

Assessment Log and Developmental Progress Charts

*Carolina Curriculum for Infants &
Toddlers with Special Needs*

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The Assessment Log and Developmental Progress charts found on pages 47-67 are also available for purchase in packages of 10. There is also an Assessment Log for the age range of 12 months to 3 years. These materials may be ordered from Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Mary-

Insert the date of your assessment at the top of the column and insert a + in the box for each mastered item.

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	1. Visual Pursuit and Object Permanence			
	a. Visually fixates for at least 3 seconds			
	b. Visually tracks object from side to side			
	c. Visually tracks object from forehead to chest			
	d. Visually tracks object moving in a circle			
(3)	e. Gaze lingers where object or person disappears			
(6)	f. Continues to look at caregiver when caregiver's face is covered with a cloth			
Omit the following for children physically able to do sequence 2.				
(9)	g. Looks at cover under which object has disappeared after a momentary distraction			
(12)	h. Looks to the correct place when object is hidden in 1 of 2 places			
(15)	i. Looks to the correct place when object is hidden in 1 of 3 places			
(18)	j. Looks at correct place for an object after seeing it covered in 3 places successively			
	k. Looks successively at 2 different covers until an object is found that was hidden from the child's view (i.e., visual displacement)			
	l. Looks systematically at 3 different covers until an object is uncovered that was hidden from the child's view.			
	2. Object Permanence: Motor and Visual			
	a. Pulls cloth from face			
	b. Pulls cloth from caregiver's face			
(6)	c. Uncovers partially hidden toy			
	d. Uncovers fully hidden toy			
	e. Finds toy hidden under a cover, when 2 covers are present			
	f. Finds toy when it is hidden under 1 of 2 covers, alternately			
(9)	g. Removes cover when object is hidden under 1 of 3 covers			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(12)	h. Finds toy hidden under 3 superimposed covers			
	i. Finds toy after seeing it covered in 3 places, successively (i.e., visible displacement)			
(15)	j. Finds object after it is covered in 2 places, successively (i.e., invisible placement)			
(18)	k. Finds object under 1 of 3 covers after a systematic search (i.e., invisible displacement)			
3. Auditory Localization and Object Permanence				
	a. Quiets when noise is presented			
	b. Visually searches for sound			
(3)	c. Turns head and searches for or reaches toward ear-level sound while lying down			
	d. Turns head or reaches toward source of ear-level sound while sitting level			
(6)	e. Turns head toward sound and looks or reaches directly at noisemaker when noise is presented at shoulder level			
	f. Looks directly at (or reaches for) noisemaker when sound is presented to the side at waist level			
(9)	g. Turns head and looks back and forth to 2 sounds (or reaches to either side as sounds are presented)			
(15)	h. Reaches for an object after it no longer makes noise (for children with visual impairments)			
(18)	i. Reaches for an object that no longer makes noise, at midline and both sides, above and below shoulder level (for children with visual impairments)			
(21)	j. Reaches in the correct direction for an object that has made noise in several places (for children with visual impairments)			
4. Attention and Memory				
(3)	a. Shows anticipation of regularly occurring events in everyday care			
(6)	b. Anticipates frequently occurring events in familiar "games" (e.g., nursery rhymes) after 2 or 3 trials			
(9)	c. Anticipates frequently occurring events in familiar "games" on first trial			
(12)	d. Remembers location of objects that are put down for a few minutes			
(15)	e. Reacts to a change in a familiar game or routine			

