

ACTIVITY 6

Age-Expected Skills: 25-36 Months

Activity Purpose: The purpose of this activity is for participants to continue to apply their knowledge of typical child development in relationship to the three Child Outcomes for a child between the ages of 25-36 months. Furthermore, this activity will promote and/or refine the participants' understanding of how to use the Age Anchoring Tools to support the process of determining a rating.

Difficulty Level: Introductory Level – Awareness & Intermediate Level – Application

Estimated Time: 30-45 minutes

Materials:

- Handouts:
 - *Case Study – Kayla*
 - *Developmental Progressions and the Child Outcome Summary (COS) Process 7-Point Rating Scale*
 - *Outcome 1 Larimer County Age Anchoring Tool*
 - *Outcome 2 Larimer County Age Anchoring Tool*
 - *Outcome 3 Larimer County Age Anchoring Tool*
 - *Understanding Child Functioning Reflection*

Activity Instructions:

Part 1 – Kayla

1. Pass out the following handouts to the participants:
 - a. *Case Study – Kayla*
 - b. *Developmental Progressions and the Child Outcome Summary (COS) Process 7-Point Rating Scale*
 - c. *Larimer County Age Anchoring Tools* for Outcomes 1, 2 & 3
2. Instruct the participants to read over the case study and then get into pairs.
3. Ask each pair to complete the application questions within the case study document.
4. Reconvene as a large group and consider asking the following questions:
 - a. What questions might you want to ask the caregiver and early intervention professionals?
 - b. What conclusions did you come to for each of the three Child Outcomes?
 - c. Walk us through the process that led you to your conclusion for each of the outcomes.
 - d. How were the resources helpful?

***Note to facilitator:** save the group's consensus (foundational, immediate foundational or age-expected) for each of the three outcomes as you will revisit this case study in a future session.

Part 2 – Reflection

1. Pass out the corresponding reflection handout titled, *Understanding Child Functioning Reflection*.
2. Encourage participants to individually reflect on their understanding of the importance of child functioning, terminology, such as foundational, immediate foundational and age-expected, as well as the three Child Outcomes.
3. The results of these reflections will inform how the facilitator/s adjust future sessions to provide individualized support for their specific provider group.

ACTIVITY 6

Case Study -- Kayla

Kayla is 32 months old and has been receiving early intervention services since shortly after her birth. She was found eligible for services as a result of being born prematurely and a mild to moderate bilateral hearing loss. Kayla received her hearing aids at eight months of age and wears them consistently throughout the day. Kayla has made great progress since starting services: she originally required the support of oxygen when she was a baby, had difficulties feeding and was often got sick. However, Kayla has been relatively healthy in the last 6 months, only experiencing a few colds and ear infections, which she recently received pressure equalization tubes as a result. Kayla is a funny little girl with an infectious smile. She has a loving supportive family (which includes a 5-year-old sister, Maddy) and close, extended family. Kayla's family would like for Kayla to be able to communicate with her family as well as her peers in the community. They would also like for Kayla to be able to be independent.

At Home:

Kayla is learning how to interact with her family throughout her daily interactions. She is using several spoken words for the purposes of greeting, requesting, commenting, protesting, making choices and responding to some basic questions, as well as asking, "what's dat?" She recently started combine words together, creating a few simple phrases, such as "more cookie" and "mama help". In addition to spoken words, Kayla uses some gestures and even actions to have her needs met. For instance, she will go into the refrigerator and get a juice box for herself when she is thirsty. Kayla is expressing a wide array of emotions, such as happiness, sadness and frustration. She is developing preferences and becomes upset when she is unable to get what she wants, especially her favorite toys, food and clothing items.

During mealtimes, Kayla will use spoken words to indicate her preferences related to what she wants to eat/drink. She is feeding herself finger foods as well as using forks to feed herself. Furthermore, she uses Sippy cups and drinks from open cups with some assistance. She seems to enjoy eating a variety of table foods, such as fruits, vegetables, cheese, beans, rice, and pasta. When she is finished eating, with assistance, she will get down from her chair at the table and place her utensils and plate in the sink.

