



**CHILD OUTCOMES
SUMMARY FORM
(COSF)**

**DEVELOPMENTAL PATHWAYS
TRAINING
2011-2012**



Child Outcome Measurements (COSF)

Each year, states report to OSEP the percent of infants and toddlers with IFSPs who demonstrate improved:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate behaviors to meet their needs

Our state, Early Intervention Colorado has chosen to report information on these outcomes through the completion of the Child Outcomes Summary Form (COSF). The combination of three elements: use of one formal assessment tool, family interview, and professional observation allows the team to gather needed information to answer the three child outcome measurements to meet federal accountability requirements. We will begin using the COSF on July 1, 2011.

Timeline:

Two ratings will be conducted on each child receiving early intervention services.

- The first rating will be within 12 weeks from the date of the referral.
- The second rating will be 90 days prior to the child's exit from intervention or the child's third birthday.
- If a child is younger than 6 months at the time of referral, the first rating should occur once a child has reached 6 months of age.
- No COSF is required for children receiving less than 6 months of early intervention services.

Assessment Instruments:

Developmental Pathways has chosen to utilize the Hawaii Early Learning Profile (HELP Birth-3) and will provide you with protocols and training.

Data Entry:

COSF data will be entered directly into the state's provider database by each provider. A primary provider will be identified on the IFSP team as the individual responsible to ensure that the COSF data is collected, entered and shared with the family. After data entry, COSF forms will be collected by Developmental Pathways, reviewed and kept as a part of the child's file.



Developmental Pathways – The COSF Process

| Activity | Provider | Developmental Pathways |
|---|---|--|
| Service Initiation | | At the time that services are initiated, providers will be notified of the need for the initial COSF rating. |
| Initial COSF Rating | The Initial COSF Ratings must be completed through a combination of one formal assessment tool (HELP), family interview, and professional observation within 12 weeks from the date of the child’s referral to the EI program. Team Providers will enter the COSF rating into the state’s Provider database and send the COSF Rating form to the service coordinator to be kept in the child’s file. Non-team providers will send the completed COSF Rating to Nicole Spiering. | Developmental Pathways will review Initial COSF Ratings to ensure completion. |
| Exit COSF Rating | Prior to the transition conference, the Exit COSF Rating must be completed through a combination of one formal assessment tool (HELP), family interview, and professional observation. Team Providers will enter the COSF rating into the state’s Provider database and send the COSF Rating form to the service coordinator to be kept in the child’s file. Non-team providers will send the completed COSF Rating to Nicole Spiering. | Developmental Pathways will review Exit COSF Ratings to ensure completion. |
| Children who Exit Prior to Age 3 | At the time of program completion, schedule a final review with the family and complete an Exit COSF Rating if the child has been in the program for at least 6 months. | |



Child Outcomes Summary Form

Child's Name: _____ **CCMS ID#:** _____
DOB: _____
Date of Assessment: _____
Check one: Entry status Exit status Annual (optional)

| Person(s) involved in summary rating | Title |
|--------------------------------------|-------|
| | |
| | |
| | |
| | |

Unable to complete exit rating due to:

- Child enrolled < 6 months
- Inability to contact family
- Other, explain: _____

Sources of Information

- Assessment Tool(s)** (required)

- Family Interview** (required)
- Observation** (required)
- Professional Reports
- Decision Making Tree
- Other _____

POSITIVE SOCIAL- EMOTIONAL SKILLS (Including Social Relationships)

1a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

| Not Yet | | Nearly | | Somewhat | | Completely |
|---------|---|--------|---|----------|---|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1b. Has the child shown **any** new skills or behaviors related to positive social-emotional skills since the last outcome summary? **Yes** **No** **Answer 1b only at annual or exit summary rating.*

Supporting Evidence:

ACQUIRING AND USING KNOWLEDGE AND SKILLS

2a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

| Not Yet | | Nearly | | Somewhat | | Completely |
|---------|---|--------|---|----------|---|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2b. Has the child shown **any** new skills or behaviors related to acquiring and using knowledge and skills since the last outcome summary? **Yes** **No** **Answer 2b only at annual or exit summary rating.*

Supporting Evidence:

TAKING APPROPRIATE ACTION TO MEET NEEDS

3a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator? **(Check one number)**

| Not Yet | | Nearly | | Somewhat | | Completely |
|---------|---|--------|---|----------|---|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3b. Has the child shown **any** new skills or behaviors related to taking action to meet needs since the last outcome summary? **Yes** **No** **Answer 3b only at annual or exit summary rating.*

Supporting Evidence:

Thinking Functionally

COSF scores are based on looking at each outcome from a **functional** perspective

| ISOLATED | FUNCTIONAL |
|---|--|
| Not Just | But Does he/she..... |
| Know how to make eye contact, smile and give a hug | Initiate affection toward caregivers and respond to other's affection |
| Know how to imitate a gesture when prompted by others | Watch what a peer says or does and incorporate it into his/her own play |
| Use finger in pointing motion | Point to indicate needs or wants |
| Show a skill in a specific situation | Use a skill in actions across setting and situations to accomplish something meaningful to the child |
| Labeling pictures/naming items | Use language to communicate intent, preference or feeling. |
| Uses pincer grasp | Eat dry cereal with fingers |
| Walks/makes stepping motions | Move towards an object to continue in play or meet his/her needs. |

Early Child Outcomes are Functional:

- Functional refers to things that are meaningful to the child in the context of everyday living.
- Refers to an integrated series of behaviors or skills that allow the child to achieve the outcomes.
- “What does the child typically do?”
- Actual performance across settings and situations
- How child used his/her skills to accomplish tasks
- Emphasize how the child is able to integrate behaviors/skills across developmental domains to carry out complex meaningful behaviors.

Functional Outcomes are NOT:

- a single behavior
- the sum of a series of discrete behaviors
- based on developmental domains
- trying to separate child development into discrete areas (i.e. communication, gross motor, cognitive, etc.)

COSF – Understanding the Three Child Outcomes

OUTCOME 1: POSITIVE SOCIAL EMOTIONAL SKILLS

Positive social emotional skills involves relating with adults, relating with other children and for older children (18mo) following rules related to groups or interacting with others. This outcome includes attachment, separation, autonomy, expressing emotions and feelings, learning rules and expectations and social interactions and play.

- How does the child relate to his/her parents?
- How does the child relate to other relatives and extended family?
- How does the child interact with familiar adults/caregivers?
- How does the child relate to strangers? Slow to warm up?
- How does the child interact with peers? Engage in reciprocal play?
- How does the child relate to siblings/cousins?
- How does the child display his/her emotions?
- How does the child react to the emotions of others?
- How does the child respond to touch from others?
- Does/how does the child maintain interactions with others?
- How does the child display affection?
- Does the child display awareness of routines?
- How are interactions with others initiated?
- Any problem behaviors that effect relationships? (tantrums, screaming, biting)
- How does the child respond to transitions? Familiar transitions? Unfamiliar transitions?
- Does the child seek out others after an accomplishment? (for praise etc.) How?
- Does the child seek out others for help or when frustrated? How?
- Does the child display an awareness of rules/expectations? Across settings?
- Does the child attempt to resolve his/her conflicts?
- Does the child participate in games with peers? Social turn taking?
- How does the child respond when others are not responding to him/her?
- How does the child respond when someone new arrives? Leaves? Someone familiar?
- Child's functioning related to turn taking, showing and sharing? With adults? With children?
- How does the child respond to touch from others?
- Does the child display awareness of routines? How?
- Does/How does the child seek support, comfort, affection, help from others?
- What is the quality of the child's eye contact with peers? Adults? Strangers?
- How does the child maintain interactions with people?
- Does/how does the child attempt to resolve his/her conflicts? With parents? With Peers?

How would you expect other children this age to act in these situations? (Based on chronological not adjusted age)

COSF – Understanding the Three Child Outcomes

OUTCOME 2: ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Acquisition and use of knowledge and skills involves thinking, reasoning, remembering, problem solving, using symbols and language and understanding physical and social worlds. This outcome includes early learning concepts, imitation, object permanence and language skills.

- How does the child use the words and skills she/he has in everyday settings?
- Tell about a time when the child attempted to solve a problem?
- What concepts does the child understand?
- How does the child understand and respond to directions and requests from others?
- How does the child imitate others' actions? Across settings to try new things?
- How does the child display understanding of differences in roles, characteristics, and expectations across people and situations?
- Can the child use his/her understanding to communicate problems or attempt the solutions that others suggest?
- Can the child answer questions? Questions of interest in meaningful ways?
- Does the child use something learned at one time at a later time or in another situation?
- Does the child display an awareness of the distinctions between things? (objects, size, shape, color, function)
- What does the child do if an action or strategy attempted isn't successful?
- Does he/she show persistence? Frustration tolerance?
- How does the child demonstrate his/her understanding of symbols into concepts, communication and play?
- How does the child interact with books, pictures and print?
- How does the child's play suggest understanding of familiar scripts for how things work, what things are related, what comes next and memory of previous actions in that situation?
- Thinking , reasoning, remembering, problem solving,
- Using symbols and language
- Understanding physical and social worlds
- Imitation
- Object permanence
- Language skills
- Eagerness for learning
- Imagination and creativity in play
- How does child respond to directions?
- How does child answer questions?

How would you expect other children this age to act in these situations? (Based on chronological not adjusted age)

COSF – Understanding the Three Child Outcomes

OUTCOME 3: USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS

Use of appropriate behaviors to meet needs involves taking care of basic needs, getting from place to place, using tools and for older children (24 mo) contributing to their own health and safety. This outcome includes integrating motor skills to complete tasks, self help skills and acting on the world to get what one wants.

