and exploration but still needs to stay in touch with caregiver • Looking to adult before doing something” out of bounds” • Resisting change, transitions are difficult • Sharing joint attention on an object • Showing a preference for playing with a peer over a parent • Some cooperative play with large outdoor equipment • Demonstrating functional use of objects such as trying to use a toy car or drinking from a toy cup • Using vocalizations and words during pretend play • Playing alone for short periods • Alternates between clinging and resistance to familiar adults • Sometimes doing the opposite of what is asked of them • Using conscience words (e.g. “no” Don’t) before doing something out of bounds 	<p>warrants the consequence</p> <ul style="list-style-type: none"> • Imitating scribbling motions and closer to 24 months making a horizontal and vertical stroke with crayon • Initiating familiar turn-taking routines • Following one-step commands during play • Performing a routine activity upon verbal request • Saying “no!” to adult request • Using concept “mine” to denote possessiveness • Repeating adult phrases • Reciting portions of rhymes/finger plays • Using sound effects for animals, vehicles, etc. in play • Mimicking animal sounds • Pointing to, showing, and giving an object • Identifying six body parts • Asking “What’s that?” • Recognizing the names and pictures of most common objects • Attempting to repair broken toys • Choosing one object from a group of five upon verbal request • Stacking 4 blocks • Using two word utterances sometimes combined with gestures, to communicate • Using consonants such as “t”, “d”, “n”, “w” and “h” • Imitating words overheard in conversation • Naming 5 to 7 objects upon request • Using new words regularly (having a vocabulary of 100+ words by 24 months) 	<p>spoon and fork, scissors, crayons, markers, pencils)</p> <ul style="list-style-type: none"> • Initiating familiar turn-taking routines • Requesting assistance from an adult • Saying “Me-do” when offered assistance by an adult • Trying to wash own hands and face • Demonstrating the functional use of objects • Unscrewing lid on small (1”) jar or bottle • Opening door by turning handle

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
	<ul style="list-style-type: none"> • Spontaneously naming objects, persons, and actions • Enjoying finger plays (songs and games that use hands) • Following novel commands • Relating personal experience with adult support • Referring to self by name • Using early pronouns occasionally • Using sentence-like intonation patterns • Stacking rings on a peg in order of size • Using “I,” “me,” “you,” “mine” 	
25-30 months	25-30 months	25-30 months
<ul style="list-style-type: none"> • Talking about own body parts, functions, gender, and what they can do. • Able to be a leader and a follower in different activities • Knowing concepts of and using terms “his/hers” • Having categorical knowledge of self (age, sex, physical characteristics, good or bad behavior and skills • Having difficulty sharing with peers • May engage in pretend parallel play. Talks about how other children are feeling • Being apt to snatch, push, kick, rather than give and take in polite fashion • Having an extensive emotional vocabulary, but still may use hitting or biting to express anger or frustration • Having frequent tantrums when frustrated • Producing complex (but more subtle) facial expressions, depicting doubt, worry, confusion, 	<ul style="list-style-type: none"> • Liking to take things apart and put them together again (puzzles, toys) • Following caregiver around the house and copying domestic activities in simultaneous play • Exploring materials (blocks stack, haul, play dough-roll, squeeze, boxes-fill, empty) • Pointing to two action words in pictures • Completing two requests with an object • Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s hand, then moving the doll’s arms as if doll is combing hair) • Communicating about the actions of others • Using three-word phrases occasionally • Answering simple “what,” questions about familiar people or things • Formulating negative judgments (“spoon, not fork”) • Naming at least one color correctly 	<ul style="list-style-type: none"> • Using a fork to spear bite sized chunks of food • Pouring milk and juice from small pitcher with little assistance • Playing on outdoor play structures (climbing, sliding) • Removing unfastened garments • Taking off own shoes, socks, and some pants • Trying to wash self • Turning knob to open doors or turn on objects (radio, TV, stereo) • Sitting on riding toys and pushing with feet; may ride tricycle • Swinging leg to kick a stationary ball • Expressing likes and dislikes; may be a fussy eater • Helping clean up; putting things away • Following a 2 or 3 step related directions • Stacking 6 to 7 blocks when building • Walking up steps, while holding rail or hand for support

