

**ND Early Childhood Outcomes Process  
Age Expectation Developmental Milestones**

<p><b><u>Outcome 1:</u></b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>Birth to 6 Months</b></p> <ul style="list-style-type: none"> <li>• Fixating on the human face and tracking or following movements presented at 9-12 inches from the face.</li> <li>• Turning their head and eyes in the direction of the parent voice.</li> <li>• Being comforted and appearing to enjoy touch and being held by a familiar adult.</li> <li>• Anticipating being lifted or fed and moving body toward caregiver when being approached.</li> <li>• Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror.</li> <li>• Initiating and terminating social interactions.</li> <li>• Enjoying games with others such as “Where is your nose?” and “So Big!”</li> <li>• Vocalizing in response to babbling behavior initiated by adult</li> <li>• Vocalizing in response to vocalizations and speech produced by an adult</li> </ul>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>Birth to 6 Months</b></p> <ul style="list-style-type: none"> <li>• Beginning to reach for objects.</li> <li>• Observing hands and fingers.</li> <li>• Looking to place on body where being touched.</li> <li>• Clasping hands together and exploring fingers.</li> <li>• Trying to cause things to happen such as kicking a mobile and smiling.</li> <li>• Squeezing a rubber toy and shows pleasure.</li> <li>• Dropping a ball and observing the fall.</li> <li>• Developing more precise imitation skills of facial movements and speech sounds.</li> <li>• Securing an object that is partially hidden with a cloth.</li> <li>• Repeating arm movements to keep a toy activated, keep mom singing, or other causal event.</li> <li>• Demonstrating exploratory behaviors with objects</li> <li>• Varying pitch and intonation</li> </ul>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>Birth to 6 Months</b></p> <ul style="list-style-type: none"> <li>• Producing different cries for different reasons.</li> <li>• Beginning to reach for objects.</li> <li>• Rolling over in one direction.</li> <li>• Sitting independently with minimal assistance.</li> <li>• Bringing hands together at midline.</li> <li>• Rooting reflex; turns mouth toward hand rubbing cheek</li> <li>• Expressing displeasure when clothes are pulled over head</li> <li>• Enjoying bath; keeps eyes open and indicates pleasure when placed in warm water</li> <li>• Walking reflex; when held upright with feet resting on flat surfaces, lifts feet alternately in walking-life motion</li> <li>• Lifting and rotating head</li> <li>• Holding small objects or toys</li> </ul>
<p><b><u>Outcome 1:</u></b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p>

<p><b>7 to 12 Months</b></p> <ul style="list-style-type: none"> <li>• Imitating familiar words in turn-taking</li> <li>• Smiling and laughing during turn-taking</li> <li>• Participating in games (pat-a-cake, peek-a-boo)</li> <li>• Demonstrating anticipation of play activities</li> <li>• Showing sensitivity to the mood of others</li> <li>• Performing for social attention</li> <li>• Participating in speech routine games</li> <li>• Exhibiting anxious behavior around unfamiliar adults</li> <li>• Using gestures and vocalizing to protest</li> <li>• Shouting or vocalizing to gain attention</li> <li>• Responding to a request of “come here”</li> <li>• Stopping when name is called</li> <li>• Maintaining attention to speaker</li> <li>• Responding with gesture to “come up” or “want up”</li> <li>• Waving in response to “bye-bye”</li> <li>• Saying “mama” or “dada” meaningfully</li> <li>• Using a word to call a person</li> <li>• Pushing or pulling an adult’s hand to have a behavior instigated or repeated</li> <li>• Repeating a behavior (shows off) to maintain adult attention</li> <li>• Showing attachment to favorite toy or blanket</li> <li>• Expressing two or more emotions (pleasure, fear, sadness)</li> </ul>	<p><b>7 to 12 Months</b></p> <ul style="list-style-type: none"> <li>• Visually attending to an object for 5 seconds</li> <li>• Following an auditory stimulus.</li> <li>• Reaching for and grasping blocks or other small toys</li> <li>• Transferring objects from one hand to another</li> <li>• Reaching for objects while in a prone position</li> <li>• Demonstrating a refined neat-pincer grasp with thumb opposition</li> <li>• Pointing with index finger</li> <li>• Imitating the behaviors initiated by the parent including: Plays peek-a-boo, smiling and laughing during turn-taking, Attempting to name pictures and objects</li> <li>• Banging blocks and other small toys</li> <li>• Repeatedly throwing or dropping objects to watch the movement</li> <li>• Stirring with a spoon in a cup</li> <li>• Banging spoon on inverted cup or tabletop.</li> <li>• Demonstrating emerging problem solving skills such as: Placing objects in the mouth and mouthing, Pushing or pulling an adult’s hands to have a behavior instigated or repeated. Repeating a behavior (shows off) to maintain adult attention. Turning a mirror over to view the functional side. Turning a photograph or other picture around to view the functional side. Rotating three-dimensional objects</li> </ul>	<p><b>7 to 12 Months</b></p> <ul style="list-style-type: none"> <li>• Pulling self up to standing posture next to furniture.</li> <li>• Cruising around furniture.</li> <li>• Drinking from a cup.</li> <li>• Beginning to pick up cup and take a few swallows when thirsty</li> <li>• Beginning to feed self finger food.</li> <li>• Beginning to grab for spoon when being fed.</li> <li>• Moving 3 or more feet by crawling.</li> <li>• Bringing self to a sitting position when lying on back.</li> <li>• Reaching for and grasping blocks or other small toys</li> <li>• Transferring objects from one hand to another</li> <li>• Reaching for objects while in a prone position</li> <li>• Demonstrating a refined neat-pincer grasp with thumb opposition</li> <li>• Pointing with index finger</li> <li>• Moving body to music</li> <li>• Pulling off own socks</li> <li>• Beginning to cooperate when being dressed</li> <li>• Fussing when diaper needs to be changed</li> </ul>