Kayla's mom has noticed Kayla playing with toys in different ways, taking care of her baby dolls by feeding and wrapping them up with her blankets. Kayla is very persistent with tasks that she seems to enjoy, such as playing with puzzles, her babies, some art-related activities and looking at books. For instance, Kayla will complete eight-piece puzzles, persisting for several minutes and problem solving until all the pieces fit into the puzzle accordingly. Additionally, Kayla's mother caught Kayla trying to reach her favorite fruit snacks in the cupboard by pushing a stool over to the countertop, so that she could climb up on the counter and reach the cupboard, all to eat her favorite snack.

When getting ready for bed at night, Kayla will attempt to undress and dress, requiring some assistance from her parents. Kayla and her dad will typically read Kayla's favorite book as she listens attentively, pointing to pictures and asking, "what's dat?" Just before Kayla goes to sleep at night, her father takes her hearing aids off, while Kayla places them in her hearing aid box. Just this week, Kayla's dad has noticed Kayla has been more resistant to bedtime, having tantrums when asked to start getting ready for bed by brushing her teeth after dinnertime.

In the Community:

Kayla's family goes to several places in the community, such as the grocery store, church, family members' homes, the soccer field for Maddy's games, out to eat, and the library – just to name a few places. Kayla especially enjoys going to the park and music class. When Kayla's family visits the park, she and her big sister, Maddy, run around, chasing each other, playing on the swings, slides and climbing. Kayla is beginning to follow some basic safety rules, while walking to the park, such as "you need to hold mommy's hand" and "wait to cross" when her mother uses visuals such as gesturing to help her understand.

Kayla and her mom attend weekly music class with other families in their neighborhood. While it takes Kayla a few minutes to warm up each week, once she feels comfortable, she enjoys interacting with the other children and participating in class by shaking the musical instruments, sometimes offering the other children these instruments and singing songs. She especially loves participating in the song *If You're Happy and You Know It* by performing the physical actions that correspond with this song as well as singing a few words.

Application Questions:

1. Based on the information above, what other questions might you have for Kayla's family and early intervention team?
2. Using the anchoring tools, how would you classify Kayla's functional skills for Child Outcomes 1, 2 and 3 (foundational, immediate foundational and age-expected)? Explain the rationale for your decisions.
3. Identify the skills that came before Kayla's current skills/behaviors for each outcome area and the skills/behaviors that will come after.

ACTIVITY 6

Understanding Child Functioning Reflection

Participant's Name: _____ Date: _____

1. Why is it important to discuss and support child functioning in early intervention?
2. What's the most important resource/strategy/piece of information/practice, etc. that you've added to your 'set of tools' related to child functioning?
3. How has your understanding and application of language associated with the COS process (foundational, immediate foundational and age-expected) changed over the last several sessions?

Developmental Progressions and the Child Outcome Summary (COS) Process 7-Point Rating Scale

The COS process uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each outcome area. The team needs to understand the developmental progressions that lead to age-expected functioning, asking:

1. Are the skills and behaviors demonstrated what one would expect for a child this age?
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors?
3. If not, are they like those of a MUCH younger child? Are they farther away from age expected skills and behaviors? (much earlier or atypical skills and behaviors)

An important developmental concept for understanding how to use the COS 7-point scale is the concept of foundational skills. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way; later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as “**foundational skills**.” For example, children play along side one another before they interact in play. Development in the early childhood years proceeds through several levels of foundational skills with skills and behavior becoming more complex and more proficient as children get older. All skills that lead to higher levels of functional are foundational skills, however, the set of skills and behavior that occur developmentally *just prior* to age-expected functioning can be described as the **immediate foundational skills** in that they are the most recent set of foundational skills that children master and move beyond.

A child whose functioning is like that of a younger child is probably showing **immediate foundational skills**. Her functioning does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age-expected functioning.

A child whose functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but not yet at an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout life. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear. To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close is that to the child's current age. For instance, being able to make eye contact is not an **immediate** foundational skill for a three year old.

Example 1: Chrissa is 30 months (2 ½ years) old. Although she does not play with other children, she watches them with great interest. A child who is 30 months of age or so should play with other children, even taking turns. A younger child (18-24 months or so) would play alone, but would be very aware of other children, such as the toys another child is using, and may snatch a toy away from another child. A much younger child (12 months or so) would stay very close to his or her primary caregiver, showing early awareness of other children. Chrissa is more than aware of other children, she visually follows their play with enthusiasm. She has immediate foundational skills on which to build the next level of relationships with peers, which would involve playing with other children and turn taking.