- What does the child do when he/she can't get or doesn't have what she wants?
- What does the child do when he/she wants something that is out of reach or hard to get?
- What does the child do when he/she is upset or needs comfort?
- What does the child do when he/she is hungry?
- What does the child do when he/she is frustrated?
- What does the child do when he/she needs help?
- How does the child convey his/her needs?
- Tell about the child's dressing/ undressing?
- Potty training/toileting behaviors/routines?
- What does the child do at mealtime? Same across settings?
- How does the child play with toys?
- Hygiene routines/behaviors? (brushing teeth, washing face/hands, etc.)
- Does the child show awareness of situations that might be dangerous? What does he/she do?
- How does child meet needs? What does child do if he/she cannot meet needs?
- Can child accomplish self help skills similar to his/her peers?
- How does the child respond to delays in receiving expected attention/help from others?
- How does the child respond to challenges?
- Does the child display toy preferences? How do you know?
- How does the child get from place to place?
- What does the child do when he/she is bored? Independent play?
- How does the child respond to problematic or unwanted peer behavior?
- How does the child use materials to have an effect? (drawing, tools etc)
- Taking care of basic needs
- Getting from place to place
- Using motor skills to complete tasks

How would you expect other children this age to act in these situations? (Based on chronological not adjusted age)

Summary Rating

“To what extent does the child show behaviors and skills appropriate for his or her age across a variety of setting and situations?”

The 3 Outcomes:

- Positive Social- Emotional Skills
- Acquiring and Using Knowledge and Skills
- Taking Appropriate Action to Meet Needs

The 2 COSF Questions:

- a. To what extent does this child demonstrate age-appropriate functions, across a variety of settings and situations on this indicator
- b. Has the child shown any new skills or behaviors related to (this outcome) since the last outcome summary.

How it works:

To decide on a rating you must know what behaviors and skills are appropriate for the child’s age. *Based on chronological, not adjusted age.*

Each domain will be scored on a scale of 1-7. Parent input, clinical observation/interaction and an assessment tool will be required to determine the child’s score on each outcome.

Summary Ratings reflect GLOBAL functioning looking at a snapshot of the whole child. It is NOT skill by skill, standardized or split by developmental domains.

Summary Ratings are Based on:

- Curriculum-based and norm-referenced assessments
- Developmental screenings
- Observation and report
- IFSP reports
- Parent input
- Informed Clinical Opinion
- Child care providers, teachers, physicians, people familiar with the child across settings

Summary Ratings are NOT :

- Information on the services provided themselves
- The family’s satisfaction with services
- An explanation of why the child’s functioning is at that level.

Outcome Ratings Defined

7 – Completely

- Child shows behaviors and skills expected in all or almost all everyday situations that are part of the child's life.
- Behaviors are considered **typical** for his/her age.
- **No concerns** about delays on any of the components of the global goal area.
- Developmental services would not be indicated for these children across any domain.

6- Between completely and somewhat (Concerns)

- Child's functioning is generally considered typical for the child's age but there are some concerns about the child's functioning in this outcome area.
- The child's functioning may border on not keeping pace with age-expectations, monitoring of development and progress is suggested.

5- Somewhat (Somewhat)

- Child shows behaviors and skills expected for his/her age **some of the time and/or in some settings and situations.**
- Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.
- Behaviors may be more like that of a **slightly younger child.**
- Some behaviors or conditions may be interfering with the child's ability to achieve age-expected behavior and skills.

4-Between somewhat and nearly (Near Somewhat)

- Child shows *occasional* age-appropriate functioning across setting and situations. More functioning is **NOT** age-appropriate than age-appropriate.

3-Nearly (Emerging)

- Child **does not yet** show functioning expected of a child his or her age in any situation.
- Child uses **immediate foundational skills**, most or all of the time across settings and situations.
- Functioning described as that of a **younger child**.

2- Between nearly and not yet (Near Emerging)

- Child **occasionally** uses **immediate foundational** skills across settings and situations.
- More functioning reflects skills that are **not** immediate foundational than are immediate foundational skills.

1- Not yet (Early Skills)

- Child does not yet show functioning expected of a child his or her age in any situation.
- Child's functioning does not yet include immediate foundational skills upon which to build age- appropriate functioning.
- Child's functioning reflected skills that are foundational skills; developmentally come before immediate foundation skills.
- Child functioning is like that of a much younger child.
- Behaviors/conditions may be seriously interfering with the child's ability to achieve age-expected behavior and skills.

*Use the in between categories of 2, 4 and 6 for children who have some characterizes of two different descriptions.

*Age expected: based on chronological age not adjusted age.

**Definitions for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)**

| | | | |
|-----------------------------|--------------------------|----------|--|
| Overall Age-Appropriate | Completely means: | 7 | <ul style="list-style-type: none"> • Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. • No one has any concerns about the child's functioning in this outcome area. |
| | | 6 | <ul style="list-style-type: none"> • Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. |
| Overall Not Age-Appropriate | Somewhat means: | 5 | <ul style="list-style-type: none"> • Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*. |
| | | 4 | <ul style="list-style-type: none"> • Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate. |
| | Nearly means: | 3 | <ul style="list-style-type: none"> • Child does not yet show functioning expected of a child of his or her age in any situation. • Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a younger child*. |
| | | 2 | <ul style="list-style-type: none"> • Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational. |
| | Not yet means: | 1 | <ul style="list-style-type: none"> • Child does not yet show functioning expected of a child his or her age in any situation. • Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a much younger child*. |

* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.



**Documentation Key for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)***

| | | | |
|-----------------------------|-------------------|----------|--|
| Overall Age-Appropriate | Completely | 7 | <ul style="list-style-type: none"> • Provide examples of child’s age-appropriate functioning • Indicate: “no concerns” |
| | | 6 | <ul style="list-style-type: none"> • Provide examples of the child’s age-appropriate functioning. • Note concerns • <i>If there is evidence of functioning that is not age appropriate, a rating of 6 or 7 should not be assigned</i> |
| Overall Not Age-Appropriate | Somewhat | 5 | <ul style="list-style-type: none"> • Provide examples of child’s age-appropriate functioning • Provide examples of the child’s functioning that is NOT age appropriate |
| | | 4 | <ul style="list-style-type: none"> • Provide examples of age appropriate functioning • Provide examples of the child’s functioning that is NOT age-appropriate • <i>Evidence should show more functioning that is NOT age appropriate</i> |
| | Nearly | 3 | <ul style="list-style-type: none"> • Provide examples of child’s functioning at the immediate foundational skill level ** • <i>No age appropriate functioning should be noted for a rating of 3</i> |
| | | 2 | <ul style="list-style-type: none"> • Provide a few examples of the child’s functioning at the immediate foundational skill level • Provide examples of the child’s functioning that is not yet age appropriate or immediate foundational • <i>Evidence should show more functioning that is NOT immediate foundational than is immediate foundational for a rating of 2</i> |
| | Not yet | 1 | <ul style="list-style-type: none"> • Provide examples of the child’s functioning that is not yet age appropriate or immediate foundational skills • <i>No age-appropriate or immediate foundational functioning should be noted for a rating of a 1</i> |

** Immediate foundational skills are the skills upon which to build age-appropriate functioning.

*Adapted by Mecklenburg County Children's Developmental Services, Charlotte, NC, 6/8/09



Instructions for Completing the Child Outcomes Summary Form

Directions for Completing the Form

1. Page 1: Provide all the requested information. It is strongly recommended that the family be asked to provide information about the child's functioning, but if the family's information was not included, check "not included." Additional state-specific information also may be requested.
2. Questions 1a, 2a, 3a: Circle only **one** number for each outcome. Definitions for the scale points are provided at the end of the instructions.
3. Supporting evidence: Provide the evidence that supports the rating. Indicate the source of the evidence (e.g., parent, speech therapist, teacher, XYZ assessment) and the nature of the evidence from the source. For example, if a child's functioning receives a rating of '5', relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors. A sample completed evidence table is provided below.

| Source of information | Date | Summary of Relevant Results |
|---|---|---|
| Candace's mom | 4/12/06 | Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed. |
| Candace's child care provider | 4/5/06 | Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled. |
| Carolina Curriculum for Infants and Toddlers with Special Needs | Administered 3/13/06 | Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months |
| Developmental specialist | Observed over a 4 week period in March 2006 | Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance. |

4. Questions 1b, 2b, 3b: Complete questions 1b, 2b, and 3b only when questions 1a, 2a, and 3a have been answered previously. Circle one number to indicate if the child has made progress since the previous outcomes rating. Progress is defined as the acquisition of at least one new skill or behavior related to the outcome. Describe the general nature of the progress in the space provided.



To Help You Decide on the Summary Rating for Questions 1a, 2a, and 3a:

This outcomes summary asks you to consider and report on what is known about how this child behaves across a variety of settings and situations. * Children are with different people (for example, mother, big brother, child care provider) and in different settings (for example, home, grocery store, playground). The summary rating provides an overall picture of how the child behaves across the variety of people and settings in his or her life at this particular time in his or her life.

In addition to summarizing across settings and situations, the rating process asks you to compare a child's skills and behaviors to those of his or her same-age peers. For each of the three summary questions, you need to decide the **extent to which the child displays behaviors and skills expected for his or her age** related to each outcome area.