(Months)	Curriculum Sequences					DATE
	f. Recognizes familiar toys, people, and places					
(18)	g. Imitates adult actions with novel objects several hours after observing actions					
	h. Retrieves own toys from usual locations					
	i. Imitates novel action involving a combination of objects several hours after observing the action					
(21)	j. Recognizes own and others' clothing, toys, and personal belongings					
	k. Retrieves household objects from usual locations on request (i.e., signed, spoken)					
	l. Puts objects away in correct place					
	m. Says or acts out parts of rhymes or songs independently					
(24)	n. Repeats a 2-word or 2-number sequence					
	5. Concept Development					
(3)	a. Responds differently to warm/cold, rough/smooth (same as item 19a.)					
(6)	b. Responds differently to family members and strangers (same as item 15h.)					
(9)	c. Responds differently to adults and children (either familiar or unfamiliar)					
	d. Reacts to a "different" object in a group of similar objects					
(12)	e. Laughs or smiles at adults who are engaging in "baby" or other unexpected behaviors					
(15)	f. Is puzzled or surprised when objects "vanish" or cease to function in usual ways					
(18)	g. Points to objects or pictures by simple category names (e.g., dog, cat, house)					
	h. Sorts objects into categories					
(21)	i. Sorts by color					
	j. Sorts "big" and "little"					
	k. Points to or otherwise identifies "round" and "square"					
(24)	l. Points to or otherwise identifies "big" and "little"					
	6. Understanding Space					
	a. Shifts attention (i.e., visual fixation, body orientation) from one object to another					

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(3)	b. Looks for or reaches toward objects in sight that touch the body (omit for children with visual impairments)			
	c. Looks for or reaches toward objects out of sight that touch the body			
(6)	d. Looks for or reaches toward objects that fall from view while making a noise			
	e. Looks for or reaches toward objects that fall quietly from view			
(9)	f. Looks or moves in the right direction for objects that fall and roll or bounce to a new location			
(12)	g. Searches for objects moved out of visual field or away from midline			
	h. Retrieves toys from a container when they have been dropped through a hole in the top			
(15)	i. Pulls string to get object from behind a barrier			
	j. Reaches object from behind a barrier			
(18)	k. Moves self around a barrier to get an object			
	l. Retrieves familiar objects from usual locations in another room, upon request			
(21)	m. Puts objects away in correct places			
(24)	n. Uses "tools" to deal with spatial problems (e.g., extends reach with a stick, extends height with a stool) (same as item 8k.)			
7. Functional Use of Objects and Symbolic Play				
	a. Moves hand to mouth			
(3)	b. Explores objects with mouth			
	c. Plays with (e.g., shakes, bangs) toys placed in hand			
	d. Commonly performs 4 or more activities with objects			
(6)	e. Explores objects and responds to their differences			
	f. Demonstrates appropriate activities with toys that have obviously different properties			
(9)	g. Combines 2 objects in a functional manner			
(12)	h. Imitates activities related to the function of objects			
(15)	i. Plays spontaneously with a variety of objects, demonstrating their functions			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(18)	j. Imitates adult behavior with props			
(21)	k. Spontaneously engages in adult activities with props			
(24)	l. "Talks" to dolls or animals and/or makes them interact with one another			
8. Problem Solving				
(3)	a. Repeats activity that produces an interesting result			
	b. Persists in effort to obtain an object or make an effect			
	c. Pulls string to obtain an object or make an effect			
(6)	d. Repeats an activity that elicits an interesting reaction from others			
	e. Overcomes obstacles to get toys			
(9)	f. Plays with a variety of toys to produce effects			
(12)	g. Increases rate of usual activity with a toy when it stops working or tries another activity to make the toy work (work on items 8h. and 8i. simultaneously)			
(15)	h. Uses adults to solve problems (work on items 8g. and 8i. simultaneously)			
(18)	i. Imitates an adult action to solve a problem (work on items 8g., 8h., and 8i. simultaneously)			
(21)	j. Solves simple problems without adult assistance			
(24)	k. Uses "tools" to solve problems (same as item 6n.)			
9. Visual Perception				
(15)	a. Places large round form in a form board			
	b. Places square form in a form board			
	c. Imitates building a "chair" with blocks			
(18)	d. Places round and square forms in a form board when they are simultaneously presented			
	e. Places triangular form in a form board with a triangular hole			
	f. Places round, square, and triangular forms in a form board when they are simultaneously presented			
	g. Completes simple puzzles			
(21)	h. Places correct forms in a form ball			
(24)	i. Imitates a block train			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	10. Prevocabulary/vocabulary			
	a. Provides consistent signals for states of hunger, distress, and pleasure			
(3)	b. Vocalizes 5 or more consonant and vowel sounds			
	c. Laughs			
(6)	d. Vocalizes 3 or more feelings			
(9)	e. Vocalizes repetitive consonant-vowel combinations			
	f. Uses 2 or more gestures associated with verbal concepts (e.g., "all gone," "so big," "more," "bye-bye")			
(12)	g. Uses 2 or more words or signs to label objects or to name people			
	h. Uses 3 or more words or signs to label objects or to name people			
(15)	i. Uses one or more exclamations or signs that stand for an exclamation			
(18)	j. Uses 7 or more words or signs			
	k. Meaningfully says or signs "no"			
(21)	l. Appropriately uses 15 words or signs			
(24)	m. Names or makes appropriate signs for 3 or more pictures of familiar objects			
	11. Imitation: Sound and Gestures			
	a. Quiets to voice			
(3)	b. Looks at person who is talking and gesturing			
	c. Repeats sounds just made when imitated by a caregiver			
	d. Continues a movement if it is imitated by a caregiver			
	e. Shifts sounds—imitates sounds in repertoire when made by a caregiver			
	f. Imitates an activity in repertoire after observing the caregiver doing that activity			
(6)	g. Imitates inflection (i.e., pitch)			
	h. Attempts to match new sounds			
	i. Imitates unfamiliar movements			

