**ND Early Childhood Outcomes Process**

**Age Expectation Developmental Milestones**

<table>
<thead>
<tr>
<th><strong>Outcome 1:</strong> Positive Social-Emotional Skills</th>
<th><strong>Outcome 2:</strong> Acquiring and Using Knowledge and Skills</th>
<th><strong>Outcome 3:</strong> Taking Appropriate Action to Meet Needs</th>
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<tbody>
<tr>
<td>Children demonstrate age appropriate functioning by….</td>
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**Birth - 6 Months**

- Fixating on the human face and tracking or following movements presented at 9 to 12 inches from the face
- 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
- 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
- Initiating and terminating social interactions
- Enjoying games with others such as “Where is your nose?” and “So Big!”
- Vocalizing in response to babbling behavior, vocalizations and speech produced by an adult

- Beginning to reach for objects
- Observing hands and fingers
- Looking to place on body where being touched
- Clasping hands together and exploring fingers
- Trying to cause things to happen such as kicking a mobile and smiling
- Squeezing a rubber toy and shows pleasure
- Dropping a ball and observing the fall
- Developing more precise imitation skills of facial movements and speech sounds
- Securing an object that is partially hidden with a cloth
- Repeating arm movements to keep a toy activated, keep mom singing, or other causal event
- Demonstrating exploratory behaviors with objects
- Varying pitch and intonation

- Producing different cries for different reasons
- Beginning to reach for objects
- Rolling over in one direction
- Sitting independently with minimal assistance
- Bringing hands together at midline
- Rooting reflex; turns mouth toward hand rubbing cheek
- Expressing displeasure when clothes are pulled over head
- Enjoying bath; keeps eyes open and indicates pleasure when placed in warm water
- Walking reflex; when held upright with feet resting on flat surface, lifts feet alternately in walking-like motion
- Lifting and rotating head
- Holding small objects or toys
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<td>Children demonstrate age appropriate functioning by.....</td>
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<tr>
<td><strong>7 - 12 Months</strong></td>
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<td><strong>7 - 12 Months</strong></td>
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<tr>
<td>- Imitating familiar words in turn-taking</td>
<td>- Visually attending to an object for five seconds</td>
<td>- Pulling self to standing posture next to furniture</td>
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<tr>
<td>- Smiling and laughing during turn-taking</td>
<td>- Following an auditory stimulus</td>
<td>- Cruising around furniture</td>
</tr>
<tr>
<td>- Participating in simple games (pat-a-cake, peek-a-boo)</td>
<td>- Reaching for and grasping blocks or other small toys</td>
<td>- Drinking from a cup</td>
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<tr>
<td>- Demonstrating anticipation of play activities</td>
<td>- Transferring objects from one hand to another</td>
<td>- Beginning to pick up cup and take a few swallows when thirsty</td>
</tr>
<tr>
<td>- Showing sensitivity to the mood of others</td>
<td>- Reaching for objects while in a prone position</td>
<td>- Beginning to feed self finger foods</td>
</tr>
<tr>
<td>- Performing for social attention</td>
<td>- Demonstrating a refined neat-pincer grasp with thumb opposition</td>
<td>- Beginning to grab for spoon when being fed</td>
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<tr>
<td>- Participating in speech routine games</td>
<td>- Pointing with index finger</td>
<td>- Moving 3 or more feet by crawling</td>
</tr>
<tr>
<td>- Exhibiting anxious behavior around unfamiliar adults</td>
<td>- Imitating behaviors initiated by caregiver including: playing peek-a-boo; smiling and laughing during turn-taking; or attempting to name pictures and objects</td>
<td>- Bringing self to a sitting position when lying on back</td>
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<tr>
<td>- Using gestures and vocalizing to protest</td>
<td>- Banging blocks and other small toys</td>
<td>- Reaching for and grasping blocks or other small toys</td>
</tr>
<tr>
<td>- Shouting or vocalizing to gain attention</td>
<td>- Repeatedly throwing or dropping objects to watch the movement</td>
<td>- Transferring objects from one hand to another</td>
</tr>
<tr>
<td>- Responding to a request of “come here”</td>
<td>- Stirring with a spoon in a cup</td>
<td>- Reaching for objects while in a prone position</td>
</tr>
<tr>
<td>- Stopping when name is called</td>
<td>- Banging spoon on inverted cup or tabletop</td>
<td>- Demonstrating a refined neat-pincer grasp with thumb opposition</td>
</tr>
<tr>
<td>- Maintaining attention to speaker</td>
<td>- Demonstrating emerging problem solving skills such as: placing objects in the mouth and mouthing; pushing or pulling adult’s hands to have a behavior instigated or repeated; turning a mirror or picture over to view the functional side; rotating three-dimensional objects to view the functional side; using a hammer or stick to play a xylophone</td>
<td>- Pointing with index finger</td>
</tr>
<tr>
<td>- Responding with gesture to “come up” or “want up”</td>
<td>- Singing along with a familiar song</td>
<td>- Moving body to music</td>
</tr>
<tr>
<td>- Waving in response to “bye-bye”</td>
<td>- Using gesture and/or vocalizing to protest</td>
<td>- Pulling off own socks</td>