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<ul style="list-style-type: none"> <li>Briefly stopping behavior when told “no”</li> </ul>	<p>to view the functional side. Using a hammer or stick to play a xylophone</p> <ul style="list-style-type: none"> <li>Singing along with a familiar song</li> <li>Using gesture and vocalizing to protest</li> <li>Shouting or vocalizing to gain attention</li> <li>Responding to a request to “come here”</li> <li>Stopping when name is called</li> <li>Maintaining attention to speaker</li> <li>Responding with gesture to “come up” or “want up”</li> <li>Waving in response to “bye-bye”</li> <li>Saying “mama” or “dada” meaningfully</li> <li>Imitating consonant and vowel combinations</li> <li>Imitating non-speech sounds</li> <li>Vocalizing with intent frequently</li> <li>Using a word to call a person</li> <li>Giving objects upon verbal request</li> <li>Performing a routine activity upon verbal request</li> <li>Looking at familiar objects and people when named</li> <li>Understanding simple questions</li> <li>Identifying two body parts on self</li> <li>Demonstrating intense attention to adult language.</li> </ul>	
<p><b><u>Outcome 1:</u></b> Social Emotional Skills</p>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge</p>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs</p>

<p>Children demonstrate age appropriate functioning by.....</p> <p><b>13 to 24 Months</b></p> <ul style="list-style-type: none"> <li>• Following a 2 or 3 step direction.</li> <li>• Engaging in pretend play.</li> <li>• Demonstrating more complex exploration and play skills with toys and objects</li> <li>• Discriminating between familiar and unfamiliar people</li> <li>• Showing awareness of the feelings of others.</li> <li>• Initiating familiar turn-taking routines.</li> <li>• Requesting assistance from an adult.</li> <li>• “Checking-in” with familiar adults while playing.</li> <li>• Resisting change, transitions are difficult.</li> <li>• Enjoying peer play and joint exploration.</li> <li>• Beginning to see benefits of cooperation.</li> <li>• Demonstrating a functional use of objects such as trying to use a toy car or drinking from a toy cup.</li> <li>• Exploring the environment independently.</li> <li>• Using vocalizations and words during pretend play.</li> <li>• Playing alone for short periods</li> <li>• Having temper tantrums when frustrated</li> <li>• Sometimes doing the opposite of what is asked of them</li> </ul>	<p>Children demonstrate age appropriate functioning by.....</p> <p><b>13 to 24 Months</b></p> <ul style="list-style-type: none"> <li>• Beginning to explore the environment independently.</li> <li>• Turning the pages in a book</li> <li>• Looking at, pointing to, and naming pictures in a book</li> <li>• Imitating scribbling motions and closer to 24 months making a horizontal and vertical stroke with crayon.</li> <li>• Initiating familiar turn-taking routines.</li> <li>• Following one-step commands during play</li> <li>• Pointing to two action words in pictures</li> <li>• Pointing to, showing, and giving an object</li> <li>• Handing a toy to an adult for assistance</li> <li>• Identifying 6 body parts</li> <li>• Completing two requests with an object</li> <li>• Choosing two familiar objects upon request</li> <li>• Identifying objects by category</li> <li>• Asking “What’s that?”</li> <li>• Demonstrating symbolic play, using one object as a signifier for another object</li> <li>• Attempting to repair broken toys</li> <li>• Choosing one object from a group of five upon verbal request</li> <li>• Stacking 5 or 6 blocks;</li> <li>• Using two word utterances sometimes combined with gestures, to communicate.</li> <li>• Using three-word phrases occasionally</li> </ul>	<p>Children demonstrate age appropriate functioning by.....</p> <p><b>13 to 24 Months</b></p> <ul style="list-style-type: none"> <li>• Beginning to explore the environment independently.</li> <li>• Gesturing to indicate toileting needs.</li> <li>• Using two word utterances, combined with gestures, to communicate.</li> <li>• Walking independently with good quality.</li> <li>• Demonstrating more advanced movement and motor skills such as running and climbing</li> <li>• Following a 2 or 3 step direction.</li> <li>• Picking up small items (food or toys) with the ends of the thumb and index finger in an overhand approach (neat pincer grasp)</li> <li>• Initiating familiar turn-taking routines.</li> <li>• Requesting assistance from an adult.</li> <li>• Saying “Me-do” when offered assistance by an adult when dressing.</li> <li>• Trying to wash own hands and face</li> <li>• Demonstrating the functional use of objects</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using consonants such as “t”, “d”, “n”, and “h”</li> <li>• Imitating words overheard in conversation</li> <li>• Naming 5 – 7 objects upon request</li> <li>• Using new words regularly (having a vocabulary of 100+ words by 24 months)</li> <li>• Spontaneously naming objects, persons, and actions.</li> <li>• Following a 2 or 3 step direction.</li> <li>• Following novel commands</li> <li>• Relating personal experience</li> <li>• Referring to self by name</li> <li>• Using early pronouns occasionally</li> <li>• Engaging in adult-like dialogue.</li> <li>• Using sentence-like intonation patterns.</li> </ul>	