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<ul style="list-style-type: none"> exhilaration, and joy • Being restless, rebellious and very active at times • Attempting to control others' (even stranger's feelings through verbal, physical, or social means. • Using words relating to mental strategies • Becoming resistant and dawdling at times • Experimenting with putting things together and taking them apart • Having play preferences and seeking out desired types or play, routines, interactions, foods etc. • Wanting to do favorite activities over and over again • Pushing for autonomy and persisting with tasks of moderate difficulty • Insisting on some choices • Talking about what they "know" and performing preferred actions independently for several minutes • Insisting on some choices • Seeking and accepting assistance when encountering difficulties • Inventing new uses for everyday materials with assistance (banging on pots and pans, using a box for a house) • Approaching tasks experimentally, adapting as the activity evolves • Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor) • Wanting to do things by him/herself such as tearing, unwrapping and putting things together 	<ul style="list-style-type: none"> • Adding information to the prior utterance of a communicative partner • Understanding simple possessive forms (daddy's shirt) • Using the present progressive adding "ing" to verbs • Pointing to smaller parts of the body when asked (chin, elbow) • Understands 500 words, says 200 words • Understanding word association through functional association ("What do you drink with?" "What do you sleep on?" "What do you brush your teeth with?") • Understanding size differences (little doll, large dog) • Responding to action words by performing the action • Speaking in 2 or 3 word sentences; jargon and echolalia are almost gone • Using morphemes (in, on) • Recounting an event, with assistance • Requesting to hear familiar stories • Changing intonation and tone to communicate meaning • Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc.) • Addressing listener appropriately to get attention (uses child's or adult's name to get attention) • Understanding "one", "all" ("Give me one block.") • Matching an object to a picture 	<ul style="list-style-type: none"> • Snipping paper with scissor

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<ul style="list-style-type: none"> • Substituting similar objects (uses boxes for blocks) • Realizing that behaviors can precede events (If mom takes things out of the refrigerator and turns on the stove, she is going to cook lunch) • Language and actions are increasingly coordinated with joint discussion of actions, descriptions, and regulation of play • Words begin to serve as turns in games • Can be angry at parent separation and /or upon reunion after separation • Separating from parent in familiar surrounding without crying • Demonstrating nurturing, caring, control in dramatic play • Attempting to comfort others in distress 	<ul style="list-style-type: none"> • Matching simple shapes such as circle, square and triangle • Listening attentively to short stories; enjoying familiar stories told without any changes in words • Completing a sentence that repeats itself in a familiar story • Naming mouth, eye, ear, nose and fingers 	
31-36 months	31-36 months	31-36 months
<ul style="list-style-type: none"> • Asking for help or redirecting self to another activity if s/he becomes frustrated • Expressing feelings such as fear, anger and affection • Talking about how to solve a problem while doing it (verbal mediation) • Observing other children at play; may join in for a few minutes • Talking about the emotions and feelings of others and the cause of their emotions. • Involving other children’s ideas in play sequences • Imitating peers and involving them in activities • Associative play (playing together with same materials, but not with same goals). Imitation is 	<ul style="list-style-type: none"> • Understanding concepts of “mine” • Identifying boy or girl in picture book • Often using personal pronouns (I, you, he, it, me) correctly • Using regular plurals (cats, dogs, balls) • Using “s” to make plural nouns • Sometimes labeling and talking about own drawings when asked • Giving first and last name when asked • Understanding common verbs (run, jump, walk) • Using several verb forms correctly in relating action in pictures • Understanding common verbs and adjectives • Following directions involving common 	<ul style="list-style-type: none"> • Jumping over a string or other object that is two-inches high • Showing daytime control of toileting needs with occasional accidents • Verbalizing toilet needs consistently • Following basic health practices when reminded (washing and drying hands, brushing teeth) • Knowing which faucet is hot and cold • Screwing lid on jar • Unbuttoning buttons • Buttoning one button or snap • Putting on socks, coat, and shirt • Catching ball (by trapping against body) when playing with adult or peer • Separating easily from

