### Larimer County Age Anchoring Tool

### Outcome 1:

**Positive Social Emotional Skills**...
Children demonstrate age appropriate functioning by...

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Behavioral Indicators</th>
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| 0-3 Months | Fixating on the human face and maintaining gaze with caregiver  
Turning their head and eyes in the direction of the parent voice  
Being comforted and appearing to enjoy touch and being held by a familiar adult  
Draws attention to self when in distress |
| 4-6 Months | Anticipating being lifted or fed and moving body toward adult when being approached  
Smiling spontaneously to human contact, smiling in play, and smiling at self in mirror  
Vocalizes to express pleasure & displeasure sounds in addition to crying/cooing  
Is able to stop unexplained crying  
Enjoying games with others such as “Where is your nose?” and “So Big!” |
| 7-9 Months | Smiling and laughing during turn-taking  
Participating in simple games (pat-a-cake, peek-a-boo)  
Demonstrating anticipation of play activities  
Exhibiting anxious behavior around unfamiliar adults  
Using gestures and vocalizing to protest  
Shouting or vocalizing to gain attention  
Shows anxiety over separation from parents  
Repeating a behavior (shows off) to maintain adult attention |
| 10-12 Months | Imitating familiar words in turn-taking  
Showing sensitivity to the mood of others  
Performing for social attention  
Responding to a request of “come here”  
Stopping when name is called  
Maintaining attention to speaker |
| 13-18 Months | Pretending to talk on phone, feed a baby, comfort a doll, clean a spill  
Discriminating between familiar and unfamiliar people  
Showing awareness of the feelings of others  
Initiating familiar turn-taking routines  
Requesting assistance from an adult  
Hugs & kisses parents  
Demonstrating a functional use of objects such as trying to use a brush or drinking from a toy cup  
Giving a toy to caregiver spontaneously & upon request  
Having temper tantrums when frustrated  
Sometimes doing the opposite of what is asked of them |
| 19-24 Months | Shows a wide variety of emotions i.e., fear, anger, sympathy, modesty, guilt, joy |
| 25 – 30 Months | Being apt to snatch, push, kick, rather than give and take in polite fashion  
Throwing tantrums when frustrated  
Showing facial expression and behavior indicating pity, shame and modesty  
Being restless, rebellious and very active at times  
Becoming resistant and dawdling at times  
Separates easily in familiar surroundings  
Wanting to do favorite activities over and over again  
Continuing to try a difficult task for a brief period of time (building with blocks for 3 to 5 minutes)  
Insisting on some choices (food, clothing, appearance)  
Seeking and accepting assistance when encountering difficulties  
Inventing new uses for everyday materials with assistance (using a box for a house)  
May develop sudden fears (i.e. large animals) |
| 31 – 36 Months | Observing other children at play; may join in for a few minutes  
Playing well with two or three children in group  
Having difficulty sharing  
Showing facial expressions and behaviors indicating pity, shame, modesty  
Sometimes being restless, rebellious, very active  
Becoming resistant, dawdles  
Throwing tantrums when thwarted or unable to express urgent needs  
Objecting to major changes in routines  
Verbalizing play plan for assigned role (“I am mother” “You be baby” “I cook” “You watch TV”)  
Verbalizing play plan and using pretend props which are identified for benefit of adult (“This is our house (box)”)  
Following simple rules  
Taking turns in games  
Listening and participating in group activities with adult supervision  
Enjoying opportunities for pretend play and creating things (crafts, art) |
Outcome 1:

**Positive Social Emotional 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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<tbody>
<tr>
<td>• Vocalizing in response to babbling behavior, vocalizations and speech produced by an adult</td>
<td>• Responding with gesture to “come up” or “want up”</td>
<td>• “Checking-in” with familiar adults while playing</td>
<td>• Displaying understanding of how objects work together (gets the dustpan when adult is sweeping the floor)</td>
<td>• Altering behavior based on a past event and builds on it (“this didn’t work, so I will try this”)</td>
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<td>• Waving in response to “bye-bye”</td>
<td>• Resisting change, transitions are difficult</td>
<td>• Substituting similar objects (uses boxes for blocks)</td>
<td>• Relating an experience today to one that happened in the past (i.e. when Grandma comes over the dog has to be in the crate)</td>
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<td>• Saying “mama” or “dada” meaningfully</td>
<td>• Show jealousy of attention given to others, especially own family</td>
<td>• Realizing that behaviors can precede events (if mom takes things out the refrigerator and turns on the stove, she is going to cook lunch)</td>
<td>• Saying “please” and “thank you” when reminded</td>
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<td>• Using a word to call a person</td>
<td>• Using vocalizations and words during pretend play</td>
<td>• Attempting to comfort others in distress</td>
<td>• Stating whether they are a boy or a girl</td>
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<td>• Pushing or pulling an adult’s hand to have a behavior instigated or repeated</td>
<td>• Playing alone for short periods</td>
<td>• Addressing listener appropriately to get attention (uses child’s or adult’s name to get attention)</td>
<td>• Begins to obey and respect simple rules</td>
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<td>• Showing attachment to favorite toy or blanket</td>
<td>• Recognizes self in photograph</td>
<td>• Takes pride in achievements</td>
<td>• Takes resists change, may want things done the same way</td>
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<td>• Expressing two or more emotions (pleasure, fear, sadness)</td>
<td>• Uses concept “mine” to denote possessiveness</td>
<td>• May be able to participate in games that involve following simple directions and taking turns (i.e. “Duck, Duck, Goose”)</td>
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<td>• Briefly stopping behavior when told “no”</td>
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