



# AGE ANCHOR

COS (Child Outcomes Summary) Early Childhood Outcomes Process  
Age Expected Developmental Milestones



<p><b>Outcome 1:</b> <b>Positive Social-Emotional Skills</b> Children demonstrate age appropriate functioning by.....</p> <p><b>25 - 30 Months</b></p> <ul style="list-style-type: none"> <li>• Having difficulty sharing with peers</li> <li>• Being apt to snatch, push, kick, rather than give and take in polite fashion</li> <li>• Throwing tantrums when frustrated</li> <li>• Showing facial expression and behavior indicating pity, shame and modesty</li> <li>• Being restless, rebellious and very active at times</li> <li>• Becoming resistant and dawdling at times</li> <li>• Obeying adult requests approximately half of the time</li> <li>• Wanting to do favorite activities over and over again</li> <li>• Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes)</li> <li>• Insisting on some choices</li> <li>• Seeking and accepting assistance when encountering difficulties</li> <li>• Inventing new uses for everyday materials with assistance (banging on pots and pans, using a box for a house)</li> <li>• Approaching tasks experimentally, adapting as the activity evolves</li> <li>• Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor)</li> <li>• Substituting similar objects (uses boxes for blocks)</li> <li>• Realizing that behaviors can precede events (If mom takes things out of the refrigerator and turns on the stove, she is going to cook lunch)</li> <li>• Separating from parent in familiar surroundings without crying</li> <li>• Attempting to comfort others in distress</li> </ul>	<p><b>Outcome 2:</b> <b>Acquiring and Using Knowledge and Skills</b> Children demonstrate age appropriate functioning by.....</p> <p><b>25 - 30 Months</b></p> <ul style="list-style-type: none"> <li>• Liking to take things apart and put them together again (puzzles, toys)</li> <li>• Following caregiver around the house and copying domestic activities in simultaneous play</li> <li>• Identifying boy or girl in picture book</li> <li>• Adding sounds to action (“Vroom” for trucks, talks to teddy bears)</li> <li>• Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s hand, then moving the doll’s arms as if doll is combing hair)</li> <li>• Communicating about the actions of others</li> <li>• Answering simple “who,” “what,” “where,” questions about familiar people or things</li> <li>• Asking increasing numbers of questions (“where?” “who?”)</li> <li>• Understanding negatives (no, not, can’t, don’t)</li> <li>• Formulating negative judgments (“spoon, not fork”)</li> <li>• Naming at least one color correctly</li> <li>• Adding information to the prior utterance of a communicative partner</li> <li>• Understanding simple possessive forms (daddy’s shirt)</li> <li>• Understanding complex sentences (“When we get to the store, I’ll buy you an ice cream cone.”)</li> <li>• Pointing to smaller parts of the body when asked (chin, elbow)</li> <li>• Recognizing and identifying general family names, categories (grandma, uncle)</li> </ul>	<p><b>Outcome 3:</b> <b>Taking Appropriate Action to Meet Needs</b> Children demonstrate age appropriate functioning by.....</p> <p><b>25 - 30 Months</b></p> <ul style="list-style-type: none"> <li>• Holding spoon, scooping food and bringing to mouth with spilling</li> <li>• Playing on outdoor play structures (climbing, sliding)</li> <li>• Removing unfastened garments</li> <li>• Taking off own shoes, socks, and some pants</li> <li>• Putting on socks, coat, and shirt</li> <li>• Knowing which faucet is hot and cold</li> <li>• Trying to wash self</li> <li>• Unscrewing lid on small (1”) jar or bottle</li> <li>• Opening door by turning handle</li> <li>• Turning knob to open doors or turn on objects (radio, TV, stereo)</li> <li>• Sitting on riding toys and pushing with feet; may ride tricycle</li> <li>• Swinging leg to kick a stationary ball</li> <li>• Expressing likes and dislikes; may be a fussy eater</li> <li>• Helping clean up; putting things away</li> <li>• Imitating circular, vertical and horizontal strokes</li> <li>• Stacking 6 to 7 blocks when building</li> <li>• Walking up steps, alternating feet while holding rail or hand for support</li> <li>• Snipping paper with scissor</li> <li>• Using one hand consistently in most activities</li> <li>• Catching ball (by trapping against body) when playing with adult or peer</li> </ul>
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	<ul style="list-style-type: none"><li>• Understands 500 words, says 200 words</li><li>• Understanding word association through functional association (“What do you drink with?” “What do you sleep on?” “What do you brush your teeth with?”)</li><li>• Recognizing the names and pictures of most common objects</li><li>• Understanding common verbs and adjectives</li><li>• Understanding size differences (little doll, large dog)</li><li>• Following directions involving common prepositions (in, on, behind, out)</li><li>• Enjoying finger plays (songs and games that use hands)</li><li>• Reciting portions of rhymes/finger plays</li><li>• Responding to action words by performing the action</li><li>• Responding by looking when directed toward a certain object</li><li>• Attempting to locate objects when they are discussed by others</li><li>• Speaking in 2 or 3 word sentences; jargon and echolalia are almost gone</li><li>• Often using personal pronouns (I, you, he, it, me) correctly</li><li>• Using regular plurals (cats, dogs, balls)</li><li>• Using morphemes (in, on)</li><li>• Correctly producing phonemes (-s, d, -d, -k, f, -f, -ng, y)</li><li>• Saying “No!” to adult request</li><li>• Using concept “mine” to denote possessiveness</li><li>• Repeating adult phrases</li><li>• Recounting an event, with assistance</li><li>• Beginning to recall parts of a previously heard story</li><li>• Requesting to hear familiar stories</li><li>• Changing intonation and tone to communicate meaning</li><li>• Using non-verbal gestures and body language to express needs and feelings (hugs, hands on hips, etc)</li><li>• Addressing listener appropriately to get attention (uses child’s or adult’s name to get attention)</li><li>• Using sound effects for animals, vehicles, etc in play</li><li>• Understanding “one”, “all” (“Give me one block.”)</li><li>• Matching an object to a picture</li><li>• Matching simple shapes such as circle, square and triangle</li></ul>	
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