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<p>strong motivator</p> <ul style="list-style-type: none"> • Following rules part of the time • Playing well with two or three children in group Associative play predominates • Showing interest in other children • Having difficulty sharing • Displaying affection for caregivers • Separation may still be stressful. Calms with reassurance and distractions • Separating easily from parent or caregiver in familiar environment • Showing facial expressions and behaviors indicating pity, shame, modesty • Expressing feelings such as fear, anger, and affection • Sometimes being restless, rebellious, very active • Throwing tantrums when thwarted or unable to express urgent needs • Objecting to major changes in routines • Imitating adults and playmates • Imitating peers and involving them in activities • Using toys in appropriate ways • Verbalizing play plan for assigned role (“I am mother”, “You be baby”, “I cook”, “You watch TV”) • Verbalizing play plan and using pretend props which are identified for benefit of adult (“This is our house (box)”) • Following rules part of the time • Taking turns in games • Understanding concepts of “mine” and “his/hers” 	<p>prepositions (in, on, behind, out, under)</p> <ul style="list-style-type: none"> • Answering simple “who” and “where” questions about familiar people or things • Relating experiences from recent past • Making negative statements (“Can’t open it,” “Don’t touch”) • Beginning to use contractions (can’t, we’ll, won’t) • Beginning to use auxiliary verbs (“I hafta sleep” “Me gonna get it”) • Using some plural forms correctly in speech • Correctly producing phonemes, k, g, ng) • Performing multi-step tasks (takes money, rings cash register, puts money in drawer when playing) • Copying a circle • Matching three colors • Matching objects by color, shape and size • Identifying objects by category • Demonstrating symbolic play, using one object as a signifier for another object • Sorting objects into categories may not be able to label categories • Using trial and error to experiment with a variety of solutions 	<p>mother in familiar environment</p> <ul style="list-style-type: none"> • Following simple rules • Getting a drink from a fountain • Cutting paper from one side to opposite side • Walking upstairs and downstairs alternating feet without holding on to handrail • Enjoying projects that involve paint, scissors and glue

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
<ul style="list-style-type: none"> • Playing interactive games • Listening and participating in group activities with adult supervision • Enjoying participation in small group activities • Enjoying opportunities for pretend play and creating things • Pretending and using imagination during play • Altering behavior based on a past event and building on it (“This didn’t work, so I will try this.”) • Relating an experience today to one that happened in the past (brushing teeth before bed, washing hands before eating a meal) • Saying “please” and “thank you” when reminded • Talking about past and future feelings and the causes and consequences of feelings • Self initiating, planning, and organizing problem solving without assistance • Stating whether they are a boy or a girl. Having categorical knowledge of self (age, sex, physical characteristics, good or bad behavior, and skills) 		
37-48 months	37-48 months	37-48 months
<ul style="list-style-type: none"> • Demonstrating body spatial awareness in relationship to stationary objects • Participating in movement games such as “Red Light, Green Light,” “Ring Around the Rosie,” “Follow the Leader,” “Freeze Tag,” where children can run and stop or change direction while in motion • Silly boisterous play with peers. Having preferred 	<ul style="list-style-type: none"> • Drawing a person with head and three additional features • Relaying simple messages • Using multiple strategies to solve problems • Asking for help from other sources when solving social and/or cognitive problems • Referring more frequently to the activities of others 	<ul style="list-style-type: none"> • Using the toilet with some help (many boys may not be ready for toilet learning until 3 ½) • Sleeping through most nights without wetting the bed (occasional accidents are still quite common) • Exploring a variety of movements (pulling, crawling, catching balls, throwing bean bags, waving scarves, kicking balls) • Performing tasks using more refined and

