

Lewis Cass Intermediate School District

Providing Services Today For A Better Tomorrow

LCISD ECDD Eligibility Guidelines



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Introduction

The purpose of this document is provide guidance and criteria for the determination of eligibility for students demonstrating *Early Childhood Developmental Delay* (ECDD) in the Lewis Cass Intermediate School District (LCISD). These guidelines are based on the Michigan Administrative Rules for Special Education (MARSE, September 2013) and on the Individuals with Disabilities Education Act (IDEA, 2004). This document serves to clarify eligibility issues in order to assure consistency among school districts within the county, compliance with current special education laws and the implementation of current “best practices.”

Early Intervening/Effective Instruction

The early childhood years, a period of rapid growth and development from birth until age eight, are critical a child’s overall success. This period of time is a window of opportunity for learning and an optimal time that impacts future educational growth and success. Parents and primary caregivers, through their daily interactions, impact the development of a child’s language, social attachment, and learning. Several decades of research clearly demonstrate that high quality childcare and developmentally appropriate early childhood programs produce short and long-term positive effects on children’s academic success, adjustment at school and social development.

Developmentally appropriate programs for young children are marked by high quality environments, supportive interactions, and instructional supports that encourage critical thinking skills.

High quality environments provide a foundation to support children’s successful participation in their development and learning. These environments are characterized by:

- Space that is divided into safe and accessible areas that address basic aspects of children’s play, work and development.
- Activities that encourage self-initiated discovery and creativity
- Areas with minimal distractions that take into consideration children’s sensory needs
- Materials that are varied, manipulative, open-ended and appeal to multiple senses
- Daily routines that are consistent and include time for large group, small group, free choice, meals and outdoor play.

Supportive interactions between children and adults build social competence, autonomy and independence. This occurs when:

- Teachers are in close proximity with children, treat them with respect and show positive verbal and physical affection
- Teachers are responsive to children’s needs and the provision of individual support
- Opportunities exist for children to make choices, lead activities and do things for themselves
- Teachers participate as partners in children’s work, play and other activities
- Children’s learning initiatives are encouraged throughout the day
- Children’s accomplishments are acknowledged

- Support for positive peer interactions and problem solving is consistent

Instructional supports build critical thinking skills through:

- Activities that encourage predicting/experimentation, classifying/comparing and evaluation
- Integration of previous knowledge and connection concepts
- Real-world application related to children's lives
- Effective questioning that prompts thought processes
- Frequent conversations and vocabulary development

See Appendix A for a Flow Chart describing the Early Childhood Process for Educational Intervention. This process can be applied in general education settings and in special education settings to add services or to document a need for further assessment.

Definition of Early Childhood Developmental Delay (ECDD)

The Individuals with Disabilities Education Act (IDEA, 2004) and the Michigan Administrative Rules for Special Education (September, 2013) provide the criteria and process required in the identification of students with Early Childhood Developmental Delay.

R340.1711: "Early Childhood Developmental Delay" defined; determination

Rule 11. (1) "Early Childhood Developmental delay" means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R340.1705 to

R340.1710 or R340.1713 to R340.1716 AND who manifests a delay in 1 or more areas of development equal to or greater than ½ of the expected development. This definition does not preclude identification of a child through existing criteria within R340.1705 to R340.1710 or R340.1713 to R340.1716.

(2) A determination of early childhood developmental delay shall be based upon a full individual evaluation by a multidisciplinary evaluation team.

Rule Out Consideration: ECDD is used as a category of eligibility only when it has been determined that the child's primary delay cannot be attributed to another eligibility category in the Michigan Administrative Rules for Special Education. If a child is found to qualify as ECDD, they may not additionally qualify under any other category.

Definition of Areas of Development

Cognitive: The mental processing of information for reasoning and problem solving including functions such as awareness, learning, perception, judgement, conceptualization, comprehension and memory. Cognition is the process of thought and it often categorized in terms of intelligence or intellectual ability.

Communication: The ability to effectively understand and exchange information using receptive and expressive language skills. Communication includes pragmatics, phonology, morphology, syntax, semantics, articulation, fluency and voice.

Social/Emotional Skills: The skills an individual uses to establish and maintain interpersonal relationships and to exhibit age-appropriate social/emotional behaviors.

Physical: The ability to control the muscles of the body.

Gross Motor Skills include large muscle activities such as walking, standing, sitting, balancing and climbing.

Fine Motor Skills involve control of smaller muscles that require precise, coordinated use, such as grasping, finger dexterity and hand-eye coordination.

Adaptive: The skills an individual uses to engage in age-appropriate activities/tasks of daily living such as eating, dressing, grooming and toileting independently.

Evaluation Findings and Documentation

In general, as part of an evaluation in §300.305 of IDEA states:

(a) As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, must--

(i) Review Existing Evaluation data on the child, including evaluations, information provided by the parents of the child, current classroom based local or State assessments and classroom based observations; and observations by teachers and related service providers.

(ii) On the basis of that review and input from the child's parents, identify what additional data are needed to determine:

(1) (A) Whether the child is a child with a disability...and the educational needs of the child; or

(B) In the case of a reevaluation of a child, whether the child continues to have such a disability; and the educational needs of the child

(iii) (A) Whether the child needs special education and related services; or

(B) In the case of a reevaluation of a child; whether the child continues to need special education and related services; and

(iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

Furthermore, *(d)(1)if the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of--*

(i) that determination and the reasons for the determination; and

(ii) the right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.

2) the public agency is not required to conduct the assessment described above unless requested to do so by the child's parents.

Process and Procedures for an ECDD Evaluation

Through a Build-Up Michigan Referral:

1. Special Education teacher/Speech Pathologist/Social Worker contacts parent and completes the intake. If data indicates that a child may need a more comprehensive evaluation, team member involves other service providers as appropriate.
2. REED meeting is scheduled and parent consent is obtained
3. Schedule and complete evaluations

4. MET team meets to review evaluations and determine eligibility (Special Education Teacher/Speech Pathologist/Social Worker is responsible for coordinating the MET)
5. IEP is scheduled with staff and parents

Through a Child Study Team:

A staff member (typically the teacher) will refer a child to the Child Study/Intervention Team and provides behaviorally and educationally relevant information. The team will meet and come up with appropriate interventions for that child, and set goals. Typically a date is set to reconvene on that child to monitor progress. If sufficient progress is not being made, it may result in a referral for a special education evaluation.