The summary scale is based on a developmental framework that assumes:

1. Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;
2. These skills and behaviors emerge in a somewhat predictable developmental sequence in most children, thus allowing for descriptions of what 2 year olds generally do, what 3 year olds generally do, etc.;
3. The development of children with disabilities can be compared to the development of their same-age peers.
4. Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways. Teachers and therapists can use the earlier skills to help children move to the next higher level of functioning developmentally. We refer to these earlier skills that serve as the base and are conceptually linked to the later skills, as "**immediate foundational skills.**" For example, children play along side one another before they interact in play.
5. Some children's development is characterized by delays, meaning they acquire skills and behaviors at a substantially slower pace than other children.
6. Some children's development is atypical in that their functioning is so different from that of other children their age that it is considered outside the limits of age expected behavior for children of that age.

Use the following information to help you answer each question:

- Ratings are expected to take into account the child's functioning across a full range of situations and settings. Therefore, information from many individuals in contact with the child could be considered in deciding on a rating. These may include (but are not limited to): parents and family members, caregivers or child care providers, therapists, service providers, case managers, teachers, and physicians. If there is not enough information available about a child's functioning across settings and situations, you will need to gather more information before you can decide on a rating.
- Many types of information could be considered in selecting a rating. These may include (but are not limited to): parent and clinical observation, curriculum-based

* Note: The outcomes summary form was not designed to determine eligibility for services. It would be inappropriate to use it in this way.



assessments, norm-referenced assessments, service provider notes about performance in different situations, and progress and issues identified in the IFSP/IEP or individualized planning process.

- Depending on the assessment tool, assessment tools can be a useful source of information for reaching a summary decision but resulting information should be placed in context with other information available about a child. Many assessment tools are domain-based and were not designed to provide information about functional behaviors and functioning across a variety of situations. Knowing that a child has or has not mastered assessment items that are related to the outcome provides helpful information but the information should be used in conjunction with what else is known about the child. A high score on a set of items in a domain related to the outcome might not mean the child has achieved the outcome and, conversely, a low score might not mean the child has not achieved it.
- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day. Ratings should convey the child's functioning across multiple settings and in everyday situations, *not* his/her capacity to function under unusual or ideal circumstances.
- A standardized testing situation is an unusual setting for a young child. If the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.
- If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child's culture to decide if child's functioning is at the level expected for his or her age.
- If the child was born prematurely, use the expectations for the child's chronological age, not the corrected age. The intent of the form is to describe the child's current functioning relevant to expectations for his or her age. Presumably over time and with support, many children born prematurely eventually will perform like same age peers.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present. Ratings are to reflect the child's **actual** functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology.

Additional Information

The outcomes reflect several beliefs about young children:

- It is important that all children be successful participants in a variety of settings both now and in the future. Achieving the three outcomes is key to being successful participants in life.



- Programs for young children and their families are working to ensure that all children will have the best possible chance of succeeding in kindergarten and later in school – even though school might be several years off for some children. Children who have achieved the outcomes at a level comparable to their same aged peers prior to kindergarten entry have a high probability of being successful in kindergarten.
- Learning and development occur continuously in the years preceding kindergarten. There is much variation in how children develop but children whose development is consistently below what is expected for their age are at risk of not being successful in kindergarten and later school years.



COSF- Understanding Foundational Skills

The COSF uses a 7 point scale for rating a child's functioning in each of the three outcome areas. Ratings for each outcome are based on the child's functioning across a variety of settings, and the skills needed to function in an age expected way across each outcome.

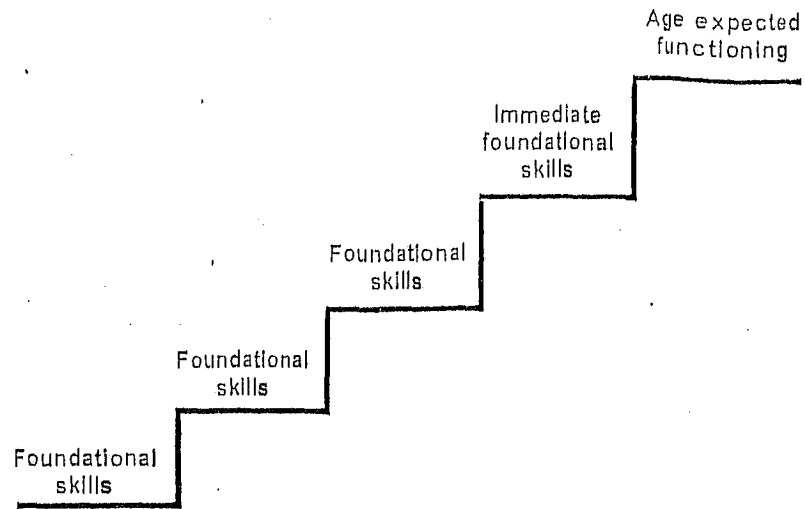
In order to complete the COSF rating scale accurately the provider needs to be familiar with the following concepts: *age expected functioning*, *immediate foundational skills* and *foundational skills*.

AGE EXPECTED: the child shows functioning expected for his/her age across environments and everyday situations. No developmental concerns across domains. Age expected is based on the chronological age of the child; adjusted ages are not utilized. "How would a typically developing child function in the same situation".

IMMEDIATE FOUNDATIONAL SKILLS: The set of skills and behaviors that occur developmentally just prior to age-expected functioning. They are the most recent set of foundational skills that children master and move beyond. A child's functioning does not yet meet age expectations but he/she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning. The basis on which to build age-expected functioning. Functioning like that of a younger child.

FOUNDATIONAL SKILLS: Skills and behaviors that occur earlier in development and serve as the foundation for later skill development. All skills that lead to higher levels of functioning are foundational skills. Skills that serve as the base for and are conceptually linked to later skills. Functioning like that of a *MUCH* younger child.

How Foundational Skills Lead to Age-Expected Functioning

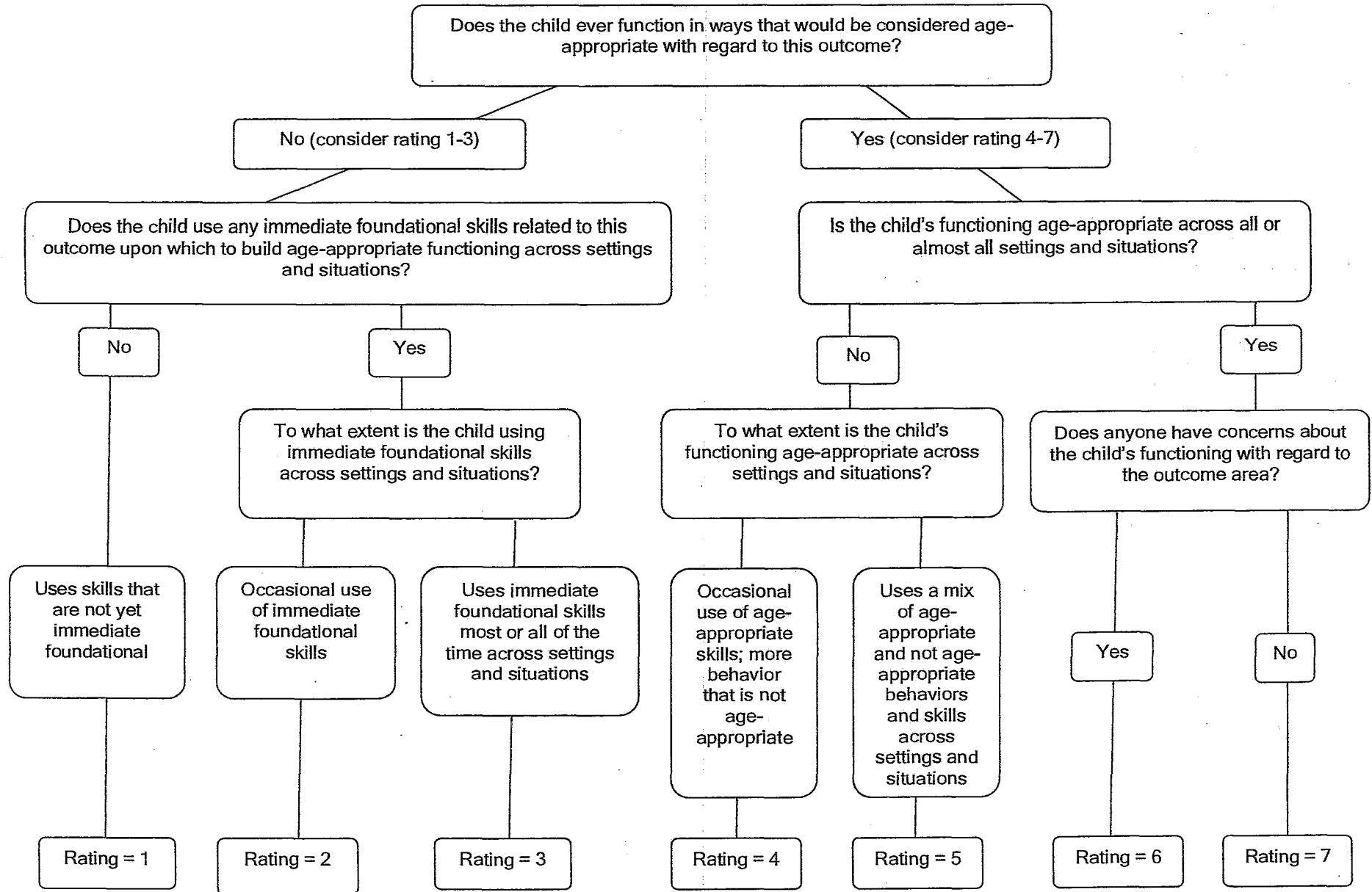


Note: The number of steps and the length of the time frame for each step can vary for different kinds of developmental accomplishments. The equal stairs are shown only for illustration.

| Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations | Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations: | Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations |
|---|---|--|
| 1. Positive social-emotional skills (including social relationships); | | |
| <i>Age-appropriate</i> | <i>Immediate foundational:</i> | <i>Foundational</i> |
| 2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); | | |
| <i>Age-appropriate</i> | <i>Immediate foundational:</i> | <i>Foundational</i> |
| 3. Use of appropriate behaviors to meet their needs. | | |
| <i>Age-appropriate</i> | <i>Immediate foundational:</i> | <i>Foundational</i> |

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Decision Tree for Summary Rating Discussions



Using the HELP

The HELP assessments, including the *HELP Strands*, are not norm-referenced or standardized and will not yield a single age level or score. The major purpose of the HELP as a curriculum assessment is to indentify curriculum outcomes, goals strategies and activities.

