**Outcome 1:**
**Positive Social-Emotional Skills**  
Children demonstrate age appropriate functioning by…..

**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

**Outcome 2:**
**Acquiring and Using Knowledge and Skills**  
Children demonstrate age appropriate functioning by…..

**Birth - 6 Months**
- 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

**Outcome 3:**
**Taking Appropriate Action to Meet Needs**  
Children demonstrate age appropriate functioning by…..

**Birth - 6 Months**
- 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

**Recommended Use:** Teams mark or highlight skills the child typically performs in a variety of situations and settings. Use with Decision Tree tool to determine the numeric rating (1-7) for the COSF (Child Outcomes Summary Form) at entrance to early intervention, at annual review (or more often to measure progress) and at exit.
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<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>7 - 12 Months</strong></td>
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<td><strong>7 - 12 Months</strong></td>
</tr>
<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>
</tr>
<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>
</tr>
<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 neater-pinner grasp with thumb opposition</td>
<td>• Beginning to grab for spoon when being fed</td>
</tr>
<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>
</tr>
<tr>
<td>• Using gestures and vocalizing to protest</td>
<td>• Banging blocks and other small toys</td>
<td>• Reaching for objects from one hand to another</td>
</tr>
<tr>
<td>• Shouting or vocalizing to gain attention</td>
<td>• Repeatedly throwing or dropping objects to watch the movement</td>
<td>• Reaching for objects while in a prone position</td>
</tr>
<tr>
<td>• Responding to a request of “come here”</td>
<td>• Stirring with a spoon in a cup</td>
<td>• Demonstrating a refined neater-pinner grasp with thumb opposition</td>
</tr>
<tr>
<td>• Stopping when name is called</td>
<td>• Banging spoon on inverted cup or tabletop</td>
<td>• Pointing with index finger</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>• Moving body to music</td>
</tr>
<tr>
<td>• Responding with gesture to “come up” or “want up”</td>
<td>• Singing along with a familiar song</td>
<td>• Pulling off own socks</td>
</tr>
<tr>
<td>• Waving in response to “bye-bye”</td>
<td>• Using gesture and/or vocalizing to protest</td>
<td>• Beginning to cooperate when being dressed</td>
</tr>
<tr>
<td>• Saying “mama” or “dada” meaningfully</td>
<td>• Shouting or vocalizing to gain attention</td>
<td>• Fussing when diaper needs to be changed</td>
</tr>
<tr>
<td>• Using a word to call a person</td>
<td>• Responding to a request to “come here”</td>
<td>• Briefly stopping behavior when told “no”</td>
</tr>
</tbody>
</table>

*from: ND Early Childhood Outcomes Process Age Expectation Developmental Milestones*
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| **AGE ANCHOR**  
| COS (Child Outcomes Summary) Early Childhood Outcomes Process  
<table>
<thead>
<tr>
<th>Age Expected Developmental Milestones</th>
</tr>
</thead>
</table>
| - Waving in response to “bye- bye”  
- Responding with gesture to “come up” or “want up”  
- 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 |

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*from: ND Early Childhood Outcomes Process Age Expectation Developmental Milestones*
**Outcome 1:**
**Positive Social-Emotional Skills**  
Children demonstrate age appropriate functioning by.....

**13 - 24 Months**
- Following a 2 or 3 step direction
- Engaging in pretend play
- Demonstrating more complex exploration and play skills with toys and objects
- Discriminating between familiar and unfamiliar people
- Showing awareness of the feelings of others
- Initiating familiar turn-taking routines
- Requesting assistance from an adult
- “Checking-in” with familiar adults while playing
- Resisting change, transitions are difficult
- Enjoying peer play and joint exploration
- Beginning to see benefits of cooperation
- Demonstrating a functional use of objects such as trying to use a toy car or drinking from a toy cup
- Exploring the environment independently
- Using vocalizations and words during pretend play
- Playing alone for short periods
- Having temper tantrums when frustrated
- Sometimes doing the opposite of what is asked of them

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**Outcome 2:**
**Acquiring and Using Knowledge and Skills**  
Children demonstrate age appropriate functioning by.....

**13 - 24 Months**
- Beginning to explore the environment independently
- Turning the pages in a book
- Looking at, pointing to, and naming pictures in a book
- Imitating scribbling motions and closer to 24 months making a horizontal and vertical stroke with crayon
- Initiating familiar turn-taking routines
- Following one-step commands during play
- Pointing to two action words in pictures
- Pointing to, showing, and giving an object
- Handing a toy to an adult for assistance
- Identifying six body parts
- Completing two requests with an object
- Choosing two familiar objects upon request
- Identifying objects by category
- 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 utterances sometimes combined with gestures, to communicate
- Using three-word phrases occasionally
- Using consonants such as “t”, “d”, “n”, and “h”
- Imitating words overheard in conversation
- Naming 5 to 7 objects upon request
- Spontaneously naming objects, persons, and actions

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**Outcome 3:**
**Taking Appropriate Action to Meet Needs**  
Children demonstrate age appropriate functioning by.....