In order to find a child eligible for special education as a student with an Early Childhood Developmental Delay, the following information is required and must be documented in the Multidisciplinary Evaluation Team (MET) report:

Current Level of Educational Performance:

The purpose of the current level of educational performance is to provide an overview of factors that impact the student's performance and subsequent development of services and programs to meet the student's unique learning needs. A narrative providing academic, social/emotional, cognitive, communication and/or physical development is provided in the MET report. For students who are not yet in school, this information is drawn from the assessment. For students who are in school; classroom based information, state and district assessment information and ancillary diagnostic assessment information is compiled.

Parent Input:

As part of the evaluation process a parent interview should be conducted which includes the following information:

- Agency or outside support services
- Birth history
- Developmental milestones reached
- Family issues
- Medical history
- Past performance in school/preschool programs
- Social-emotional development
- History of the concern
- Home/community factors that may influence development/behavior
- Parent perception of the concern

Appendix B contains a Parent Questionnaire for use in an evaluation to obtain parent input.

Educationally Relevant Medical Information:

Medical conditions and medical interventions such as medications may affect a child's behavior. A thorough review of the child's medical history is critical for considering whether or not the child's behavior is due to a disability. The parent interview, special education file or CA-60 are examples of where medical information can be obtained.

Achievement/Developmental Levels:

The achievement and developmental levels of the student must be documented through measures such as standardized achievement/developmental tests, criterion referenced assessments and observations. The evaluation team should consider using a range of assessment that accurately reflects actual achievement/developmental levels in addition to observations.

Appendix B contains a Teacher Questionnaire which can be used to obtain teacher input.

Relevant Behavior Observations:

A systematic observation is an objective and organized means of gathering data. A MET member must conduct a systematic observation to document a child's developmental levels. The child's behavior must be described and recorded in a manner that clearly communicates frequency, duration and intensity. The observer should record only factual and unbiased data. It is important to observe young children in natural environments. If the child attends a program, the observer should compare the child to a control (peer) or to the class/group in general.

Include the following observation data in the MET report:

- Date, time of day and length of observation
- Setting: home, classroom, playground, large or small group
- Task-developmental area/subject area, direct instruction, independent work/play
- Observed behavior in relation to teacher (interaction/communication)
- Observed behavior in relation to task (attempt, completion, refusal)
- Observed behavior in relation to peers(interaction/communication, play)
- State of environmental/classroom factors contributing to behavior

Diagnostic Statements/Exclusionary Factors

The following diagnostic statements and exclusionary factors must be addressed and reasons documented in the multidisciplinary evaluation team report:

Statement 1: This student is less than eight years of age with a primary delay that cannot be differentiated through existing criteria within cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, specific learning disability, severe multiple impairment, autism spectrum disorder, deaf-blindness or traumatic brain injury.

- Children who are chronologically less than eight years of age may be found eligible as ECDD. Other impairments were considered and reasons why those were ruled out must be documented in the multidisciplinary evaluation team report.

Statement 2: This student manifests a delay in at least one of the five areas of development that is equal to or greater than one half the expected development in the areas of cognitive, communication, social/emotional, physical or adaptive development.

- Specific diagnostic criteria in determining a student's eligibility as ECDD include the presence of a delay "equal to or greater than one half expected development" in one or more of the five developmental areas

outlined above. For example, a child who demonstrates a 50% delay in locomotion or grasping may qualify under guidelines for ECDD while a child who demonstrates a 50% delay in ball skills or block stacking may not.

- Because the terminology in MARSE is noticeably vague, the procedure for determining a 50% delay used in Cass county is outlined below:
 - Standardized assessments are completed
 - Each evaluator calculates standard score, percentile rank and age-equivalent scores (in months)
 - Divide chronological age (in months) by two
 - Is the age-equivalent score on the standardized assessment greater than the chronological age?
 - Yes: The child does not qualify under guidelines for ECDD. Review assessment data and determine appropriate eligibility under R340.1705 to R340.1710 or R340.1713 to R340.1716
 - No: The child may qualify for ECDD

Examples: LC is a three year, six month old child (42 months). Speech and language testing indicated age equivalent scores of 14 months expressively. $42/2=21$. LC qualifies for ECDD in the area of expressive language.

JW is a 5 year 8 month old child (68 months). Speech and language testing indicated age equivalent scores of 40 months. $68/2=34$. JW does not qualify for ECDD

- If the assessments used do not include age-equivalent scores a standard scores at or below the 5th percentile may be used when combined with other documentation of a child's developmental delay (e.g., systematic observation, criterion referenced assessment)
 - This criteria may not be used solely for the purpose of identifying a delay of half the expected development; however, this provides options permitting the use of a greater variety of developmentally appropriate assessment tools during an evaluation for ECDD.

* Regardless of the specific criteria used, interpretation of results in eligibility determination requires team consensus, professional judgement and informed clinical opinion.

Statement 3: The suspected disability is not due to the lack of appropriate instruction in reading, including the essential components of reading instruction and/or lack of instruction in math or Limited English Proficiency.

- A component of eligibility determination for all categories, including ECDD, the exclusion for lack of instruction in math, the essential components of reading instruction or limited English proficiency. Although these exclusionary factors may not be applicable in all ECDD evaluations, these factors still need to be considered. While this is not a part of Michigan's rules, it is specified in IDEA and so must be addressed.

Statement 4: This student requires special education programs/services.

- As a part of the evaluation requirement, in addition to meeting the eligibility requirements, the team must determine whether a child **needs** special education and related services or in the case of a re-evaluation of a child, whether the child **continues to need** special education or related services. A student may meet the criteria for one of the eligibility categories and have a disability that also adversely affects educational performance; however, if the student does not need special education in order to benefit from his school provided program, then he or she is not eligible for special education.
 - Adverse Impact: Adverse impact or the need for special education must be based on evidence such as developmental progress or progress in a general education curriculum. Early academic achievement and progress is a fundamental consideration in addressing this issue and should be carefully reviewed. Social and other behavioral factors should also be considered as they relate to overall educational performance and developmental progress or progress in the general education curriculum.

