

**Summary Information: The Carolina Curriculum for Infants and Toddlers with Special Needs,  
Third Edition (CCITSN; 2004)**

Publisher	Brookes Publishing
Website for information	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
Cost	\$48.95 for Curriculum; \$25.00 for package of 10 assessment logs that include the developmental progress chart; \$75.00 for downloadable printable masters of assessment logs; \$139.95 for master forms on CD (CD includes infant/ toddler and preschool forms).
Age range	Birth – 36 months
Purpose	“The CCITSN is a systematic curriculum that directly links a skills assessment with activities to promote those skills that have not been mastered.”
Areas included	<ul style="list-style-type: none"> <li>▪ Personal-Social</li> <li>▪ Cognition</li> <li>▪ Communication</li> <li>▪ Fine Motor</li> <li>▪ Gross Motor</li> </ul>
Time to administer	60-90 minutes. It can be split into two or more sessions
Scored	Yes. Approximate age-based levels of development in each domain are suggested based on the pattern of credit received on items in the curriculum sequence in the developmental progress chart
Age norms	No
Age ranges given for items	Yes. Age levels are “ <i>estimates</i> based on information from standardized instruments and the literature on infant and toddler development.”
How frequently it can be given	Flexible
Standardized tasks	No. Assessment guidelines include general assessment procedures to elicit each skill if it is not observed during the informal observation period at the beginning of the assessment
Based on observation in natural settings	Yes. Informal observation and directed assessment

Note: This is a preliminary draft developed by the Early Childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>.

**Summary Information (continued): The Carolina Curriculum for Infants and Toddlers with Special Needs,  
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Instructions related to parent role	Parent informally interacts with the child during the observation period. When directed assessment is needed, the parent can be instructed to try particular activities with the child at the assessor's discretion. Parents are asked about the child's skills when observation and directed assessment does not elicit behaviors from the child
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	Not available
Electronic scoring	Not available
Other languages	Assessment log and developmental progress chart available in Spanish
Who administers	Not specified. "People with minimal experience and education in child development can understand and follow the instructions for assessing the skill each item represents and for engaging in activities to promote the development of that skill"
Training available through the publisher	Yes. See <a href="http://www.brookespublishing.com/onlocation/topics/carolina.htm">http://www.brookespublishing.com/onlocation/topics/carolina.htm</a>

**The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN):  
Crosswalk to Child Outcomes**

<p align="center"><b>Outcome 1: Has positive social relationships</b></p>	<p align="center"><b>Outcome 2: Acquires and uses skills and knowledge</b></p>	<p align="center"><b>Outcome 3: Takes appropriate action to meet needs</b></p>
<p><b><u>Personal-Social</u></b>  <b>2. Interpersonal Skills</b>                      a-bb. Smiles reciprocally, participates in simple games, approaches peer or adult to initiate play, works collaboratively toward a goal with peers, etc.</p> <p><b>3. Self-Concept</b>                      a-t. Responds to name, plays with mirror image, expresses feelings (4 or more types), “performs” for others, shows pride in achievements, shows guilt or shame over accidents or prohibited behavior, etc.</p> <p><b><u>Communication</u></b>  <b>14. Conversation Skills</b>                      a-ll. Smiles to person who is talking and/or gesturing, laughs, waits for adult to take a turn, plays reciprocal games, greets familiar people with an appropriate vocalization or sign, sustains conversation, etc.</p>	<p><b><u>Personal-Social</u></b>  <b>3. Self-Concept</b>                      a-t. Recognizes self and others in mirror, identifies objects as “mine”, distinguishes and names self in photographs, knows age, tells own first name, answers correctly when asked if he or she is a boy or a girl, etc.</p> <p><b><u>Cognition</u></b>  <b>5. Attention &amp; Memory: Visual/Spatial</b>                      a-h. Visually fixates for at least 3 seconds, shows anticipation of regularly occurring events in everyday care, retrieves object fully hidden under a cover, reacts to a change in familiar game, retrieves objects from usual locations on request, recognizes the covers of several books and labels them, tells the name of an object or picture shown briefly and shown again in an array of four, etc.</p> <p><b>6-II. Visual Perception: Matching &amp; Sorting</b>                      a-d. Sorts by size, matches primary colors, sorts by shape, sorts by two characteristics, etc.</p>	<p><b><u>Personal-Social</u></b>  <b>1. Self-Regulation &amp; Responsibility</b>                      a-o. Comforts self, entertains self with toys for a short period of time, gets toys to play with from a box or shelf of toys, explores, avoids common dangers, etc.</p> <p><b>3. Self-Concept</b>                      a-t. Makes choices, says “no” or otherwise indicates refusal, resists attempts from others to assist with feedings, identifies objects as “mine”, competes with peers for toys, asks for snacks or drinks, shows determination/persistence in choosing or continuing activities, is selective about what tasks he or she will or will not try (recognizes limitations), etc.</p> <p><b>4-I. Self-Help: Eating</b>                      a-z. Smoothly sucks from a nipple, holds own bottle, feeds self with fingers, holds and drinks from a cup, begins to use fork, etc.</p> <p><b>4-II. Self-Help: Dressing</b>                      a-l. Cooperates in dressing and undressing, unties shoes, removes shoes, removes coat, undoes fasteners, etc.</p>

