

Larimer County Age Anchoring Tool

Outcome 1:

Positive Social Emotional Skills....

Children demonstrate age appropriate functioning by....

| <u>0-3 Months</u> | <u>7-9 Months</u> | <u>13-18 Months</u> | <u>25 – 30 Months</u> | <u>31 – 36 Months</u> |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Fixating on the human face and maintaining gaze with caregiver • Turning their head and eyes in the direction of the parent voice • Being comforted and appearing to enjoy touch and being held by a familiar adult • Draws attention to self when in distress <p><u>4-6 Months</u></p> <ul style="list-style-type: none"> • Anticipating being lifted or fed and moving body toward adult when being approached • Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror • Vocalizes to express pleasure & displeasure sounds in addition to crying/cooing • Is able to stop unexplained crying • Enjoying games with others such as “Where is your nose?” and “So Big!” | <ul style="list-style-type: none"> • Smiling and laughing during turn-taking • Participating in simple games (pat-a-cake, peek-a-boo) • Demonstrating anticipation of play activities • Exhibiting anxious behavior around unfamiliar adults • Using gestures and vocalizing to protest • Shouting or vocalizing to gain attention • Shows anxiety over separation from parents • Repeating a behavior (shows off) to maintain adult attention <p><u>10-12 Months</u></p> <ul style="list-style-type: none"> • Imitating familiar words in turn-taking • Showing sensitivity to the mood of others • Performing for social attention • Responding to a request of “come here” • Stopping when name is called • Maintaining attention to speaker | <ul style="list-style-type: none"> • Pretending to talk on phone, feed a baby, comfort a doll, clean a spill • Discriminating between familiar and unfamiliar people • Showing awareness of the feelings of others • Initiating familiar turn-taking routines • Requesting assistance from an adult • Hugs & kisses parents • Demonstrating a functional use of objects such as trying to use a brush or drinking from a toy cup • Gives a toy to caregiver spontaneously & upon request • Having temper tantrums when frustrated • Sometimes doing the opposite of what is asked of them <p><u>19-24 Months</u></p> <ul style="list-style-type: none"> • Shows a wide variety of emotions i.e., fear, anger, sympathy, modesty, guilt, joy | <ul style="list-style-type: none"> • Being apt to snatch, push, kick, rather than give and take in polite fashion • Throwing tantrums when frustrated • Showing facial expression and behavior indicating pity, shame and modesty • Being restless, rebellious and very active at times • Becoming resistant and dawdling at times • Separates easily in familiar surroundings • Wanting to do favorite activities over and over again • Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes) • Insisting on some choices (food, clothing, appearance) • Seeking and accepting assistance when encountering difficulties • Inventing new uses for everyday materials with assistance (using a box for a house) • May develop sudden fears (i.e. large animals) | <ul style="list-style-type: none"> • Observing other children at play; may join in for a few minutes • Playing well with two or three children in group • Having difficulty sharing • Showing facial expressions and behaviors indicating pity, shame, modesty • Sometimes being restless, rebellious, very active • Becoming resistant, dawdles • Throwing tantrums when thwarted or unable to express urgent needs • Objecting to major changes in routines • Verbalizing play plan for assigned role (“I am mother” “You be baby” “I cook” “You watch TV”) • Verbalizing play plan and using pretend props which are identified for benefit of adult (“This is our house (box)”) <ul style="list-style-type: none"> • Following simple rules • Taking turns in games • Listening and participating in group activities with adult supervision • Enjoying opportunities for pretend play and creating things (crafts, art) |

Outcome 1:

Positive Social Emotional Skills....

Children demonstrate age appropriate functioning by...

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

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Outcome 2:

Acquiring and Using Knowledge and Skills....

Children demonstrate age appropriate functioning by....