</tr>
<tr>
<td>- Saying “mama” or “dada” meaningfully</td>
<td></td>
<td>- Beginning to cooperate when being dressed</td>
</tr>
<tr>
<td>- Using a word to call a person</td>
<td>- Shouting or vocalizing to gain attention</td>
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</tr>
<tr>
<td>- Pushing or pulling an adult’s hand to have a behavior instigated or repeated</td>
<td>- Responding to a request to “come here”</td>
<td></td>
</tr>
</tbody>
</table>
- 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
<table>
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<tr>
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<th><strong>Outcome 3:</strong> Taking Appropriate Action to Meet Needs</th>
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<td>Children demonstrate age appropriate functioning by…..</td>
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</tr>
<tr>
<td><strong>13 - 24 Months</strong></td>
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<td><strong>13 - 24 Months</strong></td>
</tr>
<tr>
<td>• Following a 2 or 3 step direction</td>
<td>• Beginning to explore the environment independently</td>
<td>• Beginning to explore the environment independently</td>
</tr>
<tr>
<td>• Engaging in pretend play</td>
<td>• Turning the pages in a book</td>
<td>• Gesturing to indicate toileting needs</td>
</tr>
<tr>
<td>• Demonstrating more complex exploration and play skills with toys and objects</td>
<td>• Looking at, pointing to, and naming pictures in a book</td>
<td>• Using two word utterances, combined with gestures, to communicate</td>
</tr>
<tr>
<td>• Discriminating between familiar and unfamiliar people</td>
<td>• Imitating scribbling motions and closer to 24 months making a horizontal and vertical stroke with crayon</td>
<td>• Walking independently with good quality</td>
</tr>
<tr>
<td>• Showing awareness of the feelings of others</td>
<td>• Initiating familiar turn-taking routines</td>
<td>• Demonstrating more advanced movement and motor skills such as running and climbing</td>
</tr>
<tr>
<td>• Initiating familiar turn-taking routines</td>
<td>• Following one-step commands during play</td>
<td>• Following a 2 or 3 step direction</td>
</tr>
<tr>
<td>• Requesting assistance from an adult</td>
<td>• Pointing to two action words in pictures</td>
<td>• Picking up small items (food or toys) with the ends of the thumb and index finger in an overhand approach (neat pincer grasp)</td>
</tr>
<tr>
<td>“Checking-in” with familiar adults while playing</td>
<td>• Pointing to, showing, and giving an object</td>
<td>• Initiating familiar turn-taking routines</td>
</tr>
<tr>
<td>Resisting change, transitions are difficult</td>
<td>• Handing a toy to an adult for assistance</td>
<td>• Requesting assistance from an adult</td>
</tr>
<tr>
<td>Enjoying peer play and joint exploration</td>
<td>• Identifying six body parts</td>
<td>• Saying “Me-do” when offered assistance by an adult</td>
</tr>
<tr>
<td>Beginning to see benefits of cooperation</td>
<td>• Completing two requests with an object</td>
<td>• Trying to wash own hands and face</td>
</tr>
<tr>
<td>Demonstrating a functional use of objects such as trying to use a toy car or drinking from a toy cup</td>
<td>• Choosing two familiar objects upon request</td>
<td>• Demonstrating the functional use of objects</td>
</tr>
<tr>
<td>Exploring the environment independently</td>
<td>• Identifying objects by category</td>
<td></td>
</tr>
<tr>
<td>Using vocalizations and words during pretend play</td>
<td>• Asking “What’s that?”</td>
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<tr>
<td>Playing alone for short periods</td>
<td>• Demonstrating symbolic play, using one object as a signifier for another object</td>
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<tr>
<td>Having temper tantrums when frustrated</td>
<td>• Attempting to repair broken toys</td>
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<tr>
<td>Sometimes doing the opposite of what is asked of them</td>
<td>• Choosing one object from a group of five upon verbal request</td>
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<tr>
<td></td>
<td>• Stacking 5 or 6 blocks</td>
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<tr>
<td></td>
<td>• Using two word utterances sometimes combined with gestures, to communicate</td>
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<tr>
<td></td>
<td>• Using three-word phrases occasionally</td>
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<td></td>
<td>• Using consonants such as “t”, “d”, “n”, and “h”</td>
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<td></td>
<td>• Imitating words overheard in conversation</td>
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<td></td>
<td>• Naming 5 to 7 objects upon request</td>
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<td></td>
<td>• Using new words regularly (having a vocabulary of 100+ words by 24 months)</td>
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<tr>
<td></td>
<td>• Spontaneously naming objects, persons, and actions</td>
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</tbody>
</table>
- Following a 2 or 3 step direction
- Following novel commands
- Relating personal experience
- Referring to self by name
- Using early pronouns occasionally
- Engaging in adult-like dialogue
- Using sentence-like intonation patterns
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<td>Children demonstrate age appropriate functioning by…..</td>
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<tr>
<td><strong>25 - 30 Months</strong></td>
<td><strong>25 - 30 Months</strong></td>
