



early intervention

supporting families and child development

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **BIRTH TO 3 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors:**

- Shows enjoyment of interactions with caregiver while being held/touched/comforted by smiling, quieting, etc.
- Shows interest in watching caregivers' faces/activities by looking quietly, smiling
- Responds to caregiver's voice by moving head, arms, and legs
- Smiles, coos, and makes faces at caregiver as an attempt to interact
- Begins to have a social smile
- Draws attention to self when in distress

#### **Questions:**

- What does your baby do when he/she hears your voice or when you go to pick him/her up?
- What does your baby do when you hold and/or speak to him/her?
- What kinds of touch or movement does your baby like? How do you know?

### **Outcome 2: Acquires and Uses Knowledge and Skills**

#### **Behavioral Descriptors:**

- Responds to sounds by turning toward sound, such as a musical toy
- Inspects surroundings; tracks objects visually
- Shows an active interest in people or objects for about a minute
- Begins to play with rattles and other baby toys; grasps toy actively

#### **Questions:**

- What activities does your baby seem to like best?
- What kind of toys or objects grabs your baby's attention?
- What kind of play do you enjoy most with your baby?
- What does your baby seem to pay attention to?

### **Outcome 3: Takes Appropriate Action to Meet Needs**

#### **Behavioral Descriptors:**

- Quiets when picked up
- Cries for different reasons (hunger, uncomfortable, pain)
- Moves arms on sight of a familiar toy; begins to reach for familiar toys
- Begins to develop head control; holds head steady when held upright
- Bears weight on forearms when in prone position (on tummy)
- Brings hands together and/or to mouth

#### **Questions:**

- How does your baby let you know what he/she wants and how he/she is feeling?
- What are your favorite things to do with your baby?

# Rhode Island Early Intervention Child Outcomes

## Developmental Guidance

### 3 TO 6 MONTHS

#### **Outcome 1: Will Have Positive Social Relationships**

##### **Behavioral Descriptors:**

- Can be quieted by a calm, familiar voice
- Smile is more voluntary especially in reaction to caregiver's presence and interaction
- Greets/interacts with caregiver with smiles, increased movement or making sounds
- Prefers caregiver but shows more tolerance toward others
- Enjoys the facial expressions of caregiver and others; shows interest in faces
- When over stimulated, can be comforted/soothed by caregiver
- Shows interest in mirror images
- Enjoys social play games

##### **Questions:**

- How does your baby show you when he/she is happy?
- How does your baby react when new people come in?
- What happens when your baby sees him/herself in a mirror?
- What does your baby do when you talk to him/her?

#### **Outcome 2: Acquires and Uses Knowledge and Skills**

##### **Behavioral Descriptors:**

- Enjoys repeating a newly learned, enjoyable activity (e.g. shaking a rattle)
- Uses hand and mouth for sensory exploration of objects
- Plays with own hands, feet, fingers and toes
- Attends to voices, sounds, and faces
- Finds partially hidden objects
- May begin to touch a toy to restart an activity
- May begin to work for a desired, out of reach object
- Makes purposeful movements in mirror
- Begins playing with sounds, babbles

##### **Questions:**

- What kind of toys or objects does your baby seem most interested in? How do you know this? What does your baby do with favorite toys?
- How do you and your baby most enjoy playing together?
- How does your baby use her body to explore?

#### **Outcome 3: Takes Appropriate Action to Meet Needs**

##### **Behavioral Descriptors:**

- Displaying good head and neck control; supports upper body when on tummy
- Turns head or uses eyes to look for a sound
- Touches toy or adult to restart and activity (beginning)
- Babbles consonant sounds (bababa, dadada) alone and at people
- Vocalizes a variety of attitudes (joy, anger, pleasure, displeasure)
- Rolls in both directions
- Brings hands together for purposeful activities (holding toy, holding bottle)
- Refines grasp to use thumb more independently in holding objects
- Reaches and grasps objects; drops and recovers objects; transfers and bangs objects

##### **Questions:**

- How does your baby let you know what he/she wants and how he/she is feeling?
- How do you and your baby enjoy communicating with each other?
- How does your baby use his/her body to explore?
- How do you know when your baby is upset? What works to help him/her to calm?