Because it is a continuum, developmental expectations vary by age.

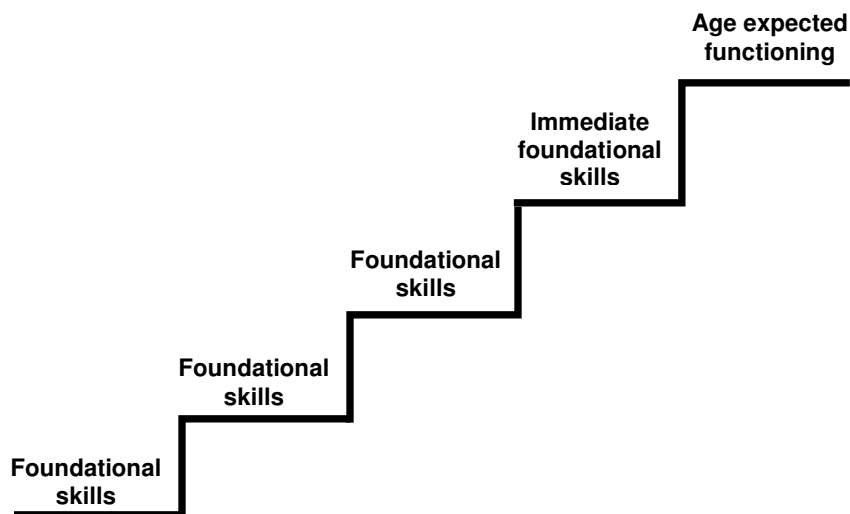
- What if Chrissa were 12 months old?
- How would you answer questions 1-3, above?
- What if Chrissa were 48 months old?

Why this is hard: child development does not progress in a neat and tidy sequence. Children spend various amounts of time in any one stage of development. Areas of development may overlap with one another. It's impossible to pin down the exact age at which every child will have achieved a specific milestone. Children manifest developmental expectations in different ways. All children follow general sequences but each child will develop in unique ways, depending upon the child's personality, context, and experiences. In determining the extent to which a child's functioning meets age expectations, the team must look at an overall pattern, rather than specific fragments, of development.

Example 2: Justin is 24 months (2 years) old. He uses a spoon, but often spills the food before it gets to his mouth. Without his mom's help he wouldn't get much to eat at mealtime. A child who is 2 should be able to meet his feeding needs without much help, using various kinds of tools, including his fingers. The younger child (toddler) experiments with tool use, but with limited success. The much younger child (infant) participates in feeding by opening his mouth, but does not attempt to feed himself.

- How would you describe Justin's skills and behaviors? Are they age-expected? Immediate foundational? Or not yet?
- What if Justin were 12 months old? How would you describe his skills and behaviors? What if he were 36 months old?

How Foundational Skills Lead to Age-Expected Functioning



Larimer County Age Anchoring Tool

Outcome 1:

Positive Social Emotional Skills....

Children demonstrate age appropriate functioning by....

<p><u>0-3 Months</u></p> <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 <p><u>4-6 Months</u></p> <ul style="list-style-type: none"> • 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 • 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!” 	<p><u>7-9 Months</u></p> <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 <p><u>10-12 Months</u></p> <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 	<p><u>13-18 Months</u></p> <ul style="list-style-type: none"> • Pretending to talk on phone, feed a baby, comfort a doll, clean a spill • Discriminating between familiar and unfamiliar people • Showing awareness of the feelings of others • Initiating familiar turn-taking routines • Requesting assistance from an adult • Hugs & kisses parents • Demonstrating a functional use of objects such as trying to use a brush or drinking from a toy cup • Gives a toy to caregiver spontaneously & upon request • Having temper tantrums when frustrated • Sometimes doing the opposite of what is asked of them <p><u>19-24 Months</u></p> <ul style="list-style-type: none"> • Shows a wide variety of emotions i.e., fear, anger, sympathy, modesty, guilt, joy 	<p><u>25 – 30 Months</u></p> <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 expression and behavior indicating pity, shame and modesty • Being restless, rebellious and very active at times • Becoming resistant and dawdling at times • Separates easily in familiar surroundings • Wanting to do favorite activities over and over again • 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) • May develop sudden fears (i.e. large animals) 	<p><u>31 – 36 Months</u></p> <ul style="list-style-type: none"> • Observing other children at play; may join in for a few minutes • Playing well with two or three children in group • Having difficulty sharing • Showing facial expressions and behaviors indicating pity, shame, modesty • Sometimes being restless, rebellious, very active • Becoming resistant, dawdles • 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” “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 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)
--	--	---	---	---

Outcome 1:

Positive Social Emotional Skills....