(Months)	Curriculum Sequences	Date.	Date.	Date.
	j. Imitates familiar 2-syllable words (e.g., baba, dada, mama)			
(9)	k. Experiments with making own mouth move like that of the adult			
(12)	l. Imitates familiar 2-syllable words with syllable changes (e.g., baby, uh-oh, all gone) or Imitates 2 signs that stand for words (e.g., Daddy, all gone, more, eat, drink)			
	m. Imitates most new one-syllable words or Imitates most simple signs that stand for words			
(15)	n. Imitates familiar words overheard in conversation or Imitates signs observed in others' conversations			
(18)	o. Imitates environmental sounds during play			
(21)	p. Imitates 2-word sentences or Imitates sequences of 2 signs			
(24)	q. Imitates 3-syllable words			
12. Responses to Communication from Others				
(3)	a. Appropriately reacts to tone of voice and/or some facial expressions			
	b. Turns to the direction from which name is being called			
	c. Stops activity when name is called			
(6)	d. Does previously learned task on verbal or gestural cue			
	e. Responds with correct gesture to "up" and "bye-bye"			
(9)	f. Responds to "no" (i.e., briefly stops activity)			
	g. Identifies 3 objects or people that are spoken or signed			
(12)	h. Responds to "give me" (spoken and/or signed) (same as 15l.)			
	i. Follows simple commands (spoken and/or signed)			
(15)	j. Identifies most common objects when they are named and/or signed			
	k. Appropriately indicates "yes" or "no" in response to questions			
	l. Identifies 2 body parts when they are named or signed			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(18)	m. Retrieves objects from the same room on verbal or signed request			
	n. Identifies at least 4 animals in pictures when they are named or signed			
(21)	o. Identifies 15 or more pictures of common objects when they are named or signed			
	p. Understands 2 or more category words (e.g., animals)			
	q. Identifies 5 body parts			
	r. Correctly follows 3 different 2-part commands involving one object			
(24)	s. Follows 3 different 3-part commands			
13. Conversation Skills				
	a. Smiles to person who is talking and/or gesturing			
(3)	b. Protests by vocalizing disapproval of actions and/or events			
	c. Repeats vocalizations and/or gestures that elicit reactions			
	d. Indicates interest in a toy or object through eye gaze, reaching, or vocalization			
	e. "Requests" continued action of familiar toy, song, or activity by starting body movements, eye contact, and/or vocalization			
	f. Waits for adult to take his or her "turn"			
	g. Begins to listen—coordinates looking with listening			
(6)	h. Makes requests by directing caregiver's attention			
	i. Indicates "no more" and "I don't like this" by turning or pushing away			
	j. Notices and vocalizes when primary caregiver prepares to leave			
	k. Uses eye gaze to select other person as partner in communication exchange			
(9)	l. Changes pitch/volume to signify intensity of desires			
	m. Raises arms to be picked up			
	n. Indicates desire to "get down" or "get out" in some consistent fashion other than fussing or crying			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(12)	o. Plays reciprocal games (e.g., taking turns making sounds, playing the Peek-a-boo game, clapping your hands)			
	p. Uses words or signs to express wants			
(15)	q. Seeks adult's assistance in exploring the environment through vocalizations, pointing, or other communicative signals			
	r. Uses inflection pattern(s) when vocalizing (or uses gestures as if signing)			
	s. Greets familiar people with an appropriate vocalization or sign			
(18)	t. Directs caregiver to provide information through questioning look, vocal inflection, and or words			
	u. Uses inflection patterns in a sentence-with 1 or 2 understandable words (or mixes recognizable signs in with other gestures)			
(21)	v. Experiments with 2-word utterances or 2-sign gestures to achieve specific goals (e.g., "Me go," "Doggie up," "Daddy sit")			
	w. Spontaneously says (or signs) familiar greetings and farewells at appropriate times			
	x. Says (or signs) "no" to protest when something is taken away			
	y. Spontaneously uses words (or signs) in pretend play			
	z. Uses word (or sign) combinations to describe remote events			
	aa. Uses word(s) (or sign[s]) to request action			
(24)	bb. Answers simple questions with a verbal response, gesture, or sign			
14. Self-Direction				
(12)	a. Moves away from primary caregiver who is in same room			
	b. Moves partially out of primary caregiver's sight for short periods of play			