Re-evaluation:

A child who is eligible under guidelines for ECDD must be re-evaluated every 3 years prior to turning 8 to determine whether he or she continues to be eligible for special education. The IEP team meeting to re-determine eligibility for a child who qualifies under guidelines for ECDD must be held prior to that child's 8th birthday.

Additional Considerations

Sensory Response

Children may seek or avoid sensory stimuli to a degree that it interferes with daily activities. Specific areas of sensation include: sight, touch, hearing, smell, taste, movement, and input to joints and muscles. Responses to sensory stimuli can cause sensory avoidance (distress to sound, sensitivity to light, discomfort to different textures, smell and/or taste aversions) or sensory seeking (child "crashes" into other person or object, intense need to spin).

The impact of sensory stimuli is considered a concern if it interferes with the child's ability to learn. The child's reaction to sensory stimulation can be manifested through behavior challenges, emotional outbursts, or unwillingness to participate. The impact of sensory factors is always considered when observing a child's challenging behavior.

The presence of unusual or inconsistent response to stimuli is considered but not required for eligibility under the early childhood developmental delay rule. The evaluation team will analyze the child's response to sensory stimuli as it impacts the developmental areas of: physical, cognitive, communication, social, emotional, and adaptive behavior.

Sensory System	Sensory Avoidance Examples	Sensory Seeking Examples
Visual/Sight	Close eyes, squint, avoidance of visual stimuli	Throw items, stare intensely at object, move objects or fingers in front of eyes
Tactile/Touch	Clothing/food issues, avoid textures, difficulty in crowds, overreaction to unexpected touch, toe walking, poor hygiene	Fidget with objects, need to touch others or objects
Auditory/Hearing	Cover ears, avoid noisy environments, overreaction to unexpected sounds (e.g., fire alarms, barking dogs)	No response to auditory input (e.g., sounds, voices), turn volume loud on computers, radios, seek auditory input by creating noise (e.g., tap pencil, vocalize, hum)
Olfactory/Smell	Plug nose, verbalize discomfort, gag, vomit, ability to smell things undetectable to others, avoid certain odorous foods/people, environments	Smell items-even those that typically do not have an odor, sniff people
Taste/Oral	Gag, vomit, extremely limited diets, refusal to try new foods, preference to certain textures or temperatures of foods	Mouth and chew objects and clothing, crave certain types or flavors of foods, eat non-food items
Movement	Avoid playground/gym activities, avoid head movement	Toe walking, spinning, swinging, running, bouncing, fidgety behavior, constant movement
Proprioceptive/ Input to joints and muscles	Fall off chair, excessive or weak force on objects or people, stomp feet, bang into people or objects, bouncing, jumping, preferring heavy work activities such as carrying heavy items, wrap self tightly in blankets, frequent hugging with force, loose grasp on pencil.	

Culturally and Linguistically Diverse Children

Consideration of the structure of language/dialect, the language used in the child's home, and the influence of cultural and linguistic diversity is required. Materials and procedures used to assess a child with limited English proficiency must be selected and administered carefully to ensure an accurate measure of the child's speech and language skills, and not the child's English language skills. The acquisition process of a second language must be considered when looking for indicators of a non-cultural or language-based disability.

The parent interview is critical as part of the review of existing data to determine if there is a delay of development in the native language and to understand the family's culturally-based expectations of the child. A child may have difficulty learning due to a lack of exposure to the English language or because of cultural experiences that are not commensurate with the school's expectations.

Chronological and Developmental Age

Chronological age is calculated by subtracting the child's date of birth from the current date. Developmental age describes the functional level of the child's physical, cognitive, communication, social, emotional, and adaptive skills. Developmental milestones are a set of functional skills or age-specific tasks that most children can perform within a certain age range. Developmental levels have a progression that is predictable in sequence with expected skill attainment by age. The *Early Childhood Development Chart* (Appendix p. 36) is a reference tool describing typical development.

At birth, a prematurely born baby's muscles and nervous system do not function at the same level as those of a full-term infant. If a child is born early, development continues as though the child were still in the womb. Experiencing the world prematurely will not accelerate the normal progression of development. Adjustments are made to the child's chronological age to accommodate for the time the child was born earlier than full-term in order to have a reasonable expectation for the child's developmental level. While there is no universal recommendation for the duration of prematurity age adjustment, administration manuals provide specific guidance on this topic.

Hearing and Vision Acuity

Hearing and vision acuity are critical components of the evaluation review process. It is important for the evaluation team to analyze if the developmental delay is related to a hearing or vision deficit.

Programming Continuum for Children with ECDD Eligibility:

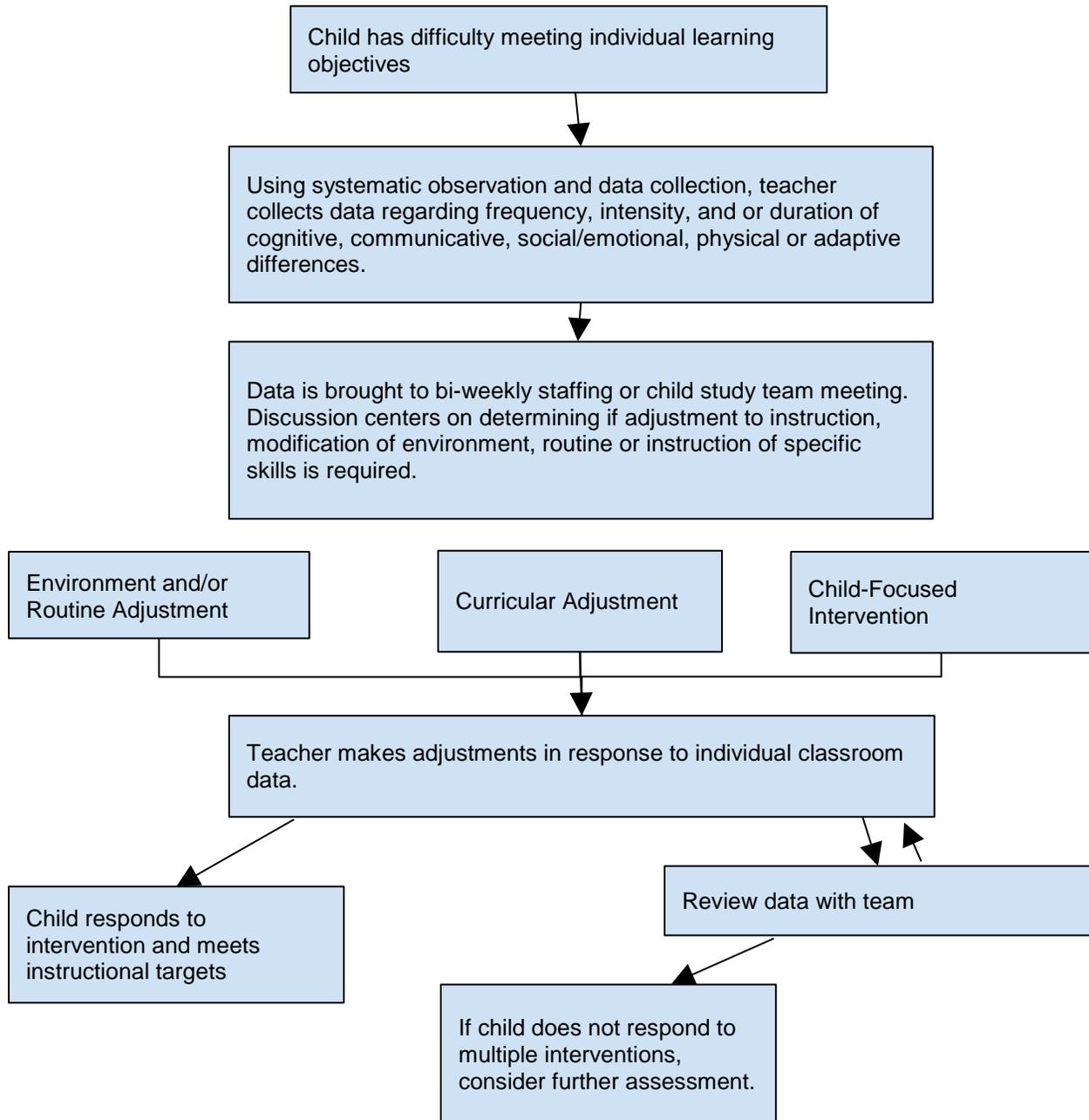
Michigan Early Childhood Special Education (ECSE) services include special instruction and related services provided to young children, ages three through five, who qualify under the Individuals with Disabilities Act (IDEA, Part B, Section 619). Through its 56 intermediate school districts (ISDs) Michigan's ECSE program ensures the provision of a Free and Appropriate Public Education (FAPE) to all eligible children at no cost to their families, and in the Least

Restrictive Environment (LRE). LRE means that young children with disabilities should receive services in typical community-based early childhood settings and programs whenever possible, and only go to more restrictive or specialized settings when their individual needs require it.

Typical Community-Based Early Childhood Settings in Cass County include: Private daycare or preschool, Headstart and Great Start Readiness Program. In addition, Lewis Cass ISD runs four half-day ECSE classrooms housed at Brookside Learning Center. Dowagiac Union School District runs two half day ECSE classrooms at Justus Gage Elementary. The Programming Continuum includes combinations of half-day typical early childhood programs and special education programs.

Appendix A:

Early Childhood Process for Educational Intervention



Appendix B: Developmental Questionnaire-Parent

Child's Name _____ Date _____

Date of Birth _____ Parent's Name(s) _____

Team Member receiving information _____

Please describe your main concerns for your child: _____

Health History	Yes	No	Comments
Complications with pregnancy			
Born prematurely			
Currently taking medications			
Recent injuries/illnesses			
Past or upcoming surgeries			
Seizure Activity			
Allergic reactions			
Medical diagnoses			
Hearing concerns			
Vision concerns			

Milestones	Age Attained	Comments
Rolling over		

Milestones	Age Attained	Comments
Sitting without support		
Crawling		
Walking		
First words		
Understanding directions		

Mealtime	Yes	No	Comments
Eats a variety of foods			
Uses a bottle/sippy cup			
Uses a fork/spoon to feed self			
Gags/Chokes easily			
Communicates hunger			
Shows definite likes/dislikes			Please list:

Dressing/Diapering/ Toileting	Yes	No	Comments
Aware of wet/soiled diaper			
Communicates need to toilet			

Dressing/Diapering/ Toileting	Yes	No	Comments
Fully toilet trained			
Helps during dressing			
Points to body parts/clothing items			
Puts on/removes clothing			

Bedtime/Sleep	Yes	No	Comments
Participates in nighttime routine			
Sleeps through the night			
Restless at night			
Snoring/Night Terrors			
Resists sleep			
Naps			

BathTime	Yes	No	Comments
Resists bath			
Cooperates in teeth brushing			
Sensitive to water temperature			
Resists hair washing			

BathTime	Yes	No	Comments
Resists nail trimming			

Social/Behavioral	Yes	No	Comments
Enjoys movement activities			
Seeks out other children during play			
Difficulty holding attention			
Plays appropriately with toys			
Pretend Play			
Enjoys cuddling/hugs			
Participates in play with other children			
We avoid community outings/shopping			
Exhibits behavior difficulties			

Family Information:

Parents Names: _____

Siblings Names: _____

Who lives in your house? _____

Any Pets?