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<ul style="list-style-type: none"> play partners • Discussing how and why others’ feelings attitudes, and beliefs are different • Working to combine things in unique ways to create imaginative representations • Knowing how to interact with friends in a cooperative matter • Responding to and making a verbal greeting • Delivering simple messages • Changing tone of voice and sentence structure to match listener’s level of understanding • Attempting to solve conflicts independently • Enjoying playing alone, but near other children • Beginning to show cooperative play without adult supervision • Having preference for same sex peers and engaging in cooperative play • Forming attachments to specific peers • Enjoying playing with other children briefly, but still may not cooperate or share well • Demonstrating fears (mechanical toys, vacuum cleaner, thunder, dark) • Wanting to be “big girl”, “big boy”, and acquire new skills • Answering the question, “Are you a boy or a girl?” correctly • Identifying feelings, likes and dislikes, but may not be able to explain why • Discussing how and why other’s feelings attitudes, and beliefs are different • Communicating emotions to peers in an 	<ul style="list-style-type: none"> • Referring more frequently to objects and events removed in time • Elaborating and expanding other’s utterances • Using 4 to 6 word phrases or sentences • Using noun phrase with an article (“The dog barks,” “The water hot”) • Using the past tense • Using simple possessives (“Doggies’ tail,” “Daddy’s shirt”) • Using verb forms correctly (“He walks,” “She walked,” “I walked”) • Asking questions about persons and things • Asking increasing numbers of questions (“where?” “who?”) • Understanding negatives (no, not, can’t, don’t) • Showing interest in explanations that involve “why” and “how” • Understanding complex sentences (“When we get to the store, I’ll buy you an ice cream cone.”) • Recognizing and identifying general family names, categories (grandma, uncle) • Understanding concepts of “his/hers” • Beginning to use inductive reasoning (if you do this, that happens) • Expressing understanding of cause and effect (it’s quiet because you turned off the music) • Completing simple analogies (We eat with a ____, We sleep on a ____) • Following 2 or 3 step directions • Carrying out three simple commands given at one time 	<ul style="list-style-type: none"> dexterous motions (buttoning, zipping, attempts tying shoes) • Demonstrating body spatial awareness in relationship to stationary objects • Changing tone of voice and sentence structure to match listener’s level of understanding • Accepting suggestions • Buttering bread with small knife • Getting a drink from a faucet without assistance • Hanging clothing on hook • Putting on boots and mittens • Washing hands and face without assistance • Wiping nose, unassisted • Holding a pencil with a three-finger grasp • Using vertical, horizontal, and circular motions when drawing • Pedaling and steering small tricycle • Kicking a large ball • Cutting on a line • Setting table with assistance • Repeating words or ideas to be sure information is communicated • Stating point of view, likes/dislikes, and opinions using words, signs or picture boards

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<p>appropriate manner</p> <ul style="list-style-type: none"> • Describing self, using several basic characteristics (first and last name, gender, age, family, talents) • Generally obeying adult requests • Understanding another’s perspective • Accepting suggestions and following simple directions • Managing transitions • Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence • Accepting the consequences of one’s own actions • Using multiple strategies to solve problems • Asking for help from other sources when solving social and/or cognitive problems • Following routines independently and completing familiar routines • Focusing on tasks of interest to him/her • Remaining engaged in an activity for at least 5 to 10 minutes • Completing favorite tasks and activities over and over again • Preferring challenging tasks • Being persistent in trying to complete tasks when previous attempts have not been successful (completing a puzzle, building a tower or structure, dressing self) • Participating in meal times with minimal distractions • Inventing new activities or games • Using imagination to create a variety of ideas 	<ul style="list-style-type: none"> • Following three step commands given in a complex sentence • Comprehending congruent and incongruent tasks (“Can you stand up and sit down at the same time?”) • Understanding and using common prepositions (under, in front of, behind) • Understanding common adjectives of color, size, and shape • Understanding temporal terms (before and after) • Understanding time terms “now, soon, later” • Understanding prepositions in temporal expressions (in a week, after a while) • Understanding concept of more • Recognizing everyday sounds • Selecting specific details in a story and repeats them • Responding to questions with appropriate answers • Gaining information through listening • Using an average sentence length of four words • Consistently using complete sentences • Dictating a story for adult to write out • Engaging in adult-like dialogue • Correctly producing phonemes (-s, f, -f, y) • Telling gender when asked • Drawing face from a model • Speaking clearly enough so that 75 to 80 percent of speech is understandable to the unfamiliar listener • Stumbling over words at times 	