(15)	c. Makes choices (e.g., has preferred toys, foods, clothes, storybooks)			
	d. Gets toys with which to play from a box or shelf of toys			
(18)	e. Plays alone with toys for 15 minutes			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	f. Approaches peer or adult to initiate play			
(21)	g. Explores			
	h. Resists attempts from others to assist with feeding			
(24)	i. "Asks" for snacks or drinks			
15. Social Skills				
	a. Stops crying when sees (or touches) bottle or breast			
	b. Can be comforted by talking to, holding, or rocking			
(3)	c. Smiles to auditory and tactile stimulation			
	d. Smiles reciprocally			
	e. Smiles at familiar person			
	f. Smiles at mirror image (omit for children with significant visual impairments)			
	g. Tries to attract attention by making sounds, smiling, eye contact, or body language			
(6)	h. Responds differently to family members and strangers (same as item 5b.)			
	i. Participates in simple games			
(9)	j. Repeats activity that elicits laughter from observer(s)			
	k. Initiates game-playing			
(12)	l. "Gives" items to others upon request (same as item 12h.)			
	m. Spontaneously shares with adults			
(15)	n. Shows affection (e.g., hugs, kisses)			
	o. Tries to please others			
(18)	p. Plays alongside other children—some exchange of toys			
	q. Provides "help" in simple household tasks—imitates adults			
(21)	r. "Performs" for others			
	s. Tries to comfort others in distress			
(24)	t. Spontaneously shares with peers			
16. Self-Help Skills: Eating				
	Includes from nine to eleven months			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
(3)	b. "Roots" toward food or objects infrequently			
	c. Bites down on spoon infrequently			
	d. Gags infrequently—only when appropriate			
	e. Munches food—chewing up and down			
	f. Uses purposeful tongue movements			
(6)	g. Pulls food off spoon with lips			
	h. Holds own bottle (omit for breast-fed infants)			
	i. Assists in drinking from cup that is held by an adult			
	j. Eats junior or mashed table food without gagging			
	k. Cleans lower lip with teeth			
(9)	l. Chews with a rotary/side-to-side action			
(12)	m. Feeds self with fingers			
	n. Holds and drinks from cup			
(15)	o. Brings spoon to mouth and eats food off of it			
	p. Scoops food from dish with spoon			
(18)	q. Chews well			
	r. No longer uses bottle or breast			
(21)	s. Feeds self without spilling—almost no help			
	t. Feeds self a meal with spoon and cup as main utensils			
(24)	u. Distinguishes between edible and nonedible substances			
17. Self-Help Skills: Dressing				
	a. Cooperates in dressing and undressing (e.g., holds arms out for sleeve, foot out for shoe)			
(12)	b. Removes socks and partially pulls shirt over head			
	c. Indicates need for change of soiled diaper or pants			
(15)	d. Removes loose clothing (e.g., socks, mittens, hat, untied shoes)			
(18)	e. Unties shoes or hat, as an act of undressing			
	f. Unfastens clothing zipper that has a large pull tab			
(21)	g. Puts on hat			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	h. Puts on socks, loose shoes, and "stretch" pants			
(24)	i. Removes simple clothing (e.g., open shirt or jacket, "stretch" pants)			
18. Self-Help Skills: Grooming				
(9)	a. Enjoys playing in water (same as item 19f.)			
(15)	b. Cooperates in hand-washing and drying			
(18)	c. Allows his or her teeth to be brushed			
(21)	d. Washes own hands			
(24)	e. Wipes nose, if given a tissue			
19. Fine Motor Skills: Tactile Integration				
(3)	a. Responds differently to warm/cold rough/smooth (same as item 5a.)			
	b. Permits hands, feet, or body to be moved over soft, smooth-texture surfaces; or spontaneously moves them over such surfaces			
(6)	c. Reacts to tactile stimulation with movement			
	d. Permits hands, feet, or body to be moved over rough-textured surfaces; or spontaneously moves them over such surfaces			
	e. Explores objects with fingers			
(9)	f. Plays in water (same as item 18a.)			
	g. Finds an object that is hidden in textured material			
(12)	h. Plays with soft-textured materials			
(15)	i. Spreads soft materials with fingers			
(18)	j. Spreads firmer materials with hands			
(21)	k. Pokes or plays with clay			
20. Fine Motor Skills: Reaching, Grasping, and Releasing				
(3)	a. Actively moves arm when he or she sees or hears an object			
	b. Bats at object at chest level			
	c. Grasps object that is placed in his or her hand (i.e., not reflexive grasp)			
	d. Reaches out and grasps objects near body			
	e. Displays extended reach and grasp			

