

**US Department of Education Office of Special Education (OSEP)  
Indicator 7 Early Childhood Special Education Outcomes**

**OSEP Outcome 1: Positive Social-Emotional Skills = Relating to adults; relating to peers; following rules related to groups and interacting with peers**

ISTAR-KR assessment performance threads that provide evidence for Outcome 1 data include:

Social-Emotional Matrix	English/language Arts Matrix
<ul style="list-style-type: none"> <li>• sense of self and others</li> <li>• manages emotions</li> <li>• interpersonal skills</li> <li>• responsibility</li> <li>• problem-solving</li> <li>• learning</li> </ul>	<ul style="list-style-type: none"> <li>• receptive language</li> <li>• expressive language</li> </ul>

AGE RANGE	PERFORMANCE LEVEL DESCRIPTOR
<p><i>The performance level descriptors below are descriptions of child behaviors corresponding to the age-range in the left column, and focus on the primary developmental changes in the areas of development cited above. The behavior descriptions are compounding from one age-range to the next. Subsequent age-ranges include enhancements of behaviors found in the previous age-range, but will also include some characteristics of behavior changes.</i></p>	
4-6 months	<p>Infants in this age-range typically demonstrate positive social-emotional skills by crying, fussing, observing and smiling to bring a caregiver to them and communicating their needs, feelings, and moods. In the latter half of this age-range, infants begin to show interest and curiosity and attempt to investigate their environment by first discovering their hands, toes, and caregiver’s faces as they reach to touch and grasp with their hands, and will turn toward and physically attend to something new in their environment.</p>
7-9 months	<p>Intentionality of interactions and investigation of things characterizes infants within this age-range. Their expressive communication now includes a purpose for the social connection, not simply to say “feed me” or “change me”. Reciprocal interactions have emerged, as it is common to observe infants participating in and enjoying pat-a-cake and peek-a-boo. Objects within their reach are appealing to infants as they reach to grasp and hold onto them to investigate (i.e., caregivers’ eye glasses, necklace or earrings). When they do get a grasp an object, their mouth becomes a primary mode of exploration as they bring the object to their mouth. Familiar routines have been learned and now they may quiet or respond using facial expressions or sounds to demonstrate recognition of the steps to a familiar routine i.e., being fed or the return of an object/person they desire. Infants now use their body, facial expressions, gestures, and voice to communicate fear, surprise, frustration, and excitement. New physical strength has resulted in infants’ ability to roll and possibly creep and is a strategy used to satisfy their curiosity and attempts to attain desired</p>

	<p>items and explore their environment.</p>
10-12 months	<p>A wider range of emotional expression, communication using gestures, and new enthusiasm to explore their environment due to increased physical control are the developmental changes in this age-range. Older infants continue to use their body, facial expressions, gestures, and voice to communicate fear, surprise, anger, frustration, satisfaction, and excitement. Imitation has become a strategy used to satisfy their curiosity, as they now mimic the actions of others (shaking a toy, clapping, banging an object). Their new physical strength has become a problem-solving strategy as older infants find ways to get at things and experiment with them (i.e., crawling or pulling to stand onto furniture to attain something).</p>
13-15 months	<p>Often by this age-range, communication skills begin to burst as the physical skill of walking has been achieved by most children. Their gestures and sounds communicate stronger intentionality as they point to express preferences and defend possessions. Object permanence has developed and is demonstrated by their exploration to find an object that has rolled out of sight, or “calling” for a caregiver when out of sight. Young toddlers have begun to display an interest in peers by observing them, moving to be near one, playing beside them, showing them an object, and imitating their actions.</p>
16-18 months	<p>Communication is increasing in intentionality, but is not always understood, and some word approximations are now included in their babbling (stringing sounds together). It is common for toddlers to show intense frustration now, as their understanding of words surpasses their expressive abilities, and their desire to do more with their body is also higher than their ability. Completion of familiar routines with caregivers may go more smoothly, as toddlers understand the steps and what is coming next, and they can now follow simple one step directions (bring me your cup for more juice). Problem-solving with objects is more complex as they demonstrate a strong desire to see how things work (i.e., remove and replace rings on a stack, place shapes into a shape sorter, and demonstrate how to make a sound toy work). Simple pretend play can be observed as toddlers imitate the work of the caregiver (i.e., cooking, cleaning, and feeding the dog, with small versions of real life objects). They show strong preferences to be with their preferred caregiver; therefore, separations are a challenge during this</p>

