

# **Rhode Island Early Intervention**

## Child Outcomes Guidance Document

By Age



early intervention

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supporting families and child development

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **BIRTH TO 3 MONTHS**

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

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

- Infant shows enjoyment of caregiver interactions (being held, touched, comforted) by smiling, quieting and/or calming
- Infant shows interest in watching caregiver face/activity by looking quietly and smiling
- Infant responds to caregiver voice by moving head, arms and/or legs
- Infant smiles, coos or makes faces at caregiver in attempt to interact
- Infant begins to have a social smile

##### ***Questions:***

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

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

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

- Infant responds to sounds by turning toward the sound (i.e. musical toy, sound in another room)
- Infant inspects surroundings and tracks objects visually
- Infant shows an active interest in people or objects for about a minute
- Infant begins to grasp rattles and other baby toys when placed in his/her hand

##### ***Questions:***

- What activities does your baby seem to like the best? How do you know this?
- What kind of toys or objects really grabs your baby's attention?
- What kind of play do you and your baby enjoy the most?
- What other things does your baby seem to pay attention to?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **BIRTH TO 3 MONTHS (continued)**

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

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

- Infant quiets when he/she is picked up by caregiver
- Infant has different cries for different reasons (hunger, discomfort, pain)
- Infant moves arms when he/she sees familiar toys
- Infant begins to reach for familiar toys
- Infant develops head control and holds his/her head steady when held upright
- Infant bears weight on his/her forearms when on his/her tummy
- Infant brings his/her hands together and places them in his/her mouth

##### ***Questions:***

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

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **3 TO 6 MONTHS**

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

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

- Infant fusses to obtain caregiver attention
- Infant's smile is more voluntary, especially in reaction to caregiver presence and interaction
- Infant greets and interacts with caregiver by smiling, increasing body movements and/or making sounds
- Infant prefers caregiver but shows more tolerance toward others
- Infant enjoys facial expressions of caregivers and others shows interest in faces
- When over stimulated, the infant can be comforted or soothed by caregiver
- Infant shows an interest in his/her mirror image
- Infant enjoys social play activities

##### ***Questions:***

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

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

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

- Infant enjoys repeating a newly learned, enjoyable activity (i.e. shaking a rattle)
- Infant uses his/her hands and mouth to explore objects
- Infant plays with his/her own hands, feet, fingers and toes
- Infant attends to voices, sounds and faces by turning toward these sounds
- Infant finds partially hidden objects
- Infant makes purposeful movements while looking in a mirror
- Infant begins playing with sounds and begins to babble

##### ***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?
- What do you and your baby most enjoy playing together?
- How does your baby use his/her body to explore the environment?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **3 TO 6 MONTHS (continued)**

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

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

- Infant displays good head and neck control and supports his/her upper body when laying on his/her tummy
- Infant turns his/her head and uses his/her eyes to look for a sound
- Infant touches a toy or an adult to restart an activity
- Infant begins to babble consonant sounds (bababa, dadadada) alone and at people
- Infant vocalizes a variety of attitudes and emotions (joy, anger, pleasure, displeasure)
- Infant rolls from belly to back and from back to belly
- Infant brings his/her hands together for purposeful activities (holding toys or bottle)
- Infant uses a refined grasp (with thumb) to hold objects more independently
- Infant reaches for and grasps objects; drops and recovers objects; transfers and bangs objects

##### ***Questions:***

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

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **6 TO 9 MONTHS**

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

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

- Baby smiles at and responds vocally and physically while interacting with caregiver
- Baby shows an interest in other babies by watching, smiling, and touching them
- Baby enjoys reciprocal, social and imitative games with caregivers (Peek-a-boo, Pat-a-cake, So Big)
- Baby expresses an interest in their mirror image by looking at his/her own reflection and reaching out for the mirror
- Baby enjoys hearing his/her own and caregiver's voice
- Baby shows more comfort in community settings (i.e. friend's house, stores, church)
- Baby expresses a variety of emotions that are clear to others

##### ***Questions:***

- Does your baby have opportunities to be around other babies? What does he/she do? How does he/she react?
- Tell me about a time when your baby was upset. What does he/she do to calm down?
- How does your baby react when you take him/her on trips outside of your home? Does he/she seem to have a favorite place to go? How does he/she respond to other people?
- What happens when you have to leave your baby with someone else? How does he/she react to you leaving and returning?
- Who does your baby feel close to? How do you know?