- Yes, If yes, what are their names? _____
- No

What does your family do for recreation? _____

Developmental Questionnaire-Teacher

Child's Name _____ Date _____

Date of Birth _____ Teacher _____

Team Member _____

Please describe your concerns for this child and how this impacts participation in the classroom: _____

Hearing: _____

Vision: _____

Communication	Yes	No	Comments
Understand and follow 1-2 step directions			
Understand age level vocabulary			
Respond appropriately to choice questions			
Respond appropriately to yes/no questions			
Respond appropriately to wh questions			
Asks questions			
Uses age appropriate grammar			
Expresses needs Verbally NonVerbally			
Uses a variety of vocabulary words			
Shares ideas			
Ask for help when needed			

Learning	Yes	No	Comments
Requires more time/repetition than other children to learn concepts			
Imitates simple tasks			
Matches objects to pictures			
Play with make-believe toys			
Sorts items			
Completes simple puzzles/ nesting cups			
Attends to individual group instruction			
Finishes tasks/activities within time allowed			
Exhibits appropriate level of persistence when performing tasks			

Motor	Yes	No	Comments
Demonstrates stability at table on chair or on floor			
Participates in movement activities similar to peers			
Utilizes all school environments			
Appears unsteady or has difficulty with balance			
Uses stairs or climbs on and off the playground equipment			
Moves through school environment in a safe and timely manner			

Motor	Yes	No	Comments
Imitates drawing simple shapes on paper			
Stacks blocks, string beads or put small objects into a small container			
Picks up, holds or turns pages in a book			
Uses school supplies (scissors, markers)			
Manipulates educational materials (puzzles, blocks)			
Manages backpack			
Folds or cuts paper			

Social	Yes	No	Comments
Cooperates when performing tasks			
Plays alone. Does not seek out other children			
Easily separates from caregiver			
Takes turns when playing with toys			
Successfully enters into activities with others			
Understands rules or expectations			
Understands facial expressions, gestures and body language			
Initiates conversation with others			

Social	Yes	No	Comments
Transitions between activities in the time allowed			
Follows classroom routines			
Knows when tasks or activities are complete			
Uses free play appropriately			
Uses personal space appropriately			
Participates in both small and large group activities in the classroom			

Emotional	Yes	No	Comments
Engages in more than two disruptive behaviors per day (tantrums, yelling, refusals)			
Adjusts to change in routine within a reasonable timeframe			
Becomes frustrated because of lack of communication skills			
Has difficulty in structured situations			
Has difficulty in unstructured situations			
Aggressive (physically or verbally) with adults or other children			
Tries to make self understood			

Adaptive	Yes	No	Comments

Adaptive	Yes	No	Comments
Eats using utensils and drinks from a cup			
Has difficulty dressing and/or undressing			
Possesses organization and work skills appropriate to developmental level			
Follows classroom routines/schedules			
Initiates tasks independently or with minimal cueing			
Independent in the bathroom			

Sensory	Yes	No	Comments
Demonstrates appropriate responses to sensory stimulation(does not seek, avoid or seem unaware of sensation)			
Reacts appropriately to external noises or distractions			
Maintains positions (sitting or standing without slumping, moving restlessly or bouncing)			
Eats a variety of foods			
Gags/chokes on certain foods			
Gags at the touch of certain textures			
Gags at the sight of certain textures			
Enjoys hugs/cuddling			

Appendix C

Early Childhood Development Chart

(adapted from Voress & Pearson, 2013)

Age	COGNITIVE
0-3 Months	<ul style="list-style-type: none">• Looks back and forth between two objects• Watches an object moved slowly through line of sight• Moves hand to mouth• Inspects own hands• Mouths toys
3-6 Months	<ul style="list-style-type: none">• Looks toward noise• Bangs toys in play• Repeats arm or leg movements to cause an action to occur again• Explores objects in a variety of ways• Pulls cloth from face• Intentionally drops an object and watches it fall• Plays with rattle placed in hand
6-9 Months	<ul style="list-style-type: none">• Imitates familiar actions (e.g. claps hands)• Finds object that is partially hidden• Transfers an object from one hand to the other to pick up second object• Moves to get toy• Persists in effort to obtain object
9-12 Months	<ul style="list-style-type: none">• Looks at pictures in a book• Rolls wheeled toys• Touches adult to have that person start or continue interesting game or action• Turns over the blank side of a card to view picture
12-18 Months	<ul style="list-style-type: none">• Looks at picture book with adult• Pulls object from floor with string

Age	COGNITIVE
	<ul style="list-style-type: none"> • Activates toy after adult demonstration • Places a small object into small container • Demonstrates use of everyday items • Combines two related objects during play (e.g. bowl and spoon) • Manages three to four toys by setting one aside when given a new toy
18-24 Months	<ul style="list-style-type: none"> • Spontaneously names five or more objects • Uses a substitute object to represent real one (e.g. uses stick as a brush) • Looks for familiar person who has left the room • Can match items to corresponding pictures • Inserts shapes into matching slots • Matches animals to sound each makes • Stacks six to seven blocks
24-30 Months	<ul style="list-style-type: none"> • Repeats finger plays with words and actions • Can tell own age • Understands "one", "one more" and "all" • Matches simple shapes such as circle, square, and triangle • Identifies rooms in own home
30-36 Months	<ul style="list-style-type: none"> • States whether boy or girl • Stacks rings on peg in order of size • Can count to five • Completes three to four piece puzzle • Can match objects by color, shape, and size • Builds bridge using three blocks (adult model)

Age	COGNITIVE - Continued
36-42 Months	<ul style="list-style-type: none"> • Understands "same" and "different" • Matches objects that have the same functions (e.g., spoon and fork) • Understands "heavy" and "light" • Understands "more" and "less" • Sorts objects by physical characteristics (e.g. color or shape)
42-48 Months	<ul style="list-style-type: none"> • Retells story from picture book • Can build pyramid of six blocks • Draws people • Can copy own name • Counts 5 objects • Understands concept of the number 3 (e.g. Give me 3") • Draws a face with at least three features
48-54 Months	<ul style="list-style-type: none"> • Identifies, "first", "last", and "middle" • Distinguishes between real and make-believe • Understands the concept of "zero" • Stacks 5 objects in order of size • Identifies "half" and "whole" objects • Names at least 20 letters
54-60 Months	<ul style="list-style-type: none"> • Draws a person with six recognizable parts • Matches number of items to correct numeral • Recognizes a few printed words • Can predict what will happen next • Prints first name without a model • Classifies objects (e.g., toys, food, animals)
60-72 Months	<ul style="list-style-type: none"> • Counts up to 20 objects • Draws five or more identifiable objects • Tells month and day of birth

Age	COGNITIVE - Continued
	<ul style="list-style-type: none"> • Writes first and last name from memory • States use of at least three body parts (e.g. "What do you do with your eyes?") • Arranges numbered cards in proper sequence • Reads 10 or more words
72-84 Months	<ul style="list-style-type: none"> • Points to coins when names (e.g. penny, nickel, dime, and quarter) • Calculates single-digit addition and subtraction problems • Writes numerals 1-19 without model • States preceding and following days and numbers