	age-range.
19-21 months	Older toddlers continue to explore their environment with great enthusiasm, but they continue to need help in maintaining safety. The addition of single words is now part of toddlers' communication skills and brings them a new sense of control. Daily routines go more smoothly because now they want to help with the steps or may insist on completing steps, and their understanding of gestures and words has also increased. They have a new interest in recreating activities they see around them, which represents their growing independence (i.e., "writing" and drawing with markers and crayons, figuring out how clothes go on and are taken off, and turning the pages of a book). They are willing to spend time practicing new skills to widen their understanding of cause and effect (their impact on things and the environment). Older toddlers respond to familiar gestures and words, yet still understand many more words than they can communicate.
22-24 months	Near or new two year-olds have a budding interest in peers and are building an understanding of the social rules of sharing, as they have difficulty waiting for a turn without assistance. Communication may still be frustrating, but compliance is assisted when adults label toddlers' wants, needs, and feelings. Children in this age group have a strong preference for independence, but do comply with limit-setting and consistent routines when provided assistance.
25-27 months	The biggest achievements of toddlers in this age-range are control of emotions and increased control of language (i.e., blending more sounds into words, and putting two words or signs together into sentences). Separation from a loved one can be more successful, as they can hold the image of that person in their mind and understand they will come back. They now can easily express their preferences, and will strongly protest to protect their possessions. "No" is a favorite new word for the two year-old child. Some toddlers will demand they complete many tasks independently.
28-30 months	Increased language expression of using two-word phrases now allows older two year-old children to demonstrate more control in peer situations and interactions. Cooperation during daily routines is now evident and their emotions are managed with some assistance from adults. Knowledge of how things work in their everyday world has grown, as you can observe the older two year-old in routines (i.e., appropriately using the remote control, dressing/undressing, self-feeding, and following familiar directions). Pretend play has taken on more imagination (i.e., "reading" a book, cooking, feeding and putting dolls to bed, parents going off to work, and block structures can become a house).
31-33 months	In this age-range the independence of two and a half year-old children is demonstrated by communicating preferences and dislikes, using "Mine" and taking on roles in their pretend. Children in this age-range can display some self-control and may consistently display an understanding of expectations. They can also interpret the feelings of others and are in tune to an adult's opinion of them.

34-36 months	Near or new three year-olds can often be observed to have a “special” friend whom they interact and play with consistently. Although they demonstrate higher abilities to complete tasks and follow routines, needing help with managing emotions is still evident. They consistently recognize the letters in their own names, familiar signs and logos. Their understanding of rules has developed and they may include simple grammar in their communication. New fears may be displayed because of their inability to differentiate between reality and fantasy, causing bedtime to be a challenge.
37-39 months	At this age, children now communicate by using longer phrases that include nouns, verbs, pronouns, and adjectives, and they demonstrate the ability to read familiar symbols (logos, food containers, and letters in their name). Pretend play with peers is a favorite past time and includes assignment of roles, dress-up, and re-enactments of events in their lives (i.e., shopping, going to a restaurant, a doctor visit).
40-42 months	Play skills take center stage in this age range, with new problem-solving occurring in children (i.e., using reasoning, trying indirect ways to find solutions). These new skills also result in their ability to now sustain attention to challenging tasks. Three and a half year-olds may try to use a strategy to manage their emotions and to follow rules.
43-48 months	Four year-old children now compare the different sounds within words and enjoy rhyming words. They now focus on the print in books, and will elaborately retell stories or events. These children are able to apply rules to new situations (i.e., complete tasks independently, put materials away when finished).
49-52 months	Four and a half year-olds are motivated to “write” and will practice by copying letters. They produce “story” pictures with scribbled messages, demonstrating that “writing” is for communicating. Now they can follow an unfamiliar directions, and their play skills now include creativity, as they produce original work and will try difficult tasks. Socially, they show an understanding of others’ feelings and property, and will remind others of the rules. They have a cooperative spirit and will advocate for their needs. Their expressive communication includes plurals and longer sentences, and these children will tell their age and birth date when asked.
52-60 months	New five year-olds want to apply a variety of approaches to tasks (i.e., using a variety of materials and strategies). They are now able to recognize and name capitol and lower case letters in print found in everyday life (i.e., books, street signs, papers, and the alphabet). Five year-olds enjoy re-enacting stories that now include fantasy, and respond to questions about a story. The communication skills of these children include good understanding of directions with multiple steps and descriptive language, and their expressive communication include sentences with varied grammar (i.e., conjunctions, pronouns, verbs).