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<ul style="list-style-type: none"> • Creating acceptable rules for group activities • Engaging in extensive pretend play (playing house, dinosaurs, fireman) • Representing things in environment with available materials, moving from simple to complex representations (building a bridge, structure or road from blocks) • Thinking out loud and talking through a situation • Talking about rules for “dos” and “don’ts” for self and others • Using his/her imagination and diverse materials to create unique art, costumes • Using his/her imagination and diverse materials to create unique art, costumes, etc. • Working out problems mentally rather than through trial and error • Having internalized rules about “dos” and “don’ts” and “right” and “wrong” • Accepting suggestions and following simple directions 	<ul style="list-style-type: none"> • Using negative phrases other than “No” (“Don’t do that!”) • Naming four colors • Using prepositions in phrases (“The box is behind the couch”) • Correctly producing phonemes (s, -l, -g, er) • Beginning to use the articles “the” and “a” • Responding correctly to questions (who, when, where) • Using “ed” on verbs to include past tense (petted, walked, cooked) • Using imperatives (“Do it!”) • Enjoys singing a simple tune • Recounting some details of a recent event • Telling a short make-believe story with assistance • Participating in conversations about a variety of topics • Counting by rote to five and counting five objects • Understanding the concept of the number three (“Give me three.”) • Matching objects that have the same function (comb and brush) • Telling own age and gender • Beginning to recall parts of a previously heard story • Recognizing first and last name in print • Rote counting objects to ten • Demonstrating an awareness of rules • Sequencing a story using at least three pictures • Demonstrating under-standing of when and why • Using compound sentences connected with “and” 	

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or "or"		
49-60 months	49-60 months	49-60 months
<ul style="list-style-type: none"> • Recognizing rules and is compliant with them most of the time • Working to combine things in unique ways to create productions from clay, sand, paper, blocks etc. • Asking for adult help as needed • Establishing special friendships that last over time. Socio dramatic play is cooperative and coordinated • Asking questions to understand what another person thinks or feels and asking why • Recognizing others' needs and giving assistance • Preferring to play with other children to playing alone except when involved in a project • Showing respect for property and rights of others by asking permission to use others' possessions • Engaging in cooperative play • No separation distress • Becoming demanding and resisting doing chores • Carrying on long conversations with friends related to a wide range of topics. Activities are planned together and can be quite complex • Creating own complex socio dramatic play themes, scenarios, and props with great attention to detail • Initiating appropriate tasks without being reminded • Attending during large group for ten minutes • Waiting for turn for adult attention 	<ul style="list-style-type: none"> • Stringing beads according to a pattern • Drawing a person with more than five parts • Verbalizing similarities and differences in people • Verbalizing opposite analogies • Sorting by shape and color • Dictating individual story book, familiar stories from books and experiences • Clapping syllables in name • Identifying some letter sounds • Verbally identifying the beginning sound of name • Identifying letters in first and last name • Verbally identifying signs in environment • Verbally identifying labels in classroom and home (cereal, names, calendar) • Using print forms in imaginary play (menu, lists, newspaper) • Responding to questions relating to story • Acting out stories from a book (Three Little Pigs) • Attending while being read to for 4 to 10 minutes • Showing interest in reading related activities, such as independently looking at a book or drawing pictures based on a story • Constructing complex structures with vertical, horizontal and symmetrical lines • Pretending to write following natural progression of left to right, top to bottom • Beginning to make real letters • Copying letters of first name and symbols • Giving 3, 5, 7 objects upon request 	<ul style="list-style-type: none"> • Wiping nose independently • Covering mouth and nose when coughing/sneezing • Washing and drying face • Brushing teeth (rinses and expels liquid) • Bathing without assistance • Demonstrating hand dominance-right or left • Drawing a person with six recognizable parts • Beginning to gallop • Demonstrating meal time skills including: setting table; using knife cut soft foods; holding glass while pouring milk; serving self; cleaning up spills without help • Making activity choices without teacher's help • Zipping zippers • Lacing shoes • Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings • Hopping in place on one foot three times without losing balance • Standing on one foot for three seconds • Jumping over objects 5 to 6 inches high; landing with feet together • Cutting a circle with a scissor • Completing a simple treasure hunt map • Telling others about events that happened in the past with support