Children demonstrate age appropriate functioning by...

<u>4-6 Months (continued)</u>	<u>10-12 Months (continued)</u>	<u>19-24 Months (continued)</u>	<u>25-30 Months (continued)</u>	<u>31-36 Months (continued)</u>
<ul style="list-style-type: none"> Vocalizing in response to babbling behavior, vocalizations and speech produced by an adult 	<ul style="list-style-type: none"> Responding with gesture to “come up” or “want up” Waving in response to “bye-bye” Saying “mama” or “dada” meaningfully Using a word to call a person Pushing or pulling an adult’s hand to have a behavior instigated or repeated Showing attachment to favorite toy or blanket Expressing two or more emotions (pleasure, fear, sadness) Briefly stopping behavior when told “no” 	<ul style="list-style-type: none"> “Checking-in” with familiar adults while playing Resisting change, transitions are difficult Show jealousy of attention given to others, especially own family Using vocalizations and words during pretend play Playing alone for short periods Recognizes self in photograph Uses concept “mine” to denote possessiveness 	<ul style="list-style-type: none"> Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor) Substituting similar objects (uses boxes for blocks) Realizing that behaviors can precede events (if mom takes things out the refrigerator and turns on the stove, she is going to cook lunch) Attempting to comfort others in distress Addressing listener appropriately to get attention (uses child’s or adult’s name to get attention) 	<ul style="list-style-type: none"> Altering behavior based on a past event and builds on it (“this didn’t work, so I will try this”) 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 Begins to obey and respect simple rules Takes pride in achievements Resists change, may want things done the same way May be able to participate in games that involve following simple directions and taking turns (i.e. “Duck, Duck, Goose”)

Larimer County Age Anchoring Tool

Outcome 2:

Acquiring and Using Knowledge and Skills....

Children demonstrate age appropriate functioning by....

Birth – 3 Months

- Lifts head while on tummy
- Clasp hands together and hands to mouth
- Grasping finger if placed in palm
- Kicking legs while lying on back
- Begins cooing

4-6 months

- 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

- Shows desire to get to things that are not within reach
- Sitting unsupported while playing with toys
- Plays 2-3 minutes with a single toy
- Reaching for and grasping blocks or other small toys
- Reaching for objects while on tummy

10-12 months

- Pointing with index finger
- Imitating behaviors initiated by caregiver (playing peek-a-boo; smiling and laughing during turn-taking; or attempting to name pictures and objects)
- Banging blocks and other 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

13- 18 Months

- Explores 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
- Begins to imitate sounds often, in turn taking conversational 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

- Identifying six body parts
- Choosing two familiar objects upon request
- Sorts objects by type (i.e. kitchen vs. animals)
- Can follow two different directions with a toy (i.e. put it in, turn it over, etc)

25 – 30 Months

- Liking to take things apart and put them together again (puzzles, toys)
- Following caregiver around the house and copying domestic activities in simultaneous play
- Identifying boy or girl in picture book
- Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll's arms, than moving the doll's arm as if doll is combing hair)
- Communicating about the actions of others
- Answering simple "what", "where" questions about familiar people or things
- Asking increasing numbers of questions ("where/what")
- Understanding negatives (no, not, can't, don't)
- Formulating negative judgments ("spoon, not fork")
- Recognizes at least one color correctly

31 – 36 Months

- 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 (i.e. ing, ed)
- Expanding use of prepositions (under, in front of, 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 it," "Don't touch")
- Beginning to use contractions (can't, we'll, won't)
- Using some plural forms correctly in speech
- Using the past tense
- Dictating a story for adult to write out

Outcome 2:

Acquiring and Using Knowledge and Skills...

Children demonstrate age appropriate functioning by....