61-72 months	Five year-olds include creativity in their activities, will stay with a challenge and work on alternate strategies to solve it, and make effective cooperative play partners, demonstrating respect of others' property and feelings. Their language includes lengthy sentences with appropriate grammar, including conjunctions, helper verbs and possessive pronouns. When they share information, it is characterized with descriptions of people, places, and things, and they are able to maintain a conversation. Their receptive language includes following two-step directions with multiple descriptors (i.e., "Walk slowly, and bring me the big dinosaur book, please").

**US Department of Education Office of Special Education (OSEP)  
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**OSEP Outcome 2: Acquiring and Using Knowledge and Skills =  
*Thinking, reasoning, remembering, problem-solving; understanding symbols;  
understanding the physical and social worlds***

ISTAR-KR assessment performance threads that provide evidence for Outcome 2 data include:

<b>Math Matrix</b>	<b>English/Language Arts Matrix</b>	<b>Social-Emotional Matrix</b>	<b>Physical Matrix</b>	<b>Personal Care</b>
<ul style="list-style-type: none"> <li>• counting and quantity</li> <li>• computation</li> <li>• time</li> <li>• location</li> <li>• length, size, weight</li> <li>• sorting and classifying</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of sounds</li> <li>• awareness of symbols</li> <li>• uses print for pleasure and information</li> <li>• comprehends details, events, main ideas</li> <li>• writes for specific purpose and audience</li> <li>• uses writing implements</li> <li>• receptive language</li> <li>• expressive language</li> </ul>	<ul style="list-style-type: none"> <li>• sense of self and others</li> <li>• manages emotions</li> <li>• interpersonal skills</li> <li>• responsibility</li> <li>• problem solving</li> <li>• learning</li> </ul>	<ul style="list-style-type: none"> <li>• sensory integration</li> <li>• physical stability</li> <li>• gross motor skills</li> <li>• object control</li> <li>• precision hand skills</li> </ul>	<ul style="list-style-type: none"> <li>• oral motor skills</li> <li>• self-feeding</li> <li>• dressing/undressing</li> <li>• care of face, hands, nose</li> <li>• toileting</li> </ul>

<b>AGE RANGE</b>	<b>PERFORMANCE LEVEL DESCRIPTOR</b>
<p><i>These performance level descriptors are compounding, the previous age-range descriptor will apply to the next age-range with some additional behaviors. This means that with each successive age-range the range of behaviors seen in the prior age-range are present with the addition of new behaviors that are more mature.</i></p>	
4-6 months	<p>Infants in this age-range demonstrate knowledge of the environment, as well as physical, social, and emotional skills in the following ways: they use crying, smiling, eye contact, facial expressions and some sounds to communicate needs and emotions to caregivers. Young infants use all five senses to demonstrate their curiosity of objects, their body, and people (i.e., turning toward, reaching for, raking at, and grasping to learn about it). They exhibit good head control while looking around, and when supported to sit, have a wider view to observe. By this age-range, feeding goes smoothly, as the infants can suck and take in pureed food without choking, and they recognize their bottle or the feeding position and now associate it with soon being fed. Infants in this age-range will</p>