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
<ul style="list-style-type: none"> • Relating new experiences to past • Working cooperatively with others in completing a task • Comparing and negotiating ideas with others in play • Showing forethought when engaging in activities • Separating from parents without crying • Having a best friend of the same gender 	<ul style="list-style-type: none"> • Recognizing number symbols • Extending patterns of objects or pictures • Naming small, medium and large (“What size is this?”) • Understanding concepts of more, less, add, take away • Arranging different colored blocks according to teacher design • Classifying numbers • Beginning to understand simple logical problems • Making comparisons among objects • Demonstrating an awareness that different families practice different traditions • Enjoying stories, poems about different people • Using objects such as cash registers and other occupational tools to role play various occupations • Placing common household objects in the appropriate rooms of a house • Describing why it is important to keep passageways clear of clutter • Using a tablet or computer software program to complete a learning activity • Using a media player (i.e. iPod, smartphone, etc.) to listen to songs or stories • Asking questions about persons and things • Elaborating and expanding on others’ utterances • Following prepositional directions on/around/over/under • Pointing to shoulder, heel, hand, neck, arms, elbow, knee, chin, legs 	

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
	<ul style="list-style-type: none"> • Following 3 to 4 directions given at one time and carried out over time • Retelling an experience • Responding appropriately (verbally) to requests made by adults • Calling teachers and peers by name • Using at least 5 to 6 word sentences • Telling age, middle name, last name, parent’s name, • Asking definitions of words • Using contractible auxiliary (“Mommy’s eating an apple.”) • Using possessive pronouns (his, hers, theirs) • Labeling items when group name is given (“What are some toys?”) • Following through on a task until completed • Repeating number and word groupings modeled by the teacher • Recalling object placement, missing parts and identifies added object • Matching, pointing to and naming 6 to 8 colors • Labeling a group with no pictures (“What are cookies, hamburgers and carrots?”) • Giving function of a group with no pictures (“What are coats, shirts and pants for?”) 	
61-72 months	61-72 months	61-72 months
<ul style="list-style-type: none"> • Recognizing that there are “good” and “bad” touches • Balancing his/her own needs with the needs of others • Responding verbally and positively to good 	<ul style="list-style-type: none"> • Progressing from using scribbles to shapes and pictures that represent more detailed ideas • Solving conflicts by using thinking skills • Telling similarities and differences • Predicting what will happen next 	<ul style="list-style-type: none"> • Brushing teeth following good dental hygiene procedures • Understanding that it is unsafe to accept rides, food or money from strangers • Recognizing that there are “good” and “bad”