<td><strong>25 - 30 Months</strong></td>
</tr>
<tr>
<td>• Having difficulty sharing with peers</td>
<td>• Liking to take things apart and put them together again (puzzles, toys)</td>
<td>• Holding spoon, scooping food and bringing to mouth with spilling</td>
</tr>
<tr>
<td>• Being apt to snatch, push, kick, rather than give and take in polite fashion</td>
<td>• Following caregiver around the house and copying domestic activities in simultaneous play</td>
<td>• Playing on outdoor play structures (climbing, sliding)</td>
</tr>
<tr>
<td>• Throwing tantrums when frustrated</td>
<td>• Identifying boy or girl in picture book</td>
<td>• Removing unfastened garments</td>
</tr>
<tr>
<td>• Showing facial expression and behavior indicating pity, shame and modesty</td>
<td>• Adding sounds to action (“Vroom” for trucks, talks to teddy bears)</td>
<td>• Taking off own shoes, socks, and some pants</td>
</tr>
<tr>
<td>• Being restless, rebellious and very active at times</td>
<td>• Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s hand, then moving the doll’s arms as if doll is combing hair)</td>
<td>• Putting on socks, coat, and shirt</td>
</tr>
<tr>
<td>• Becoming resistant and dawdling at times</td>
<td>• Communicating about the actions of others</td>
<td>• Knowing which faucet is hot and cold</td>
</tr>
<tr>
<td>• Obeying adult requests approximately half of the time</td>
<td>• Answering simple “who,” “what,” “where,” questions about familiar people or things</td>
<td>• Trying to wash self</td>
</tr>
<tr>
<td>• Wanting to do favorite activities over and over again</td>
<td>• Asking increasing numbers of questions (“where?” “who?”)</td>
<td>• Unscrewing lid on small (1”) jar or bottle</td>
</tr>
<tr>
<td>• Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes)</td>
<td>• Understanding negatives (no, not, can’t, don’t)</td>
<td>• Opening door by turning handle</td>
</tr>
<tr>
<td>• Insisting on some choices</td>
<td>• Formulating negative judgments (“spoon, not fork”)</td>
<td>• Turning knob to open doors or turn on objects (radio, TV, stereo)</td>
</tr>
<tr>
<td>• Seeking and accepting assistance when encountering difficulties</td>
<td>• Naming at least one color correctly</td>
<td>• Sitting on riding toys and pushing with feet; may ride tricycle</td>
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<tr>
<td>• Inventing new uses for everyday materials with assistance (banging on pots and pans, using a box for a house)</td>
<td>• Adding information to the prior utterance of a communicative partner</td>
<td>• Swinging leg to kick a stationary ball</td>
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<tr>
<td>• Approaching tasks experimentally, adapting as the activity evolves</td>
<td>• Understanding simple possessive forms (daddy’s shirt)</td>
<td>• Expressing likes and dislikes; may be a fussy eater</td>
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<tr>
<td>• Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor)</td>
<td>• Understanding complex sentences (“When we get to the store, I’ll buy you an ice cream cone.”)</td>
<td>• Helping clean up; putting things away</td>
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<tr>
<td>• Substituting similar objects (uses boxes for blocks)</td>
<td>• Pointing to smaller parts of the body when asked (chin, elbow)</td>
<td>• Imitating circular, vertical and horizontal strokes</td>
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<tr>
<td>• 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)</td>
<td>• Recognizing and identifying general family names, categories (grandma, uncle)</td>
<td>• Stacking 6 to 7 blocks when building</td>
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<tr>
<td>• Separating from parent in familiar surroundings without crying</td>
<td>• Understanding common verbs and adjectives</td>
<td>• Walking up steps, alternating feet while holding rail or hand for support</td>
</tr>
<tr>
<td>• Attempting to comfort others in distress</td>
<td>• Understands 500 words, says 200 words</td>
<td>• Snipping paper with scissor</td>
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<td></td>
<td>• Recognizing the names and pictures of most common objects</td>
<td>• Using one hand consistently in most activities</td>
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<td></td>
<td>• Understanding word association through functional association (“What do you drink with?” “What do you brush your teeth with?”)</td>
<td>• Catching ball (by trapping against body) when playing with adult or peer</td>
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<tr>
<td>Activity</td>
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<tr>
<td>Understanding size differences (little doll, large dog)</td>
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<tr>
<td>Following directions involving common prepositions (in, on, behind, out)</td>
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<tr>
<td>Enjoying finger plays (songs and games that use hands)</td>
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<tr>
<td>Reciting portions of rhymes/finger plays</td>
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<tr>
<td>Responding to action words by performing the action</td>
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<tr>
<td>Responding by looking when directed toward a certain object</td>
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<tr>
<td>Attempting to locate objects when they are discussed by others</td>
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<tr>
<td>Speaking in 2 or 3 word sentences; jargon and echolalia are almost gone</td>
