

1 ☐ **BRINGING CHILD OUTCOMES TO LIFE**

2 ☐ **AGENDA**

- Introductions
- Icebreaker
- Sharing Strategies
- Preparation
- Engaging Families
- Resources

3 ☐ **INTRODUCTIONS**

4 ☐ **ICEBREAKER**

- Child Outcomes Summary Process
 - Handout on table
 - Select a note taker and reporter
 - Half will identify strengths/what's going well
 - Half will identify challenges/what is still difficult

5 ☐ **SHARING STRATEGIES**

- Does anyone have a strategy to share to address a challenge?
- What has worked to help parents contribute to the discussion?
- What has helped with introducing this topic/facilitating the discussion?
- What do you do to ensure that documentation supports the rating?
- How have you helped providers prepare?
- How do you have providers share information about outcomes?

6 ☐ **PREPARATION**

- Information for families
 - Explain why we collect information
 - Describe the outcomes
 - Describe how the information is collected
 - Check for understanding

7 ☐ **PREPARATION**

- Information for providers
 - Share background information from RBI/ASQ-SE/Intake
 - Check for consideration of functional skills
 - See if settings and situations have been examined
- Resources to support the process
 - Decision Tree
 - Milestones

8 ☐ **ENGAGING FAMILIES**

THINGS TO CONSIDER

9 ☐ EXPLAINING OUTCOMES

Three Child Outcomes to Determine Progress

1. Gaining positive social emotional skills, including social relationships.

- This outcome considers how children interact and play with their family, other adults, and other children.

2. Learning and using new knowledge and skills.

- This outcome considers how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten.

3. Using appropriate behaviors to meet their needs.

- This outcome considers how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

10 ☐ HAVE PARENT THINK/TALK ABOUT

Social Emotional Skills and Relationships

How does my child relate to family members, close family friends, caregivers, and strangers? How does my child relate to other children at child care or in the neighborhood? With people in the community (such as the park or grocery store)?

How does my child show his or her feelings? How does he or she calm down when upset?

How does my child show that she or he understands social rules, such as sharing and taking turns?

11 ☐ HAVE PARENT THINK/TALK ABOUT

Knowledge and Skills

How does my child copy others' actions or try to learn new things?

How does my child try to solve problems?

How does my child use words?

Does my child understand concepts such as numbers and shapes?

Does my child understand and respond to directions from others?

How does my child communicate his or her thoughts and ideas?

12 ☐ HAVE PARENT THINK/TALK ABOUT

Meeting Needs

How does my child get from place to place?

What does my child do when he or she wants something? What if it is hard to reach?

What does my child do when he or she needs help?

What does my child do when he or she is hungry?

How does my child help with dressing or undressing, using the bathroom, and brushing his or her teeth?

Can my child feed him or herself?

What does my child do without my help?

13 ☐ WATCHING IT IN ACTION

14 ☐ QUALITY INTERACTION PRACTICES

- Share information clearly and concisely
- Display good affect (facial expressions, body language, responsiveness)
- Appropriate eye contact
- Avoid jargon/explain technical terms
- Actively include all team members

15 ☐ **QUALITY INTERACTION PRACTICES**

- Let team members finish thoughts before moving on/speaking
- Ask good follow up questions to check for accuracy/add rich details
- Use descriptive examples
- Listen empathetically
- Acknowledge and respect family input about child functioning

16 ☐ **RESOURCES FOR FAMILIES**

- 1 PACER Guide: <http://www.pacer.org/publications/pdfs/ALL-71.pdf>
- 2 Clearinghouse Tip Sheet: <http://eiclearinghouse.org/wp-content/uploads/2015/10/child-outcomes.pdf>

17 ☐ **RESOURCES FOR FAMILIES- COMING SOON**

- 1 Introducing Outcomes at Intake
- 2 Outcomes Information for IFSP

18 ☐ **OTHER RESOURCES**

19 ☐ **CHILD OUTCOMES RESOURCES**

- EITP Child Outcomes Resource Page
- DaSy Online Child Outcomes Modules
- ECTA Center website
- Provider Handbook

20 ☐ **CHILD OUTCOMES PROCESS: POLICY/PROCEDURE AND APPENDIX**



Bringing Child Outcomes to Life Notes Page

Child Outcomes Summary-Team Collaboration (COS-TC) Quality Practices Checklist

Team Identifier:

Date:

I. Planning for the COS

Quality Practices		No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>				
1. Providers review COS background information , including the meaning of the three outcomes, the rating criteria, the decision tree, the descriptor statements, and COS process <i>(as needed)</i> .				
2. Providers review age-expected growth and development for the age of the child <i>(as needed)</i> .				
3. Providers ensure that multiple sources of information about the child's functioning are available for review <i>(e.g., observations, evaluation, progress reports, and reports from parents, specialists, and others who know the child)</i> .				
4. Providers confirm there is information about the child's functioning for each of the three child outcome areas .				
5. Providers confirm that there is information about the child's current functioning across settings and situations .				
6. Providers consider the child's functioning in terms of AE-IF-F with reference to age-anchoring tools and resources. <i>(AE-age-expected, IF-immediate foundational, F-foundational)</i>				
7. Providers review plans for sharing information about the COS and how to engage the family in the COS decision-making process.				

Notes

II. Explaining the COS Process to Families

Quality Practices		No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>				
1. Providers explain to the family why outcomes data are collected and how they are used.				
2. Providers describe the three child outcomes that are measured.				
3. Providers describe how the outcome data are collected.				
4. Providers check for family understanding before moving on.				

Notes

Suggested citation: Younggren, N., Barton, L., Jackson, B., Swett, J. & Smyth, C. (2017). Child Outcomes Summary-Team Collaboration (COS-TC) Quality Practices: Checklist and Descriptions. Retrieved from <http://ectacenter.org/eco/pages/costeam.asp>

III. Understanding Child Functioning

Quality Practices <i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome area.</i>	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss the full breadth of each outcome (i.e., across the range of functioning pertinent to each outcome).									
2. Providers invite the family to share information about their child's functioning for each outcome area.									
3. Team members discuss the child's current functioning in each outcome area.									
4. Team members discuss information from multiple sources (e.g., family input, other observations, assessments, progress monitoring, child care providers, specialists, neighbors) for each outcome.									
5. Team members discuss the child's functioning across settings and situations .									
6. Team members discuss the child's functioning for each outcome in sufficient depth to describe how the child uses skills in meaningful ways.									
7. Team members focus on the child's functional use of skills versus discrete skills.									
8. Team members discuss skills the child has and has not yet mastered .									
9. Team members discuss how the child's current use of skills relates to age-expected development (AE-IF-F).									
Notes									

IV. Building Consensus for a High-Quality COS Rating

Quality Practices <i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome area.</i>	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss key decisions about the child's functioning shown on the decision tree using all they know about the child's mix of skills.									
2. Team members discuss the rating for each outcome in descriptive terms , not simply as a number.									
3. Team members reach consensus for each outcome rating.									
4. The COS ratings are consistent with rating criteria for all the information shared and discussed.									
Notes									

V. Interactive Practices

Please look for opportunities where providers could use the following interactive practices and rate the extent to which each occurs. Examine if these practices are observed throughout all four of the earlier sections of the COS-TC Quality Practices. Indicate if the presence or absence of a practice is particularly notable in a specific type of activity or was perhaps not applicable.

Quality Practices		No	Partly	Yes
<i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.</i>				
Providers:				
a.	...share and/or synthesize information clearly and concisely .			
Notes				
b.	... display good affect (e.g., tone, facial expressions, and responsiveness).			
Notes				
c.	...give eye contact appropriately.			
Notes				
d.	... do not use jargon and clearly explain technical terms .			
Notes				
e.	... actively include all team members in the discussions.			
Notes				
f.	... show responsive behaviors that illustrate active listening and responding.			
Notes				
g.	... let team members finish their thought before replying or moving on.			
Notes				
h.	... ask good follow-up questions to check for understanding or collect rich detail.			
Notes				
i.	... use descriptive examples , paraphrasing, and summarizing to check understanding.			
Notes				
j.	... listen empathetically , being sensitive to emotions and environmental demands (e.g., phone ringing, child fussing).			
Notes				
k.	... acknowledge and respect family input about the child's functioning.			
Notes				

Child Outcomes Resources

Training

Child Outcomes Summary (COS): Collecting and Using Data to Improve Programs:

<http://www.cvent.com/events/child-outcomes-summary-cos-collecting-using-data-to-improve-programs/event-summary-9df02b1b52a44059b46bf5829a42d58e.aspx>

Understanding the Illinois Child Outcomes Process:

<http://www.cvent.com/events/understanding-the-illinois-child-outcomes-process/event-summary-2b5bc04e6c3f47dfbc537bbdb5cbe8c3.aspx>

Understanding Young Children's Development:

<http://www.cvent.com/events/understanding-young-children-s-development/event-summary-16ae725968fb4a97ae706c5c020cfbf4.aspx>

Family Materials

PACER Guide: <http://www.pacer.org/publications/pdfs/ALL-71.pdf>

Clearinghouse Tip Sheet: <http://eiclearinghouse.org/wp-content/uploads/2015/10/child-outcomes.pdf>

General Resources

ECTA Center: <http://ectacenter.org/eco/>

EITP Resource Page:

<https://illinois.edu/blog/view/6039/114618?count=1&ACTION=DIALOG&sort=asc>

Team Materials

COS-TC: <http://ectacenter.org/eco/pages/costeam.asp>

Provider Handbook: <http://www.wiu.edu/ProviderConnections/pdf/Provider%20Handbook%20R12-2016.pdf>

Child Outcomes Age Anchors- Year 1

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
Birth to 3 Months <ul style="list-style-type: none"> • Fixating on the human face and maintaining gaze with caregiver • Turning their head and eyes in the direction of the parent voice • Being comforted and appearing to enjoy touch and being held by a familiar adult • Draws attention to self when in distress 4-6 Months <ul style="list-style-type: none"> • Anticipating being lifted/fed and moving toward adult when being approached • Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror • Vocalizes to express pleasure/displeasure sounds in addition to crying/cooing • Is able to stop unexplained crying • Enjoying games with others such as “Where is your nose?” and “So Big!” • Vocalizing in response to babbling behavior, vocalizations and speech produced by an adult 	7-9 Months <ul style="list-style-type: none"> • Smiling and laughing during turn-taking • Participating in simple games (pat-a-cake, peek-a-boo) • Demonstrating anticipation of play activities • Exhibiting anxious behavior around unfamiliar adults • Using gestures and vocalizing to protest • Shouting or vocalizing to gain attention • Shows anxiety over separation from parents • Repeating a behavior (shows off) to maintain adult attention 10-12 Months <ul style="list-style-type: none"> • Imitating familiar words in turn-taking • Showing sensitivity to the mood of others • Performing for social attention • Responding to a request of “come here” • Stopping when name is called • Maintaining attention to speaker 	Birth to 3 Months <ul style="list-style-type: none"> • Lifts head while on tummy • Clasping hands together and hands to mouth • Grasping finger if placed in palm • Kicking legs while lying on back • Begins cooing 4-6 months <ul style="list-style-type: none"> • Beginning to reach for objects • Looking to place on body where being touched • Trying to cause things to happen such as kicking a mobile and smiling • 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 • Pushing up through extended arms while on tummy 	7-9 Months <ul style="list-style-type: none"> • Shows desire to get to things that are not within reach • Sitting unsupported while playing • Plays 2-3 minutes with a single toy • Reaching for and grasping small toys • Reaching for objects while on tummy 10-12 months <ul style="list-style-type: none"> • Pointing with index finger • Imitating behaviors initiated by caregiver (playing peek-a-boo; smiling and laughing during turn-taking) • Banging blocks or small toys together • Repeatedly throwing or dropping objects to watch the movement • Stirring with a spoon in a cup • Banging a spoon on inverted cup or tabletop • Demonstrates emerging problem solving skills such as (pushing/pulling adult’s hands to have a behavior instigated; using a stick to play a xylophone) 	0-3 Months <ul style="list-style-type: none"> • Hands begin to open more and rest in open position • Holds small objects or toys when placed in hand • Follows moving object in range of 30 degrees either side of midline • Responds to loud noise with startle or upset • Responds to human voice more readily than any other sound • Begins to produce different cries for different reasons • Turning head to either side when lying on back • Rooting-reflexive turning of mouth toward hand rubbing cheek • Lifting and rotating head when lying on tummy or when held at shoulder • Primary Standing-extending legs for weight bearing when held upright with feet contacting surface • Walking-reflexive stepping when held upright with feet contacting surface 	7-9 Months <ul style="list-style-type: none"> • Holds an object in each hand and bangs them together • Reaches for objects with either hand, one at a time, when lying on tummy • Rakes at tinier objects with fingers • Turns to look when name is called • Begins to imitate sounds, often in conversational way • Moves body to music • Shows desire to get to things that are not within reach • Rolling in both directions and may use sequential rolling to get somewhere • Crawling on belly using both arms and legs symmetrically to propel 3+ feet • Pulls up into standing position when holding hands and supports all of weight on legs • Sitting on own once placed in that position • Begins to participate when being dressed, pulls off socks or hat