	consistently and independently regulate their senses or feel comforted by being picked up and held by a caregiver, and they may also show some self-regulation by expressing their needs (hunger, sleep, physical contact) at predictable times.
7-9 months	Infants in this age-range now show how they can impact and learn from their world in a more deliberate way (i.e., they investigate objects by bringing them to their mouth to suck on and will randomly drop them to go onto the next item). Caregivers know that daily routines have become familiar to infants as their responses to the steps in those care giving routines demonstrate understanding (i.e., quieting when held for feeding, waving arms and possibly fussing when they see they are about to be picked up, and crying when asked to wait to be fed or held). Interactive games or songs are appealing now, as they smile at a caregiver and attend to the actions and words. The infants participate using gestures and vocalizations, and by smiling. Motivation to access things they want and are evident by how their curiosity is now facilitated by increased physical strength (i.e., rolling or creeping). Imitation of some adult actions has now been added to their repertoire of strategies to investigate and problem-solve with objects (i.e., banging two together, or putting objects into a container). These infants have learned to tolerate lumpy foods and will cooperate at meal time.
10-12 months	During this age-range, infants have learned and are motivated to successfully move solid foods in their mouth and swallow, and to actively engage in daily routines (i.e., feed themselves a cracker, may bring a closed cup to their mouth and drink, and hold up arms in dressing/undressing). They can now sit alone, and some will move upright with support (i.e., pulling up to a table/surface and moving around it by taking steps as they hold on). Certainly, crawling with speed occurs now. New strength allows for moving up and down a few stairs, and some young toddlers will “walk” with support. These young toddlers demonstrate preferences of objects and will show displeasure at losing particular objects. Communication skills are characterized by expressing a variety of sounds and recognizing familiar people, objects, and pictures in book or photographs. These children respond to familiar cues and sounds that have been learned (i.e., face brightens, attends to and looks to familiar voices, door bell, phone, and pets).
13-15 months	A biggest new skill for children in this age-range is the accomplishment of independent walking. Walking now means navigating their environment has taken on new parameters and possibilities. However, their new found independence requires oversight, as they can get into situations that are not safe, but entirely appealing. These children have begun to anticipate familiar routines in their daily schedule, and respond now to familiar gestures or words. Play with objects is now demonstrated with more purpose and complexity as they have learned to use additional strategies other than mouthing an object that now includes poking, patting, pushing, dropping or throwing . Discovery of peers is of interest, both in person and in picture books. These children show recognition of others’ emotions by mimicking the emotion or patting a person who is sad.

16-18 months	Toddlers have added single words to the expressive communication, using a variety of familiar nouns. Imitation skills have increased by this age-range; toddlers imitate peers and adults, and pretend play with real-life objects has emerged (i.e., draw with markers, “talk” on the telephone, or kiss a doll/teddy bear). These children prefer to feed themselves, use a cup, and practice using a spoon. Physical stability is characterized by balance and control, which aides the children in climbing and walking.
19-21 months	Older toddlers now follow familiar routines without much assistance (i.e., they respond to their name, and will greet others when prompted). Their understanding of words and simple math concepts has increased, as these toddlers may look to or go find an object in a requested location, and they may request more of something. Their use of sounds and single words has increased and has now has taken on a conversational tone, with inflection and great intentionality. However, high frustration is common now, as they understand more words than are able to express, and they desire to do more than they can safely accomplish. Physical coordination is increasing as toddlers can be observed creatively climbing, running, moving on riding toys, and trying to jump.
22-24 months	New two-year olds now have control of expressing more recognizable words, which provides new emotional control. Children in this age-range now sustain attention to preferred play activities (i.e., explores quantity by indentifying which amount is more, will name or point to pictures in a book [animals, toys, everyday objects], match same objects either in play or when cleaning-up toys). New word acquisition includes words that describe steps in routines (i.e., next, one more time). Pretend play or re-enacting familiar events has begun and is a display of independence in this age-range (i.e., “reading” a book, making food for a dolly or a play partner). In addition, these children follow familiar routines (i.e., assist in the steps to get ready for bed/bath, a meal, small group circle time). Two year-old children are known for aggressively defending toys and protesting when something doesn’t go their way; “No” and “Mine” are common refrains of these toddlers. Purposeful play is characterized by a variety of experimentation with objects and tasks (i.e., putting objects together, searching for something out of sight).
25-27 months	The primary new skills for two year-olds fall into the categories of communication skills, self-care, and social-emotional skills. Two year-olds now demonstrate new skills in socialization with others and the learning of rules (i.e., control of language to understand and follow directions, assist with dressing/undressing, and may show an awareness of toileting cues). These toddlers want to participate with peers and adults in group activities, will initiate engagement with peers, can share when prompted, and use language with peers and adults. However, they still have a strong desire to control toys and have their way. The concepts of size and temperature in their everyday life have now developed, and they can distinguish between big/little or hot/cold.