The HELP can assist in:

- Determining approximate or estimated developmental levels within and between major developmental domains
- Documenting whether a child is displaying skills and behaviors expected for his/her age
- Developing meaningful descriptions of a child's behavior
- Documenting skills and behaviors that are of poor quality, atypical or dysfunctional
- Interpreting how one area of development may be influencing another are of development.

Reminders:

- No child is expected to display all HELP skills listed or display all skills for an age range. Be sure to consider individual, environmental, or cultural differences per child.
- The age ranges reported in the HELP are the ages at which a skill or behavior typically *begins* according to the literature. These age ranges are not when a skill begins and ends. Some skills are time limited and emerge into more complex skills, while others are lifetime skills. Literature varies regarding the age at which a skill emerges, for example one source may have reported 9 months, another source 10 months, and another source 12 months. HELP would list that skill at the 9-12 month age range.
- *HELP Strands* are hierarchical in nature; one skill leads to or builds the foundation for the next skill.

COSF- Utilizing the HELP Strands to Inform Outcomes

OUTCOME 1: Positive Social-Emotional Skills

Item numbers correspond with items from the HELP Strands (Hawaii Early Learning Profile). *Items are recommendations- utilize clinical judgment when evaluating assessment items. Items on the Strands are numbered by domain. Items are provided in order as they appear on the assessment.*

(0) Regulatory/ Sensory Organization

1.01 5.15
5.01 5.18
5.05 1.54
1.02 5.61
1.06
5.08

(1) Cognitive

5.52 1.21
1.130 1.24
1.153 1.67
1.14

(2) Language

1.12 2.41 5.58
2.16 2.71 2.14
1.38 1.06 2.72
1.55 5.21 2.74
1.43 2.19 2.88
1.56 1.73 1.106
2.29 2.39

(5) Social Emotional

5.01 5.62 5.12
5.04 5.94 5.26
1.18 2.02 5.38
5.20 5.07 5.59
5.25 5.55 5.66
5.31 5.63 5.70
5.36 5.14 5.76
5.41 5.43 5.78
5.68 5.56 5.93
6.75 5.04
5.50 5.07

COSF- Utilizing the HELP Strands to Inform Outcomes

OUTCOME 2: Acquiring and using knowledge and skills

Item numbers correspond with items from the HELP Strands (Hawaii Early Learning Profile). *Items are recommendations- utilize clinical judgment when evaluating assessment items. Items on the Strands are numbered by domain. Items are provided in order as they appear on the assessment.*

(0) Regulatory/Sensory Organization

1.35
5.60
1.127
1.152

(1) Cognitive

| | | | |
|-------|-----------|-------|-------|
| 5.35 | 1.66 | 1.53 | 1.44 |
| 5.52 | 1.84 | 4.64 | 1.60 |
| 5.77 | 1.96 | 1.95 | 1.117 |
| 1.130 | 1.20 | 1.88 | 1.143 |
| 1.153 | 1.32a,b,c | 1.128 | |
| 1.142 | 1.46 | 1.147 | |

(2) Language

| | | |
|---------|------|------|
| 2.16 | 2.40 | 2.72 |
| 1.55 | 2.41 | 2.88 |
| 1.112 | 2.50 | 2.98 |
| 1.140 | 2.69 | |
| 1.56 | 2.92 | |
| 1.33a,b | 2.99 | |

(4) Fine Motor

| | |
|-------|-------|
| 4.79 | 4.76 |
| 4.91 | 1.83 |
| 1.114 | 1.116 |

(5) Social Emotional

1.17
5.39
5.77
1.33

COSF- Utilizing the HELP Strands to Inform Outcomes

OUTCOME 3: Taking appropriate action to meet needs

Item numbers correspond with items from the HELP Strands (Hawaii Early Learning Profile). *Items are recommendations- utilize clinical judgment when evaluating assessment items. Items on the Strands are numbered by domain. Items are provided in order as they appear on the assessment.*

(0) Regulatory/Sensory Organization

6.29

6.61

(1) Cognitive

1.15 1.98

5.52 1.142

1.53 1.143

1.95

(2) Language

2.26 1.119

1.124 2.31

1.91

(3) Gross Motor

3.21 3.52 3.146

3.34 3.61

3.23 3.70

3.46 3.79

3.68 3.113

3.71 3.81

(4) Fine Motor

4.31 4.44

4.40 4.34

(5) Social Emotional

5.21 5.24 2.02

5.41 5.39 5.43

5.86 5.82

6.75 5.94

(6) Self Help

6.01 6.47 6.18 6.59

6.19 6.57 6.21 6.85

6.29 6.70 6.25 6.83

6.40 6.72 6.31 6.51

6.39 6.92 6.38 6.60

6.41 6.07 6.43

Using the HELP- Parent Questions

Sample questions to facilitate a family-directed assessment of their child's unique strengths and needs as well as family concerns, priorities and resources related to enhancing their child's development. These questions help identify family roles, beliefs, and values as they relate to the development of their child, and family preferences regarding the assessment process and content.

General Examples: for each question you may need to ask for more specifics. "Can you tell me more about that", "can you give me some examples", "when does this usually occur", "how often".

- How would you describe your child's personality?
- How are things going with your child's sleep habits?
- Have you noticed if your child seems to get upset startle, pull away or stiffen up when he:
 - Is cuddled or held?
 - Sees or touches certain textures or toys?
 - Is given a bath? Dressed or undressed?
 - Is in certain positions (tummy, back etc.)
 - Gets food or other messy things on face or hands?
 - Is around certain smells?
 - Hears certain sounds?
- Does your child mouth his/her toys?
- What are some toys/house hold objects that your child likes to play with?
- Can you tell me a little about how he plays with the toys you mentioned?
- Is there anything about the way your child plays with toys that you think is especially important?
- Have you noticed your child imitating and gestures or body movements you make?
- Has your child had any ear infections or fluid in the ears?
- Does your child have any toys that rattle or make sound? Does he intentionally shake etc. them to hear the sound?
- Have you notice if your child looks for sounds or voices he can't see?
- Any concerns about your child's hearing?
- Does you child look for things out of sight?
- Has your child figured out how to open any doors at home? Can your child get things when they are placed up high on something?
- Can you tell me about how your child plays with things like blocks and boxes?
- What does your child do when you show him pictures in a photo album? Are there certain pictures your child seems to like best?
- Does your child seem to recognize the difference between basic colors? Basic shapes? Does your child attend to puzzles?
- Does your child understand quantity- "take just one", sizes?
- Can you give me an example of how your child lets know when he understands what you are saying to him?
- Does your child know the names of any body parts?
- Can you think of some simple requests or directions that your child seems to understand and be able to follow?
- About how many words have you heard your child say?

- What do you think is the best way for us to assess the words your child is learning to say?
- Have you heard your child put words together in a sentence?
- How much of your child's speech can you understand?
- Can other people usually understand what your child is saying?
- How does your child react to songs or music?
- What is your child's favorite positions for sleeping? Playing?
- How much time does your child spend on his back? Tummy?
- Have you noticed if there are some positions or movements your child tries to make that he seems to be having some difficulty with?
- Do you have any concerns about your child's vision?
- Are there certain colors, lights or things that he seems to prefer looking at? That he seems to avoid?
- Have you noticed some things your child tries to do with his hands that he seems to be having some difficulty with?
- Does your child seem to use one hand more than the other?
- How does your child interact with books, crayons, puzzles etc?
- How does your child let you know he loves you?
- Can you tell me a little bit about how your relationship seems to be going with your child?
- Does your child seem to act differently with you than other people?
- Are there some things your child can do really well that he feels proud of?
- How does your child react when looking in a mirror?
- How does your child express how he is feeling?
- What kinds of rules or limits do you have for your child at bedtime? Mealtime? Play? Etc.
- Who are the primary people who interact with / discipline your child?
-
- Does your child seem to especially like or dislike certain movements (rocking, lifting etc?)
- Have you noticed if he likes to rock himself?
- How does your child do during mealtimes? Are there some foods he loves or avoids?
- How does your child react when he falls or gets hurt?
- Does your child seem to have any difficulty attending to a toy or person?
- Have you or your child's physician identified any allergies?
- Are there any other aspects of how your child reacts to movement, touch, sights, or sounds that I have not asked you which you think are important to consider?