<p><b><u>Outcome 1:</u></b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>25-30 Months</b></p> <ul style="list-style-type: none"> <li>• Having difficulty sharing with peers</li> <li>• Being apt to snatch, push, kick, rather than give and take in polite fashion</li> <li>• Throwing tantrums when frustrated</li> <li>• Showing facial expression and behavior indicating pity, shame and modesty</li> <li>• Being restless, rebellious and very active</li> <li>• Becoming resistant and dawdling at times</li> <li>• Obeying adult requests approximately half of the time</li> </ul>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>25-30 Months</b></p> <ul style="list-style-type: none"> <li>• Liking to take things apart and put them together again (puzzles, toys)</li> <li>• Following mother/caregiver around the house and copying domestic activities in simultaneous play</li> <li>• Identifying boy or girl in picture book</li> <li>• Adding sounds to action (“Vroom” for trucks, talks to teddy bears, etc.)</li> <li>• Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s</li> </ul>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>25-30 Months</b></p> <ul style="list-style-type: none"> <li>• Holding spoon, scooping food and bringing to mouth with spilling</li> <li>• Playing on outdoor play structures (climbing, sliding, etc.)</li> <li>• Removes unfastened garments</li> <li>• Taking off own shoes, socks, and some pants</li> <li>• Putting on socks, coat, and shirt</li> <li>• Knowing which faucet is hot and cold</li> <li>• Unscrewing lid on small (1”) jar or bottle</li> </ul>

<ul style="list-style-type: none"> <li>• Wanting to do favorite activities over and over again</li> <li>• Continuing to try a difficult task for a brief period of time (building with blocks for 3-5 minutes)</li> <li>• Insisting on some choices</li> <li>• Seeking and accepting assistance when encountering difficulties</li> <li>• Inventing new uses for everyday materials with assistance (banging on pots and pans, using a box for a house)</li> <li>• Approaching tasks experimentally, adapting as the activity evolves</li> <li>• Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor)</li> <li>• Substituting similar objects (uses boxes for blocks)</li> <li>• 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)</li> <li>• Separating from parent in familiar surroundings without crying</li> <li>• Attempting to comfort others in distress</li> </ul>	<p>hand, then moving the doll's arms as if doll is combing hair)</p> <ul style="list-style-type: none"> <li>• Communicating about the actions of others</li> <li>• Answering simple "who," "what," "where," questions about familiar people or things</li> <li>• Asking increasing numbers of questions ("where?" "who?")</li> <li>• Understanding negatives (No, Not, Can't, Don't)</li> <li>• Formulating negative judgments ("Spoon, not fork")</li> <li>• Naming at least one color correctly</li> <li>• Adding information to the prior utterance of a communicative partner</li> <li>• Understanding simple possessive forms (Daddy's shirt)</li> <li>• Understanding complex sentences ("When we get to the store, I'll buy you an ice cream cone")</li> <li>• Pointing to smaller parts of the body when asked (chin, elbow)</li> <li>• Recognizing and identifying general family names, categories (Grandma, Uncle)</li> <li>• Understanding common verbs and adjectives</li> <li>• Understands 500 words, says 200 words</li> <li>• Recognizing the names and pictures of most common objects</li> <li>• Understanding word association through functional association ("What do you drink with?")</li> </ul>	<ul style="list-style-type: none"> <li>• Opening door by turning handle</li> <li>• Turning knob to open doors or turn on objects (radio, TV, stereo)</li> <li>• Sitting on riding toys and pushing with feet; may ride tricycle</li> <li>• Swinging leg to kick a stationary ball</li> <li>• Expressing likes and dislikes; may be a fussy eater</li> <li>• Helps clean up; Puts things away</li> <li>• Imitating circular, vertical and horizontal strokes</li> <li>• Stacking 6 or 7 blocks when building</li> <li>• Walking up steps, alternating feet while holding rail or hand for support</li> <li>• Snipping paper with scissor</li> <li>• Using one hand consistently in most activities</li> <li>• Catching ball (by trapping against body) when playing with adult or peer</li> </ul>
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	<p>“What do you sleep on?”  “What do you brush your teeth with?”)</p> <ul style="list-style-type: none"> <li>• Understanding size differences (little doll, large dog)</li> <li>• Following directions involving common prepositions: in, on, behind, out</li> <li>• Enjoying finger plays (songs and games that use hands)</li> <li>• Reciting portions of rhymes/finger plays</li> <li>• Responding to action words by performing the action</li> <li>• Responding by looking when directed toward a certain object</li> <li>• Attempting to locate objects when they are discussed by others</li> <li>• Speaking in two or three word sentences. Jargon and echolalia are almost gone</li> <li>• Often using personal pronouns (I, You, He, It, Me) correctly</li> <li>• Using regular plurals (cats, dogs, balls)</li> <li>• Using morphemes (in, on)</li> <li>• Correctly producing phonemes (-s, d, -d, -k, f, -f, -ng, y)</li> <li>• Saying “No!” to adult request</li> <li>• Using concept “mine” to denote possessiveness</li> <li>• Repeating adult phrases</li> <li>• Recounting an event, with assistance</li> <li>• Beginning to recall parts of a previously heard story</li> <li>• Requesting to hear familiar stories</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Changing intonation and tone to communicate meaning</li> <li>• Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc)</li> <li>• Addressing listener appropriately to get attention (uses child's or adult's name to get attention)</li> <li>• Using sound effects for animals, vehicles, etc in play</li> <li>• Understanding "one", "all" (Give me one block.)</li> <li>• Matching an object to a picture.</li> <li>• Matching simple shapes such as circle, square and triangle.</li> </ul>	