28-30 months	Expressive communication, social-emotional skills, and physical skills show the biggest changes during this age-range. These children now use two-word phrases to express themselves when they describe objects or events. Physically, two-and-a-half-year-old children have begun to purposefully throw, catch, and kick a ball with some control. These children now can manage separations from loved ones more easily, and their feelings can be managed when adults help them by giving a label to those feelings, redirecting their behavior, and setting reasonable limits of inappropriate behavior (grabbing toy from peer, using hands to express feelings). Predictable schedules, forecasting what is coming next and allowing for reasonable choices (which shirt of two, which cup of two) are successful strategies that help this age group to manage their days.
31-36 months	Developmental changes for two-and-a-half year-old children are primarily demonstrated in the following areas: enhanced communication skills, pre-math skills, early literacy skills, and social-emotional skills. These children enjoy matching objects, understand the sequence of events that occur in their daily routines, and differentiate differences in objects by size, temperature, color and shape. Their language contains more recognizable phrases; they identify their name in print, and they enjoy relating the details in pictures or stories. The drawings of these children often include scribbling to convey a message as they understand the purpose of writing. They have a desire to complete some of the steps of dressing/undressing, and may show an interest in practicing use of a potty. Socially, they have a high desire to engage with peers and to please adults by helping them, and they have begun to identify positive attributes of others. These children spend time engaged in pretend play and exploring a variety of activities, such as putting construction toys together, looking at books, and using writing implements.
37-42 months	Children who are three years old demonstrate increased skills that primarily are focused on increased independence in self-care tasks and focus their attention on problem solving with more challenging tasks. Children in this age group easily complete dressing/undressing, personal care tasks, and toileting. They are now able to attend to more challenging tasks (i.e., sorting by opposite attributes, including comparing size, weight, capacity), and they follow rules. These children speak in sentences that contain at least four words and include some simple grammar, pronouns, and verbs. They indicate numbers to describe and appropriately use past tense to tell about characters in stories or experiences they have had. Three year-olds recognize familiar symbols, such as restaurant logos and containers of favorite foods, in addition to letters and numbers.
43-48 months	Children in this age-range typically show developmental changes in the areas of pre-math skills, cooperative play, and independent management of emotions. They now have knowledge of the term morning, as well as the terms yesterday, today, tonight, and tomorrow. Being able to compare and sort by more than one attribute is a new skill (i.e., identify shapes, group by similar attribute, compare by number of corners). These children independently manage their emotions by using a strategy, and they can also apply rules in a variety of situations. Taking turns in play with peers is mostly independently-managed with prompts from