**Hawaii Early Learning Profile (HELP® Birth to 3, ©2004):
Crosswalk to Child Outcomes**

| Outcome 1 Has positive social relationships | Outcome 2 Acquires and uses skills and knowledge | Outcome 3 Takes appropriate action to meet needs |
|---|--|--|
| <p>5.0 SOCIAL-EMOTIONAL 5-1 Attachment/separation/autonomy 5-3 Expression of emotions and feelings 5-4 Learning rules and expectations 5-5 Social interactions and play</p> <p>2.0 II. LANGUAGE -EXPRESSIVE 2-4 Communicating with others A. Gesturally B. Verbally</p> | <p>1.0 COGNITIVE DEVELOPMENT 1-1 Development of symbolic play 1-2 Gestural imitation 1-3 Sound awareness and localization* 1-4 Problem solving A. Object permanence C. Cause and effect 1-5 Spatial relationships 1-6 Concepts A. Pictures B. Numbers 1-7 Discrimination/classification A. Matching and sorting B. Size C. Associative</p> <p>2.0 I. LANGUAGE - RECEPTIVE 2-1 Understanding the meaning of words A. Objects, events, and relationships B. Body parts 2-2 Understanding and following directions</p> <p>2.0 II. LANGUAGE - EXPRESSIVE 2-3 Expressive vocabulary 2-4 Communicating with others A. Gesturally B. Verbally 2-5 Learning grammar and sentence structure 2-6 Development of sounds and intelligibility 2-7 Communicating through rhythm</p> | <p>1.0 COGNITIVE DEVELOPMENT 1-4 Problem solving B. Means-ends</p> <p>3.0 GROSS MOTOR DEVELOPMENT* 3-1 Prone 3-2 Supine 3-3 Sitting 3-4 Weight-bearing in standing 3-5 Mobility and transitional movements 3-6. Reflexes/reactions/responses A. Reflexes/reactions B. Anti-gravity responses 3-7 Advancing postural control A. Standing B. Walking/running D. Climbing E. Stairs</p> <p>4.0 I. FINE MOTOR DEVELOPMENT- FOUNDATIONS* 4-2 Grasp and prehension 4-3 Reach/approach 4-4 Development of voluntary release 4-5 Bilateral and midline skills</p> |

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.

During the Direct Child Assessment Suggested Steps

1. Bring any notes you've prepared prior to the direct assessment (i.e., "Eliciting Situations" and Credit Notes) with the HELP assessment recording form you've chosen (i.e., *HELP Strands* or *HELP Checklist*) into the direct assessment.
2. Record the child's responses to eliciting situations and observations of parent-child interactions directly on the HELP assessment form or note paper.
Suggested credit codes:
 - + skill or behavior is present
 - skill is not present
 - +/- skill appears to be emerging
 - A skill or behavior is atypical or dysfunctional
 - N/A item is not applicable or not appropriate to assess due to disability or parent preference.
 - O circle any credit (i.e., +, -, or A) when the environment or caregiver interactions compromise the child's development in this area, and whenever family requests additional information or help in this area.

Note: In domain 0.0 - Regulatory/Sensory Organization, there are two credit options for "Atypical" reactions or responses:

 - A+ hyper responsive
 - A- under responsive
3. Continue assessing until the child loses interest, tires, or cannot complete higher level tasks.
If you are using the *HELP Strands*: (see i.23)
 - a. If a child displays two or more skills in a row with good quality, you can generally assume that he has achieved earlier skills because of their hierarchical relationship.
 - b. You can usually stop trying to elicit skills in a strand after the child has missed two skills in a row.

Using the *HELP Checklist* or the *HELP Charts*, since skills are not always in hierarchical order, you may need to assess at least 4-5 skills above and below the child's apparent developmental level. Use clinical judgment.
4. Continue the family interview process.

HELPful Tips

You generally do not need to bring *Inside HELP* into the direct child assessment. Use it for a reference guide prior to and after the direct assessment.

Abbreviated definitions and credit notes are already included on the *HELP Strands*.

If more than one discipline is involved during the direct assessment, they can act as a consultant to the primary evaluator (professional and/or parent) by "coaching from the sidelines" to help elicit specific skills, and to record responses and interactions.

Some crediting is tentative at this point and will need to be confirmed after the assessment with the credit criteria listed for each skill in *Inside HELP*.

Record any needed adaptations directly on the HELP assessment you are using.

If a child "masters" a skill, you will still include it in your intervention plan if it is circled, for example, if the child can "Pull up to stand" but there are no sturdy furnishings at home for the child to use, you would circle this credit and could include interventions.

See "Sample Structure of a Direct Assessment," page i.30.

If permitted, use videotaping to help capture subtle responses and to confirm questionable credits after the assessment.

How to Determine and Report Levels of Development

IMPORTANT REMINDERS!

- No child is expected to display all HELP skills listed nor display all skills for an age range. Be sure to consider individual, environmental, or cultural differences per child.
- The age ranges reported in HELP are the ages at which a skill or behavior typically *begins* according to the literature. These age ranges are **not** when a skill begins *and* ends! Some skills are time-limited and emerge into more complex skills, while others are lifetime skills. Literature varies regarding the age at which a skill emerges, for example, one source may have reported 9 month, another source 10 months, and another source 12 months. HELP would list that skill at the 9-12 month age range.
- HELP is a curriculum-based assessment, **not** a standardized test. It will **not** yield a definitive single age level or score. The major purpose of HELP as a curriculum assessment is to identify curriculum outcomes, strategies and activities.
- If your program requires standardized scores for eligibility purposes, HELP can be used *in conjunction* with a standardized test (see page i.34) to help pinpoint strengths and needs, and to help develop outcomes, strategies and activities.

- *The following instructions and examples provide general "rule of thumb" guidelines for determining approximate developmental levels. There are no exact rules or formulas that will apply for every child or every assessment to derive developmental levels. Use clinical judgment and item analysis in this process (see the bottom of page i.34).*
- *Each Strand Preface in Inside HELP provides specific strand-related information for determining and reporting developmental levels under "General Assessment Procedures."*

Using the HELP Strands (see examples 1. - 5. below) to Determine Approximate Levels of Development

1. The highest skill in each strand.

The highest skill in each strand that the child can accomplish with good quality is, generally, the approximate developmental level of the child for that strand when he has accomplished at least two consecutive skills. If a child displays two or more skills in a row with good quality, you can generally assume that he has achieved earlier skills because of their hierarchical relationship within the strand. Conversely, after a child misses more than two skills or behaviors in a sequence, you can generally assume the child has not yet accomplished higher skills in that particular strand. See the examples below.

Example 1: Reporting for a 24 month-old child from Strand 1-4A. Object Permanence (Cognitive Domain):

| <i>Date</i> | <i>Credit</i> | <i>Skill#</i> | <i>Age</i> | <i>Skill</i> |
|----------------|---------------|---------------|------------|---|
| <i>7/14/96</i> | <i>+</i> | 1.49 | 9-12 | Finds hidden object under three superimposed screens |
| <i>7/14/96</i> | <i>+</i> | 1.62 | 11-13 | Hidden displacement one screen |
| <i>7/14/96</i> | <i>+</i> | 1.78 | 13-14 | Hidden displacement two screens |
| <i>7/14/96</i> | <i>+</i> | 1.80 | 14-15 | Hidden displacement three screens |
| <i>7/14/96</i> | <i>+</i> | 1.81 | 14-15 | Hidden displacement two screens alternately |
| <i>7/14/96</i> | <i>-</i> | 1.94 | 17-18 | Series of hidden displacements; object under last screen |
| <i>7/14/96</i> | <i>-</i> | 1.113 | 21-22 | Series of hidden displacements; object under first screen |

Note: The Date and Credit are shown in italics to represent your assessment information for the child.

In example 1, the "approximate" developmental level for the child on Strand 1-4A is 14-15 months, per the "general rule" cited in example 1 above. However, every child and assessment situation is unique. There are exceptions to example 1 above which are outlined below in examples 2 through 5.

2. The age range listed for the highest skill is not always the developmental range that you will report.

This situation can occur when:

- There is a wide age range listed for a skill, e.g., more than 3 months
- There is a several month gap between skills
- A child is older or developmentally higher than the age range listed for the last skill in a strand.

2a. If the age range of the skill which is the child's highest credit is greater than the age range of the next skill in that strand (which he could not accomplish), you would not report the child's developmental level as the full range reported for the skill accomplished.

Example 2a: Reporting for a 12 month-old child from Strand 1-4B. Means-Ends (Cognitive Domain):

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|---------|--|
| 7/14/96 | + | 1.25 | 5-6.5 | Reaches for second object purposefully |
| 7/14/96 | + | 1.26 | 5-9 | Works for desired, out-of-reach object |
| 7/14/96 | - | 1.40 | 6.5-7.5 | Retains two of three objects offered |
| 7/14/96 | - | 1.45 | 8-10 | Retains two and reaches for third object |
| | | 1.47 | 8-10 | Retrieves object using other material |
| | | 1.46 | 8-11 | Overcomes obstacle to obtain object |

In example 2a above, the "approximate" developmental level for the child on Strand 1-4B would be 5-7 months since the highest skill mastered in Means-Ends was #1.26 "Works for desired, out of reach object." This skill has an age range of 5-9 months. But since the child could not master higher skills in this strand with a lower age range, e.g., "Retains two of three objects offered," with an age range of 6.5-7.5, and "Retains two and reaches for 3rd object" with an age range 8-10 months, you would **not** report that the child displayed Means-Ends skills in the 5-9 month range. Instead, you could report e.g., "Johnny displayed Means-Ends skills at about the 5-7 month developmental level. He worked to attain an out-of-reach object, and purposely reached for a second object while holding one, but could not yet figure out how to obtain a third object."

2b. If there is a gap in age between skills within a strand, use clinical judgment to report the child's developmental level in that area, depending on the situation.