Age	COMMUNICATION
0-3 Months	<ul style="list-style-type: none"> • Startled by loud noises • Cries when hungry or uncomfortable • Turns head toward voice • Makes noises other than crying • Differentiated cry for fatigue, hunger, and pain • Coos when spoken to by caregiver
3-6 Months	<ul style="list-style-type: none"> • Vocalizes in response to speaker • Laughs out loud • Briefly stops activity when name is called • Vocalizes pleasure and displeasures • Imitates sounds • Makes noise when talked to • Pitch and intonation vary • Self-initiated vocal play: coos, chuckles, gurgles, grunts
6-9 Months	<ul style="list-style-type: none"> • Responds with appropriate gestures to "up", "bye-

Age	COMMUNICATION
	<p>bye", or other routines</p> <ul style="list-style-type: none"> • Imitate facial expressions, actions, and familiar sounds • Produces three or more consonants • Moves body to music • Uses word for parent or caregiver discriminately • Pitch and intonation vary
9-12 Months	<ul style="list-style-type: none"> • Follows simple spoken commands (e.g. "Give Daddy the ball".) • Responds to "where" questions • Turns when called by name • Can point to five or more familiar persons, animals, or toys • Spontaneously says familiar greeting and farewells • Briefly stops activity when told "no"
12-18 Months	<ul style="list-style-type: none"> • Mean length of utterance is 1-2 words • Uses 2-10 words (other than "mama" and "dada") • Follows directions about placing an item "in" and "on" another • Has a word, sound, or sign for drink • Points to at least three body parts when asked • Indicates "yes" or "no" in response to questions
18-24 Months	<ul style="list-style-type: none"> • Uses up to 50 words • Names familiar objects or characters seen on TV or in the movies • Uses two-word phrases (e.g., more milk) • Can point to 15 or more pictures of common objects when they are names • Knows the names of at least two playmates • Can point to at least six body parts

Age	COMMUNICATION
24-30 Months	<ul style="list-style-type: none"> • Uses up to 200-300 words • Mean length of utterance is 2.5-3 words • Whispers • Identifies common objects described by their use (e.g., "Show me what you eat with.") • Uses sentences of three or more words • Understands negatives ("Which is not...") • Uses some regular plurals (e.g., boy-boys)

Age	COMMUNICATION - Continued
30-36 Months	<ul style="list-style-type: none"> • Uses up to 450-1,000 words • Understands "big" and "little" • Can describe what he or she is doing • Responds to "who" and "whose" questions • Asks "what" or "where" questions • Understands "beside" and "under"
36-42 Months	<ul style="list-style-type: none"> • Uses up to 1,200 words • Mean length of utterance is 3.0-3.75 words • Names primary colors • Can state full name • Can answer questions when told a short story • Uses contractions • Uses regular past tense forms • Uses pronouns
42-48 Months	<ul style="list-style-type: none"> • Uses up to 1,600 words • Mean length of utterance is 3.75 to 4.5 words • Uses facial expressions and body language to demonstrate emotions • Understands passive sentences (e.g., "Show me the

Age	COMMUNICATION - Continued
	<p>car was pushed by the truck.”)</p> <ul style="list-style-type: none"> • Makes statements about cause and effect • Can define at least five simple words • Can tell how simple objects are used
48-54 Months	<ul style="list-style-type: none"> • Uses up to 1,900 words • Mean length of utterance is 4.5+ words • Identifies rhyming words • Completes simple verbal analogies (e.g., “Ice is cold; Fire is...”) • Can state similarities between objects (e.g., “How are juice and milk alike?”) • Uses possessives • Uses sentences of five or more words
54-60 Months	<ul style="list-style-type: none"> • Responds to question involving time concepts (e.g., “When do you eat dinner?”) • Generates complex sentences • Tells familiar stories without picture cues • Can give at least three descriptive words that characterize an object • Participates in group discussion
60-72 Months	<ul style="list-style-type: none"> • Uses 2,200-2,500 words • Uses irregular plurals • Knows what you do in each season • Tells simple jokes • Identifies left and right on own body • Uses “yesterday” and “tomorrow” • Can identify at least three units of currency
72-84 Months	<ul style="list-style-type: none"> • Uses 2,600-7,000 words • Is aware of mistakes in others people’s speech • Understands roughly the difference in time intervals

Age	COMMUNICATION - Continued
	<p>(e.g. minute, hour, day)</p> <ul style="list-style-type: none"> • Uses irregular comparatives correctly (e.g., “good”, “better”, “best”) • Uses passive voice

Age	SOCIAL
0-3 Months	<ul style="list-style-type: none"> • Looks at adult face • Interacts by smiling and cooing • Recognizes familiar faces and objects
3-6 Months	<ul style="list-style-type: none"> • Smiles at or pats own image in the mirror • Interacts differently with caregivers and strangers • Initiates social contact
6-9 Months	<ul style="list-style-type: none"> • Extends arms to familiar persons • Shows preference for certain toys, activities, or places • Plays simple games (e.g., peek-a-boo) • Responds differently to children and adults
9-12 Months	<ul style="list-style-type: none"> • Imitates facial expressions, actions, and sounds • Repeats activity that elicits positive response from others • Brings toys to share with caregiver • Plays well for a brief time in groups of two or three children
12-18 Months	<ul style="list-style-type: none"> • Attempts to comfort others in distress • Wants to do many things without help • Enjoys simple make-believe • Plays alone for short periods

Age	SOCIAL
18-24 Months	<ul style="list-style-type: none"> • Listens quietly to story, music, movie, or TV • Sings familiar songs • Has difficulty sharing • Helps put things away • Uses "please" and "thank you"; may need to be reminded
24-30 Months	<ul style="list-style-type: none"> • Looks at people when speaking with them • Usually takes turns • Recognizes when another person is happy or sad • Avoids common dangers
30-36 Months	<ul style="list-style-type: none"> • Repeats rhymes, songs, or dances for others • Changes activities when requested • Interacts appropriately with others during group activities
36-42 Months	<ul style="list-style-type: none"> • Shares toys • Plays group board or card games • Volunteers for tasks • Participates in circle games
42-48 Months	<ul style="list-style-type: none"> • Returns objects to their appropriate place • Can explain rules of a game to others • Begins cooperative play
48-54 Months	<ul style="list-style-type: none"> • Offers item or activity to another in exchange for an item or activity • Asks before using another's belongings • Has a best friend of same gender
54-60 Months	<ul style="list-style-type: none"> • Offers assistance to others • Helps with group projects • Says "excuse me" to interrupt politely • Likes competitive games