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

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

- Baby looks for a family member or pet when named
- Baby plays with paper
- Baby touches a toy to restart it
- Baby finds a hidden object
- Baby says "mama" or "dada" but not necessarily to call his/her caregiver
- Baby plays with sounds more purposefully by making many two syllable sounds

##### ***Questions:***

- What does your baby copy or imitate? Does your baby imitate sounds that you make?
- What kind of play or toys does your baby like?
- How does your baby explore the environment at home or in the community?
- What do you need to do to make your home safer for your baby?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **6 TO 9 MONTHS (continued)**

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

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

- Baby touches a toy to restart
- Baby uses babbling and other vocalizations to gain attention
- Baby shows displeasure when a play activity is stopped or an object of interest is taken away
- Baby begins to move more in the environment (crawling, moves from belly to sitting, standing holding on to objects)
- Baby self-soothes by hugging, loving a stuffed animal or blanket, sucking a pacifier or fingers, etc.
- Baby reaches for and grasps objects
- Baby drinks from an open cup if it is held for him/her
- Baby feeds him/herself small pieces of food using his/her hands
- Baby rakes tiny objects (using inferior pincer grasp)
- Baby bangs two objects at midline

##### ***Questions:***

- How does your baby let you know what he/she wants or needs?
- How does your baby let you know how he/she is feeling?
- What, if anything, do you find frustrating about understanding your baby's communication?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **9 TO 12 MONTHS**

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

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

- Baby imitates the actions of other people and children (facial expressions, hand gestures, clapping, waving, etc.)
- Baby shows a strong preference and desire to be with his/her primary caregiver
- Baby may become fussy, cry, or intensely look for caregiver when separated from his/her caregiver
- Baby exhibits some distress when strangers are close, but can be comforted by his/her caregiver
- Baby responds when caregiver calls his/her name by turning or looking
- Baby plays alone for short periods of time and shows a desire to play and interact with others
- Baby may hit, bite, or screech in order to communicate frustration
- Baby may try out behaviors (e.g. throwing, dropping objects) in order to get a response from his/her caregiver
- Baby makes short explorations away from his/her caregiver in unfamiliar places while caregiver is in sight
- Baby enjoys his/her mirror image and shows that he/she recognizes him/herself (kissing, patting, smiling in the mirror)
- Baby reaches for his/her caregiver when he/she wants to be picked up

##### ***Questions:***

- What does your baby do when you leave the room?
- What does your baby do when an unfamiliar person comes over?
- What does your baby do when you take your baby to a new place?
- What does your baby do when he/she becomes frustrated?
- How does your baby try to get your attention?



# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **9 TO 12 MONTHS (continued)**

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

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

- Baby shows an understanding of words and short phrases by following with an appropriate behavior or gesture (e.g. pauses or looks to caregiver when told “no”, or waves when told “say bye bye”)
- Baby follows commands paired with a gesture (e.g. gives an object to a caregiver when told, “give to me”)
- Baby imitates gestures and sounds, especially in response to being laughed at
- Baby spontaneously uses babbling and shortens babbles to single consonants (e.g. “ba” or “da”)
- Baby explores his/her environment physically (getting from sitting to hands and knees, creeps to obtain a toy or follow an object of interest)
- Baby stands momentarily and may take his/her first steps toward a caregiver or favorite object
- Baby sits independently to play with his/her toys
- Baby uses his/her hands to freely to play with toys
- Baby grasps a crayon
- Baby rotates an object to find the functional side (i.e. turns a block to find the printed side)
- Baby performs simple visual-motor play tasks (e.g. removing pieces from a foam board, pulling a string to obtain a toy, taking a ring stacker apart)

##### ***Questions:***

- What are your baby’s favorite activities? How do you know your baby enjoys these activities?
- What does your baby do well? What does your baby need help with?
- What do you think your baby is learning?
- Does your baby ever try to copy what you are doing? How does he/she do this?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **9 TO 12 MONTHS (continued)**

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

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

- Baby throws objects
- Baby moves more around the environment to get toys and objects (e.g. crawling, cruising, changing positions easily)
- Baby uses a neat pincer grasp to pick up small objects and food
- Baby may say “mama” and “dada” to mean his/her caregivers
- Baby may walk while both of his/her hands are held by caregiver
- Baby begins to assert his/her 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 and meal time routine? Any problems or concerns?
- What is your baby able to do for him/herself?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **12 TO 18 MONTHS**

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

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

- Baby may use a security object or an action to soothe him/herself (e.g. blanket, stuffed animal, twirling hair)
- Baby shows affection to caregivers (e.g. patting on the back when being held)
- Baby displays anxiety when separated from caregiver (heightens at around 18 months)
- Baby shows curiosity about what other people are doing
- Baby observes the emotional reactions of others and shows signs of being upset when others around him/her are upset
- Baby makes an effort to share his/her experiences with others (e.g. pointing to an object while looking at his/her caregiver, joint attention)
- Baby engages in back-forth exchanges with caregiver and others (e.g. smiles, sounds or actions)
- Baby enjoys mirror play and experiments with different actions to see him/herself
- Baby responds positively to caregiver praise and affection
- Baby shows signs of frustration when he/she is not able to do something on his/her own
- Sharing and waiting begin to become difficult for baby
- Baby uses a few single words to communicate wants and needs and to get attention (e.g. "hi", "bye", "juice", "no")