(Months)	Curriculum Sequences			
(6)	f. Rakes and scoops small objects (i.e., fingers against palm)			
	g. Releases one object to take another			
	h. Grasps an object, using thumb against index and middle fingers			
	i. Uses inferior pincer grasp (i.e., thumb against side of index finger)			
	j. Uses index finger to poke			
(9)	k. Uses neat pincer grasp (i.e., thumb against tip of index finger)			
	l. Releases four objects into a container			
(12)	m. Imitates building a 2-block tower			
	n. Imitates building 3–4-block tower			
	o. Releases many objects into a container			
(15)	p. Grasps two small objects with one hand			
(18)	q. Imitates building 6–8-block tower			
(21)	r. Puts a small object through a small hole in a container			
(24)	s. Puts one pellet into a bottle			
21. Fine Motor Skills: Manipulation				
	a. Looks to one side at a hand or a toy			
	b. Looks at or manipulates a toy that is placed in the hands at midline			
	c. Brings a toy and the hand into visual field and looks at them when the toy is placed in the hand (i.e., may move head or hand), or moves a toy to the mouth at midline (if the child has a visual impairment)			
(3)	d. Watches hands at midline—actively moves and watches results			
	e. Plays with own feet or toes			
(6)	f. Glances from one toy to another when a toy is placed in each hand, or alternately plays with the toys			
	g. Reaches out for toys and picks them up when toys and hand are in visual field (modify for a child with visual impairment)			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	h. Reaches out for toys and gets them when the toys (not the child's hands) are in the visual field (modify for a child with a visual impairment)			
	i. Looks toward an object and visually directs the reach, or adjusts the reach to get a noisy object (if has no functional vision)			
(9)	j. Manipulates objects with hands and fingers			
(12)	k. Removes rings from a post			
	l. Removes small round pegs from holes			
(15)	m. Puts one large round peg in a hole			
	n. Puts one small round peg in a hole			
	o. Puts 5-6 small round pegs in holes (completes task)			
(18)	p. Unwraps an edible item or other small object			
(21)	q. Turns pages one at a time			
(24)	r. Turns a doorknob with forearm rotation			
22. Fine Motor Skills: Bilateral Skills				
(3)	a. Raises both hands when object is presented — hands partially open			
	b. Brings hands together at midline			
	c. Places both hands on a toy at midline			
(6)	d. Transfers objects from hand to hand			
(9)	e. Claps hands			
	f. Uses both hands to perform the same action			
(12)	g. Plays with toys at midline; one hand holds the toy and the other manipulates it			
	h. Pulls apart pop beads			
(15)	i. Holds a dowel in one hand and places a ring over it			
(18)	j. Puts a pencil through a hole in a piece of cardboard			
	k. Unscrews small lids			
(21)	l. Puts loose pop beads together			
(24)	m. Strings 3 large beads			