<p><b><u>Outcome 1:</u></b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>31-36 Months</b></p> <ul style="list-style-type: none"> <li>• Observing other children at play; may join in for a few minutes</li> <li>• Playing well with two or three children in group; Associative play predominates</li> <li>• Showing interest in other children</li> <li>• Having difficulty sharing</li> <li>• Displaying affection for caregivers</li> <li>• Separating easily from parent or caregiver in familiar environment</li> <li>• Showing facial expressions and behaviors indicating pity, shame, modesty</li> <li>• Sometimes being restless, rebellious, very active</li> </ul>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>31-36 Months</b></p> <ul style="list-style-type: none"> <li>• Understanding concepts of "mine" and "his/hers"</li> <li>• Telling gender when asked</li> <li>• Sometimes labeling and talking about own drawings when asked</li> <li>• Giving first and last name when asked</li> <li>• Understanding common verbs like "run, jump, walk, etc"</li> <li>• Using several verb forms correctly in relating action in pictures</li> <li>• Understanding common prepositions like (under, in front of, behind)</li> <li>• Understanding common adjectives of color, size, and shape</li> </ul>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>31-36 Months</b></p> <ul style="list-style-type: none"> <li>• Using a fork to spear bite sized chunks of food</li> <li>• Hopping in place on one foot three times without losing balance</li> <li>• Standing on one foot for three seconds</li> <li>• Jumping over a string or other object that is two inches high</li> <li>• Showing daytime control of toileting needs with occasional accidents</li> <li>• Verbalizing toilet needs fairly consistently</li> <li>• Following basic health practices when reminded (washing and drying hands, brushing teeth)</li> </ul>



<ul style="list-style-type: none"> <li>• Becoming resistant, dawdles</li> <li>• Throwing tantrums when thwarted or unable to express urgent needs</li> <li>• Objecting to major changes in routines</li> <li>• Imitating adults and playmates</li> <li>• Using toys in appropriate ways</li> <li>• Verbalizing play plan for assigned role (“I am mother” “You be baby” “I cook” “You watch TV”)</li> <li>• Verbalizing play plan and uses pretend props which are identified for benefit of adult (“This is our house (box)”)</li> <li>• Following simple rules</li> <li>• Taking turns in games</li> <li>• Understanding concepts of “mine” and “his/hers”</li> <li>• Playing interactive games</li> <li>• Listening and participating in group activities with adult supervision</li> <li>• Enjoying opportunities for pretend play and creating things</li> <li>• Pretending and using imagination during play</li> <li>• Altering behavior based on a past event and builds on it (This didn’t work, so I will try this)</li> <li>• Relating an experience today to one that happened in the past (brush teeth before bed, washing hands before eating a meal)</li> <li>• Saying “please” and “thank you” when reminded</li> <li>• Stating whether they are a boy or a girl</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out three simple commands given at one time</li> <li>• Showing interest in explanations that involve “why” and “how”</li> <li>• Understanding concept of “one”</li> <li>• Relating experiences from recent past</li> <li>• Using four to six word phrases or sentences</li> <li>• Making negative statements (“Can’t open it,” “Don’t touch”)</li> <li>• Beginning to use contractions (can’t, we’ll, won’t)</li> <li>• Using noun phrase with article (“The dog barks,” “The water hot”)</li> <li>• Beginning to use auxiliary verbs (“I hafta sleep” “Me gonna get it”)</li> <li>• Using the present progressive adding “ing” to verbs</li> <li>• Using the past tense</li> <li>• Using prepositions (on, in, under, behind)</li> <li>• Using simple possessives (“Doggies’ tail,” “Daddy’s shirt”)</li> <li>• Using verb forms correctly (“He walks,” “She walked,” “I walked”)</li> <li>• Correctly producing phonemes (-t, -r, -b, w, -ir)</li> <li>• Using contractible auxiliary (“Mommy’s eating an apple”)</li> <li>• Dictating a story for adult to write out</li> <li>• Performing multi-step tasks (takes money, rings cash register, puts money in drawer when playing)</li> </ul>	<ul style="list-style-type: none"> <li>• Screwing lid on jar</li> <li>• Unbuttoning buttons</li> <li>• Separating easily from mother in familiar environment</li> <li>• Following simple rules</li> <li>• Getting a drink from a fountain</li> <li>• Cutting paper from one side to opposite side</li> <li>• Discriminating shapes by tactile discrimination</li> <li>• Walking upstairs alternating feet</li> <li>• Walking downstairs four steps without support, placing both feet on each step</li> <li>• Enjoying projects that involve paint, scissors and glue</li> </ul>
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	<ul style="list-style-type: none"> <li>• Beginning to use inductive reasoning (If you do this, that happens)</li> <li>• Expressing beginning understanding of cause and effect (It's quiet because you turned off the music)</li> <li>• Copying a circle</li> <li>• Drawing face from a model</li> <li>• Matching three colors</li> <li>• Matching objects by color, shape and size</li> </ul>	