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	<p><b><u>Cognition</u></b>  <b>7. Functional Use of Objects &amp; Symbolic Play</b>                      a-r. Explores objects with mouth, combines two objects in a functional manner, pretends that objects are something other than what they are, assumes different roles in fantasy play, etc.</p> <p><b>8. Problem Solving/Reasoning</b>                      a-aa. Shifts attention, repeats activities that produce interesting results, looks for or reaches toward objects falling from view, plays with a variety of toys to produce effects, reaches object from behind barrier, solves simple problems without adult assistance, nests containers of graduated sizes, experiments with cause and effect when playing, answers at least one 'why do' question correctly, etc.</p> <p><b>9. Number Concepts</b>                      a-f. Understands 'more,' correctly answers 'how many' for one and two objects</p> <p><b><u>Cognition/Communication</u></b>  <b>10. Concepts/Vocabulary: Receptive</b>                      a-v. Points to three objects or people on request, follows directions, selects pictures of actions, points to five or more colors on request, selects objects by usage, etc.</p>	<p><b><u>Personal-Social</u></b>  <b>4-III. Self-Help: Grooming</b>                      a-j. Cooperates in washing and drying hands, wipes nose, washes self with washcloth, etc.</p> <p><b>4-IV. Self-Help: Toileting</b>                      a-g. Indicates need for soiled diaper or pants to be changed, urinates when placed on toilet, uses toilet by self, etc.</p> <p><b><u>Communication</u></b>  <b>14. Conversation Skills</b>                      a-ll. Provides consistent signals for states of hunger, distress, and pleasure, makes requests by directing caregiver's attention, changes pitch/volume to signify intensity of desires, uses words or signs to express wants or request actions, says "yes" and "no" to indicate desires or preferences, requests assistance, etc.</p> <p><b><u>Fine Motor</u></b>  <b>18. Grasp &amp; Manipulation*</b>                      a-bb. Actively moves arm after seeing or hearing an object, bats at object, manipulates objects with hands and fingers, uses index finger to poke, turns pages one at a time, turns doorknob, puts small object through small hole in container, etc.</p>

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	<p><b><u>Cognition/Communication</u></b></p> <p><b>11. Concepts/Vocabulary: Expressive</b> a-r. Vocalizes repetitive consonant-vowel combinations, labels two or more pictures, uses at least 50 different words, repeats new words to self, etc.</p> <p><b>12. Attention &amp; Memory: Auditory</b> a-u. Quiets when presented with noise, turns hear or reaches toward sound, shows recognition of a few familiar sounds, matches objects to their sounds, anticipates parts of rhymes or songs, identifies objects, people, and events by their sounds, independently says or acts out parts of rhymes or songs, etc.</p> <p><b>13. Verbal Comprehension</b> a-o. Turns to the direction from which name is being called, responds with correct gestures to 'up' and 'bye-bye,' responds to 'give me,' follows simple commands, follows two-part commands, etc.</p> <p><b>15. Grammatical Structure</b> a-k. Uses inflection patterns in a sentence, uses auxiliary verbs, usually shortened ('gonna,' 'wanna'), uses negative terms, personal pronouns, etc.</p> <p><b>16. Imitation: Vocal</b> a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc.</p>	<p><b><u>Fine Motor</u></b></p> <p><b>19. Bilateral Skills*</b> a-u. Raises both hands when object is presented, brings hands together at midline, plays with own feet or toes, unscrews small lids, unbuttons large buttons, etc.</p> <p><b>20. Tool Use</b> a-j. Pulls string to obtain object or make effect, uses stick to obtain object, holds bowl and stirs, spreads with knife, etc.</p> <p><b>21. Visual-Motor Skills</b> a-j. Marks paper with writing implement, imitates vertical stroke, pretends to write, copies a circle, snips with scissors, etc.</p> <p><b><u>Gross Motor</u></b></p> <p><b>22-I. Upright: Posture &amp; Locomotion*</b> a-h. Holds head steady when held, takes independent steps, walks sideways, jumps on floor, walks backward 10 feet, walks on all types of surfaces without falling, runs, walks up stairs, avoids obstacles when running, etc.</p> <p><b><u>Gross Motor</u></b></p> <p><b>23. Prone (on Stomach)*</b> a-p. Lifts head freeing nose (arms and legs flexed), rolls from stomach to back, pulls self to hands and knees, creeps up stairs, etc.</p> <p><b>24. Supine (on Back)*</b> a-g. Bends and straightens arms and legs, brings hands to mouth, holds feet in air for</p>

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	<p><b>Fine Motor</b></p> <p><b>17. Imitation: Motor*</b> a-n. Continues movement if imitated by caregiver, imitates unfamiliar movements, imitates actions related to the function of objects, imitates actions after several hour delay, imitates a sequence of two unrelated motor acts, etc.</p> <p><b>21. Visual-Motor Skills</b> a-j. Marks paper with writing implement, imitates vertical stroke, pretends to write, copies a circle, etc.</p>	<p>play, rolls from back to stomach, etc.</p>

\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children with motor impairments.

Note: Areas that are not precursor to or specific components of any of the three outcomes, and therefore not included in the crosswalk, were:

**Cognition**

**6-I. Visual Perception: Blocks & Puzzles**

a-n. Places large round form in form board, completes simple puzzles, imitates block building, etc.

**Gross Motor**

**22-II. Upright: Balance**

a-j. Stands on one foot, rises onto tiptoes, walks three steps on balance beam, etc.

**22-III. Upright: Ball Play**

a-i. Rolls ball, kicks ball, throws ball to adult 5-9 feet away, etc.

**22-IV. Upright: Outdoor Play**

a-i. Explores play area with supervision, enjoys swinging and sliding, uses slide independently, climbs slanted/vertical ladders, climbs on low jungle gym bars and will drop several inches to the ground, etc.