Larimer County Age Anchoring Tool

**Outcome 2:**

Children demonstrate age appropriate functioning by...

<table>
<thead>
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<tbody>
<tr>
<td>• Lifts head while on tummy</td>
<td>• Shows desire to get to things that are not within reach</td>
<td>• Explores the environment independent of caregiver</td>
<td>• Liking to take things apart and put them together again (puzzles, toys)</td>
<td>• Understanding concepts of “mine” and “his/hers”</td>
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<tr>
<td>• Clasping hands together and hands to mouth</td>
<td>• Sitting unsupported while playing with toys</td>
<td>• Turning the pages in a book</td>
<td>• Following caregiver around the house and copying domestic activities in simultaneous play</td>
<td>• Telling gender when asked</td>
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<tr>
<td>• Grasping finger if placed in palm</td>
<td>• Plays 2-3 minutes with a single toy</td>
<td>• Looking at, pointing to, and naming pictures in a book</td>
<td>• Identifying boy or girl in picture book</td>
<td>• Sometimes labeling and talking about own drawings when asked</td>
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<tr>
<td>• Kicking legs while lying on back</td>
<td>• Reaching for and grasping blocks or other small toys</td>
<td>• Imitating scribbling motions</td>
<td>• Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s arms, taking doll’s arm as if doll is combing hair)</td>
<td>• Giving first and last name when asked</td>
</tr>
<tr>
<td>• Begins cooing</td>
<td>• Reaching for objects while on tummy</td>
<td>• Initiating familiar turn-taking routines</td>
<td>• Communicating about the actions of others</td>
<td>• Using several verb forms correctly to describe a variety of actions (i.e. ing, ed)</td>
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4-6 months

• Beginning to reach for objects  
• Looking to place on body where being touched  
• Trying to cause things to happen such as kicking a mobile and smiling  
• Dropping a ball and observing the fall  
• Developing more precise imitation skills of facial movements and speech sounds  
• Securing an object that is partially hidden with a cloth  
• Pushing up through extended arms while on tummy  

10-12 months

• Pointing with index finger  
• Imitating behaviors initiated by caregiver (playing peek-a-boo; smiling and laughing during turn-taking; or attempting to name pictures and objects)  
• Banging blocks and other small toys together  
• Repeatedly throwing or dropping objects to watch the movement  
• Stirring with a spoon in a cup  
• Banging a spoon on inverted cup or tabletop  

19-24 months

• Identifying six body parts  
• Choosing two familiar objects upon request  
• Sorts objects by type (i.e. kitchen vs. animals)  
• Can follow two different directions with a toy (i.e. put it in, turn it over, etc)  
• Recognizes at least one color correctly  

• Identifying boy or girl in picture book  
• Making doll/toy act on self as though capable of performing actions independent of child (placing brush in doll’s arms, taking doll’s arm as if doll is combing hair)  
• Communicating about the actions of others  
• Answering simple “what”, “where” questions about familiar people or things  
• Asking increasing numbers of questions (“where/what”)  
• Understanding negatives (no, not, can’t, don’t)  
• Formulating negative judgments (“spoon, not fork”)  
• Dictating a story for adult to write
### Outcome 2:

**Acquiring and Using Knowledge and Skills**

Children demonstrate age-appropriate functioning by...

<table>
<thead>
<tr>
<th>4-6 Months (continued)</th>
<th>10-12 Months (continued)</th>
<th>19-24 Months (continued)</th>
<th>25-30 Months (continued)</th>
<th>31-36 Months (continued)</th>
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<tr>
<td>• Repeating arm movements to keep a toy activated, keep mom singing, or causal event</td>
<td>• Demonstrating emerging problem solving skills such as (placing objects in the mouth and mouthing; pushing or pulling adult’s hands to have a behavior instigated or repeated; turning a picture or mirror over to view the functional side; rotating three-dimensional objects to view the functional side; using a hammer or stick to play a xylophone)</td>
<td>• Asking “What's that?”</td>
<td>• Understanding simple possessive forms (daddy’s shirt)</td>
<td>• Performing multi-step tasks when playing (takes money, rings cash register, puts money in drawer)</td>
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<tr>
<td>• Visually studies hands and objects, looks at mirror image</td>
<td>• Singing along with a familiar song</td>
<td>• Demonstrating symbolic play, using one object as a signifier for another object</td>
<td>• Understanding complex sentences (“when we get to the store, I’ll buy you an ice cream cone”)</td>
<td>• Beginning to use inductive reasoning (if you do this, that happens)</td>
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<td>• Using gestures and/or vocalizing (grunts/whines) to protest</td>
<td>• Attempting to repair broken toys</td>
<td>• Pointing to smaller parts of the body when asked (chin, elbow)</td>
<td>• Expressing understanding of cause and effect (it’s quiet because you turned off the music)</td>
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<td>• Shouting or vocalizing to gain attention</td>
<td>• Choosing one object from a group of five upon verbal request</td>
<td>• Recognizing and identifying general family names/categories (Grandma, Uncle)</td>
<td>• Copying a circle</td>
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<td>• Responding to a request to “come here”</td>
<td>• Stacking 5 or 6 blocks</td>
<td>• Recognizing the names and pictures of most common objects</td>
<td>• Drawing a simple face</td>
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<td>• Maintaining attention to speaker</td>
<td>• Using two word utterance sometimes combined with gestures, to communicate</td>
<td>• Understanding word association through functional association (“what do you drink with?”, “What do you sleep on?”, “What do you brush your teeth with?”)</td>
<td>• Matching three colors</td>
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<td>• Responding with gesture to “come up” or “want up”</td>
<td>• Using three-word phrases occasionally</td>
<td>• Understanding size difference (little dog, large dog)</td>
<td>• Matching objects by color, shape and size</td>
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<td></td>
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<td>• Imitating words overheard in conversation</td>
<td>• Following directions involving common prepositions (in, on, behind, out)</td>
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## Outcome 2: Acquiring and Using Knowledge and Skills...
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| • Waving in response to “bye-bye”  
• Saying “mama” or “dada” meaningfully  
• Imitating consonant and vowel combinations  
• Imitating non-speech sounds  
• Vocalizing with intent frequently  
• Using a word to call a person  
• Giving objects upon verbal request  
• Performing a routine activity upon verbal request  
• Looking at familiar objects and people when named  
• Understanding simple questions  
• Identifying two body parts on self  
• Demonstrating intense attention to adult language | • Referring to self by name  
• Using early pronouns occasionally  
• Engaging in adult-like dialogue  
• Uses speech understood by others 50% of the time  
• Using sentence-like intonation patterns  
• Makes a horizontal and vertical stroke with crayon | • Attempting to locate objects when they are discussed by others  
• Speaking in 2 or 3 word sentences; jargon and speaking by imitation only are almost gone  
• Often using personal pronouns (I, you, he, it, me) correctly  
• Using regular plurals (cats, dogs, balls)  
• Beginning to recall parts of a previously heard story  
• Requesting to hear familiar stories  
• Changing intonation and tone to communicate meaning  
• Understanding “one”, “all” (“Give me one block”)  
• Matching an object to a picture  
• Matching simple shapes such as a circle, square and triangle |