| <u>Birth – 3 Months</u> | <u>7-9 Months</u> | <u>13- 18 Months</u> | <u>25 – 30 Months</u> | <u>31 – 36 Months</u> |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • Lifts head while on tummy • Clasp hands together and hands to mouth • Grasping finger if placed in palm • Kicking legs while lying on back • Begins cooing <p><u>4-6 months</u></p> <ul style="list-style-type: none"> • Beginning to reach for objects • Looking to place on body where being touched • Trying to cause things to happen such as kicking a mobile and smiling • Dropping a ball and observing the fall • Developing more precise imitation skills of facial movements and speech sounds • Securing an object that is partially hidden with a cloth • Pushing up through extended arms while on tummy | <ul style="list-style-type: none"> • Shows desire to get to things that are not within reach • Sitting unsupported while playing with toys • Plays 2-3 minutes with a single toy • Reaching for and grasping blocks or other small toys • Reaching for objects while on tummy <p><u>10-12 months</u></p> <ul style="list-style-type: none"> • Pointing with index finger • Imitating behaviors initiated by caregiver (playing peek-a-boo; smiling and laughing during turn-taking; or attempting to name pictures and objects) • Banging blocks and other small toys together • Repeatedly throwing or dropping objects to watch the movement • Stirring with a spoon in a cup • Banging a spoon on inverted cup or tabletop | <ul style="list-style-type: none"> • Explores the environment independent of caregiver • Turning the pages in a book • Looking at, pointing to, and naming pictures in a book • Imitating scribbling motions • Initiating familiar turn-taking routines • Begins to imitate sounds often, in turn taking conversational way • Pointing to two action words in pictures • Pointing to, showing, and giving an object • Handing a toy to an adult for assistance <p><u>19-24 months</u></p> <ul style="list-style-type: none"> • Identifying six body parts • Choosing two familiar objects upon request • Sorts objects by type (i.e. kitchen vs. animals) • Can follow two different directions with a toy (i.e. put it in, turn it over, etc) | <ul style="list-style-type: none"> • Liking to take things apart and put them together again (puzzles, toys) • Following caregiver around the house and copying domestic activities in simultaneous play • Identifying boy or girl in picture book • Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s arms, than moving the doll’s arm as if doll is combing hair) • Communicating about the actions of others • Answering simple “what”, “where” questions about familiar people or things • Asking increasing numbers of questions (“where/what”) • Understanding negatives (no, not, can’t, don’t) • Formulating negative judgments (“spoon, not fork”) • Recognizes at least one color correctly | <ul style="list-style-type: none"> • Understanding concepts of “mine” and “his/hers” • Telling gender when asked • Sometimes labeling and talking about own drawings when asked • Giving first and last name when asked • Using several verb forms correctly to describe a variety of actions (i.e. ing, ed) • Expanding use of prepositions (under, in front of, behind) • Understanding common adjectives of color, size, and shape • Showing interest in explanations that involve “why” and “how” • Using 4 to 6 word phrases or sentences • Making negative statements (“Can’t open it,” “Don’t touch”) • Beginning to use contractions (can’t, we’ll, won’t) • Using some plural forms correctly in speech • Using the past tense • Dictating a story for adult to write out |

Outcome 2:

Acquiring and Using Knowledge and Skills...

Children demonstrate age appropriate functioning by....

| <u>4-6 Months (continued)</u> | <u>10-12 Months (continued)</u> | <u>19-24 Months (continued)</u> | <u>25-30 Months (continued)</u> | <u>31-36 Months (continued)</u> |
|---|--|---|---|---|
| <ul style="list-style-type: none"> ● Repeating arm movements to keep a toy activated, keep mom singing, or causal event ● Visually studies hands and objects, looks at mirror image | <ul style="list-style-type: none"> ● Demonstrates emerging problem solving skills such as (placing objects in the mouth and mouthing; pushing or pulling adult's hands to have a behavior instigated or repeated; turning a picture or mirror over to view the functional side; rotating three-dimensional objects to view the functional side; using a hammer or stick to play a xylophone ● Singing along with a familiar song ● Using gestures and/or vocalizing (grunts/whines) to protest ● Shouting or vocalizing to gain attention ● Responding to a request to "come here" ● Maintaining attention to speaker ● Responding with gesture to "come up" or "want up" | <ul style="list-style-type: none"> ● Asking "What's that?" ● Demonstrating symbolic play, using one object as a signifier for another object ● Attempting to repair broken toys ● Choosing one object from a group of five upon verbal request ● Stacking 5 or 6 blocks ● Using two word utterance sometimes combined with gestures, to communicate ● Using three-word phrases occasionally ● Imitating words overheard in conversation ● Naming 5 to 7 objects upon request ● Using new words regularly (adding 2 to 5 words a week) ● Spontaneously naming objects, person, and actions ● Following novel commands ● Tells about a personal experience | <ul style="list-style-type: none"> ● Understanding simple possessive forms (daddy's shirt) ● Understanding complex sentences ("when we get to the store, I'll buy you an ice cream cone") ● Pointing to smaller parts of the body when asked (chin, elbow) ● Recognizing and identifying general family names/categories (Grandma, Uncle) ● Recognizing the names and pictures of most common objects ● Understanding word association through functional association ("what do you drink with?", "What do you sleep on?", "What do you brush your teeth with?") ● Understanding size difference (little dog, large dog) ● Following directions involving common prepositions (in, on, behind, out) ● Enjoying finger plays (songs and games that use hands) | <ul style="list-style-type: none"> ● Performing multi-step tasks when playing (takes money, rings cash register, puts money in drawer) ● Beginning to use inductive reasoning (if you do this, that happens) ● Expressing understanding of cause and effect (it's quiet because you turned off the music) ● Copying a circle ● Drawing a simple face ● Matching three colors ● Matching objects by color, shape and size |

Outcome 2:

Acquiring and Using Knowledge and Skills...