		<p>4-6 months (cont.)</p> <ul style="list-style-type: none"> • Repeating arm movements to keep a toy activated, keep mom singing, or causal event • Visually studies hands and objects, looks at mirror image 	<p>10-12 months (cont.)</p> <ul style="list-style-type: none"> • Singing along with a familiar song • Using gestures and/or vocalizing to protest • Shouting or vocalizing to gain attention • Responding to a request to “come here” • Maintaining attention to speaker • Responding with gesture to “want up” • Waving in response to “bye-bye” • Saying “mama” or “dada” meaningfully • Imitating consonant and vowel combinations • Imitating non-speech sounds • Vocalizing with intent frequently • Using a word to call a person • Giving objects upon verbal request • Performing a routine activity upon verbal request • Looking at familiar objects and people when named • Understanding simple questions • Identifying two body parts on self 	<p>Birth to 3 mos. (cont.)</p> <ul style="list-style-type: none"> • Kicks feet in bicycle motion when lying on back <p>4-6 Months</p> <ul style="list-style-type: none"> • Brings hands together in midline over chest when lying on back, i.e. places hands on bottle while eating, • Begins to reach and grasp or bat at objects, shakes or bangs toys on surface • Brings objects to mouth, i.e. toys, pacifier • Moves objects back and forth from one hand to the other • Babbles with wide variety of sounds • Rolling-tummy to back • Raises head and shoulders by resting on forearms/hands when on tummy to look around • Sits with less and less support, tries to prop forward on arms to stay sitting or tries to raise self to sitting when leaning back • Reaches for and plays with feet • Holds head up well in many positions to see all around • Enjoys bath 	<p>7-9 months (cont.)</p> <ul style="list-style-type: none"> • Grabs for spoon/cup when being fed <p>10-12 Months</p> <ul style="list-style-type: none"> • Points with index finger and activates toys using one finger • Begins to develop more refined grasp using tips of finger and thumb to pick up smaller things • Learns to voluntarily let go of what is being held, may throw objects • Raises arms up when wanting to be picked up • Expresses full range of emotion including resistive behavior • Raises self to sitting position • Creeps on hands and knees to get around • Pulls up on furniture • Cruises along furniture and/or walks with hands-on help • Tries to climb to get to higher surfaces, crawls up stairs • Fussess when diaper is soiled • Feeds self with fingers/sippy cup and tries to use small utensil
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Child Outcomes Age Anchors- Year 2

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
13-18 Months <ul style="list-style-type: none"> • Pretending to talk on phone, feed a baby, clean a spill • Discriminating between familiar and unfamiliar people • Showing awareness of feelings of others • Initiating familiar turn-taking routines • Requesting assistance from adult • Hugging/kissing parents • Demonstrating functional use of objects such as trying to use a brush or drinking from a cup • Giving a toy to caregiver spontaneously & upon request • Having temper tantrums when frustrated • Sometimes doing the opposite of what is asked of them 	19-24 Months <ul style="list-style-type: none"> • Showing a wide variety of emotions i.e., fear, anger, sympathy, modesty, guilt, joy • “Checking-in” with familiar adults while playing • Resisting change, making transitions difficult • Showing jealousy of attention given to others, especially own family • Using vocalizations and words during pretend play • Playing alone for short periods • Recognizing self in photograph • Using “mine” to denote possessiveness 	13-18 Months <ul style="list-style-type: none"> • Exploring the environment independent of caregiver • Turning the pages in a book • Looking at, pointing to, and naming pictures in a book • Imitating scribbling motions • Initiating familiar turn-taking routines • Imitating sounds often, in turn-taking way • Pointing to two action words in pictures • Pointing to, showing, and giving an object • Handing a toy to an adult for assistance 	19-24 Months <ul style="list-style-type: none"> • Identifying 6 body parts • Choosing 2 familiar objects upon request • Sorts objects by type (kitchen vs. animals) • Can follow 2 different directions with a toy (put it in, turn it over) • Asking “What’s that?” • Demonstrating symbolic play, using one object as a signifier for another • Attempting to repair broken toys • Choosing 1 object from a group of 5 upon verbal request • Stacking 5 or 6 blocks • Using 2 word utterance sometimes with gestures to communicate • Using 3 word phrases occasionally • Imitating words overheard in conversation • Naming 5 to 7 objects upon request • Using new words regularly (adding 2 to 5 words a week) • Spontaneously naming objects, person, and actions 	13-18 Months <ul style="list-style-type: none"> • Picking up items of varying sizes and weights using either hand and precision with fingers • Removing objects while holding on to container • Placing objects into large containers • Using wider variety of gestures to communicate wants and needs • Beginning to say words for most familiar things/people • Following simple directions, i.e. “Find your shoes.” • Correctly matching sound to object, i.e. doorbell, telephone • Standing without support briefly • Walking independently with good quality, using assistance with stairs • Climbing up on couch • Removing loose clothing partially/ completely • Using child-sized fork and spoon to eat (non-liquids) • Helping with tooth brushing 	19-24 Months <ul style="list-style-type: none"> • Trying to take things apart • Marking/ drawing on paper with crayons or other writing tools • Placing objects in containers with smaller openings • Using two word utterances, plus gestures, to express wants and needs • Answering questions with “yes” or “no” using head shake, gestures or words • Expressing need for independence with doing things on own or asking for help • Following 2 or 3 step directions • Imitating adult actions especially to “help out” • Garnering someone’s attention or leading someone to something they want or want to show them • Demonstrating more advanced movement and motor skills, i.e. running, more proficient climbing • Identifying 6 body parts