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **6 to 9 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors:**

- Smiles at and vocalizes to caregiver. Responds vocally and physically while interacting with caregiver
- Shows an interest in other babies by watching, smiling, touching
- Enjoys reciprocal interactions and games with caregiver and will attempt to imitate sounds and plays social games (peek a boo, pat a cake, so big)
- Expresses interest in mirror image by looking and reaching for the mirror
- Demonstrates self-soothing techniques and seeks comfort by hugging, loving a stuffed animal or blanket, sucking a pacifier or fingers
- Enjoys hearing own voice as well as caregivers
- When taken on outings is showing more comfort in community settings (friend's house, market, church)
- Expresses variety of emotions that are clear to others
- Expresses enjoyment and a desire for 'more' through body language cues (kicking legs, waving arms, and smiling)
- Exhibits anxious behavior around unfamiliar adults

#### **Questions:**

- Does your baby have opportunities to be around other babies? What is his/her reaction?
- Tell me about a time when your baby was upset. What does he/she do to calm him/herself down?
- Can you tell me how your baby responds to trips outside the home? How does he/she respond to other people?
- Can you tell me what happens when you leave your baby with someone else?
- Who does your baby feel close to? How do you know?

### **Outcome 2: Acquires and Uses Knowledge and Skills**

#### **Behavioral Descriptors:**

- Looks for family members or pets when named
- Plays with materials like paper
- Touches a toy to in attempt to restart
- Reaches and plays with toys while in sitting
- Shows curiosity and explores sensory materials
- Reaches for object and brings to mouth
- Holds 2 objects, one in each hand
- Pounds on a table or other surface
- Transfer a toy from one hand to another to explore and play
- Mimic a clap or wave
- Responds to music and being sung to by listening and moving head, arms, or legs
- Finds hidden object
- Says "dada" and "mama" nonspecifically
- Plays with sounds more purposefully; makes two syllable sounds
- Pays quick attention to unexpected events

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **Questions:**

- What does your baby imitate?
- What kind of play does your baby enjoy?
- How does your baby explore the environment?
- What kinds of sounds is your baby making? When is s/he the most vocal?
- Does your baby imitate sounds you make? How?

## **Outcome 3: Takes Appropriate Action to Meet Needs**

### **Behavioral Descriptors:**

- Babbling and other vocalizations for attention
- Shows displeasure when play stops or a toy or object of interest is taken away
- Beginning to move more in the environment (crawling, moves from belly to sitting, begins to stand holding on to an object)
- Reaches and grasps object
- Drinks from a cup held for him/her
- Feeds self small pieces of food using hands
- Crawls and/or pulls to stand to reach objects of interest (toys, food)
- Rakes tiny object; uses inferior pincer grasp
- Bangs two blocks held in hands

## **Questions:**

- How does your baby let you know what he/she wants and is feeling or thinking?
- What, if anything, do you find frustrating about understanding your baby's communication? Why?
- How does your baby use his/her body to explore and express feelings?
- What do you need to do to make your home safer for your "little explorer"?

## **9 to 12 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors:**

- Imitates actions of others (facial expressions, hand gestures, clapping, waving)
- Shows a strong preference and desire to be with primary caregiver and shows anxiety when separated by fussing, crying, looking around; search for adult caregiver when out of sight
- Exhibits distress when strangers are close but can be comforted by caregiver
- Uses gestures to communicate interest in objects and people
- Responds when caregiver calls baby's name by turning and/or looking
- Displays ability to play alone for short periods although needs/desires to interact with caregiver
- Might hit, bite, or screech in order to communicate frustration
- Might try out behaviors (e.g., throwing, dropping) in order to get a response from caregiver
- Demonstrates ability to make short explorations away from primary caregiver in familiar settings/may need caregiver in sight or ability to get back to caregiver quickly for reassuring hug
- Expresses enjoyment of own mirror image and makes recognition of self
- Reaches for caregiver to be picked up/comforted
- Waves in response to bye-bye
- Shows attachment to a favorite toy or blanket

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **Questions:**

- What is it like for your baby when you leave (the room)?
- What does your baby do when an unfamiliar person comes over? When you take the baby out?
- Does your baby ever get frustrated? Describe.
- How does your baby try to get attention?
- Does your baby have a security object? Can you tell me about how your baby uses it? Can you give me an example of when your baby needed it?