##### ***Questions:***

- How does your baby respond when you leave the room or leave him/her with another caregiver? How does your baby react when you return?
- Does your baby have a security object? When does your baby need or use it?
- How does your baby react when you or someone else is upset or hurt?
- What does your baby like to do on his/her own? What happens when your baby tries to do something on his/her own and he/she can't?
- Tell me about your daily routine with your baby. Does your child easily follow this routine? Why or why not? How does your baby react to changes in your routine?
- Who does your baby play with? How often and where? What does your baby do when around other children?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **12 TO 18 MONTHS (continued)**

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

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

- Baby moves around his/her environment and explores his/her surroundings by pulling to stand, cruising, walking, climbing and/or running
- Baby shows curiosity and exploration by “getting into things”, using both hands together, doing an action over and over or poking with his/her finger
- Baby uses his/her imagination by exploring new ways to use a toy (shake, bang, drop, pour, throw)
- Baby engages in simple pretend play (e.g. feeding a doll or pretending to talk on the phone)
- Baby sits for a short time to look at a book or complete a short activity
- Baby jabbars with inflection (baby conversation) and uses some single words and short phrases
- Baby labels a few familiar objects in his/her environment
- Baby gives an object when asked “give it to me”
- Baby makes a choice between two objects or foods
- Baby reacts appropriately to simple questions or directions (“where’s kitty” or “go get your ball”)
- Baby names some body parts

##### ***Questions:***

- How does your baby move around your home and other settings?
- What does your baby like to play with and do for fun? What does your baby like to do with his/her toys?
- Does your baby have a favorite book or toy? How do you know it’s his/her favorite?
- How does your baby respond when others speak to him/her? Do you think he/she understands what is said to him/her? How do you know this?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **12 TO 18 MONTHS (continued)**

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

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

- Baby enjoys making choices
- Baby finger feeds self and explores with utensils (may be very messy)
- Baby holds out arms and feet to help with dressing
- Baby uses objects as they were intended and knows what they are used for (e.g. brushing hair, dialing phone, drinking from a cup)
- Baby shows an increase in his/her independence with tasks and may begin to show defiant behavior when not allowed to complete a task independently
- Baby is protective of his/her toys and may use “me” or “mine” to show possession
- Baby shows a preference for certain toys, objects and/or people
- Baby soothes him/herself at nap and bedtimes, but may resist going to sleep

##### ***Questions:***

- How do you know what your baby wants or needs?
- How do you know what your baby likes or dislikes?
- How does your baby physically get what he/she wants?
- How does your baby gain people’s attention?
- What can your baby do for him/herself? What happens if you don’t let him/her do something independently?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **18 TO 24 MONTHS**

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

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

- Toddler shows affection to caregivers and other familiar people
- Toddler enjoys the company of other children and he/she will watch or play near them
- Toddler asserts more independence (e.g. refusing to hold caregiver's hand, saying "no", tantrums when told "no")
- Toddler needs his/her caregivers to help with conflict resolution as he/she may bit, hit or yell when upset, but is usually able to be calmed and redirected
- Toddler begins to initiate interactions with other children in familiar settings (playing beside other children, handing something to another child, touching other children, saying "hi")
- Toddler shows that he/she is proud of what he/she is doing (e.g. claps for him/herself, looks for adult praise, may say "I did it")

##### ***Questions:***

- Does your toddler feel proud of what he/she is doing? How do you know?
- Who does your toddler play with? What does he/she do when he/she is around other children?
- What makes your toddler happy? How do you know? What does he/she do when he/she feels this way?
- What makes your toddler sad or mad? What does he/she do when he/she feels this way?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **18 TO 24 MONTHS (continued)**

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

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

- Toddler activates a mechanical toy and enjoys other manual play activities
- Toddler matches animal sounds (“moo”) to pictures of animals (cow)
- On request, Toddler points to several clothing items, body parts, familiar objects and favorite people and pictures of familiar objects and people
- Toddler sorts objects by shape, color and size
- Toddler fits things together and can learn from activities that require fine motor and eye-hand coordination skills (puzzle, pegboard, building block towers, stringing beads)
- Toddler begins to hold a crayon with their thumb and fingers and imitates vertical strokes and circular scribbles
- Toddler recognizes him/herself in pictures
- Toddler remembers where familiar objects belong or where to find them
- Toddler likes to attempt to sing a song with words
- Toddler uses single words to communicate and label objects. Will begin to use two-word phrases and steadily increase his/her vocabulary as he/she approaches two-years old