**13 - 24 Months**
- Beginning to explore the environment independently
- Gesturing to indicate toileting needs
- Using two word utterances, combined with gestures, to communicate
- Walking independently with good quality
- Demonstrating more advanced movement and motor skills such as running and climbing
- Following a 2 or 3 step direction
- Picking up small items (food or toys) with the ends of the thumb and index finger in an overhand approach (near pincer grasp)
- Initiating familiar turn-taking routines
- Requesting assistance from an adult
- Saying “Me-do” when offered assistance by an adult
- Trying to wash own hands and face
- Demonstrating the functional use of objects
**AGE ANCHOR**

COS (Child Outcomes Summary) Early Childhood Outcomes Process

Age Expected Developmental Milestones

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<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using new words regularly (having a vocabulary of 100+ words by 24 months)</td>
</tr>
<tr>
<td>- Following a 2 or 3 step direction</td>
</tr>
<tr>
<td>- Following novel commands</td>
</tr>
<tr>
<td>- Relating personal experience</td>
</tr>
<tr>
<td>- Referring to self by name</td>
</tr>
<tr>
<td>- Using early pronouns occasionally</td>
</tr>
<tr>
<td>- Engaging in adult-like dialogue</td>
</tr>
<tr>
<td>- Using sentence-like intonation patterns</td>
</tr>
</tbody>
</table>

*from: ND Early Childhood Outcomes Process Age Expectation Developmental Milestones*
<table>
<thead>
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</tr>
<tr>
<td>25 - 30 Months</td>
<td>25 - 30 Months</td>
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</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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>• Separating from parent in familiar surroundings without crying</td>
<td>• Understands 500 words, says 200 words</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></td>
<td>• Snipping paper with scissor</td>
</tr>
</tbody>
</table>

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- 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, -k, -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
### AGE ANCHOR

**COS (Child Outcomes Summary) Early Childhood Outcomes Process**

**Age Expected Developmental Milestones**

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

#### 31 - 36 Months
- Observing other children at play; may join in for a few minutes
- Playing well with two or three children in group; associative play predominates
- Showing interest in other children
- Having difficulty sharing
- Displaying affection for caregivers
- Separating easily from parent or caregiver in familiar environment
- 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
- Imitating adults and playmates
- Using toys in appropriate ways
- 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)"
- Following simple rules
- Taking turns in games
- Understanding concepts of “mine” and “his/hers"
- Playing interactive games
- Listening and participating in group activities with adult supervision
- Enjoying opportunities for pretend play and creating things
- Pretending and using imagination during play

#### 31 - 36 Months
- 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
- Understanding common verbs (run, jump, walk)
- Using several verb forms correctly in relating action in pictures
- Understanding and using common prepositions (under, in front of, behind)
- Understanding common adjectives of color, size, and shape
- Carrying out three simple commands given at one time
- Showing interest in explanations that involve “why” and “how”
- Relating experiences from recent past
- 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 noun phrase with an article (“The dog barks,” “The water hot”)
- Beginning to use auxiliary verbs (“I hafta sleep” “Me gonna get it”)
- Using the present progressive adding “ing” to verbs
- Using some plural forms correctly in speech
- Using the past tense
- Correctly producing phonemes (-t, -r, -b, w, -ir)
- Using simple possessives (“Doggies’ tail,” “Daddy’s shirt”)

#### 31 - 36 Months
- Using a fork to spear bite sized chunks of food
- Hopping in place on one foot three times without losing balance
- Standing on one foot for three seconds
- Jumping over a string or other object that is two inches high
- Showing daytime control of toileting needs with occasional accidents
- Verbalizing toilet needs fairly consistently
- Following basic health practices when reminded (washing and drying hands, brushing teeth)
- Screwing lid on jar
- Unbuttoning buttons
- Separating easily from mother in familiar environment
- Following simple rules
- Getting a drink from a fountain
- Cutting paper from one side to opposite side
- Discriminating shapes by tactile discrimination
- Walking upstairs alternating feet
- Walking downstairs four steps without support, placing both feet on each step
- Enjoying projects that involve paint, scissors and glue

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| Altering behavior based on a past event and builds on it (“This didn’t work, so I will try this.”) | Using verb forms correctly (“He walks,” “She walked,” “I walked”) |
| Relating an experience today to one that happened in the past (brushing teeth before bed, washing hands before eating a meal) | Using contractible auxiliary (“Mommy’s eating an apple.”) |
| Saying “please” and “thank you” when reminded | Dictating a story for adult to write out |
| Stating whether they are a boy or a girl | Performing multi-step tasks (takes money, rings cash register, puts money in drawer when playing) |
| | 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 face from a model |
| | Matching three colors |
| | Matching objects by color, shape and size |