## **Outcome 2: Acquires and Uses Knowledge and Skills**

### **Behavioral Descriptors:**

- Rotates object to find functional side (turns block to find printed side)
- Explores toys by manipulating (e.g., taking out, pulling, unwrapping)
- Guides action on toy manually
- Shows understanding of words by appropriate behavior or gesture (pauses or looks to caregiver when told “no;” waves when told “bye”)
- Imitates gestures and sounds, especially when they are laughed at
- Gets from sitting to hands and knees; creeps on hands and knees to obtain or follow object of interest
- Stands momentarily; may take first steps toward objects of interest, such as toys
- Pivots in sit, twists to reach and pick up toys that are not in front of her/him
- Uses both hands freely; grasps crayon adaptively
- Understands gesture and command (“Give to me” with hand outstretched)
- Understands a few simple words and phrases
- Produces sounds frequently in babbling (b,m,p,d,t,n,g,k,h., etc.) and shortens babbling to single consonants (i.e. “ba” or “da”)

## **Questions:**

- What are your baby’s favorite activities? How do you know?
- What does your baby do well? What does s/he need the most help with?
- What do you think your baby is learning?
- Does your baby ever try to ‘copy’ you? Describe.

## **Outcome 3: Takes Appropriate Action to Meet Needs**

### **Behavioral Descriptors:**

- Throws objects
- Moving more about the environment to get toys and other items (crawling, cruising on furniture, going easily from sitting to crawling)
- Takes small objects out/puts in container
- Begins to say “dada” and “mama” specifically
- Walks holding on to furniture
- Walks with both hands held
- Asserts independence by attempting to control eating and sleeping routines

## **Questions:**

- How does your baby let you know what he/she wants?
- How is your baby moving around the environment?
- How does your baby gain people’s attention?
- Tell me about your baby’s sleep routine/ meal routine. Has anything changed?

# Rhode Island Early Intervention Child Outcomes Developmental Guidance

## 12 to 18 MONTHS

### Outcome 1: Will Have Positive Social Relationships

#### Behavioral Descriptors:

- Show affection to caregivers; may pay back while being held
- Displays anxiety when separated from caregiver (heightening at 18 months then decreasing)
- Seeks comfort from a preferred adult when tired or hungry
- Shows curiosity about what other people are doing
- Makes effort to share experiences with others (e.g., pointing to object while looking at caregiver)
- Enjoys mirror play and will experiment with making faces at themselves
- Shows signs of being upset when others around them are upset
- Responds positively to caregivers praise and affection
- Shows signs of frustration when not able to do something on their own
- Sharing and waiting appear difficult for child
- Shows pride and excitement by smiling, looking to adult, clapping
- Observes the emotional reactions of others
- Begins to use single words to communicate/get attention (e.g., hi, bye) and to get needs met (e.g., juice, no)

#### Questions:

- What is it like when your child sees you again (after a separation)?
- How does your child react when you are upset? Can you give me an example?
- Does your child try to do things on his/her own? How does he/she react when they are unable to do it on their own?
- Do you have a daily routine? Does your child easily follow this routine? How does he/she react to changes in the routine?
- Who does your child play with (other children)? How often? Can you describe what that looks like?

### Outcome 2: Acquires and Uses Knowledge and Skills

#### Behavioral Descriptors:

- Moves about environment exploring by pulling to stand, cruising on furniture, walking, climbing or running
- Shows curiosity by getting into things, uses both hands together, climbing, doing an action over and over, pokes with finger, explores toys in many different ways
- Looks at what an adult is pointing to and shares attention
- Participates in active physical play with an adult
- Communicates in a way that is understood by most familiar people (eye glances, gestures, sounds, etc.)
- Combines words and gestures
- Uses short phrases (1 or 2 words) to communicate
- Uses imagination by exploring toys in many different ways (uses both hands to shake, bang, drop, pour out)
- Begins some simple sorting of objects.
- Shows beginning understanding of “big” and “little”
- Shows beginning understanding of cause-effect (e.g., push a toy button and it makes a sound)