Age	SOCIAL
	<ul style="list-style-type: none"> • Gains attention from peers in appropriate ways

Age	SOCIAL - Continued
60-72 Months	<ul style="list-style-type: none"> • Apologizes if hurts someone's feeling • Completes pencil/paper games • Answers the phone, remembers a simple message, and delivers it to the correct person • Works alone on chores for 20 minutes
72-84 Months	<ul style="list-style-type: none"> • Realizes that other people have ideas and feelings that may be different from own • Accepts social rules but sees them as changeable (e.g. rules of a game can be changed if those playing agree) • Often follows gender-specific stereotypes (e.g. boys shouldn't play with dolls)

Age	EMOTIONAL
0-3 Months	<ul style="list-style-type: none"> • Stops crying when talked to, picked up, or comforted • Expresses feelings such as anger, excitement, or hunger
3-6 Months	<ul style="list-style-type: none"> • Comforts self (e.g., sucks hand or thumb) • Expresses desire to be picked up
6-9 Months	<ul style="list-style-type: none"> • Expresses affection • Recognizes self in mirror
9-12 Months	<ul style="list-style-type: none"> • Uses blanket or soft toy for comfort • Exhibits fear or reluctance toward strangers

Age	EMOTIONAL
	<ul style="list-style-type: none"> • Expresses two or more emotions (e.g., pleasure, fear, sadness)
12-18 Months	<ul style="list-style-type: none"> • Separates from caregiver in familiar setting without crying • When faced with novel situation, looks to caregiver for reassurance
18-24 Months	<ul style="list-style-type: none"> • Asks for assistance when having difficulty • Frequently does the opposite of what he or she is asked to do • Curious, gets into everything • Often defiant; says "no" to many requests
24-30 Months	<ul style="list-style-type: none"> • Claims certain articles as being his or her own • Shy with strangers, especially adults • Shows pride in accomplishments
30-36 Months	<ul style="list-style-type: none"> • Shows affection to younger children by hugging and kissing • Shows independence (e.g., doesn't want hand held)
36-42 Months	<ul style="list-style-type: none"> • Quiets down after active play • Becoming less egocentric/less upset by limits and discipline
42-48 Months	<ul style="list-style-type: none"> • Accepts friendly teasing • Expresses anger with words rather than physical action • Shows empathy for others
48-54 Months	<ul style="list-style-type: none"> • Accepts valid criticism • Talks about own feelings • Shows pride in accomplishments • Indicates they he or she feels sorry

Age	EMOTIONAL
54-60 Months	<ul style="list-style-type: none"> • Responds with appropriate affect or action in social situations • Keeps working on difficult tasks for longer periods of time
60-72 Months	<ul style="list-style-type: none"> • Remains calm when small requests are denied • Confidently visits neighbors/friends and their children
72-84 Months	<ul style="list-style-type: none"> • Accepts valid criticism without crying, pouting, or refusing to continue • May express feelings of insecurity and seek praise from others

Age	ADAPTIVE
0-3 Months	<ul style="list-style-type: none"> • Forms a tight seal around nipple when sucking • Swallows liquids with no difficulty • Coordinates sucking, swallowing, and breathing • Opens mouth and sticks out tongue in anticipation of feeding • Enjoys bath • Sleeps for 4-10 hour intervals
3-6 Months	<ul style="list-style-type: none"> • Swallows pureed foods • Shows definite likes and dislikes of various foods • Sucks hand or thumb • Uses tongue to move food around in mouth • Closes lips when swallowing
6-9 Months	<ul style="list-style-type: none"> • Closes lips to remove food from spoon • Sleeps through the night • Holds or supports bottle to drink

Age	ADAPTIVE
	<ul style="list-style-type: none"> • Purposely pulls off socks • Feeds self finger foods
9-12 Months	<ul style="list-style-type: none"> • Chews textured foods • Drinks from Sippy cup independently • Cooperates in dressing and undressing • Drinks from open cup or glass held by adult • Cooperates with hand-washing
12-18 Months	<ul style="list-style-type: none"> • Stirs with spoon • Fusses when diaper needs to be changed • Helps with simple household tasks • Tries to wash own hands and face • Can use a straw
18-24 Months	<ul style="list-style-type: none"> • Removes loose clothing such as a jacket or shirt without assistance • Uses handle or knob to open doors • Brushes teeth with assistance • Puts on simple clothing independently • Uses spoon independently • Puts familiar objects away
24-30 Months	<ul style="list-style-type: none"> • Takes off own shoes, socks, and loose pants • Sits on toilet for at least 1 minute supervised • Washes and dries hands and face • Shows care when handling an infant or small animal • Uses fork to stab food
30-36 Months	<ul style="list-style-type: none"> • Can pour milk/juice with some assistance • Daytime control of toileting needs, occasional accidents • Gets drink of water unassisted • Brushes teeth independently

Age	ADAPTIVE
	<ul style="list-style-type: none"> • Knows where own possessions are kept
36-42 Months	<ul style="list-style-type: none"> • Manipulates large buttons or snaps • Covers mouth and nose when coughing and sneezing • Hangs clothes in designated location • Cleans up spills • Completes simple errands

Age	ADAPTIVE - Continued
42-48 Months	<ul style="list-style-type: none"> • Dresses self completely (may not be able to tie shoelaces) • Serves self at the table • Puts on boots and mittens • Wipes nose; may need to be reminded • Often wants privacy in the bathroom • Can answer "what to do if" questions • Fastens seat belt independently
48-54 Months	<ul style="list-style-type: none"> • Crosses street safely • Zippers efficiently • Requests food to be passed at the table • Knows which shoe goes on which foot • Puts dirty dishes in sink or dishwasher • Adjusts water temperature for bath or shower
54-60 Months	<ul style="list-style-type: none"> • Selects clothing appropriate for temperature and occasion • Makes own bed • Toilets, wipes self, flushes toilet, and redresses independently • Combs or brushes hair • Brushes teeth without assistance