<u>4-6 Months (continued)</u>	<u>10-12 Months (continued)</u>	<u>19-24 Months (continued)</u>	<u>25-30 Months (continued)</u>	<u>31-36 Months (continued)</u>
<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 	<ul style="list-style-type: none"> • Demonstrates 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 picture or mirror over to view the functional side; rotating three-dimensional objects to view the functional side; using a hammer or stick to play a xylophone • Singing along with a familiar song • Using gestures and/or vocalizing (grunts/whines) to protest • Shouting or vocalizing to gain attention • Responding to a request to "come here" • Maintaining attention to speaker • Responding with gesture to "come up" or "want up" 	<ul style="list-style-type: none"> • Asking "What's that?" • Demonstrating symbolic play, using one object as a signifier for another object • Attempting to repair broken toys • Choosing one object from a group of five upon verbal request • Stacking 5 or 6 blocks • Using two word utterance sometimes combined with gestures, to communicate • Using three-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 • Following novel commands • Tells about a personal experience 	<ul style="list-style-type: none"> • Understanding simple possessive forms (daddy's shirt) • Understanding complex sentences ("when we get to the store, I'll buy you an ice cream cone") • Pointing to smaller parts of the body when asked (chin, elbow) • Recognizing and identifying general family names/categories (Grandma, Uncle) • Recognizing the names and pictures of most common objects • 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 difference (little dog, large dog) • Following directions involving common prepositions (in, on, behind, out) • Enjoying finger plays (songs and games that use hands) 	<ul style="list-style-type: none"> • Performing multi-step tasks when playing (takes money, rings cash register, puts money in drawer) • 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) • Copying a circle • Drawing a simple face • Matching three colors • Matching objects by color, shape and size

Outcome 2:

Acquiring and Using Knowledge and Skills...

Children demonstrate age appropriate functioning by....

<u>4-6 Months (continued)</u>	<u>10-12 Months (continued)</u>	<u>19-24 Months (continued)</u>	<u>25-30 Months (continued)</u>	<u>31-36 Months (continued)</u>
	<ul style="list-style-type: none"> • 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 • Demonstrating intense attention to adult language 	<ul style="list-style-type: none"> • Referring to self by name • Using early pronouns occasionally • Engaging in adult-like dialogue • Uses speech understood by others 50% of the time • Using sentence-like intonation patterns • Makes a horizontal and vertical stroke with crayon 	<ul style="list-style-type: none"> • Attempting to locate objects when they are discussed by others • Speaking in 2 or 3 word sentences; jargon and speaking by imitation only are almost gone • Often using personal pronouns (I, you, he, it, me) correctly • Using regular plurals (cats, dogs, balls) • Beginning to recall parts of a previously heard story • Requesting to hear familiar stories • Changing intonation and tone to communicate meaning • Understanding “one”, “all” (“Give me one block”) • Matching an object to a picture • Matching simple shapes such as a circle, square and triangle 	

Larimer County Age Anchoring Tool

Outcome 3:

Taking Appropriate Actions to Meet Needs....

Children demonstrate age appropriate functioning by....

<u>0-3 Months</u>	<u>7-9 Months</u>	<u>13-18 Months</u>	<u>25 – 30 Months</u>	<u>31 – 36 Months</u>
<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 (object 10-12" away from baby's face) • 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 	<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 turn-taking, 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 helped with your hands and supports all of weight on legs 	<ul style="list-style-type: none"> • Able to pick up objects of all sorts of sizes and weights using either hand and precision with fingers • Removes objects while holding on to container • Places objects into large containers • Uses wider variety of gestures to communicate wants and needs • Begins to say words for the most familiar thing or people • Follows simple directions, i.e. "Let's go to the kitchen.", "Find your shoes." • Can correctly match sound to object, i.e. doorbell, telephone • Stands without support for brief periods • Walks independently with good quality, needs guidance to ascend/descend stairs on feet • Climbs up on couch or chair • Removes loose clothing partially or completely 	<ul style="list-style-type: none"> • Opens doors by handle/knob • Turning knobs on objects like radio or TV • Catching ball (by trapping against body) when playing with adult or peer • Knows where things are kept • Puts things away to help clean up • Uses non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc.) • Progressively more articulate with language to express thoughts and desires • Walks up steps, alternating feet while holding rail or hand for support • Sits on riding toys and pushes with feet; may ride tricycle • Swings leg to kick stationary ball • Plays on outdoor play structures (climbing, sliding) • Attempts to jump with two feet together • Puts on socks, coat and shirt 	<ul style="list-style-type: none"> • Can problem solve and carry out a plan for getting something they need or want, i.e. while mom is distracted, gets forbidden marker out of desk drawer; prepares own simple snack like getting crackers and putting in bowl. • Follows simple rules • Separates easily from mother in familiar environment • Hops in place on one foot (either foot) three time without losing balance • Stands on one foot (either foot) for three seconds • Jumps over object, i.e. string/rope, that is two inches high • Walks upstairs alternating feet • Walks downstairs four steps without support, placing both feet on each step • Can dress and undress independently, including unbuttoning buttons, with few exceptions • Asserts food preferences and recognizes what they are and are not allowed to eat • Gets drink from fountain • Follows basic health practices when reminded (washing/drying hands, brushing teeth)