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<tr>
<td>Often using personal pronouns (I, you, he, it, me) correctly</td>
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<tr>
<td>Using regular plurals (cats, dogs, balls)</td>
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<tr>
<td>Using morphemes (in, on)</td>
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<tr>
<td>Correctly producing phonemes (-s, d, -d, -k, f, -f, -ng, y)</td>
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<tr>
<td>Saying “No!” to adult request</td>
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<tr>
<td>Using concept “mine” to denote possessiveness</td>
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<tr>
<td>Repeating adult phrases</td>
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<tr>
<td>Recounting an event, with assistance</td>
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<tr>
<td>Beginning to recall parts of a previously heard story</td>
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<tr>
<td>Requesting to hear familiar stories</td>
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<tr>
<td>Changing intonation and tone to communicate meaning</td>
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<tr>
<td>Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc)</td>
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<tr>
<td>Addressing listener appropriately to get attention (uses child’s or adult’s name to get attention)</td>
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<tr>
<td>Using sound effects for animals, vehicles, etc in play</td>
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<tr>
<td>Understanding “one”, “all” (“Give me one block.”)</td>
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<tr>
<td>Matching an object to a picture</td>
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<tr>
<td>Matching simple shapes such as circle, square and triangle</td>
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<td>Children demonstrate age appropriate functioning by…..</td>
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<tr>
<td><strong>31 - 36 Months</strong></td>
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<td><strong>31 - 36 Months</strong></td>
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<tr>
<td>• Observing other children at play; may join in for a few minutes</td>
<td>• Understanding concepts of “mine” and “his/hers”</td>
<td>• Using a fork to spear bite sized chunks of food</td>
</tr>
<tr>
<td>• Playing well with two or three children in group; associative play predominates</td>
<td>• Telling gender when asked</td>
<td>• Hopping in place on one foot three times without losing balance</td>
</tr>
<tr>
<td>• Showing interest in other children</td>
<td>• Sometimes labeling and talking about own drawings when asked</td>
<td>• Standing on one foot for three seconds</td>
</tr>
<tr>
<td>• Having difficulty sharing</td>
<td>• Giving first and last name when asked</td>
<td>• Jumping over a string or other object that is two inches high</td>
</tr>
<tr>
<td>• Displaying affection for caregivers</td>
<td>• Understanding common verbs (run, jump, walk)</td>
<td>• Showing daytime control of toileting needs with occasional accidents</td>
</tr>
<tr>
<td>• Separating easily from parent or caregiver in familiar environment</td>
<td>• Using several verb forms correctly in relating action in pictures</td>
<td>• Verbalizing toilet needs fairly consistently</td>
</tr>
<tr>
<td>• Showing facial expressions and behaviors indicating pity, shame, modesty</td>
<td>• Understanding and using common prepositions (under, in front of, behind)</td>
<td>• Following basic health practices when reminded (washing and drying hands, brushing teeth)</td>
</tr>
<tr>
<td>• Sometimes being restless, rebellious, very active</td>
<td>• Understanding common adjectives of color, size, and shape</td>
<td>• Screwing lid on jar</td>
</tr>
<tr>
<td>• Becoming resistant, dawdles</td>
<td>• Carrying out three simple commands given at one time</td>
<td>• Unbuttoning buttons</td>
</tr>
<tr>
<td>• Throwing tantrums when thwarted or unable to express urgent needs</td>
<td>• Showing interest in explanations that involve “why” and “how”</td>
<td>• Separating easily from mother in familiar environment</td>
</tr>
<tr>
<td>• Objecting to major changes in routines</td>
<td>• Relating experiences from recent past</td>
<td>• Following simple rules</td>
</tr>
<tr>
<td>• Imitating adults and playmates</td>
<td>• Using 4 to 6 word phrases or sentences</td>
<td>• Getting a drink from a fountain</td>
</tr>
<tr>
<td>• Using toys in appropriate ways</td>
<td>• Making negative statements (“Can’t open it,” “Don’t touch”)</td>
<td>• Cutting paper from one side to opposite side</td>
</tr>
<tr>
<td>• Verbalizing play plan for assigned role (“I am mother” “You be baby” “I cook” “You watch TV”)</td>
<td>• Beginning to use contractions (can’t, we’ll, won’t)</td>
<td>• Discriminating shapes by tactile discrimination</td>
</tr>
<tr>
<td>• Verbalizing play plan and using pretend props which are identified for benefit of adult (“This is our house (box)”)</td>
<td>• Using noun phrase with an article (“The dog barks,” “The water hot”)</td>
<td>• Walking upstairs alternating feet</td>
</tr>
<tr>
<td>• Following simple rules</td>
<td>• Beginning to use auxiliary verbs (“I hafta sleep” “Me gonna get it”)</td>
<td>• Walking downstairs four steps without support, placing both feet on each step</td>
</tr>
<tr>
<td>• Taking turns in games</td>
<td>• Using the present progressive adding “ing” to verbs</td>
<td>• Enjoying projects that involve paint, scissors and glue</td>