			19-24 Months (cont.) <ul style="list-style-type: none"> • Following novel commands • Tells about personal experience • Referring to self by name • Using early pronouns occasionally • Engaging in adult-like dialogue • Using speech understood by others 50% of the time • Using sentence-like intonation patterns • Making a horizontal and vertical stroke with crayon 		19-24 Months (cont.) <ul style="list-style-type: none"> • Choosing 2 familiar objects upon request • Sorts objects by type (kitchen vs. animals) • Can follow 2 different directions with a toy (put it in, turn it over) • Asking "What's that?" • Jumping down from step or raised surface • Positioning body more automatically to help put on clothing • Developing more skills with spoon and fork, less spilling • Trying to wash own hands and comb hair
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Child Outcomes Age Anchors- Year 3

Positive Social-Emotional Skills <i>Children demonstrate age-appropriate functioning by...</i>		Acquiring and Using Knowledge and Skills <i>Children demonstrate age-appropriate functioning by...</i>		Taking Appropriate Action to Meet Needs <i>Children demonstrate age-appropriate functioning by...</i>	
25-30 Months <ul style="list-style-type: none"> • Being apt to snatch, push, kick, rather than give and take in polite fashion • Throwing tantrums when frustrated • Showing facial expressions/behavior indicating pity, shame and modesty • Being restless/ rebellious/very active at times • Becoming resistant and dawdling at times • Separating easily in familiar surroundings • Wanting to do favorite activities over & over • Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes) • Insisting on some choices (food, clothing, appearance) • Seeking and accepting assistance when encountering difficulties • Inventing new uses for everyday materials with assistance (using a box for a house) • Developing sudden fears (i.e. large animals) 	31 – 36 Months <ul style="list-style-type: none"> • Observing other children at play; may join in for a few minutes • Playing well with 2 or 3 children in group • Having difficulty sharing • Throwing tantrums when thwarted or unable to express urgent needs • Objecting to major changes in routines • Verbalizing play plan for assigned role (“I am mother”; “You be baby”) • Verbalizing play plan with pretend props which are identified for benefit of adult (“This is our house (box)”) • Following simple rules • Taking turns in games • Listening and participating in group activities with adult supervision • Enjoying opportunities for pretend play and creating things (crafts, art) • Altering behavior based on a past event and building on it (“this didn’t work, so I 	25-30 Months <ul style="list-style-type: none"> • Liking to take things apart/put together again (puzzles, toys) • Following caregiver around & copying activities in play • Identifying boy or girl in picture book • Making doll/toy act on self as though capable of performing actions (placing brush in doll’s arms & moving doll’s arm as if doll is brushing hair) • Communicating about actions of others • Answering simple “what”, “where” questions about familiar people/things • Asking increasingly more questions (“where/what”) • Understanding negatives (no, don’t) • Formulating negative judgments (“spoon, not fork”) • Recognizing at least one color correctly • Understanding simple possessive forms (daddy’s shirt) • Understanding complex sentences (“when we get to the store, I’ll buy an ice 	31 – 36 Months <ul style="list-style-type: none"> • Understanding concepts of “mine” and “his/hers” • Telling gender when asked • Sometimes labeling and talking about own drawings when asked • Giving first and last name when asked • Using several verb forms correctly to describe a variety of actions (-ing/-ed) • Expanding use of prepositions (under/behind) • Understanding common adjectives of color, size, and shape • Showing interest in explanations that involve “why” and “how” • Using 4 to 6 word phrases or sentences • Making negative statements (Can’t open) • Using contractions (can’t, we’ll) • Using some plural forms correctly • Using past tense • Dictating a story for adult to write • Performing multi-step tasks when playing 	25 – 30 Months <ul style="list-style-type: none"> • Opening doors by handle/knob • Turning knobs on objects like radio or TV • Catching ball (by trapping against body) when playing with adult or peer • Knowing where things are kept • Putting things away to help clean up • Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc.) • Articulating progressively more with language to express thoughts and desires • Walking up steps, alternating feet while holding rail or hand for support • Sitting on riding toys and pushing with feet; may ride tricycle • Swinging leg to kick stationary ball • Playing on outdoor play structures (climbing, sliding) • Attempting to jump 	31 – 36 Months <ul style="list-style-type: none"> • Problem solving & carrying out a plan for getting something they need or want, i.e. prepares simple snack like getting crackers and putting in bowl. • Following simple rules • Separating easily from mother in familiar environment • Hopping in place on 1 foot (either foot) 3 times without losing balance • Standing on 1 foot (either foot) for 3 seconds • Jumping over object, i.e. string/rope, that is two inches high • Walking upstairs alternating feet • Walking downstairs 4 steps without support, placing both feet on each step • Dressing and undressing independently, including unbuttoning, with few exceptions