Children demonstrate age appropriate functioning by....

| <u>4-6 Months (continued)</u> | <u>10-12 Months (continued)</u> | <u>19-24 Months (continued)</u> | <u>25-30 Months (continued)</u> | <u>31-36 Months (continued)</u> |
|--------------------------------------|---|--|---|--|
| | <ul style="list-style-type: none"> • Waving in response to “bye-bye” • Saying “mama” or “dada” meaningfully • Imitating consonant and vowel combinations • Imitating non-speech sounds • Vocalizing with intent frequently • Using a word to call a person • Giving objects upon verbal request • Performing a routine activity upon verbal request • Looking at familiar objects and people when named • Understanding simple questions • Identifying two body parts on self • Demonstrating intense attention to adult language | <ul style="list-style-type: none"> • Referring to self by name • Using early pronouns occasionally • Engaging in adult-like dialogue • Uses speech understood by others 50% of the time • Using sentence-like intonation patterns • Makes a horizontal and vertical stroke with crayon | <ul style="list-style-type: none"> • Attempting to locate objects when they are discussed by others • Speaking in 2 or 3 word sentences; jargon and speaking by imitation only are almost gone • Often using personal pronouns (I, you, he, it, me) correctly • Using regular plurals (cats, dogs, balls) • Beginning to recall parts of a previously heard story • Requesting to hear familiar stories • Changing intonation and tone to communicate meaning • Understanding “one”, “all” (“Give me one block”) • Matching an object to a picture • Matching simple shapes such as a circle, square and triangle | |

Larimer County Age Anchoring Tool

Outcome 3:

Taking Appropriate Actions to Meet Needs....

Children demonstrate age appropriate functioning by....

| <u>0-3 Months</u> | <u>7-9 Months</u> | <u>13-18 Months</u> | <u>25 – 30 Months</u> | <u>31 – 36 Months</u> |
|--|---|---|--|---|
| <ul style="list-style-type: none"> • Hands begin to open more and rest in open position • Holds small objects or toys when placed in hand • Follows moving object in range of 30 degrees either side of midline (object 10-12” away from baby’s face) • Responds to loud noise with startle or upset • Responds to human voice more readily than any other sound • Begins to produce different cries for different reasons • Turning head to either side when lying on back • Rooting-reflexive turning of mouth toward hand rubbing cheek • Lifting and rotating head when lying on tummy or when held at shoulder | <ul style="list-style-type: none"> • Holds an object in each hand and bangs them together • Reaches for objects with either hand, one at a time, when lying on tummy • Rakes at tinier objects with fingers • Turns to look when name is called • Begins to imitate sounds, often in turn-taking, conversational way • Moves body to music • Shows desire to get to things that are not within reach • Rolling in both directions and may use sequential rolling to get somewhere • Crawling on belly using both arms and legs symmetrically to propel 3+ feet • Pulls up into standing position when helped with your hands and supports all of weight on legs | <ul style="list-style-type: none"> • Able to pick up objects of all sorts of sizes and weights using either hand and precision with fingers • Removes objects while holding on to container • Places objects into large containers • Uses wider variety of gestures to communicate wants and needs • Begins to say words for the most familiar thing or people • Follows simple directions, i.e. “Let’s go to the kitchen.”, “Find your shoes.” • Can correctly match sound to object, i.e. doorbell, telephone • Stands without support for brief periods • Walks independently with good quality, needs guidance to ascend/descend stairs on feet • Climbs up on couch or chair • Removes loose clothing partially or completely | <ul style="list-style-type: none"> • Opens doors by handle/knob • Turning knobs on objects like radio or TV • Catching ball (by trapping against body) when playing with adult or peer • Knows where things are kept • Puts things away to help clean up • Uses non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc.) • Progressively more articulate with language to express thoughts and desires • Walks up steps, alternating feet while holding rail or hand for support • Sits on riding toys and pushes with feet; may ride tricycle • Swings leg to kick stationary ball • Plays on outdoor play structures (climbing, sliding) • Attempts to jump with two feet together • Puts on socks, coat and shirt | <ul style="list-style-type: none"> • Can problem solve and carry out a plan for getting something they need or want, i.e. while mom is distracted, gets forbidden marker out of desk drawer; prepares own simple snack like getting crackers and putting in bowl. • Follows simple rules • Separates easily from mother in familiar environment • Hops in place on one foot (either foot) three time without losing balance • Stands on one foot (either foot) for three seconds • Jumps over object, i.e. string/rope, that is two inches high • Walks upstairs alternating feet • Walks downstairs four steps without support, placing both feet on each step • Can dress and undress independently, including unbuttoning buttons, with few exceptions • Asserts food preferences and recognizes what they are and are not allowed to eat • Gets drink from fountain • Follows basic health practices when reminded (washing/drying hands, brushing teeth) |

Outcome 3:

Taking Appropriate Actions to Meet Needs...

Children demonstrate age appropriate functioning by...

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

Outcome 3:

Taking Appropriate Actions to Meet Needs...

Children demonstrate age appropriate functioning by...

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