<p><b>Outcome 1:</b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>37-48 Months</b></p> <ul style="list-style-type: none"> <li>• Demonstrating body spatial awareness in relationship to stationary objects</li> <li>• 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.</li> <li>• Responding to and making a verbal greeting</li> <li>• Delivering simple messages</li> <li>• Changing tone of voice and sentence structure to match listener's level of understanding</li> <li>• Enjoying playing alone, but near other children</li> <li>• Beginning to show cooperative play without adult supervision</li> <li>• Enjoying playing with other children briefly, but still may not cooperate or share well</li> </ul>	<p><b>Outcome 2:</b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>37-48 Months</b></p> <ul style="list-style-type: none"> <li>• Drawing a person with head three additional features</li> <li>• Relaying simple messages</li> <li>• Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence</li> <li>• Using multiple strategies to solve problems</li> <li>• Changing tone of voice and sentence structure to match listener's level of understanding</li> <li>• Describing self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.)</li> <li>• Accepting suggestions and following simple directions</li> <li>• Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence</li> <li>• Accepting the consequences of one's own actions</li> </ul>	<p><b>Outcome 3:</b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>37-48 Months</b></p> <ul style="list-style-type: none"> <li>• Sleeping through most nights without wetting the bed (occasional accidents are still quite common)</li> <li>• Using the toilet with some help (many boys may not be ready for toilet learning until 3 ½)</li> <li>• Buttoning one button</li> <li>• Using tools appropriately (wooden hammers, spoon and fork, scissors, crayons, markers, pencils)</li> <li>• Performing tasks using more refined and dexterous motions (buttoning, zipping, attempts tying shoes)</li> <li>• Walking upstairs and downstairs alternating feet without holding on to rail</li> <li>• Demonstrating body spatial awareness in relationship to stationary objects</li> <li>• Exploring a variety of movements (pulling, crawling, catching balls, throwing bean bags, waving scarves, kicking balls, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrating fears (mechanical toys, vacuum cleaner, thunder, dark)</li> <li>• Wanting to be “big girl”, “big boy”, and acquire new skills</li> <li>• Answering the question, “Are you a boy or a girl?” correctly</li> <li>• Identifying feelings, likes and dislikes, but may not be able to explain why</li> <li>• Communicating emotions to peers in an appropriate manner</li> <li>• Describing self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.)</li> <li>• Generally obeying adult requests</li> <li>• Understanding another’s perspective</li> <li>• Accepting suggestions and follows simple directions</li> <li>• Managing transitions</li> <li>• Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence</li> <li>• Accepting the consequences of one’s own actions</li> <li>• Using multiple strategies to solve problems</li> <li>• Asking for help from other sources when solving social and/or cognitive problems</li> <li>• Following routines independently and completes familiar routines</li> <li>• Focusing on tasks of interest to him/her</li> <li>• Remaining engaged in an activity for at least 5-10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Using multiple strategies to solve problems</li> <li>• Asking for help from other sources when solving social and/or cognitive problems</li> <li>• Referring more frequently to the activities of others</li> <li>• Referring more frequently to objects and events removed in time</li> <li>• Using some alternative forms that take context differences into account (speaker, hearer, pronoun distinctions, articles and ellipsis based on shared information)</li> <li>• Elaborating and expanding other’s utterances</li> <li>• Asking questions about persons and things</li> <li>• Verbalizing opposite analogies</li> <li>• Completing simple analogies (“We eat with a ____,” “We sleep on a ____.”)</li> <li>• Following 3 step commands given in a complex sentence</li> <li>• Comprehending congruent and incongruent tasks (“Can you stand up and sit down at the same time?”)</li> <li>• Understanding temporal terms (before and after)</li> <li>• Understanding “now, soon, later”</li> <li>• Understanding prepositions in temporal expressions (in a week, after awhile)</li> <li>• Understanding concept of more</li> <li>• Listening attentively to short stories; enjoying familiar stories told without any changes in words</li> </ul>	<ul style="list-style-type: none"> <li>• Changing tone of voice and sentence structure to match listener’s level of understanding</li> <li>• Accepting suggestions and follows simple directions</li> <li>• Feeding self with spoon and small fork, spilling very little</li> <li>• Buttering bread with small knife</li> </ul>