Example 2b: Reporting for a 17 month-old child from Strand 1-4C. Cause and Effect (Cognitive Domain):

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|-------|---|
| | | 1.30 | 5.5-8 | Shows interest in sounds of objects |
| | | 1.24 | 5-9 | Touches toy or adult's hand to restart activity |
| 2/12/97 | + | 1.50 | 9-12 | Guides action on toy manually |
| 2/12/97 | + | 1.67 | 12-15 | Hands toy back to adult |
| 2/12/97 | - | 1.98 | 18-22 | Attempts and then succeeds in activating mechanical toy |

In example 2b, the "approximate" developmental level for the child on Strand 1-4C would be "age appropriate" since skill# 1.98 "Attempts and then succeeds in activating mechanical toy" is listed as typically emerging at any time within the 18-22 month range. The skill listed immediately before this, #1.67, "Hands toy back to adult" has an age range of 12-15 months. There is a three month gap between skills 1.67 and 1.98. If a 16- or 17-month old passed skill# 1.67 but not #1.98, you would **not** say that he displayed Cause and Effect skills at the 12-15 month level since this could imply a delay. Instead, you would report that the child displayed Cause and Effect skills which are typical for his age (i.e., age appropriate), and provide some examples.

2c. If a child accomplishes the highest level skill in a strand which has an age range less than the child's actual age, and if he displays higher level skills in other strands, use the higher ranged strand as your point of reference.

Example 2c: Reporting for a 10 month-old child (Gross Motor Domain):

Strand 3-1: Prone (lying on stomach)

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|-------|-----------------------------------|
| 6/10/97 | + | 3.07 | 3-5 | Holds head up 90 degrees in prone |
| 6/10/97 | + | 3.26 | 4-6 | Bears weight on hands in prone |
| 6/10/97 | + | 3.43 | 6-7.5 | Holds weight on one hand in prone |

end of strand 3-1; so you would also consider other strands, such as, 3-2, 3-3, 3-4 below

Strand 3-2: Supine (lying on back)

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|-------|---|
| 6/10/97 | + | 1.29 | 5-6 | Brings feet to mouth |
| 6/10/97 | NA | 3.35 | 5-6.5 | Raises hips pushing with feet in supine |
| 6/10/97 | + | 3.42 | 6-8 | Lifts head in supine |
| 6/10/97 | + | 5.27 | 6-12 | Struggles against supine position |

Strand 3-3: Sitting

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|-----|--|
| 6/10/97 | + | 3.33 | 5-6 | Holds head erect when leaning forward |
| 6/10/97 | + | 3.34 | 5-8 | Sits independently indefinitely, but may use hands |
| 6/10/97 | + | 3.51 | 8-9 | Sits without hand support for 10 minutes |

Strand 3-4: Weight bearing in Standing

| Date | Credit | Skill# | Age | Skill |
|---------|--------|--------|---------|----------------------|
| 6/10/97 | + | 3.60 | 9.5-11 | Stands momentarily |
| 6/10/97 | - | 3.68 | 11-13 | Stands a few seconds |
| 6/10/97 | - | 3.71 | 11.5-14 | Stands alone well |

In example 2c, you would report "age appropriate" in Gross Motor. Do not report that child is at 6-7.5 month level in Prone unless he cannot accomplish higher skills in other Gross Motor strands.

3. Skills in Strand 1-5 Spatial Relationships, may not be in exact sequential order.

Several different spatial concepts are targeted in this strand. Therefore, although skills are sequenced according to age, these skills do not necessarily build upon each other. Hence, you cannot always assume that a child has achieved earlier skills in this strand when he displays higher skills, nor assume that he cannot achieve higher skills when he misses two consecutive skills. It is recommended that several items be assessed below and above the level at which the child seems to be developing.

4. In some cases you should not report developmental level.

- a. Sometimes a child may display persistent atypical or dysfunctional skills and behaviors that are not typical or appropriate at any age, e.g., pervasive repetitive behaviors, self destructive behavior, obligatory abnormal posturing. A description of these patterns is usually more appropriate than reporting levels.
- b. Some areas of development may be inappropriate to assess due to a child's disability, e.g. "Picture Concepts" for a child who is blind, or "Advancing Postural Control and Motor Planning" skills for a child who is non-ambulatory.
- c. Section 0.0 - Regulatory/Sensory Organization focuses upon the child's self-regulation capacities and his capacities to perceive and organize various sensory experiences. The purpose of this area is to look for patterns of preferences, capacities, and difficulties related to Regulatory/Sensory Organization. It is not appropriate to assign specific age ranges in this area. Instead, child responses can be described as "Typical," "Over-reactive" or "Under-reactive."

5. A delay can be "normal" for a child with a specific disability when compared to a child who does not have a disability.

For example, a delay in self-initiated mobility is normal for a child who is blind. The developmental ranges listed in HELP are based upon children who do not have disabilities. Be sure to review Assessment Adaptations for every strand in *Inside HELP* when assessing and reporting for children with disabilities.

Cognitive & Social Emotional Development Milestones

| Age | Cognitive | Social Emotional |
|-------------|---|---|
| 0-3 Mos. | <p>Quiets when picked up Shows pleasure when touched Responds to sounds and voice Shows interest in person or object for at least 1 minute Listens to voice for 30 seconds Shows anticipatory excitement by kicking legs and waving arms Searches with eyes for sound Inspects own hands Watches speakers eyes and mouth</p> | <p>Enjoys and needs a great deal of physical contact and tactile stimulation Uses gaze aversion when over stimulated (i.e. will look away) Focuses on face Smiles reflexively Establishes eye-contact Molds and relaxes body when held Draws attention to self when distressed Prefers people over objects Responds with smile when socially approached</p> |
| 3-6 Mos. | <p>Uses hands and mouth for sensory exploration (begins sensory play) Turns eyes and head to sound of hidden voice Begins play with rattle Follows the path of a slowly moving object Enjoys repeating newly learned activity Plays with own hands, fingers, toes Tries to bat at hanging toys (first non-directed, then directed) Finds a partially hidden object Brings feet to mouth Begins to recognize self can make things happen (begins cause & effect) May smile at mirror intage Continues a familiar activity by initiating movements involved</p> | <p>True social smile Laughs while socializing, cries if play is disrupted Stops unexplained crying when a caregiver attends to them Vocalizes in response to adult talk and smile Discriminates strangers from people that they see regularly Socializes with strangers/anyone Demands social attention Vocalizes pleasure and displeasure Becomes aware of strange situations Enjoys social play</p> |
| 6-9 Mos. | <p>Works for desired out of reach object Discriminates between self and mother in mirror Plays with paper Touches toy or adults hand to restart an activity Distinguishes between friendly and angry voices Shows interest in sounds of objects Responds to facial expressions Plays "peek-a-boo" Smells different things Plays 2-3 minutes with a single toy Looks for family members or pets when named Shows delight in making a toy perform (cause & effect) Imitates familiar, then new sound</p> | <p>Recognizes mother visually Repeats enjoyable activities Cries or shouts for attention Cries in response to another infant's cries Claps when does something he/she likes Displays stranger anxiety Lifts arms to mother Explores adult features Smiles at mirror image</p> |

Cognitive & Social Emotional Development Milestones

| Age | Cognitive | Social Emotional |
|---------------|--|--|
| 9-12 Mos. | <p>Understands pointing</p> <p>Uses locomotion to regain object and resumes play</p> <p>Activates a simple mechanical toy</p> <p>Responds to simple requests (i.e. "Give me." "Sit down.")</p> <p>Overcomes obstacle to obtain a desired object</p> <p>Listens selectively to familiar words</p> <p>Finds hidden object (understands object permanence)</p> <p>Throws objects</p> <p>Drops objects systematically (enjoys dump and fill play)</p> <p>Listens to speech without being distracted by other sources</p> <p>Understands what "no-no" means and reacts</p> <p>Removes round puzzle piece from form board (i.e. large knob puzzle)</p> <p>Takes stacking rings apart</p> <p>Demonstrates drinking from a cup</p> <p>Enjoys looking at picture books</p> <p>Stacks rings</p> <p>Moves to rhythm</p> <p>Recognizes familiar adult in picture</p> | <p>Shows like-dislike for certain people, objects, places</p> <p>Lets only primary caregiver meet his needs</p> <p>Extends toy to show others, not for release</p> <p>Tests parental reactions during feedings and bedtime</p> <p>Engages in simple imitative play</p> <p>Explores environment enthusiastically</p> <p>Enjoys turn-taking games (i.e. rolling a ball back and forth)</p> |
| 12-18 Mos. | <p>Imitates several new gestures</p> <p>Hands toy back to an adult</p> <p>Enjoys messy activities</p> <p>Using a nesting toy can nest 2 of 3 objects (i.e. cups or blocks)</p> <p>Pulls string to obtain a toy</p> <p>Makes detours to retrieve objects</p> <p>Matches simple shapes (square, circle, triangle with a shape sorter)</p> <p>Matches primary colors</p> <p>Recognizes several people in addition to family</p> <p>Pats pictures</p> <p>Helps turn pages</p> <p>Brings objects from another room on request</p> <p>Identifies body parts</p> <p>Points to distant objects outdoors</p> <p>Matches identical simple pictures of objects</p> <p>Parallel play (plays with same toys, but not with other child)</p> | <p>Likes to be in constant sight and hearing of adult</p> <p>Gives toy to familiar adult spontaneously and upon request</p> <p>Asserts independence (the "no" stage!)</p> <p>Acts impulsively, unable to recognize rules</p> <p>Displays frequent tantrum behaviors</p> <p>Likes to be around other children</p> <p>Needs and expects rituals and routines</p> <p>Begins to show a sense of humor</p> <p>Enjoys imitating adult behavior</p> <p>Plays ball cooperatively</p> <p>Shows toy preferences</p> <p>Tends to be messy</p> <p>Enjoys being center of attention</p> <p>Hugs and kisses parents</p> <p>Wants praise for good performance</p> |