# **Rhode Island Early Intervention Child Outcomes**

## **Developmental Guidance**

- Engages in simple pretend play (feeding a doll or stuffed animal)
- Can sit for a short time to look at books, short activity or puzzles
- Turns pages in a book and touches or points at pages
- Jabbers with inflection, uses single words, or combines words
- Labels objects
- Pulls, points, gives objects
- Exchanges back-and-forth with adults (smiles, sounds, actions)
- Gives objects on verbal request; responds to choices (“ball or car?”)
- Responds to her/his name consistently
- Comprehends simple questions (“Where’s kitty?”) and follows 1-step directions (“Go get your ball”)
- Names body parts
- Sways to music

### **Questions:**

- How does your child get around in your home or other natural settings to play and explore?
- What kinds of play does your child enjoy? What does she/he do with her/his toys when she/he is playing?
- Does your child have a favorite book? A favorite toy? How do you know?
- How does your child tell you what he/she wants? How does she/he communicate her/his needs to you?
- How does your child respond when spoken to by others? Does he understand what is said to him?

### **Outcome 3: Takes Appropriate Action to Meet Needs**

#### **Behavioral Descriptors:**

- Begins using “me” and “mine”
- Likes making choices
- Points to show what interests her/him and looks to see if you’re looking (joint attention)
- Finger feeds self; begins using utensils, but will be messy
- Picks up very small items with index finger and thumb
- Helps with dressing
- Begins using objects as intended (brushing hair, dialing phone, drinking from cup)
- Increasing independence; may show defiant behavior
- Protective of toys, belongings, and caregiver, (“mine”); shows preference for certain toys, objects, people
- Able to soothe self to sleep at naptime and bedtime, but may resist bedtime

#### **Questions**

- How do you know what your child wants, like and dislikes?
- What is your daily routine like with your child? What is your favorite/least favorite part of the day?
- How does your child get the things he/she wants?
- How does your child gain people’s attention?



# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **18 to 24 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors**

- Shows affection to caregivers and close family members/friends with enthusiasm: running towards, hugging, etc.
- Refers to self by name
- Talks or sings to self for comfort or enjoyment
- Enjoys the company of other children: (play group, family parties, playground) by watching them and/or playing near them
- Recognizes and responds differently to younger children (e.g., uses higher “baby” voice, bends over and pats)
- Shows attachment to and preference for specific toys
- Asserts more independence by refusing to hold caregiver’s hand, saying ‘no’, tantrums when told ‘no’ or in attempt to get own way
- Full of energy/curiosity and relies on caregiver to provide safety limits
- Begins to try to be helpful: assist with clean up, follows simple directions
- Needs caregiver to help with conflict resolution: may bite, hit, or yell, but caregiver can usually calm and redirect
- Begins to initiate interactions with others especially when in a familiar setting (playing alongside, handing something to another, touching, saying ‘hi’)
- Demonstrates concern for others through gestures, facial expressions

#### **Questions**

- How does your child show affection? Who does he/she do this with?
- Can you tell me about a time when your child felt proud?
- Does your child ever seek out help from an adult? How?
- Who does your child play with? What does that look like?

### **Outcome 2: Acquires and Uses Knowledge and Skills**

#### **Behavioral Descriptors**

- Activates mechanical toy
- Attempts to try new games/toys
- Treats objects differently (e.g., squeeze stuffed animal and throw ball)
- Watch and often runs when older children are running
- Matches animal sounds (“moo”) to pictures of animals (cow). (is this needed?)
- Enjoys manual play activities (meaning what? Better description of skill?)
- Points to several clothing items, body parts, familiar objects, people on request
- Fits things together (puzzles, pegboards, etc.)
- Begins to hold crayon with thumb and fingers
- Recognizes self in photographs
- Listens attentively to familiar stories, rhymes, and songs
- Holds one-sided conversations with stuffed animals and dolls.
- Remembers where objects belong
- Has a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”.
- Begins to point to pictures of familiar objects and people
- Attempts to sing songs with words
- Engages in parallel play (plays near another child, each doing different things)
- Enjoys solitary play for a few minutes

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

- Uses single words to communicate and label objects, such as toys, people, or even actions (washing, eating)
- Begins to use pronouns *I* and *it*

## **Questions**

- What are some of the ways your child plays? What are his/her favorite toys and activities?
- What do you enjoy most/least about playing with your child?
- What do you think your child is learning now?