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<ul style="list-style-type: none"> <li>• Completing favorite tasks and activities over and over again</li> <li>• Being persistent in trying to complete tasks when previous attempts have not been successful (completing a puzzle, building a tower or structure, dressing self)</li> <li>• Participating in meal times with minimal distractions</li> <li>• Inventing new activities or games</li> <li>• Using imagination to create a variety of ideas</li> <li>• Creating acceptable rules for group activities</li> <li>• Engaging in extensive pretend play (playing house, dinosaurs, fireman, etc.)</li> <li>• Representing things in environment with available materials, moving from simple to complex representations (building a bridge, structure or road from blocks)</li> <li>• Thinking out loud and talking through a situation</li> <li>• Working out problems mentally rather than through trial and error</li> <li>• Accepting suggestions and following simple directions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing everyday sounds</li> <li>• Selecting specific details in a story and repeats them</li> <li>• Responding to questions with appropriate answers</li> <li>• Gaining information through listening</li> <li>• Using an average sentence length is four words</li> <li>• Consistently using complete sentences</li> <li>• Speaking clearly enough so that 75-80 percent of speech is understandable to the unfamiliar listener</li> <li>• Stumbling over words at times</li> <li>• Using negative phrases other than “No” (“Don’t do that!”)</li> <li>• Naming four colors</li> <li>• Using irregular plurals (sheep, leaves, mice)</li> <li>• Using prepositions in phrases (“The box is behind the couch”)</li> <li>• Using possessive pronouns (his, hers, theirs)</li> <li>• Correctly producing phonemes (s, -l, -g, er)</li> <li>• Beginning to use the articles “the” and “a”</li> <li>• Responding correctly to questions (who, when, where)</li> <li>• Using some adverbs (softly, loudly)</li> <li>• Using “s” to make plural nouns</li> <li>• Using “ed” on verbs to include past tense (petted, walked, cooked)</li> <li>• Using imperatives (“Do it!”)</li> <li>• Enjoys singing a simple tune</li> <li>• Recounting some details of a recent event</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Telling a short make believe story with assistance</li> <li>• Participating in conversations about a variety of topics</li> <li>• Mimicking animal sounds</li> <li>• Repeating words or ideas to be sure information is communicated</li> <li>• Stating point of view, likes/dislikes, and opinions using words, signs or picture boards</li> <li>• Counting by rote to 5</li> <li>• Stacking rings on a peg in order of size</li> <li>• Sorting by shapes and color</li> <li>• Understanding the concept of the number 3 (Give me 3)</li> <li>• Building bridge using three blocks</li> <li>• Matching objects that have the same function (comb and brush)</li> <li>• Sorting objects into categories-may not be able to label categories</li> <li>• Telling own age and gender</li> </ul>	
<p><b><u>Outcome 1:</u></b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>49-60 Months</b></p> <ul style="list-style-type: none"> <li>• Asking for adult help as needed</li> <li>• Recognizing others' needs and giving assistance</li> <li>• Preferring to play with other children to playing alone except when involved in a project</li> <li>• Showing respect for property and rights of others by asking permission to use others' possessions</li> </ul>	<p><b><u>Outcome 2:</u></b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>49-60 Months</b></p> <ul style="list-style-type: none"> <li>• Stringing beads according to a pattern</li> <li>• Drawing a person with five parts</li> <li>• Verbalizing similarities and differences in people</li> <li>• Exploring materials: blocks-stack, haul, play dough-roll, squeeze, boxes-fill, empty</li> <li>• Dictating individual story book, familiar stories from books and experiences</li> </ul>	<p><b><u>Outcome 3:</u></b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>49-60 Months</b></p> <ul style="list-style-type: none"> <li>• Wiping nose independently</li> <li>• Washing and drying face</li> <li>• Brushing teeth (rinses and expels liquid)</li> <li>• Demonstrating hand dominance- right or left</li> <li>• Holding a pencil with a three finger grasp</li> <li>• Walking up &amp; down stairs alternating feet</li> <li>• Beginning to gallop</li> </ul>

<ul style="list-style-type: none"> <li>• Engaging in cooperative play</li> <li>• Initiating appropriate tasks without being reminded</li> <li>• Attending during large group for 10 minutes</li> <li>• Waiting for turn for adult attention</li> <li>• Relating new experiences to past</li> <li>• Working cooperatively with others in completing a task</li> <li>• Showing forethought when engaging in activities</li> <li>• Separating from parents without crying</li> <li>• Having a best friend of the same gender</li> </ul>	<ul style="list-style-type: none"> <li>• Matching sounds in familiar songs</li> <li>• Clapping syllables in name</li> <li>• Identifying some letter sounds</li> <li>• Articulating the difference between beginning and ending sounds (Child can say the word) fish/dish, can/cat, ring/rat, bat/hat)</li> <li>• Substituting sounds in words: bat-rat, hat-hit, rag-rat</li> <li>• Verbally identifying the beginning sound of name</li> <li>• Identifying letters in first and last name</li> <li>• Recognizing in print first, middle and last name</li> <li>• Verbally identifying signs in environment</li> <li>• Verbally identifying labels in classroom and home (cereal, names, calendar)</li> <li>• Using print forms in imaginary play (menu, lists, newspaper)</li> <li>• Responding to questions relating to story</li> <li>• Completing a sentence that repeats itself in a familiar story</li> <li>• Acting out stories from a book (Three Little Pigs)</li> <li>• Attending while being read to for 4-10 minutes</li> <li>• Showing interest in reading related activities, such as independently looking at a book or drawing pictures based on a story, etc.