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
<p>fortunes of others</p> <ul style="list-style-type: none"> • Having a best friend/group of friends • Interacting with familiar adults • Separating and reuniting appropriately from primary family member • Completing a project Independently • Naming feelings (happy, sad, angry, surprised, worried, fearful) • Demonstrating tenderness and protectiveness toward younger children and pets • Predicting classroom routines and guiding other children in routines • Solving conflicts by using thinking skills • Conforming to adult ideas • Participating in pretend reading activities with other children • Modifying activities when new ideas are presented • Working alone at chore for 20 to 30 minutes • Expressing anger with non- aggressive words rather than with physical actions • Comforting friends in distress • Expressing feelings using appropriate words 	<ul style="list-style-type: none"> • Knowing what to do in unfamiliar situations (emergencies) • Pointing out common words in stories • Discriminating middle sounds in words (cup, cap) • Articulating the middle sounds in words • Articulating the difference between beginning and ending sounds (fish/dish, can/cat, ring/rat, bat/hat) • Substituting sounds in words (bat-rat, hat-hit, rag-rat) • Naming the sound spoken /mm/, /tt/, /bb/ “monkey, many, moon money - These words start with what sound?” • Identifying beginning sound of name and/or familiar words and find another with the same sound, (“My name is Mary, his name is Matt. They both begin with /mm/.”) • Identifying most letter sounds • Recognizing most letters • Naming most letters • Using letters that represent sounds in writing words (phonetic spelling) • Recalling single words from single presentation (stop sign) • Predicting what will happen in a story • Accurately relating familiar story • Attending while being read to for more than ten minutes • Stringing invented words together leaving spaces between words • Printing name 	<p>touches</p> <ul style="list-style-type: none"> • Running smoothly with changes in speed • Assisting in food preparation requiring mixing and cooking • Making simple breakfast and lunch • Selecting clothing appropriate for temperature and occasion • Requiring minimal supervision and help with dressing and undressing • Selecting own clothes • Being responsible for one household chore • Making own bed when asked • Using imagination and inventiveness to create novel experiences • Skipping on alternating feet, maintaining balance • Demonstrating the ability to look ahead and visualize a solution • Writing to communicate

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
	<ul style="list-style-type: none"> • Printing various letters of the alphabet and symbols • Making up patterns with objects • Making number comparisons between groupings of concrete objects (“This is one, this is three.”) • Matching numbers with objects • Understanding concepts of greater than, fewer, equal to • Knowing sums to five • Subtracting from five • Understanding and using analogies (hot/cold, fast/slow, short/long, thin/fat) • Sorting objects according to two or more attributes • Asking and answering questions about size, measurement, comparison • Creating own set of instructions using amount, ingredients and equipment • Demonstrating beginning awareness of state and country • Demonstrating initial understanding of how people rely on each other to obtain goods and services • Describing different community jobs • Creating by folding, cutting, drawing, models of circles, squares, triangles and rectangles using various materials • Understanding that most natural events occur in consistent patterns • Describing patterns of structure and function in living things 	

Outcome 1: Positive Social-Emotional Skills Children demonstrate age-appropriate functioning by:	Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age-appropriate functioning by:	Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age-appropriate functioning by:
	<ul style="list-style-type: none"> • Describing how different technologies affect people’s lives (telephone, computer, TV) • Using more abstract, logical thinking • Sequencing a story using four or more pictures • Demonstrating knowledge of numerous finger plays • Following complex directions given at one time that may be carried out over time • Pointing to and naming hip, waist, toenails, chest, eyebrows, jaw, stomach, fingernails, back, wrist, cheek • Sorting pictures/objects with multiple elements • Telling own/city, state, months, current year • Telling address, phone number, birthday, days of week • Maintaining conversations using multiple verbal turn-taking • Explaining rules of game or activity • Using expanded length (more than six words) and complex sentences • Using irregular verbs and comparative forms of words • Using he, she, our, they, during conversation • Using irregular plurals (sheep, leaves, mice) • Matching, pointing to and naming 8 to 10 colors • Anticipating events showing an understanding of time concepts (morning, afternoon, tonight, today, tomorrow, yesterday, last night) • Demonstrating knowledge of how objects come apart and fit together 	

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