</tr>
<tr>
<td>• Understanding concepts of “mine” and “his/hers”</td>
<td>• Using some plural forms correctly in speech</td>
<td>• Pretending and using imagination during play</td>
</tr>
<tr>
<td>• Playing interactive games</td>
<td>• Using the past tense</td>
<td>• Altering behavior based on a past event and builds on it (“This didn’t work, so I will try this.”)</td>
</tr>
<tr>
<td>• Listening and participating in group activities with adult supervision</td>
<td>• Using simple possessives (“Doggies’ tail,” “Daddy’s shirt”)</td>
<td>• Correctly producing phonemes (-t, -r, -b, w, -ir)</td>
</tr>
<tr>
<td>• Enjoying opportunities for pretend play and creating things</td>
<td>• Using verb forms correctly (“He walks,” “She walked,” “I walked”)</td>
<td></td>
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<tr>
<td>• Pretending and using imagination during play</td>
<td>• Correctly producing phonemes (-t, -r, -b, w, -ir)</td>
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<tr>
<td>Activities</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>• Relating an experience today to one that happened in the past (brushing</td>
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<td>teeth before bed, washing hands before eating a meal)</td>
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<tr>
<td>• Saying “please” and “thank you” when reminded</td>
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<tr>
<td>• Stating whether they are a boy or a girl</td>
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<tr>
<td>• Using contractible auxiliary (“Mommy’s eating an apple.”)</td>
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<tr>
<td>• Dictating a story for adult to write out</td>
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<tr>
<td>• Performing multi-step tasks (takes money, rings cash register, puts</td>
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<tr>
<td>money in drawer when playing)</td>
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<tr>
<td>• Beginning to use inductive reasoning (if you do this, that happens)</td>
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<tr>
<td>• Expressing understanding of cause and effect (it’s quiet because you</td>
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<tr>
<td>turned off the music)</td>
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<tr>
<td>• Copying a circle</td>
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<tr>
<td>• Drawing face from a model</td>
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<tr>
<td>• Matching three colors</td>
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<tr>
<td>• Matching objects by color, shape and size</td>
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<tr>
<td><strong>Outcome 1:</strong> Positive Social-Emotional Skills</td>
<td><strong>Outcome 2:</strong> Acquiring and Using Knowledge and Skills</td>
<td><strong>Outcome 3:</strong> Taking Appropriate Action to Meet Needs</td>
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<tr>
<td>Children demonstrate age appropriate functioning by.....</td>
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<tr>
<td>37 - 48 Months</td>
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</tr>
<tr>
<td>• Demonstrating body spatial awareness in relationship to stationary objects</td>
<td>• Drawing a person with head and three additional features</td>
<td>• Unscrewing cap off bottle</td>
</tr>
</tbody>
</table>
| • 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 | • Relaying simple messages | • Using the toilet with some help (many boys may not be ready for toilet learning until 3 ½)
| • Responding to and making a verbal greeting | • Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence | • Sleeping through most nights without wetting the bed (occasional accidents are still quite common) |
| • Delivering simple messages | • Using multiple strategies to solve problems | • Exploring a variety of movements (pulling, crawling, catching balls, throwing bean bags, waving scarves, kicking balls) |
| • Changing tone of voice and sentence structure to match listener’s level of understanding | • Asking for help from other sources when solving social and/or cognitive problems | • Using tools appropriately (wooden hammers, spoon and fork, scissors, crayons, markers, pencils) |
| • Enjoying playing alone, but near other children | • Referring more frequently to the activities of others | • Buttoning one button or snap |
| • Beginning to show cooperative play without adult supervision | • Referring more frequently to objects and events removed in time | • Performing tasks using more refined and dexterous motions (buttoning, zipping, attempts tying shoes) |
| • Enjoying playing with other children briefly, but still may not cooperate or share well | • Elaborating and expanding other’s utterances | • Walking upstairs and downstairs alternating feet without holding on to rail |
| • Demonstrating fears (mechanical toys, vacuum cleaner, thunder, dark) | • Asking questions about persons and things | • Demonstrating body spatial awareness in relationship to stationary objects |
| • Wanting to be “big girl”, “big boy”, and acquire new skills | • Verbalizing opposite analogies | • Changing tone of voice and sentence structure to match listener’s level of understanding |
| • Answering the question, “Are you a boy or a girl?” correctly | • Completing simple analogies (We eat with a ___ , We sleep on a ___) | • Accepting suggestions and follows simple directions |