</li> <li>• Constructing complex structures with vertical, horizontal and symmetrical lines</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating meal time skills including: setting table, using knife to spread and cut, holding glass while pouring milk, serving self, cleaning up spills without help</li> <li>• Looking both ways before crossing street</li> <li>• Independently fastening seatbelt in automobile</li> <li>• Making activity choices without teacher's help</li> <li>• Zipping zippers</li> <li>• Lacing shoes</li> <li>• Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings</li> <li>• Jumping over objects 5 to 6 inches high; landing with feet together</li> <li>• Cutting a circle with a scissor</li> <li>• Galloping, leading with one foot</li> <li>• Completing a simple treasure hunt map</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pretending to write following natural progression of left to right, top to bottom</li> <li>• Beginning to make real letters</li> <li>• Copying letters of first name and symbols</li> <li>• Giving 3, 5, 7 objects upon request</li> <li>• Recognizing number symbols</li> <li>• Extending patterns of object</li> <li>• Naming small, medium and large (What size is this?)</li> <li>• Rote counting objects to ten</li> <li>• Counting objects to five</li> <li>• Understanding concepts of more, less, add, take away</li> <li>• Arranging different colored blocks according to teacher design</li> <li>• Classifying numbers</li> <li>• Beginning to understand simple logical problems</li> <li>• Making comparisons among objects</li> <li>• Demonstrating an awareness that different families practice different traditions</li> <li>• Enjoying stories, poems about different peoples</li> <li>• Demonstrating an awareness of rules</li> <li>• Using objects such as cash registers and other occupational tools to role play various occupations</li> <li>• Placing common household objects in the appropriate rooms of a house</li> <li>• Describing why it is important to keep passageways clear of clutter</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Discussing why it is important to keep passageways clear of clutter</li> <li>• Using a computer software program to complete a learning activity</li> <li>• Using a CD player or tape player to listen to songs or stories</li> <li>• Asking questions about persons and things</li> <li>• Elaborating and expanding on others' utterances</li> <li>• Sequencing a story using at least 3 pictures</li> <li>• Following prepositional directions on/around/over/under</li> <li>• Pointing to shoulder, hand, neck, arms, elbow, knee, chin, legs</li> <li>• Naming mouth, eye, ear, nose and fingers</li> <li>• Demonstrating understanding of when and why</li> <li>• Following 3-4 directions given at one time and carried out over time</li> <li>• Retelling an experience</li> <li>• Responding appropriately (verbally) to requests made by adults</li> <li>• Calling teachers and peers by name</li> <li>• Using at least 5-6 word sentences</li> <li>• Using "I", "me", "you", "mine"</li> <li>• Telling middle name, last name, parent's name, address, telephone number, birthday, days of week</li> <li>• Asking definitions of words</li> <li>• Asking questions about people and things</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Using regular plurals, past tense, -ing verbs and possessives</li> <li>• Labeling items when group name is given (“what are coats, shoes and pants?”)</li> <li>• Using trial and error to experiment with a variety of solutions</li> <li>• Following through on a task until completed</li> <li>• Repeating number &amp; word groupings modeled by the teacher</li> <li>• Recalling object placement, missing parts and identifies added object</li> <li>• Matching, pointing to and naming 6 to 8 colors</li> </ul>	
<p><b>Outcome 1:</b> Social Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p><b>61-72 Months</b></p> <ul style="list-style-type: none"> <li>• Recognizing that there are “good” and “bad” touches</li> <li>• Balancing his own needs with the needs of others</li> <li>• Responding verbally and positively to good fortunes of others</li> <li>• Having a best friend/group of friends</li> <li>• Interacting with familiar adults</li> <li>• Separating and reuniting appropriately from primary family member</li> <li>• Independently completing a project</li> <li>• Naming feelings, i.e. happy, sad, angry, surprised, worried, fearful</li> </ul>	<p><b>Outcome 2:</b> Acquiring Skills and Knowledge Children demonstrate age appropriate functioning by.....</p> <p><b>61-72 Months</b></p> <ul style="list-style-type: none"> <li>• Understanding that it is unsafe to accept rides, food or money from strangers</li> <li>• Recognizing that there are “good” and “bad” touches</li> <li>• Progressing from using scribbles to shapes and pictures that represent more detailed ideas</li> <li>• Naming feelings, i.e. happy, sad, angry, surprised, worried, fearful</li> <li>• Solving conflicts by using thinking skills</li> <li>• Telling similarities and differences</li> <li>• Predicting what will happen next</li> <li>• Knowing what to do in unfamiliar situations (emergencies)</li> </ul>	<p><b>Outcome 3:</b> Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p><b>61-72 Months</b></p> <ul style="list-style-type: none"> <li>• Obeying traffic lights and signs</li> <li>• Covering mouth and nose when coughing/sneezing</li> <li>• Brushing teeth following good dental hygiene procedures</li> <li>• Understanding that it is unsafe to accept rides, food or money from strangers</li> <li>• Recognizing that there are “good” and “bad” touches</li> <li>• Running smoothly with changes in speed</li> <li>• Cutting soft food with knife</li> <li>• Assisting in food preparation requiring mixing and cooking</li> <li>• Requiring minimal supervision and help with dressing and undressing</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrating tenderness &amp; protectiveness toward younger children &amp; pets</li> <li>• Predicting classroom routines and guiding other children in routines</li> <li>• Solving conflicts by using thinking skills</li> <li>• Conforming to adult ideas</li> <li>• Participating in pretend reading activities with other children</li> <li>• Modifying activities when new ideas are presented</li> </ul>	<ul style="list-style-type: none"> <li>• Pointing out common words in stories</li> <li>• Discriminating middle sounds in words: cup, cap</li> <li>• Articulating the middle sounds in words</li> <li>• Naming the sound spoken /mm/, /tt/, /bb/ “monkey; many, moon money. These words start with what sound?