	<p>adults. Conversations are maintained with a peers, and these children like to identify a “best” friend. Phonemic understanding has increased as they now identify words that sound alike by rhyming, and they follow words from left to right on a printed page.</p>
49-54 months	<p>Four year-olds continue to expand their concept development in early math skills and language expression (i.e. understands “all of”, “the rest of”, and what number is next in a series of numbers), and they use measuring tools (measuring cup, ruler, scale) appropriately. These children enjoy retelling stories and accurately include the beginning, middle, and end. Children in this age-range have begun to use writing to share a message that often includes some recognizable letters, and they may draw a picture and ask someone to write their dictated story.</p>
55-60 months	<p>The language of near five year-olds now includes prepositions to describe location and is expressed with increased intelligibility. Comprehension of stories and events is demonstrated not just with retelling, but also incorporates the identification of main characters and places in a story. These children easily use the pictures in a story to understand the content. They follow two-step unrelated directions, use objects symbolically in imaginative play, and consider and try alternate solutions when solving problems. Socially, these children want to help and encourage others and will speak up for themselves and others.</p>
61-66 months	<p>Children in this age-range continue to build on their knowledge of math concepts (i.e., count to 20; use “most”, “least”, “some”, and “none”; and order objects up to 10). Units of measuring time have become part of their communication expression (i.e., week, month, hour, and minute). Grouping items by function, not just attributes, is evident now. These children have mastered number and letter recognition, and they can also order numbers and letters. Books now are chosen for the information they contain, and titles and authors can be identified. The writing of these children includes phonetically-spelled words.</p>
67-72 months	<p>Five-and-a-half year-olds and new six year-olds demonstrate the biggest developmental changes in the following categories: math concepts of addition and subtraction, writing skill enhancement, and expressive language. These children can now compare sets of objects up to 10 and determine if they are equal, and divide sets of objects up to 10 into equal groups. These children can also make direct comparisons of length, weight and temperature. In terms of writing skills, these children now record and order their ideas for writing, space letters correctly, and use correct shaping of capital and lower-case letters. The expressive communication of these children is intelligible most of the time, and includes coherent sentences comprised of descriptions, locations, and actions.</p>

**US Department of Education Office of Special Education (OSEP)  
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**OSEP Outcome 3: Taking Appropriate Action to Meet Needs =  
*Taking care of basic needs (showing hunger, feeding, dressing, toileting, etc.; contributing to own health and safety; getting from place to place and using tools***

ISTAR-KR assessment performance threads that provide evidence for Outcome 3 data include:

Physical Matrix	Personal Care	Social-Emotional Matrix	English/Language Arts Matrix
<ul style="list-style-type: none"> <li>• sensory integration</li> <li>• physical stability</li> <li>• gross motor skills</li> <li>• object control</li> <li>• precision hand skills</li> </ul>	<ul style="list-style-type: none"> <li>• oral motor skills</li> <li>• self-feeding</li> <li>• dressing/undressing</li> <li>• care of face, hands, nose</li> <li>• toileting</li> </ul>	<ul style="list-style-type: none"> <li>• sense of self and others</li> <li>• manages emotions</li> <li>• interpersonal skills</li> <li>• responsibility</li> <li>• problem solving</li> <li>• learning</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of sounds</li> <li>• awareness of symbols</li> <li>• uses print for pleasure and information</li> <li>• comprehends details, events, main ideas</li> <li>• writes for specific purpose and audience</li> <li>• uses writing implements</li> <li>• receptive language</li> <li>• expressive language</li> </ul>

AGE RANGE	PERFORMANCE LEVEL DESCRIPTOR
<p><i>These performance level descriptors are compounding, the previous age-range descriptor will apply to the next age-range with some additional behaviors. This means that with each successive age-range the range of behaviors seen in the prior age-range are present with the addition of new behaviors that are more mature.</i></p>	
4-6 months	<p>Infants in this age-range typically demonstrate actions to get their needs met in the following ways: use of all five senses to respond to sensory input in their environment (i.e., alert to sounds, control their head purposefully, move their body [rolling]); respond to their name; explore their body; reject something undesirable; calm to a caregiver’s voice or touch; recognize caregiver; and discriminate strangers. The communication skills of infants encompass crying, fussing, smiling, and waving their arms or legs to demonstrate their emotions. By this age-range, successful feeding is demonstrated by good sucking and swallowing ability. Curiosity about the people and objects around these children is shown by intent observation and responses to what is happening around them (i.e., familiar people, reaching and grasping objects within their reach, watching a speaker’s face, or turning to or attempting to move toward something interesting).</p>