(Months)	Curriculum Sequences			
	23. Visual-Motor Skills: Pencil Control and Copying			
(15)	a. Marks paper with writing implement			
(18)	b. Scribbles spontaneously			
(21)	c. Makes single vertical stroke, in imitation			
(24)	d. Shifts from scribble to stroke and back, in imitation			
	24. Gross Motor Skills: Prone (On Stomach)			
(3)	a. Lifts head, freeing nose; arms and legs flexed			
	b. Lifts head to 45° angle; arms and legs partially flexed			
	c. Extends head, arms, trunk, and legs in prone position			
	d. Bears weight on elbows in prone position			
	e. Rolls from stomach to back			
	f. Reaches while supported on one elbow			
	g. Supports self on hands with arms extended and head at 90°			
(6)	h. Pivots in prone position			
	i. Pulls forward in prone position			
	j. Pulls self to hands and knees			
	k. Rocks forward and backward while on hands and knees			
(9)	l. Plays with toys in an asymmetrical half-sitting position			
	m. Moves forward (creeps) while on hands and knees			
(12)	n. Raises one hand high while on hands and knees			
	o. Creeps up stairs			
(15)	p. Creeps down stairs, backward			
	25. Gross Motor Skills: Supine (On Back)			
	a. Turns head from side to side in response to auditory or visual stimulus			
	b. Bends and straightens arms and legs			
	c. Brings hands to mouth			
(3)	d. Maintains head in midline position while supine			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:
	e. Reaches out with arm while in a supine position			
	f. Holds feet in air for play			
(6)	g. Rolls from stomach to back			
	26. Gross Motor Skills: Upright			
(3)	a. Holds head steady when held			
(6)	b. Holds trunk steady when held at hips			
(9)	c. Moves to a sitting position from stomach or all-fours position			
	d. Sits alone			
	e. Pulls self to standing position			
	f. Steps sideways holding a support			
	g. Stoops to pick up a toy while holding a support			
	h. Removes hands from support and stands independently			
(12)	i. Takes independent steps			
(15)	j. Moves from hands and knees, to hands and feet, to standing			
	26-I. Gross Motor Skills: Upright Posture and Locomotion			
	a. Walks sideways			
(18)	b. Walks backward			
	c. Squats in play			
(21)	d. Runs stiffly			
(24)	e. Runs well			
	26-II. Gross Motor Skills: Upright Stairs			
	a. Walks up stairs with railing, same-step foot placement			
(18)	b. Walks down stairs with railing, same-step foot placement			
(21)	c. Walks up stairs without railing, same-step foot placement			
(24)	d. Walks down stairs without railing, same-step foot placement			
	26-III. Gross Motor Skills: Upright Jumping			
(21)	a. Jumps off floor with both feet			