| • Identifying feelings, likes and dislikes, but may not be able to explain why | • Following three step commands given in a complex sentence | • Feeding self with spoon and small fork, spilling very little |
| • Communicating emotions to peers in an appropriate manner | • Comprehending congruent and incongruent tasks (“Can you stand up and sit down at the same time?”) | • Buttering bread with small knife |
| • Describing self, using several basic characteristics (first and last name, gender, age, family, talents) | • Understanding temporal terms (before and after) | • Pouring milk and juice with little assistance |
| • Generally obeying adult requests | • Understanding time terms “now, soon, later” | • Getting a drink from a faucet without assistance |
| • Understanding another’s perspective | • Understanding prepositions in temporal expressions (in a week, after awhile) | • Hanging clothing on hook |
| • Accepting suggestions and follows simple directions | • Understanding concept of more | • Putting on boots and mittens |
| • Managing transitions | • Listening attentively to short stories; enjoying familiar stories told without any changes in words | • Washing hands and face without assistance |
| • Connecting consequences to a specific behavior, but may not understand why the behavior warrants the consequence | • Recognizing everyday sounds | • Wiping nose, unassisted |
| • Accepting the consequences of one’s own actions | • Selecting specific details in a story and repeats them | • Brushing teeth independently |
| | • Responding to questions with appropriate answers | • Using vertical, horizontal, and circular motions when drawing |
| | • Gaining information through listening | • Pedaling and steering small tricycle |
| | | • Kicking a large ball |
| Using multiple strategies to solve problems |
| Asking for help from other sources when solving social and/or cognitive problems |
| Following routines independently and completes familiar routines |
| Focusing on tasks of interest to him/her |
| Remaining engaged in an activity for at least 5 to 10 minutes |
| Completing favorite tasks and activities over and over again |
| Being persistent in trying to complete tasks when previous attempts have not been successful (completing a puzzle, building a tower or structure, dressing self) |
| Participating in meal times with minimal distractions |
| Inventing new activities or games |
| Using imagination to create a variety of ideas |
| Creating acceptable rules for group activities |
| Engaging in extensive pretend play (playing house, dinosaurs, fireman) |
| Representing things in environment with available materials, moving from simple to complex representations (building a bridge, structure or road from blocks) |
| Thinking out loud and talking through a situation |
| Working out problems mentally rather than through trial and error |
| Accepting suggestions and following simple directions |

| Using an average sentence length of four words |
| Consistently using complete sentences |
| Speaking clearly enough so that 75 to 80 percent of speech is understandable to the unfamiliar listener |
| Stumbling over words at times |
| Using negative phrases other than “No” (“Don’t do that!”) |
| Naming four colors |
| Using irregular plurals (sheep, leaves, mice) |
| Using prepositions in phrases (“The box is behind the couch”) |
| Using possessive pronouns (his, hers, theirs) |
| Correctly producing phonemes (s, -l, -g, er) |
| Beginning to use the articles “the” and “a” |
| Responding correctly to questions (who, when, where) |
| Using some adverbs (softly, loudly) |
| Using “s” to make plural nouns |
| Using “ed” on verbs to include past tense (petted, walked, cooked) |
| Using imperatives (“Do it!”) |
| Enjoys singing a simple tune |
| Recounting some details of a recent event |
| Telling a short make-believe story with assistance |
| Participating in conversations about a variety of topics |
| Mimicking animal sounds |
| Counting by rote to five and counting five objects |
| Stacking rings on a peg in order of size |
| Sorting by shapes and color |
| Understanding the concept of the number three (“Give me three.”) |
| Matching objects that have the same function (comb and brush) |
| Sorting objects into categories—may not be able to label categories |
| Telling own age and gender |

| Cutting on a line |
| Setting table with assistance |
| Telling others about events that happened in the past |
| Repeating words or ideas to be sure information is communicated |
| Stating point of view, likes/dislikes, and opinions using words, signs or picture boards |
| Building bridge using three blocks |
|--------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Children demonstrate age appropriate functioning by….. | Children demonstrate age appropriate functioning by….. | Children demonstrate age appropriate functioning by….. |
| **49 - 60 Months** | **49 - 60 Months** | **49 - 60 Months** |
| • Asking for adult help as needed | • Stringing beads according to a pattern | • Wiping nose independently |
| • Recognizing others’ needs and giving assistance | • Drawing a person with more than five parts | • Washing and drying face |
| • Preferring to play with other children to playing alone except when involved in a project | • Verbalizing similarities and differences in people | • Brushing teeth (rinses and expels liquid) |
| • Showing respect for property and rights of others by asking permission to use others’ possessions | • Exploring materials (blocks-stack, haul, play dough-roll, squeeze, boxes-fill, empty) | • Demonstrating hand dominance-right or left |
| • Engaging in cooperative play | • Dictating individual story book, familiar stories from books and experiences | • Holding a pencil with a three finger grasp |