</li> <li>• Clapping syllables in their name</li> <li>• 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/ and/or the same letter</li> <li>• Identifying most letter sounds</li> <li>• Recognizing most letters</li> <li>• Naming most letters</li> <li>• Using letters that represent sounds in writing words (phonetic spelling)</li> <li>• Recalling single words from single presentation (stop sign)</li> <li>• Predicting what will happen in a story</li> <li>• Accurately relating familiar story</li> <li>• Attending while being read to for more than 10 minutes</li> <li>• Writing to communicate</li> <li>• Stringing invented words together leaving spaces between words</li> <li>• Printing name independently</li> <li>• Printing various letters of the alphabet independently</li> <li>• Making up patterns with objects</li> </ul>	<ul style="list-style-type: none"> <li>• Bathing without assistance</li> <li>• Selecting own clothes</li> <li>• Being responsible for one household chore</li> <li>• Making own bed when asked</li> <li>• Understanding that it is unsafe to accept rides, food or money from strangers</li> <li>• Using imagination and inventiveness to create novel experiences</li> </ul>
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	<ul style="list-style-type: none"> <li>• Making number comparisons between groupings of concrete objects (this is one, this is three)</li> <li>• Matching numbers with objects</li> <li>• Understanding concepts of greater than, fewer, equal to</li> <li>• Knowing sums to five</li> <li>• Knowing subtracting from five</li> <li>• Independently printing symbols</li> <li>• Understanding concepts of hot/cold, fast/slow, short/long, thin/fat, night/day</li> <li>• Identifying and describing sameness and differences of objects</li> <li>• Sorting and collecting objects according to two or more attributes</li> <li>• Asking questions and answering questions about measurement, comparison and size</li> <li>• Predicting changes in form which may occur with ingredients</li> <li>• Creating own set of instructions using amounts, ingredients and equipment</li> <li>• Identifying similarities and differences in people's living patterns</li> <li>• Demonstrating a beginning awareness of state and country</li> <li>• Demonstrating initial understanding of how people rely on each other to obtain goods and services</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Describing different community jobs</li> <li>• Describing characteristics of shapes</li> <li>• Creating by folding, cutting, drawing, models of circles, squares, triangles and rectangles using various materials.</li> <li>• Understanding that most natural events occur in comprehensible, consistent patterns</li> <li>• Describing patterns of structure and function in living things</li> <li>• Describing how different technologies affect people's lives (telephone, computer, TV)</li> <li>• Using more Abstract/logical thinking (understand opposites and simple analogies)</li> <li>• Sequencing a story using four or more pictures</li> <li>• Demonstrating knowledge of numerous finger plays</li> <li>• Following complex directions given at one time that may be carried out over time</li> <li>• Pointing to and naming hip, waist, toenails, chest, eyebrows, jaw, stomach, fingernails, back, wrist, cheek</li> <li>• Sorting pictures/objects with multiple elements, i.e. large, red, star</li> <li>• Telling own/city, state, months of the year, current year</li> <li>• Using compound sentences connected with <i>and</i> or <i>or</i></li> <li>• Expressing feelings using appropriate words</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Maintaining a conversation using multiple verbal turn-taking</li> <li>• Explaining rules of game or activity</li> <li>• Labeling a group with no pictures (“What are cookies, hamburgers and carrots?”)</li> <li>• Giving function of a group with no pictures (“What are coats, shirts and pants for?”)</li> <li>• Using expanded length (more than 6 words) and complex sentences</li> <li>• Using irregular verbs and comparative forms of words</li> <li>• Using he, she, our, they, during spontaneous conversation</li> <li>• Matching, pointing to and naming 8-10 colors</li> <li>• Anticipating events showing an understanding of time</li> <li>• Demonstrating an understanding of time concepts-morning, afternoon, tonight, today, tomorrow, yesterday, last night</li> <li>• Demonstrating knowledge of how objects come apart and fit together</li> <li>• Demonstrating the ability to look ahead and visualize a solution</li> <li>• Repeating number and word groupings as modeled by the teacher</li> <li>• Recalling object placement, missing parts and identifies added objects and shapes</li> </ul>	
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## ND Early Childhood Outcomes Process Age Expectation Developmental Milestones

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