Cognitive & Social Emotional Development Milestones

| Age | Cognitive | Social Emotional |
|-----------------------|---|--|
| <p>18-24 Mos.</p> | <p>Understands most noun/objects and can identify in pictures Solves simple problems using tools Points to distant objects outside Uses play dough and paints Paints within limits of paper (paints on the paper not paper and table) Points to several clothing items on request Explores cabinets and drawers Matches sound to animals Rights familiar pictures (i.e. sky to the top of the page and grass at the bottom) Sorts objects by category (i.e. pretend food in one container, blocks in another) Recognizes self in photograph Understands personal pronouns, some action verbs and adjectives Remembers where objects belong Turn pages one at a time Engages in simple make believe activities (i.e. feeds a baby doll or favorite stuffed animal)</p> | <p>Expresses affection Shows jealousy at attention given to others Possessive of toys and has difficulty sharing Shows a variety of emotions (fear, anger sympathy, modesty, guilt, embarrassment, anxiety, joy) Feels easily frustrated Interacts with peers using gestures Enjoys solitary play, coloring, books, building Enjoys rough and tumble play Attempts to comfort others in distress Defends possessions Onset of emotion language, begins to label emotions (i.e. happy, sad, mad) Values own property, uses word "mine"</p> |
| <p>24-30 Mos.</p> | <p>Plays with dolls, attributing emotions to them Understands concept of one Identifies rooms in own house Demonstrates use of objects Finds details in favorite book (i.e. points out the dog's nose or finds the fork) Follows two-part directions Listens to stories Understands many action verbs Sorts by shape or color</p> | <p>Distinguishes self as separate person; contrasts self with others Displays shyness with strangers Displays dependent behavior (clings and whines) Tends to be physically aggressive (bites or hits out of frustration) Frustration tantrums peak Engages best with just one older child Dramatizes using a doll Dawdles and procrastinates May develop sudden fears Shows independence, runs ahead of mother outside, refuses to hold hand Shows extreme emotional shifts Says "no", but submits anyway</p> |

Cognitive & Social Emotional Development Milestones

| Age | Cognitive | Social Emotional |
|---------------|--|--|
| 30-36 Mos. | Involves other children or adults in play sequences Understands simple opposite concepts (big/little, wet/dry, up/down) Pretend play used to act out and talk about feelings Understands gender in self and others Identifies objects with their use Identifies body parts with their function Matches similar pictures of objects Stacks rings in correct order Understands concept of two Identifies familiar objects by touch Points to body parts on picture of a doll Understands all common verbs, most common adjectives | Begins to obey and respect simple rules Shares toys, helps others Talks with loud, urgent voice Resists change, very ritualistic Difficulty with transitions Participates in circle and interactive games Takes pride in own achievements, but often resists help (can be seen earlier) Able to talk about emotions and what elicits them |

References:

Hawaii Early Learning Profile. (1988). VORT Corporation, Palo Alto, CA.

Linder, T. (2005) Transdisciplinary Play-Based Assessment. "Social Emotional Age Tables."

Alternative Sources:

Zero to Three (www.zerotothree.org)

Center for Disease Control (www.cdc.gov navigate to life stages)

Language Development

| Receptive Language | Expressive Language |
|--|--|
| <p>0-3 months</p> <ul style="list-style-type: none"> • Quiets to familiar voice • Moves in response to voice • Shows awareness of a speaker • Attends to voices • Watches speakers mouth • Discriminates between angry and friendly voices | <ul style="list-style-type: none"> • Vocalizes to a smile/voice • Vocalizes 2 different sounds • Coos • Vocalizes other sounds than crying/cooling • Has different cries • Vocalizes to express pleasure • Makes sounds in the back of throat |
| <p>3-6 months</p> <ul style="list-style-type: none"> • Turns toward a voice and searches for a speaker • Stops crying when spoken to • Begins to recognize own name | <ul style="list-style-type: none"> • Vocalizes in response to singing • Vocalizes feelings through intonation (mad v happy) • Laughs • Babbles • Vocalizes to express displeasure • Takes turns vocalizing, will stop babbling when another person vocalizes • Initiates "talking" • Beginning sound play • Whines with purpose • Attempts to interact with an adult |
| <p>6-9 months</p> <ul style="list-style-type: none"> • Responds to "no" • Stops when name is called • Listens to a speaker • Responds to sounds when source is not visible • Attends to music | <ul style="list-style-type: none"> • Vocalizes 4 different syllables (ma, ba, da, etc) • Vocalizes a 2 syllable combination (mama, baba, etc) • Imitates duplicated syllables after an adult (mama, baba, etc) • Vocalizes in response to objects that move • Shouts or vocalizes to gain attention • Vocalizes during games • "sings" |
| <p>9-12 months</p> <ul style="list-style-type: none"> • Points to objects • Extends arm to show objects • Beginning to gesture meaningfully (raises arms for up, waves bye) • Responds to "give me" | <ul style="list-style-type: none"> • Beginning to say mama/dada meaningfully • Imitates sound combinations and some non speech sounds • Vocalizes with intent |

- Looks at familiar objects/people when named (where's mummy?).
- Identifies 2 body parts on self
- Turns to name
- Says to "no"
- Participates in simple games (so big, peek-a-boo)

12-15 months

- Follows simple one step commands
- Will imitate words on request ("say ball")
- Identifies 3 body parts on self
- Points to 3-5 objects in pictures
- Beginning to understand simple prepositions (on, in)

15-18 months

- Identifies 4 body parts/clothing items
- Finds familiar objects not in sight
- Chooses 2 familiar objects upon request
- Understands ~50 words
- Anticipates routines when named (bath, time to eat, let's go outside)

18-21 months

- Identifies 6 body parts/clothing items on self
- Understands a variety of single step commands (sit down, come here, put in trash, get _____)
- Identifies pictures in books
- Understands action words (cry, eat, dance, jump, kick, etc)

21-24 months

- Follows a 2 step related command (get the ball and give it to mommy)
- Understands new words rapidly

- Beginning to imitate names of familiar objects
- Uses a word/sound to call a person

- Shakes head "no"
- Says 5-10 spontaneous words
- Names one object frequently
- Varies pitch when vocalizing
- Beginning to use a word within jargon
- Combines a vocalization with a gesture
- Imitates several animal sounds
- Asks (vocalization, word, gesture) to have needs met

- 15-25 meaningful words
- Uses words more than gestures
- Imitates most words
- Asks for "more"
- Names familiar objects/people
- Seeks labels for objects (pointing/asking)

- Uses single words frequently (vocabulary 25-50 words)
- Uses jargon with sentence like intonational patterns
- Imitates environmental noises (animal, car, etc)
- Makes 2 different needs known
- Beginning to use 2 word combinations

- Uses 2 word phrases
- 50-100 words

- Follows novel commands

24-27 months

- Points to action words in pictures

27-30 months

- Understands location phrases (on, in, out, off, under)
- Identifies objects by function (what do you wear on your feet?, where do we sleep?) in pictures

30-33 months

- Follows 2 step unrelated commands
- Will give "one" or "all" when asked
- Answers yes/no questions correctly

33-36 months

- Identifies parts of an object (show me his tail, show me the wheels)
- Answers wh- questions (what, where, who)

- Uses new words regularly
- Beginning to use pronouns (me, my, mine)

- Uses 3 word phrases frequently
- Asks for help
- Uses action words

- Names one color
- Responds to greetings
- Uses 2 sentence types
- Refers to self with a pronoun (I, me, my mine) consistently
- Uses negatives (not mine, don't do that)

- Uses plurals (balls, bubbles)
- Uses prepositions (in, on, out, under)
- Gives name when asked

- Uses short sentences
- Tells about recent experiences
- Uses verb forms
- Counts to 3
- Expresses physical states (hungry, tired, thirsty_

ND Early Childhood Outcomes Process Age Expectation Developmental Milestones Quick Reference

| <p>Outcome 1: Positive Social-Emotional Skills Children demonstrate age appropriate functioning by.....</p> <p>Birth - 6 Months</p> <ul style="list-style-type: none"> • Fixating on the human face and tracking or following movements • Being comforted and appearing to enjoy touch and being held by a familiar adult • Smiling spontaneously to human contact smiling in play, and smiling at self in mirror • Vocalizing in response to vocalizations and speech produced by an adult | <p>Outcome 2: Acquiring and Using Knowledge and Skills Children demonstrate age appropriate functioning by.....</p> <p>Birth - 6 Months</p> <ul style="list-style-type: none"> • Trying to cause things to happen such as kicking a mobile and smiling • Developing more precise imitation skills of facial movements and speech sounds • Securing an object that is partially hidden with a cloth • Demonstrating exploratory behaviors with objects • Pitch and intonation vary | <p>Outcome 3: Taking Appropriate Action to Meet Needs Children demonstrate age appropriate functioning by.....</p> <p>Birth - 6 Months</p> <ul style="list-style-type: none"> • Beginning to reach for objects • Bringing hands together at midline • Walking reflex; when held upright with feet resting on flat surface, lifts feet alternately in walking-like motion • Holding small objects or toys |
|--|---|---|
| <p>7 - 12 Months</p> <ul style="list-style-type: none"> • Imitating familiar words in turn-taking • Exhibiting anxious behavior around unfamiliar adults • Repeating a behavior (shows off) to maintain adult attention • Briefly stopping behavior when told "no" | <p>7 - 12 Months</p> <ul style="list-style-type: none"> • Transferring objects from one hand to another • Demonstrating a refined neat-pincer grasp with thumb opposition • Demonstrating emerging problem solving skills • Maintaining attention to speaker • Imitating consonant and vowel combinations • Vocalizing with intent • Identifying two body parts on self | <p>7 - 12 Months</p> <ul style="list-style-type: none"> • Pulling self up to standing posture next to furniture • Drinking from a cup • Beginning to feed self finger food • Beginning to grab for spoon when being fed • Pointing with index finger • Pulling off own socks • Beginning to cooperate when being dressed |
| <p>13 - 24 Months</p> <ul style="list-style-type: none"> • Demonstrating more complex exploration and play skills with toys and objects • Initiating familiar turn-taking routines • Discriminating between familiar and unfamiliar people • "Checking in" with familiar adults while playing • Gaining enjoyment from peer play and joint exploration | <p>13 - 24 Months</p> <ul style="list-style-type: none"> • Looking at, pointing and naming pictures in book • Using 2 to 3 word phrases • Following a 2 or 3 step direction • Referring to self by name • Using sentence-like intonations • Stacking 5 or 6 blocks | <p>13 - 24 Months</p> <ul style="list-style-type: none"> • Beginning to explore the environment independently • Demonstrating more advanced movement and motor skills such as running and climbing • Picking up small items (food or toys) with ends of thumb and index finger (neat pincer grasp) • Trying to wash own hands and face |

