

2-3 Years

I. Behavior

Can stick to one activity of interest at least 5 minutes independently - at least 10 minutes with adult supervision.

Can entertain self for 10 minutes at a time. May be shown materials or given directions but doesn't demand constant adult involvement.

Can separate from parents with a minimal amount of fuss (not more than 5 minutes of crying,...)

Able to do some sharing and taking turns with other children (even though there may be periodic conflict)

II. Self Help

Asks to go to the bathroom, seldom has daytime accidents (2 or 3 times a month)

Helps to put on and take off outdoor clothing

hangs up clothes

zips with help

Feeds self using a spoon and fork (some spilling)

III. Visual-Motor Development (requires the coordinated use of eyes and hands together)

Can make a single cut in paper with scissors

Give the child paper and scissors

Say, "Cut this for me"

Can copy a circle (using a rotating motion)

Show card with a circle on it

Give the child pencil and paper

Say, "Make one like this"

Give 3 trials if necessary (child should succeed once)

Able to build a tower of 4 blocks after model

Build a tower of 4 blocks (from 8 available)

Leave the tower standing

Say, "Make one like mine, make yours here"

Demonstrate second and third time if necessary

Tower should stand long enough to have all 4 blocks in place.

IV. Gross Motor Skills (involve the controlled use of the larger muscles of the body)

Able to walk upstairs alone (may use railing but not hold adult hand)

Able to throw a ball approximately 8 inches in diameter

Give the child the ball

Say, "Throw the ball to me"

Child should throw the ball in your general direction

Able to take 3-4 steps on tiptoes after demonstration

Give 3 trials, demonstrating each time as necessary (child should succeed once)

Can jump off floor with both feet at the same time after demonstration (feet may be apart)

Give 3 trials, demonstrating each time as necessary (child should succeed once)

V. Language

Expressive Language (the ability to put your thoughts or ideas into words in order to communicate them to others)

Speaks in simple sentences using nouns and verbs.

Can name 3 objects in a picture (in understandable language using correct labels)

Say, "What do you see here in this picture?"

To clarify you may ask, "Tell me more" but do not give hints

Communicates what she wants using language (doesn't have to be a complete sentence, but must be understandable to an unfamiliar person and not just noises and gestures)

Receptive Language (the ability to understand what words mean or to get meaning from what people say)

Can identify objects by use

Place pencil, small chair, cup, spoon, shoe on the table in front of child.

Say, "Show me which one you drink out of, goes on your foot, you eat with, you sit on, you write with"

The child should point to 4 out of 5 items correctly.

Can follow simple directions

Place block, pencil, button, box in a row before child from child's left to right.

Say, "Give me the block." Wait for response.

Say, "Put the pencil on the floor." Wait.

Say, "Put the button in the box." Wait.

Replace objects in the same order after each request.

The child should respond correctly to 2 out of the 3.

VI. Visual Skills (Visual perception is the ability to notice special details and to identify likenesses and differences between things you see. Visual memory is the ability to remember what you have seen.)

Matching pictures

Point to the objects in the top row one at a time, covering the rest in the top row with a piece of paper.

Say, "Find the one, down here (showing the bottom row), that looks just like this"

The child should correctly match at least 4 pictures.