Age (Months)	Curriculum Sequences	Date:	Date:	Date:	Date:
(24)	b. Jumps off step with both feet				
26-IV. Gross Motor Skills: Upright Balance					
(18)	a. Stands on one foot while hands are held				
(21)	b. Walks with one foot on the walking board and one foot on the floor				
	c. Stands on one foot without help				
(24)	d. Walks on line, following general direction				

SAMPLE

CCITSN Developmental Progress Chart

Dates of Testing (Fill in circle with color used on the chart):

4. ☐ 3. ☐ 2. ☐ 1. ☐

Child:

Interventionist:

[illegible]

(The hatch marks indicate that no normative data are available.)

	CCITSN Curriculum Sequences				CCPSN Curriculum Sequences				Cognition				Communication				Social Adaptation							
	12-15 mo.	15-18 mo.	18-21 mo.	21-24 mo.	2-2.5 yrs.	2.5-3 yrs.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
1.	Visual Pursuit and Object Permanence	Visual Pursuit and Object Permanence	Object Permanence: Motor and Visual	Auditory Localization and Object Permanence	Attention and Memory	Concept Development	Understanding Space	Functional Use of Objects and Symbolic Play	Problem Solving	Visual Perception														
2.	Object Permanence: Motor and Visual	i	i																					
3.																								
4.	Attention and Memory	e	f	g	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m
5.	Concept Development	f	g	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m	n
6.	Understanding Space	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b
7.	Functional Use of Objects and Symbolic Play	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b	
8.	Problem Solving	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b
9.	Visual Perception	a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i
10.	Prevocabulary/Vocabulary	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b
11.	Imitation: Sound and Gestures	m	n	o	p	q	r	s	t	u	v	w	x	y	z	aa	bb	cc	dd	ee	ff	gg	hh	ii
12.	Response to Communication from Others	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	aa	bb	cc	dd	ee
13.	Conversation Skills	p	q	r	s	t	u	v	w	x	y	z	aa	bb	cc	dd	ee	ff	gg	hh	ii	jj	kk	ll
14.	Self-Direction	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x
15.	Social Skills	m	n	o	p	q	r	s	t	u	v	w	x	y	z	aa	bb	cc	dd	ee	ff	gg	hh	ii
16.	Self-Help Skills: Eating	n	o	p	q	r	s	t	u	v	w	x	y	z	aa	bb	cc	dd	ee	ff	gg	hh	ii	jj
17.	Self-Help Skills: Dressing	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y
18.	Self-Help Skills: Grooming	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x
														</										

Gross Motor Skills												Fine Motor Skills																							
26. Gross Motor Skills: Upright												23. Visual-Motor Skills: Pencil Control and Copying																							
												25. Gross Motor Skills: Supine (On Back)																							
																								24. Gross Motor Skills: Prone (On Stomach)											
26. Gross Motor Skills: Upright												21. Fine Motor Skills: Manipulation																							
												25. Gross Motor Skills: Supine (On Back)												20. Fine Motor Skills: Reaching, Grasping, and Releasing											
24. Gross Motor Skills: Prone (On Stomach)																								19. Fine Motor Skills: Tactile Integration											
												23. Visual-Motor Skills: Pencil Control and Copying												18. Fine Motor Skills: Hand Use											
22. Fine Motor Skills: Bilateral Skills																								17. Fine Motor Skills: Manipulation											
												21. Fine Motor Skills: Hand Use												16. Fine Motor Skills: Manipulation											
20. Fine Motor Skills: Reaching, Grasping, and Releasing																								15. Fine Motor Skills: Hand Use											
												19. Fine Motor Skills: Tactile Integration												14. Fine Motor Skills: Hand Use											
18. Fine Motor Skills: Hand Use																								13. Fine Motor Skills: Hand Use											
												17. Fine Motor Skills: Manipulation												12. Fine Motor Skills: Manipulation											
16. Fine Motor Skills: Manipulation																								11. Fine Motor Skills: Manipulation											
												15. Fine Motor Skills: Hand Use												10. Fine Motor Skills: Hand Use											
14. Fine Motor Skills: Hand Use																								9. Fine Motor Skills: Hand Use											
												13. Fine Motor Skills: Hand Use												8. Fine Motor Skills: Hand Use											
12. Fine Motor Skills: Manipulation																								7. Fine Motor Skills: Manipulation											
												11. Fine Motor Skills: Manipulation												6. Fine Motor Skills: Manipulation											
10. Fine Motor Skills: Hand Use																								5. Fine Motor Skills: Hand Use											
												9. Fine Motor Skills: Hand Use												4. Fine Motor Skills: Hand Use											
8. Fine Motor Skills: Hand Use																								3. Fine Motor Skills: Hand Use											
												7. Fine Motor Skills: Manipulation												2. Fine Motor Skills: Manipulation											
6. Fine Motor Skills: Manipulation																								1. Fine Motor Skills: Manipulation											