Age	ADAPTIVE - Continued
60-72 Months	<ul style="list-style-type: none"> • Makes simple breakfast and lunch • Sets and clears table without assistance • Uses table knife for spreading • Takes shower or bath independently • Dusts furniture
72-84 Months	<ul style="list-style-type: none"> • Ties initial knot in shoelace, but may not complete knot • Plans ahead to meet toileting needs before beginning an activity

Age	PHYSICAL - GROSS MOTOR
0-3 Months	<ul style="list-style-type: none"> • When held upright, will bear some weight on legs • When lying on back, brings hands together • When lying on stomach, raises head briefly • Rolls from side to back
3-6 Months	<ul style="list-style-type: none"> • Sits for at least 5 seconds with hips supported • Rolls from back to stomach • When pulled to sitting, holds head in line with body • Bounces when standing and supported by an adult • Rolls from back to side
6-9 Months	<ul style="list-style-type: none"> • Walks sideways while holding on to furniture • Uses arms to move forward on belly • Stands alone, holding on to something • Moves from back to sitting without assistance • When sitting, extends arm if falling to the side
9-12 Months	<ul style="list-style-type: none"> • Walks three or more steps with assistance • Moves from standing to sitting in coordinated fashion

Age	PHYSICAL - GROSS MOTOR
	<ul style="list-style-type: none"> • Demonstrates controlled starts and stops in walking • Stands alone momentarily • Moves body to music

Age	PHYSICAL - GROSS MOTOR - Continued
12-18 Months	<ul style="list-style-type: none"> • Kicks stationary ball forward • Maintains balance while kneeling • Can squat then stand again maintaining balance • Creeps backward down steps • Climbs low play equipment
18-24 Months	<ul style="list-style-type: none"> • Can walk backward • Walks on a straight line • Throws a ball overhand with relative accuracy • Walks up stairs, alternating feet
24-30 Months	<ul style="list-style-type: none"> • Walks swinging arms and legs in cross pattern (like adult) • Catches ball, trapping against chest • Jumps in place with feet together
30-36 Months	<ul style="list-style-type: none"> • Walks forward heel to tow • Stands on one foot for 3 seconds • Can jump over string 2 inches off of the floor • Kicks a stationary ball at least 6 feet
36-42 Months	<ul style="list-style-type: none"> • Hops forward on one foot • Pedals and steers small tricycle • Runs around objects, turns corners • Jumps forward with feet together at least 20 inches
42-48 Months	<ul style="list-style-type: none"> • Gallops • Can jump over low objects

Age	PHYSICAL - GROSS MOTOR - Continued
	<ul style="list-style-type: none"> • Walks down steps alternating feet • Can walk on tiptoes
48-54 Months	<ul style="list-style-type: none"> • Balances on one foot • Swings on swing maintaining own momentum • Turns a somersault • Jumps over objects 5-6 inches in height; lands with feet together
54-60 Months	<ul style="list-style-type: none"> • Bounces and catches tennis ball (or ball of similar size) • Can do at least three sit-ups • Jumps sideways with feet together • Walks a balance beam that is 4 inches wide • Hops in a straight line on one foot
60-72 Months	<ul style="list-style-type: none"> • Skips • Drops a ball and kicks it forward before it hits the floor • Can dribble and 8 to 10 inch ball using one hand
72-84 Months	<ul style="list-style-type: none"> • Skates • Jumps rope by self

Age	PHYSICAL - FINE MOTOR
0-3 Months	<ul style="list-style-type: none"> • In supported sitting position, reaches for and grasps an object • Holds a small object in each hand at one time • Closes fingers when light pressure is applied to open palm
3-6 Months	<ul style="list-style-type: none"> • Transfers an object from one hand to the other • Pokes with index finger

Age	PHYSICAL - FINE MOTOR
	<ul style="list-style-type: none"> • Opens hand in anticipation of contact • Bangs two objects together
6-9 Months	<ul style="list-style-type: none"> • Picks up small object using thumb and index finger • Rakes or scoops small objects with hand • Picks up objects easily
9-12 Months	<ul style="list-style-type: none"> • Scribbles spontaneously • Holds crayon or pencil in adaptive fashion (i.e., not adult grasp)
12-18 Months	<ul style="list-style-type: none"> • Uses one hand consistently in most activities • Drops objects into small container • Stacks 2-4 objects on top of one another • Uses hand to hold paper in place when drawing
18-24 Months	<ul style="list-style-type: none"> • Imitates circular, vertical, and horizontal strokes • Spontaneously uses circular, vertical, and horizontal strokes when drawing • Stacks 4-6 objects
24-30 Months	<ul style="list-style-type: none"> • Rolls, pounds, and squeezes clay • Stacks 6-7 blocks • Uses adult grasp when holding a pencil
30-36 Months	<ul style="list-style-type: none"> • Threads small beads on string • Snips paper with scissors • Copies drawing a circle
36-42 Months	<ul style="list-style-type: none"> • Cuts on line • Copies drawing a cross • Hammers pegs
42-48 Months	<ul style="list-style-type: none"> • Copies a square • Glues neatly

Age	PHYSICAL - FINE MOTOR
	<ul style="list-style-type: none"> • Forms simple shapes out of clay (e.g., ball, snake, pancake)
48-54 Months	<ul style="list-style-type: none"> • Can cut a circle with scissors • Draws a straight line to connect two dots that are 5 inches apart • Can rapidly touch each finger to thumb
54-60 Months	<ul style="list-style-type: none"> • Colors within lines • Cuts out a square • Completes 8 piece puzzle without trial and error
60-72 Months	<ul style="list-style-type: none"> • Copies a diamond • Cuts out simple geometric shapes
72-84 Months	<ul style="list-style-type: none"> • Places paper clip on paper • Hand dominance is well established • Pastes and glues appropriately • When given a simple maze on paper, can complete the maze by drawing a line with a pencil from beginning to end