## **Outcome 3: Takes Appropriate Action to Meet Needs**

### **Behavioral Descriptors**

- Remembers where objects belong
- Demonstrates beginning understanding when adult says 'stop' or 'danger' by stopping and/or listening
- Using more words and short phrases, jabbers, and repeats in order to get needs met
- Is understandable to people other than family members most of the time
- Uses words effectively to communicate needs/wants/interests; may combine words (more juice, no more)
- Walks and begins to run independently in different environments
- Walks down stairs with hand held
- Defends possessions by using "mine" or pulling item toward self
- Removes own shoes with laces undone
- Washes and dries hands partially
- Opens doors by turning knob
- Uses utensils for part of a meal

## **Questions:**

- How does your child let others know what he/she wants or needs?
- How does your child explore the environment?
- Does your child ever try to do things for her/himself? What are some things that your child is able to do independently?

## **24 to 30 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors:**

- Seeks adult assistance when challenged
- Takes pride in achievements
- Responds well to routine and structure; may resist changes to routine
- Dependent on adult for safety, rules, and boundaries for behavior
- May throw temper tantrums when frustrated
- Enjoys pretend play as an opportunity to act out social situations/feelings (e.g., pretending to cook, playing house)
- Enjoys imitating adult activities (cooking, driving, etc.)
- Uses one object to stand for another; such as a shoebox for a bed
- Enjoys watching other children and may copy what they are doing
- Has a decrease in separation anxiety from caregiver/tolerates longer time away from caregiver
- Laughs at silly things like the idea that the toy car says 'meow' instead of 'beep beep'
- May have one or two good friends
- Sometimes gets scared, not always sure what is real and what is pretend

# Rhode Island Early Intervention Child Outcomes

## Developmental Guidance

- Becomes aware of the difference between boys and girls
- Takes pride in achievements

### Questions:

- Is your child able to express his/her feelings? How does he/she do this?
- Does your child ever try to copy what you're doing? Describe
- What types of opportunities does your child have to be around other children? What's that like for your child?
- How does your child react when you leave him/her with someone else?
- Does your child have any fears? What happens?
- Can you tell me about a time when your child was funny? Showed a sense of humor? What makes your child laugh?
- How would you describe your child's personality?
- How does your child react when he/she can't have what he/she wants?
- Does your child enjoy pretend play? Can you give me an example?

### 24 to 30 MONTHS

#### Outcome 2: Acquires and Uses Knowledge and Skills

##### Behavioral Descriptors:

- Engages in complex play and toy exploration
- Demonstrates more sophisticated cause-effect skills (e.g. push car downhill repeatedly and watch how far it goes)
- Moves in, under, and over objects in the environment with ease
- Likes taking things apart and putting them back together (puzzles and toys)
- Asks simple "what", "where" questions about familiar people and things
- Speaks in 2-3 words sentences; jargon and speaking by imitation only are almost gone
- Begin to use pronouns *my*, *mine*, *me* and *you*
- Can follow simple instruction, including descriptors (big, round) and spatial concepts (under, behind).
- Matches simple shapes such as a circle, square and triangle
- Matches an object to a picture
- Recognizes at least one color correctly
- Recognizes the names and pictures of most common objects
- Uses make-believe or imaginary play (with or without objects), such as pretends a block is an apple, eats soup from imaginary bowl.
- Expands vocabulary by asking others to name unfamiliar objects.
- Recites/repeats some words of a familiar story/song/book or retell part of a story in own words.
- Watches and copies other children's play activities.
- Understands approximately 200 words

### Questions:

- What types of play does your child enjoy? How does she/he play with stuffed animals, action figures, dolls, other people, etc.?
- What kinds of physical play and activities does your child enjoy?
- How does your child communicate with you and others? How well is she/he understood by strangers?
- How does your child demonstrate understanding what is said to her/him?

# **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

## **24 to 30 MONTHS**

### **Outcome 3: Takes Appropriate Action to Meet Needs**

#### **Behavioral Descriptors:**

- Feeds self independently with fingers and utensils.
- Undresses self
- Begins to dress self with help
- Walks upstairs with alternating feet while holding onto rail or adult's hand, or one foot at a time independently.
- Curious about trying potty while still predominantly wearing diapers
- Opens doors by handle/knob
- Helps clean up and knows where familiar things are kept
- Uses language and non-verbal gestures and body language to express needs, feelings, thoughts and desires.
- Pushes self with feet on riding toys
- Plays on outdoor structures by climbing and sliding
- Attempts to jump with two feet together
- Catches ball by trapping against body
- Washes self in bath
- Swings leg to kick a stationary ball
- Is able to move about the environment safely (home, park, store, etc.).

