



AGE ANCHOR

COS (Child Outcomes Summary) Early Childhood Outcomes Process
Age Expected Developmental Milestones



<p>Outcome 1: Positive Social-Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p>25 - 30 Months</p> <ul style="list-style-type: none"> • Having difficulty sharing with peers • 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 • Obeying adult requests approximately half of the time • 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 • Seeking and accepting assistance when encountering difficulties • Inventing new uses for everyday materials with assistance (banging on pots and pans, using a box for a house) • Approaching tasks experimentally, adapting as the activity evolves • 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 of the refrigerator and turns on the stove, she is going to cook lunch) • Separating from parent in familiar surroundings without crying • Attempting to comfort others in distress 	<p>Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age appropriate functioning by.....</p> <p>25 - 30 Months</p> <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 • Adding sounds to action (“Vroom” for trucks, talks to teddy bears) • 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) • Communicating about the actions of others • Answering simple “who,” “what,” “where,” questions about familiar people or things • Asking increasing numbers of questions (“where?” “who?”) • Understanding negatives (no, not, can’t, don’t) • Formulating negative judgments (“spoon, not fork”) • Naming at least one color correctly • Adding information to the prior utterance of a communicative partner • 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) 	<p>Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p>25 - 30 Months</p> <ul style="list-style-type: none"> • Holding spoon, scooping food and bringing to mouth with spilling • Playing on outdoor play structures (climbing, sliding) • Removing unfastened garments • Taking off own shoes, socks, and some pants • Putting on socks, coat, and shirt • Knowing which faucet is hot and cold • Trying to wash self • Unscrewing lid on small (1”) jar or bottle • Opening door by turning handle • Turning knob to open doors or turn on objects (radio, TV, stereo) • Sitting on riding toys and pushing with feet; may ride tricycle • Swinging leg to kick a stationary ball • Expressing likes and dislikes; may be a fussy eater • Helping clean up; putting things away • Imitating circular, vertical and horizontal strokes • Stacking 6 to 7 blocks when building • Walking up steps, alternating feet while holding rail or hand for support • Snipping paper with scissor • Using one hand consistently in most activities • Catching ball (by trapping against body) when playing with adult or peer
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	<ul style="list-style-type: none">• Understands 500 words, says 200 words• Understanding word association through functional association (“What do you drink with?” “What do you sleep on?” “What do you brush your teeth with?”)• Recognizing the names and pictures of most common objects• Understanding common verbs and adjectives• Understanding size differences (little doll, large dog)• Following directions involving common prepositions (in, on, behind, out)• Enjoying finger plays (songs and games that use hands)• Reciting portions of rhymes/finger plays• Responding to action words by performing the action• Responding by looking when directed toward a certain object• Attempting to locate objects when they are discussed by others• Speaking in 2 or 3 word sentences; jargon and echolalia are almost gone• Often using personal pronouns (I, you, he, it, me) correctly• Using regular plurals (cats, dogs, balls)• Using morphemes (in, on)• Correctly producing phonemes (-s, d, -d, -k, f, -f, -ng, y)• Saying “No!” to adult request• Using concept “mine” to denote possessiveness• Repeating adult phrases• Recounting an event, with assistance• Beginning to recall parts of a previously heard story• Requesting to hear familiar stories• Changing intonation and tone to communicate meaning• Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc)• Addressing listener appropriately to get attention (uses child’s or adult’s name to get attention)• Using sound effects for animals, vehicles, etc in play• Understanding “one”, “all” (“Give me one block.”)• Matching an object to a picture• Matching simple shapes such as circle, square and triangle	
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