| | | |
|---|--|---|
| <p>25 - 30 Months</p> <ul style="list-style-type: none"> • Having difficulty sharing with peers • Obeying adult request approximately half of the time • Continuing to try difficult tasks for brief periods of time • Seeking and accepting assistance when encountering difficulty • Wanting to do favorite activities over and over • Separating from parent in familiar surroundings without crying | <p>25 - 30 Months</p> <ul style="list-style-type: none"> • Understanding approximately 500 words and says 200 words • Speaking in 2 to 3 word sentences, jargon and echolalia almost gone • Answering and asking simple "who," "what," and "where," questions • Naming at least one color • Matching simple shapes such as circle, square and triangle • Understanding size differences (big, little) | <p>25 - 30 Months</p> <ul style="list-style-type: none"> • Independently eating with spoon • Taking off own shoes, socks, and some pants • Imitating circular, vertical and horizontal strokes • Walking up steps, alternating feet in adult fashion while holding rail or hand • Snipping paper with scissors • Catching ball (by trapping against body) when playing with adult or peer |
| <p>31 - 36 Months</p> <ul style="list-style-type: none"> • Associative play predominates • Separating easily from parent in familiar environment • Throwing tantrums when thwarted or unable to express urgent needs • Following simple rules • Taking turns in games • Listening and participating in group activities with adult supervision • Pretending and using imagination during play | <p>31 - 36 Months</p> <ul style="list-style-type: none"> • Giving first and last name when asked • Using 4 to 6 word phrases or sentences • Beginning to use contractions • Using past tense • Drawing a face from a model • Matching three colors • Matching objects by color, shape and size • Stating whether they are a boy or girl | <p>31 - 36 Months</p> <ul style="list-style-type: none"> • Using a fork to spear bite size chunks of food • Hopping in one place on one foot three times • Verbalizing toileting needs fairly consistently • Washing and drying hands, brushing teeth • Copying a circle • Unbuttoning buttons |
| <p>37 - 48 Months</p> <ul style="list-style-type: none"> • Responding to and making a verbal greeting • Beginning to show cooperative play without adult supervision • Demonstrating fears (mechanical toys, vacuum cleaner, thunder, dark) • Wanting to be "big girl," "big boy," and acquire new skills • Accepting suggestions and follows simple directions • Accepting the consequences of one's own actions • Following routines independently and completes familiar routines • Showing persistence when completing difficult tasks | <p>37 - 48 Months</p> <ul style="list-style-type: none"> • Drawing a person with head and 1 to 3 additional features • Following three step commands in a complex sentence • Listening attentively to short stories; enjoying familiar stories told without any changes in words • Responding to questions with appropriate answers • Speaking clearly enough so that 75 to 80 percent of speech is understandable to an unfamiliar listener • Names four colors • Telling own age and gender • Matching objects that have the same function • Understanding the concept of the number 3 | <p>37 - 48 Months</p> <ul style="list-style-type: none"> • Using the toilet with some help • Performing more refined tasks (buttoning, zipping, attempts at tying shoes) • Walking upstairs and downstairs alternating feet without holding on to rail or hand • Feeding self with fork, spoon and buttering bread with knife • Putting on boots and mittens • Wiping nose, unassisted • Brushing teeth independently • Using vertical, horizontal, and circular motions when drawing • Copying drawing a cross |

| | | |
|--|--|--|
| <p>49 - 60 Months</p> <ul style="list-style-type: none"> • Recognizing other's needs and giving assistance • Preferring to play with other children to playing alone, except when involved in a project • Engaging in cooperative play • Attending during large group for ten minutes • Waiting in turn for adult attention • Having a best friend of the same gender | <p>49 - 60 Months</p> <ul style="list-style-type: none"> • Drawing a person with at least five parts • Matching sounds in familiar songs • Clapping syllables in name • Articulating the difference between beginning and ending sounds • Substituting sounds in words • Identifying letters in first and last name • Using print in imaginary play • Copying symbols and letters of first name • Giving 3, 5, 7 objects upon request • Rote counting to 10 • Recognizing symbols 1 to 10 • Counting objects to 5 • Telling age, middle name, last name, parent's name, address/town, telephone number, birthday, days of week • Naming 6 to 8 colors | <p>49 - 60 Months</p> <ul style="list-style-type: none"> • Wiping nose independently • Demonstrating hand dominance • Holding a pencil with 3 finger grasp • Zipping zippers • Lacing shoes • Dressing and undressing independently, including front fasteners, requiring assistance with ties and back fasteners • Cutting a circle with scissors |
| <p>61 - 72 Months</p> <ul style="list-style-type: none"> • Recognizing that there are "good" and "bad" touches • Responding verbally and positively to good fortunes of others • Demonstrating tenderness and protectiveness toward younger children and pets • Working alone at chore for 20 to 30 minutes • Predicting classroom routines and guiding other children in routines • Expressing anger with non-aggressive words rather than with physical actions • Comforting friends in distress | <p>61 - 72 Months</p> <ul style="list-style-type: none"> • Telling similarities and differences • Predicting what will happen next • Pointing out common words in stories • Discriminating and articulating middle sounds in words • Identifying beginning sound of name and finding another word with same sound • Identifying most letter sounds • Recognizing and naming most letters • Printing name independently • Matching numbers with objects • Pointing to and naming hip, waist, toenails, chest, eyebrows, jaw, stomach, fingernails, back, wrist, cheek • Telling own city, state, months of year, current year • Drawing a person with six parts | <p>61 - 72 Months</p> <ul style="list-style-type: none"> • Obeying traffic lights and signs • Covering mouth and nose when coughing and sneezing • Understanding that it is unsafe to accept rides, food, or money from strangers • Cutting soft food with knife • Making simple breakfast and lunch • Bathing without assistance • Selects clothing appropriate for temperature and occasion • Making own bed when asked • Being responsible for one household chore • Skipping on alternating feet, maintaining balance • Running smoothly with changes in speed |

Adapted from the ND Early Childhood Outcomes Process – Age Expectation Developmental Milestones - June 2010

<http://www.dpi.state.nd.us/speced/early/index.shtm>



Age-Expected Child Development from Birth to 5 Years

The following are resources providing different kinds of information about age-expected skills and behaviors observed in children from birth to five years. Additional resources may be found on the Early Childhood Outcomes Center website (www.the-eco-center.org) in the professional development section under ECO Resources.

Age Expectation Developmental Milestones

(http://www.dpi.state.nd.us/speced/early/full_version%20.pdf)

This document was developed by North Dakota's Department of Public Instruction and presents age-expected functioning according to the three child outcomes. They also have a summary version- milestones by age group (http://www.dpi.state.nd.us/speced/early/age_groups%20.pdf) and a three-page milestones quick reference (http://www.dpi.state.nd.us/speced/early/quick_ref.pdf).

American Academy of Pediatrics (<http://www.healthychildren.org/English/ages-stages/Pages/default.aspx>).

Offers health and developmental milestones for different stages, and developmental signs which may need further evaluation.

Centers for Disease Control (<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>)

This webpage provides bulleted information on developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive charts and checklists by age, video on milestones, and select areas of development, and examine expected changes in milestones over time.

First Signs (<http://www.firstsigns.org/healthydev/healthydev.htm>)

First Signs is a public awareness and training program addressing early detection and intervention of autism and other developmental disorders. This site provides information on monitoring development, typical milestones, video clips of children with ASD, and tips on sharing concerns.

Infant and Toddler Connection of Virginia (<http://www.infantva.org/ovw-DeterminationDevelopmentOSEP.htm>)

This manual was developed to provide a resource to assist practitioners in determining how a child is functioning in relation to their same aged peers in the three OSEP outcome areas. The manual reviews typical child development among ages birth to three.



The National Institute on Deafness and Other Communication Disorders

(<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>)

This site provides background information on speech and language development from birth to 5 years. Interactive checklists for different ages are available.

University of Connecticut Center for Excellence in Developmental Disabilities

(<http://www.umm.edu/ency/article/002348.htm>)

An online training module on social-emotional development in infants and toddlers related to the three OSEP child outcomes.

The University of Maryland Medical Center <http://www.umm.edu/ency/article/002348.htm>

This site provides an overview of common developmental milestones and recommendations for play activities at various ages from birth to 5 years.

Zero to Three (<http://www.zerotothree.org/child-development/>)

Brain development, challenging behaviors, mental health topics, play, social development, temperament, and more. Each section has interactive tools, parent handouts, tip Sheets, FAQ's, articles, PowerPoint slides, and other resources.