Outcome 3:

Taking Appropriate Actions to Meet Needs....

Children demonstrate age appropriate functioning by...

<u>Birth - 3 Months (continued)</u>	<u>7-9 Months (continued)</u>	<u>13-18 Months (continued)</u>	<u>25 – 30 Months (continued)</u>	<u>31 – 36 Months</u>
<ul style="list-style-type: none"> • Primary Standing-moving legs into extension for weight bearing when held upright (standing height) with feet contacting surface • Walking-reflexive stepping when held upright with feet contacting surface, lifts feet alternatively in walking-like motion • Kicks feet in bicycle motion when lying on back <p><u>4-6 Months</u></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, playing with own hands held together over chest • Begins to reach and grasp or bat at objects, shakes or bangs toys on surface • Brings objects to mouth, i.e. toys, pacifier, bottle (when not so full) • Moves objects back and forth from one hand to the other 	<ul style="list-style-type: none"> • Sitting on own once placed in that position to play • Begins to participate when being dressed, pulls off socks or hat • Grabs for spoon/cup when being fed <p><u>10-12 Months</u></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 much smaller things with precision • 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 	<ul style="list-style-type: none"> • Practices using child-sized fork and spoon to eat (non-liquids) • Tries to help with tooth brushing <p><u>19-24 Months</u></p> <ul style="list-style-type: none"> • Tries to take things apart • May enjoy marking/ drawing on paper with crayons or other writing tools • Begins to place objects in containers with smaller openings • Uses two word utterances, plus gestures, to express wants and needs • Can answer questions with “yes” or “no” using head shake, gestures or words • Expresses need for independence with doing things on own or asks for help when needed • Follows 2 or 3 step directions • Likes to imitate adult actions especially to “help out” 	<ul style="list-style-type: none"> • Takes off own shoes, socks, and some pants as well as other unfastened garments • Uses fork to spear bite sized chunks of food • Knows which faucet is hot and cold • Washes self in bath • Interested in trying potty while still predominantly wearing diapers 	<ul style="list-style-type: none"> • Verbalizes toilet needs fairly consistently • Shows daytime control of toileting needs with occasional accidents

Outcome 3:

Taking Appropriate Actions to Meet Needs....

Children demonstrate age appropriate functioning by....

<u>4-6 Months (continued)</u>	<u>10-12 Months</u>	<u>19-24 Months (continued)</u>	<u>25 – 30 Months (continued)</u>	<u>31 – 36 Months (continued)</u>
<ul style="list-style-type: none"> • Babbles with wide variety of sounds • Rolling-tummy to back (over either L/R side) often comes before back to tummy • 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, as in the car seat • Reaches for and plays with feet • Holds head up well in many positions to be able to see all around • Enjoys bath-keeps eyes open and indicates pleasure when placed in warm water or plays by splashing 	<ul style="list-style-type: none"> • Tries to climb to get to higher surfaces, crawls up stairs • Fusses when uncomfortable in diaper • Feeds self with fingers/sippy cup and tries to use small utensils 	<ul style="list-style-type: none"> • Garners someone's attention or takes someone's hand to take them to something they want or want to show them • Demonstrates more advanced movement and motor skills such as running and more proficient climbing, i.e. climbing out of the crib • Attempts to jump down from step or raised surface • Positions body more automatically to help put on clothing • More developed skills with spoon and fork, less spilling • Tries to wash own hands and face, comb hair 		