| • Initiating appropriate tasks without being reminded | • Matching sounds in familiar songs | • Walking up and down stairs alternating feet |
| • Attending during large group for ten minutes | • Clapping syllables in name | • Beginning to gallop |
| • Waiting for turn for adult attention | • Identifying some letter sounds | • 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 |
| • Relating new experiences to past | • Articulating the difference between beginning and ending sounds (fish/dish, can/cat, ring/rat, bat/hat) | • Looking both ways before crossing street |
| • Working cooperatively with others in completing a task | • Substituting sounds in words (bat-rat, hat-hit, rag-rat) | • Independently fastening seatbelt in automobile |
| • Showing forethought when engaging in activities | • Verbally identifying the beginning sound of name | • Making activity choices without teacher’s help |
| • Separating from parents without crying | • Identifying letters in first and last name | • Zipping zippers |
| • Having a best friend of the same gender | • Recognizing first, middle and last name in print | • Lacing shoes |
| | • Verbally identifying signs in environment | • Dressing and undressing independently, including front fastenings, requiring assistance with ties and back fastenings |
| | • Verbally identifying labels in classroom and home (cereal, names, calendar) | • Jumping over objects 5 to 6 inches high; landing with feet together |
| | • Using print forms in imaginary play (menu, lists, newspaper) | • Cutting a circle with a scissor |
| | • Responding to questions relating to story | • Galloping, leading with one foot |
| | • Completing a sentence that repeats itself in a familiar story | • Completing a simple treasure hunt map |
| | • Acting out stories from a book (Three Little Pigs) | |
• Pretending to write following natural progression of left to right, top to bottom
• Beginning to make real letters
• Copying letters of first name and symbols
• Giving 3, 5, 7 objects upon request
• Recognizing number symbols
• Extending patterns of objects or pictures
• Naming small, medium and large (“What size is this?”)
• Rote counting objects to ten
• Understanding concepts of more, less, add, take away
• Arranging different colored blocks according to teacher design
• Classifying numbers
• Beginning to understand simple logical problems
• Making comparisons among objects
• Demonstrating an awareness that different families practice different traditions
• Enjoying stories, poems about different people
• Demonstrating an awareness of rules
• Using objects such as cash registers and other occupational tools to role play various occupations
• Placing common household objects in the appropriate rooms of a house
• Describing why it is important to keep passageways clear of clutter
• Using a computer software program to complete a learning activity
• Using a CD player or tape player to listen to songs or stories
• Asking questions about persons and things
• Elaborating and expanding on others’ utterances
• Sequencing a story using at least three pictures
• Following prepositional directions on/around/over/under
• Pointing to shoulder, heel, hand, neck, arms, elbow, knee, chin, legs
• Naming mouth, eye, ear, nose and fingers
• Demonstrating understanding of when and why
• Following 3 to 4 directions given at one time and carried out over time
• Retelling an experience
• Responding appropriately (verbally) to requests made by adults
• Calling teachers and peers by name
• Using at least 5 to 6 word sentences
• Using “I,” “me,” “you,” “mine”
• Telling age, middle name, last name, parent’s name, address, phone number, birthday, days of week
• Asking definitions of words
• Asking questions about people and things
• Using regular plurals, past tense, -ing verbs and possessives
• Labeling items when group name is given (“What are some toys?”)
• Using trial and error to experiment with a variety of solutions
• Following through on a task until completed
• Repeating number and word groupings modeled by the teacher
• Recalling object placement, missing parts and identifies added object
• Matching, pointing to and naming 6 to 8 colors
<table>
<thead>
<tr>
<th><strong>Outcome 1:</strong> Positive Social-Emotional Skills</th>
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<tbody>
<tr>
<td>Children demonstrate age appropriate functioning by....</td>
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<tr>
<td><strong>61 - 72 Months</strong></td>
<td><strong>61 - 72 Months</strong></td>
<td><strong>61 - 72 Months</strong></td>
</tr>
<tr>
<td>- Recognizing that there are “good” and “bad” touches</td>
<td>- Progressing from using scribbles to shapes and pictures that represent more detailed ideas</td>
<td>- Obeying traffic lights and signs</td>
</tr>
<tr>
<td>- Balancing his own needs with the needs of others</td>
<td>- Solving conflicts by using thinking skills</td>
<td>- Covering mouth and nose when coughing/sneezing</td>
</tr>
<tr>
<td>- Responding verbally and positively to good fortunes of others</td>
<td>- Telling similarities and differences</td>
<td>- Brushing teeth following good dental hygiene procedures</td>
</tr>
<tr>
<td>- Having a best friend/group of friends</td>
<td>- Predicting what will happen next</td>
<td>- Understanding that it is unsafe to accept rides, food or money from strangers</td>
</tr>
<tr>
<td>- Interacting with familiar adults</td>
<td>- Knowing what to do in unfamiliar situations (emergencies)</td>
<td>- Recognizing that there are “good” and “bad” touches</td>
</tr>