7-9 months	<p>In this age-range, new skills primarily have to do with an increased understanding of routines and a growing understanding of how these older infants can impact their world with their voice and body (i.e., cry, fuss, or smile to bring an adult to them; quiet attention during meal times; possibly placing hands on bottle when fed or holding the bottle; focus on familiar pictures; and moving [creep, crawl] to attain and/or investigate a desired object). If an object is attained, older infants learn about it by holding it and putting it in their mouth. Added control in handling objects is now assisted with growing strength in supported sitting.</p>
10-12 months	<p>Expanded communication and growing motor skills characterize this age-range. These infants now use cooing and other sounds to hear their own voice, bring someone to them, or communicate dislikes. Physically, new strength allows for independent sitting and an interest in standing when supported by an adult or furniture. This upright position makes their view of the world wider and their ability to reach things greater. Imitation has now become an important strategy to learn about objects, as experimentation includes repetitive actions as these infants connect their action to a reaction (i.e. banging two objects together makes a sound). Children in this age-range show new understanding and tolerance of steps within routines. They may hold up an arm when being dressed/undressed, and may wait when they see or hear steps in routines occurring that will meet their needs (i.e., to be picked up, to be fed).</p>
13-15 months	<p>Intentional communication and strength in using their bodies are characteristic of this age-range. New control is achieved by combining babbling with gesturing, emphasizing their needs (wanting more cracker), desires (want something), and emotions (want you, don't go). The increased ability of these children to move with more control and confidence inspires their interest in and motivation to explore their environment (i.e., some are walking independently, some are crawling on top of or around furniture or moving up and down a few steps, all to know about their world). Problem solving with toys has now taken on more purpose, as these children now often replace putting objects in their mouth with using their finger to poke and their hand to push or pat at levers on toys. Practice and repetitive actions with objects is the common past time of toddlers.</p>
16-18 months	<p>Increased maturity of communication and physical skills characterize this age-range and can be noted by the toddlers who exude power—some examples include imitating new words, trying new toys/activities, displaying interest in exploring play equipment to climb. Even though there is new evidence of physical competence, understanding depth and safety issues is not developed, so adults are needed to protect when the toddlers go into unsafe areas. Additionally, their feelings of disappointment have taken on a more powerful expression, and adults are needed to assist toddlers in calming down when they are upset. This occurrence of frustration is common, resulting from toddlers understanding many more words than they can express and their great desire to do more than they are able. One area that may provide satisfaction is meal time. Toddlers can now feed themselves finger foods (solid foods are part of their menu), and using a</p>