##### ***Questions:***

- What are your toddler’s favorite toys and activities? What are some of the ways your child plays with these toys?
- What do you enjoy most and least about playing with your toddler?
- What do you think your toddler is learning now?
- What is your toddler really good at? What do you think he/she needs help with?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **18 TO 24 MONTHS (continued)**

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

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

- Toddler shows desire to be helpful (e.g. assist with clean up, following simple directions)
- Toddler's speech is understandable to people other than family members most of the time
- Toddler uses language effectively to communicate his/her needs, wants and interests
- Toddler walks with more balance and confidence, may begin to run
- Toddler walks down the stairs when someone holds his/her hand
- Toddler defends his/her possessions by saying "mine" or pulling the item toward him/herself
- Toddler removes his/her own shoes, socks and hat independently
- Toddler washes and dries his/her own hands with some adult help
- Toddler opens doors by turning the knob
- Toddler independently uses a fork or a spoon for at least part of his/her meal
- Toddler is full of energy requiring his/her caregiver to provide safety limits

##### ***Questions:***

- What can your toddler do independently without your help?
- How does your toddler let other know what he/she wants or needs?
- How does your child explore his/her environment?



# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **24 TO 36 MONTHS**

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

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

- Toddler expresses affection willingly and spontaneously to his/her caregivers and other familiar people
- Toddler responds well to routine and structure and may show resistance to changes in his/her routine
- Toddler verbally and physically asserts independence especially with those they are more comfortable with
- Toddler uses pretend play with other children as an opportunity to act out social situations and feelings (e.g. pretending to cook, playing house)
- Toddler imitates adult activities (e.g. cooking, driving)
- Toddler engages in solitary and parallel play with an emerging desire for cooperative play
- Toddler enjoys being around other children
- Toddler plays loosely organized games (tag, ring-a-round-the-rosy)
- Toddler responds happily when a caregiver offers praise
- Toddler shows a decrease in separation anxiety from caregivers and tolerates longer time away from them
- Toddler shows a sense of humor and begins to understand humor
- Toddler refers to him/herself by his/her name
- Toddler describes and verbalizes his/her own feelings, and begins to show awareness of and care about other people's feelings
- Toddler is social and talkative and enjoys engaging in short conversations with others which may include an event that just occurred

##### ***Questions:***

- When and how does your toddler show affection?
- Does your toddler express his/her feelings? How does he/she do this?
- Does your toddler follow your family's daily routine activities and rules? What does that look like?
- What does your toddler do when he/she is around other children?
- How does your toddler react when he/she is left with another caregiver?
- Tell me about a time when your toddler was funny. What makes your toddler laugh?
- How would you describe your toddler's personality?
- How does your toddler react when he/she does not get what he/she wants?
- Does your child enjoy pretend play or imitate what you do? What does this look like?

# **Rhode Island Early Intervention**

## **Child Outcomes Guidance Document**

### **24-36 MONTHS (continued)**

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

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

- Toddler engages in complex play and toy exploration (pretend play, parallel play)
- Toddler is curious and interested in new experiences
- Toddler “reads” and tell stories, both imaginary and recalled from past events
- Toddler uses a writing implement proficiently and copies simple figures
- Toddler speaks in sentences (3-4 word) and begins to use action words and pronouns
- Toddler follows unrelated and multi-step directions and commands
- Toddler follows simple instructions with descriptors (e.g. the big red ball) and with spatial concepts (behind, under, in)
- Toddler discriminates and sorts by size, color and shape

##### ***Questions:***

- What do you think your toddler is learning right now?
- What is your toddler good at and what does he/she need help with?
- What do you think your toddler understands? What type of directions can your toddler follow?
- What is typical of your child’s expressive language? Can most people understand him/her?
- What are your child’s favorite activities?

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

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

- Toddler takes off all of his/her clothes independently and becomes skilled at putting on his/her own clothes with some adult help
- Toddler feeds him/herself independently using fingers and utensils
- Toddler wants to do many things independently
- Toddler practices potty training and may stay dry throughout the day
- Toddler is more aware of safety, rules, and boundaries for behaviors, but still may require adult guidance to comply
- Toddler asserts his/her wants and needs
- Toddler communicates pain, discomfort, hunger, thirst, and sleepiness by using words and simple sentences
- Toddler moves about the environment safely (home, park, store)

##### ***Questions:***

- What is your toddler able to do for him/herself independently?
- What is your daily routine with your toddler?
- How does your toddler let others know what he/she wants and needs?
- How is your toddler moving around the environment? Is he/she safe?