<tr>
<td>- Separating and reuniting appropriately from primary family member</td>
<td>- Pointing out common words in stories</td>
<td>- Running smoothly with changes in speed</td>
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<tr>
<td>- Independently completing a project</td>
<td>- Discriminating middle sounds in words (cup, cap)</td>
<td>- Cutting soft food with knife</td>
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<tr>
<td>- Naming feelings (happy, sad, angry, surprised, worried, fearful)</td>
<td>- Articulating the middle sounds in words</td>
<td>- Assisting in food preparation requiring mixing and cooking</td>
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<tr>
<td>- Demonstrating tenderness and protectiveness toward younger children and pets</td>
<td>- Naming the sound spoken /mm/, /tt/, /bb/ “monkey, many, moon money - These words start with what sound?”</td>
<td>- Making simple breakfast and lunch</td>
</tr>
<tr>
<td>- Predicting classroom routines and guiding other children in routines</td>
<td>- Clapping syllables in their name</td>
<td>- Selects clothing appropriate for temperature and occasion</td>
</tr>
<tr>
<td>- Solving conflicts by using thinking skills</td>
<td>- 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/.”)</td>
<td>- Requiring minimal supervision and help with dressing and undressing</td>
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<tr>
<td>- Conforming to adult ideas</td>
<td>- Identifying most letter sounds</td>
<td>- Bathing without assistance</td>
</tr>
<tr>
<td>- Participating in pretend reading activities with other children</td>
<td>- Recognizing most letters</td>
<td>- Selecting own clothes</td>
</tr>
<tr>
<td>- Modifying activities when new ideas are presented</td>
<td>- Naming most letters</td>
<td>- Being responsible for one household chore</td>
</tr>
<tr>
<td>- Working alone at chore for 20 to 30 minutes</td>
<td>- Using letters that represent sounds in writing words (phonetic spelling)</td>
<td>- Making own bed when asked</td>
</tr>
<tr>
<td>- Expressing anger with non-aggressive words rather than with physical actions</td>
<td>- Recalling single words from single presentation (stop sign)</td>
<td>- Using imagination and inventiveness to create novel experiences</td>
</tr>
<tr>
<td>- Comforting friends in distress</td>
<td>- Predicting what will happen in a story</td>
<td>- Skipping on alternating feet, maintaining balance</td>
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<tr>
<td>- Expressing feelings using appropriate words</td>
<td>- Accurately relating familiar story</td>
<td>- Demonstrating the ability to look ahead and visualize a solution</td>
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<td>- Writing to communicate</td>
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<td>- Drawing a person with six recognizable parts</td>
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</tbody>
</table>
- Making number comparisons between groupings of concrete objects ("This is one, this is three.")
- Matching numbers with objects
- Understanding concepts of greater than, fewer, equal to
- Knowing sums to five
- Subtracting from five
- Understanding and using analogies (hot/cold, fast/slow, short/long, thin/fat)
- Identifying and describing sameness and differences of objects
- Sorting objects according to two or more attributes
- Asking and answering questions about size, measurement, comparison
- Creating own set of instructions using amount, ingredients and equipment
- Demonstrating beginning awareness of state and country
- Demonstrating initial understanding of how people rely on each other to obtain goods and services
- Describing different community jobs
- Creating by folding, cutting, drawing, models of circles, squares, triangles and rectangles using various materials
- Understanding that most natural events occur in consistent patterns
- Describing patterns of structure and function in living things
- Describing how different technologies affect people’s lives (telephone, computer, TV)
- Using more abstract, logical thinking
- Sequencing a story using four or more pictures
- Demonstrating knowledge of numerous finger plays
- Following complex directions given at one time that may be carried out over time
- Pointing to and naming hip, waist, toenails, chest, eyebrows, jaw, stomach, fingernails, back, wrist, cheek
- Sorting pictures/objects with multiple elements
- Telling own/city, state, months, current year
- Using compound sentences connected with *and* or *or*
- Maintaining conversations using multiple verbal turn-taking
- Explaining rules of game or activity
- Labeling a group with no pictures (“What are cookies, hamburgers and carrots?”)
- Giving function of a group with no pictures (“What are coats, shirts and pants for?”)
- Using expanded length (more than six words) and complex sentences
- Using irregular verbs and comparative forms of words
- Using he, she, our, they, during conversation
- Matching, pointing to and naming 8 to 10 colors
- Anticipating events showing an understanding of time concepts (morning, afternoon, tonight, today, tomorrow, yesterday, last night)
- Demonstrating knowledge of how objects come apart and fit together
- Repeating number and word groupings as modeled by the teacher
- Recalling object placement, missing parts and identifies added objects and shapes
ND Early Childhood Outcomes Process
Age Expectation Developmental Milestones

References and Resources


Dunst, C. J. (1980). *A Clinical and educational manual for use with the Uzgaris and Hunt Scales of infant psychological development*. Austin, TX: PRO-ED.