<ul style="list-style-type: none"> • Displaying understanding of how objects work together (gets dustpan when adult is sweeping) • Substituting similar objects (uses boxes for blocks) • Realizing that behaviors precede events (if mom takes things from fridge & turns on stove, she is going to cook) • Attempting to comfort others in distress • Addressing listener appropriately to get attention (uses child's or adult's name to get attention) 	<p>will try this")</p> <ul style="list-style-type: none"> • Relating an experience today to one that happened in the past (i.e. when Grandma comes over the dog has to be in the crate) • Saying "please" and "thank you" when reminded • Stating whether they are a boy or a girl • Obeying & respecting simple rules • Taking pride in achievements • Resisting change/wanting things done the same way • Participating in games that involve following simple directions and taking turns (i.e. "Duck, Duck, Goose" 	<p>cream cone")</p> <ul style="list-style-type: none"> • Pointing to smaller body parts when asked (chin, elbow) • Recognizing family names/ categories (Grandma, Uncle) • Recognizing names & pictures of most common objects • Understanding word association through function ("what do you drink with?") • Understanding sizes (small/large dog) • Following directions with common prepositions (in/out) • Enjoying finger plays • Locate objects discussed by others • Speaking in 2 or 3 word sentences; jargon/imitative speaking almost gone • Using personal pronouns correctly • Using regular plurals • Recalling parts of previously heard story • Requesting familiar stories • Changing intonation to communicate meaning • Understanding one/all • Matching object to picture • Matching simple shapes (circle, square) 	<p>(takes money, rings cash register, puts money in drawer)</p> <ul style="list-style-type: none"> • Using inductive reasoning (if you do this, that happens) • Expressing understanding of cause and effect (it's quiet because you turned off the music) • Copying a circle • Drawing a simple face • Matching three colors • Matching objects by color, shape and size 	<p>with two feet together</p> <ul style="list-style-type: none"> • Putting on socks, coat and shirt • Taking off own shoes, socks, and some pants as well as other unfastened garments • Using fork to spear bite sized chunks of food • Knowing which faucet is hot and cold • Washing self in bath • Trying potty while still predominantly wearing diapers 	<ul style="list-style-type: none"> • Asserting food preferences and recognizing what they are and are not allowed to eat • Getting drink from fountain • Following basic health practices when reminded (washing/drying hands) • Verbalizing toilet needs fairly consistently • Showing daytime control of toileting needs with occasional accidents
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