	<p>closed cup has been achieved and may have been given a higher value by some toddlers, as it looks more like the drinking containers used by adults or siblings. Separations from beloved caregivers are difficult during this period and also can reflect the ambivalence toddlers feel toward newfound independence, clearly wanting that adult nearby and in view, but also wanting to explore away from that adult.</p>
19-21 months	<p>Increased use of single words and word approximations brings more control to older toddlers. Predictable schedules and routines also provide these children a source of security and control. Problem solving with toys/objects continues to be filled with motivation for older toddlers to try new activities (i.e., “writing” with markers or crayons, attempting to dress and undress, and using small riding toys).</p>
22-24 months	<p>New skills in this age-range include use of more recognizable words, interest in using a spoon, and using open cups. A new interest has emerged—fascination with peers. These children attempt interactions with peers (i.e., showing a toy, grabbing a toy, observing their play and imitating their actions). They are great defenders of “their” toys/objects, and they will make sure everyone hears their “No” or “Mine”.</p>
25-27 months	<p>Interest and attention span with books has developed as children in this age-range now recognize and label pictures of familiar things (animals, people, and everyday items) by repeating the word or pointing to the picture when asked. Physically, these children are experimenting with ball play (throwing, catching, and kicking). In terms of increased independence, two year-olds cooperate with personal care routines throughout the day by completing some of the steps, and they experience expanded success in assisting with getting some clothing on or off.</p>
28-30 months	<p>Two-and-a-half year-olds have expanded communication to include two words/signs together. They use words to identify steps in a routine, and they easily follow a familiar direction. Their concept development in measurement has increased to include understanding the location of objects and some of their attributes (size, temperature). Many toddlers scribble messages on drawings to give to others as a way of communicating through “writing” and displaying their knowledge of the function of writing. Social-emotionally, they show increased understanding of “rules”, and they share when prompted (though they may not like it). Toddlers use feeling words when given to them, which assists them in managing those strong feelings.</p>
31-36 months	<p>Older two year-olds have a stronger interest in books, and they focus on imitating writing strokes. They label familiar pictures, recognize print (letters, numbers), and now examine the details in pictures. Following routines without much assistance occurs consistently by this age-range.</p>

37-42 months	Recognition of familiar symbols is a highlight of this age-range (i.e., boxes of favorite foods, restaurants, street signs). These children like to communicate about the content of familiar books (characters, settings). Expressive communication includes longer sentences, which incorporate some simple grammar rules (plurals, past verbs). Independence now includes interest in serving self food and drink, participating in some of the toileting steps, and experiencing greater success with dressing/undressing. These children can follow some rules (inside voices, walking inside), and they may remind others of the rules. Children of this age-range look for more than one way to solve problems, which assists them in sustaining attention to more challenging activities.
43-48 months	The areas of the largest developmental changes in this age-range are in math concept development and social-emotional skills. These children have begun to understand addition and subtraction by making sets larger or smaller when asked, and their knowledge of how time is measured has increased to understand minute, day, hour, and week, year, and month. Expanded knowledge of the attributes of objects (i.e., more shapes, colors, and sizes) are recognizable now, as the children group objects according to one attribute or to similarities, and they understand more about opposites. Children in this age-range demonstrate their independence by their ability to use a strategy to manage their emotions, to engage in cooperative play with peers by assigning roles, and to follow unfamiliar directions. Independent completion of tasks and putting materials away appropriately is common in this age-range.
49-54 months	Four year-old children understand quantity and numbers, as reflected in their drawings, and they like to use measuring tools (ruler, scales, and measuring cups) correctly. Children in this age-range find pleasure in identifying words that rhyme and like to follow words in a book as a story is read or listened to. Their practice “writing” now contains strings of shapes that look like letters or numbers. These children follow unfamiliar directions and spend much time in physical activity (running, riding a bike, climbing, tumbling stunts). It is common for children in this age-range to complete all personal care needs, including dressing/undressing and toileting.
55-60 months	Four-and-a-half year-olds and new five year-olds have now developed good comprehension and better memory skills, as reflected in their retelling of stories and events in their life. They include details of main characters, places and experiences, and often use objects symbolically in imaginary play. Their understanding of numbers and quantity has increased, and that knowledge helps them to describe or use objects. Socially they encourage others and can advocate for themselves and others.
61-66 months	A variety of math and early literacy concepts are now present in the expressive

	communication of children in this age-range (i.e., units of amounts [most, least, some, none]), and these children order objects up to 10 and count to 20. Letter recognition now includes identification of capital and lower-case letters. These children specifically choose books for information and write phonetically, still including pictures with letters.
67-72 months	Children in this age-range read common or simple words ( e.g. cat, dog, stop, go, etc ). Mathematically, they compare sets of objects to identify differences and make direct comparisons of objects/things in terms of size, weight, quantity, and length. Their writing now takes on accurate spacing of letters and some correct shaping of letters. These children communicate in coherent sentences, embedding descriptions, locations, and actions.