#### **Questions:**

- What is your child able to do for her/himself (independently)?
- What is your daily routine with your child?
- How does your child let others know what he/she wants or needs?
- How does your child explore the environment?

## **30 to 36 MONTHS**

### **Outcome 1: Will Have Positive Social Relationships**

#### **Behavioral Descriptors:**

- Begins to obey and respect simple rules
- Notices how people are the same or different; like hair color and size
- Demonstrates understanding of the sequence of some routines
- Solitary/parallel play is common with an emerging desire for cooperative play
- Observing other children at play; may join for a few minutes
- May be able to participate in games that involve following simple directions and taking turns (e.g. hiding, duck duck goose)
- Verbalizes play plan for assigned roles, "I am the mother, you are the baby"
- Develops a knowledge about feelings/can describe and verbalize own feelings and tries to determine the feelings of others by reading the expressions and body language of others
- Social and talkative; enjoys conversations that relate to what the child is doing and/or about child in general. Can briefly describe an event they saw/experienced
- Communicates in short phrases; combines words (my blue car) (Mama play truck?)
- May have difficulty sharing
- May still throw tantrums when frustrated

# Rhode Island Early Intervention Child Outcomes Developmental Guidance

## Questions:

- How does your child express and manage their own feelings/emotions?
- Does your child use language to greet and engage others?
- How does your child respond to new people/strangers/places?
- How does your child interact with parents/guardian and familiar adults?
- How does your child interact with siblings and familiar children?

## 30 to 36 MONTHS

### Outcome 2: Acquires and Uses Knowledge and Skills

#### Behavioral Descriptors:

- Remembers what happened yesterday
- Discriminates and sorts by size, color and shape
- Understands sentences with 2 or more ideas, "When you get home you can have a snack"
- Correctly uses action words (washing, sleeping)
- Speaks in sentences (3-4 word phrases)
- "Reads" and tells stories, both imaginary and recalled from previous events
- Drawing/coloring; can copy simple figures.
- Recognizes symbols and letters as having meaning
- Recognizes familiar books and knows where books are kept
- Can follow unrelated and multi-step commands
- Uses a vocabulary of about 450 words which are mostly understood
- Answers simple questions
- Responds appropriately to others' comments, questions, or stories (e.g., facial expressions, words, actions)
- Sings simple songs
- Begins to use the pronouns *your, she, he, yours* and *we* in sentences

## Questions:

- How does your child understand and respond to questions?
- How does your child solve problems?
- How does your child stay on task?
- How does your child remember familiar routines?
- How does your child demonstrate early literacy and math skills?
- How does your child use words, grammar and sentence structure?
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## 30 to 36 MONTHS

### Outcome 3: Takes Appropriate Action to Meet Needs

#### Behavioral Descriptors:

- Can dress and undress independently, including zippers and some buttons.
- Walks upstairs with alternating feet independently
- Shows daytime control of toileting needs with occasional accidents
- Verbalizes toilet needs fairly consistently
- Understands and most often follows a few simple rules for safety (e.g. no jumping).
- Can problem solve and carry out a plan for getting something they want or need. (Pulls chair over to counter to get a desired snack)

## **Rhode Island Early Intervention Child Outcomes Developmental Guidance**

- Stands on one foot for several seconds while climbing or getting dressed
- Jumps over objects during play
- Asserts food preferences and recognizes what is allowed to eat.
- Gets drink from fountain
- Follows basic health practices when reminded (washing/drying hands, brushing teeth)
- Can pedal a tricycle
- Recognizes some harmful/dangerous objects and situations and/or pauses or stops in response to adult warning.
- Communicates pain, discomfort, hunger, thirst, using words and simple sentences.

### **Questions:**

- How does your child participate in feeding, dressing and toileting?
- Can your child identify and respond to unsafe situations?
- How does your child move around with his/her body?
- How does your child use hand/arms to play and meet needs?
- How does your child communicate wants and needs?