

**CHILD OUTCOMES IN MILESTONE PROGRESS IN ENGAGING TIMES
AND ECOLOGICALLY NATURAL CONTEXTS OF THE ENVIRONMENT
(THE COMPETENCE)**

Age	Mealtime	Playtime Inside	Outside Time	Outing Time	Child Care/ Preschool	Toileting Time	Dinner Prep Time	Bath Time	Bedtime
Infants	Object perm. Plays with food Finger feeds Drinks from bottle/breast	Babbles Object permanence Plays peek-a-boo or pat-a-cake	Comes to sitting Stands Walks with help	Sitting or carried, shows interest in surroundings Reacts to familiar people	Plays with sound-making toys Sits independently	Cooperates with diaper change Looks at adult during diaper change	Sits independently Repeats sounds/actions to get attention	Reaches for objects Extends arm or leg in dressing	Self-soothes Has favorite things
1s	Says single words Follows simple directions ¹ Drinks from cup Eats w/spoon	Plays with puzzles Fills and dumps	Walks without help Climbs	Plays with natural objects Points to get attention	Does different things with objects Simple pretend play Scribbles	Follows simple directions Helps by lifting bottom during diaper change	Some independent play (5 min) Tries to solve problems	Points to named body parts Follows simple directions	Points to named objects Names familiar objects in books
2s	Repeats words Takes turn in conversation Eats appropriate amount	Describes things Parallel play Responds to over, under, behind, etc.	Tries for 1-2 min before asking for help Runs Kicks a ball	Follows directions with 2-3 steps Says first name and age	Sorts by color, size, or shape Calms down others Separates easily from parent	Indicates when wet/ soiled Will sit on potty	Washes hands with help Plays independently for 10 minutes	Plays in bathtub	Asks <i>Why</i> ? Turns book pages
3s	Answers simple questions Pours	Speaks in sentences Plays make-believe	Catches bounced ball Uses playground equipment	Follows rules Says first and last name	Counts to 10+ Uses scissors	Goes to toilet with some accidents Pulls up underwear	Plays independently for 15 minutes	Dresses and undresses Gets in and out of tub	Tells stories Tells what happens next in book
4s	Speaks clearly Uses fork, spoon, and knife	Uses "he" and "she" correctly Plays board or card games	Carries out experiments Throws and catches balls Plays with other children	Persists in solving problems Expresses preferences in understandable speech	Names 10 letters of alphabet Writes name Plays with peers	Uses toilet but needs help wiping	Plays independently for 20 minutes	Tries to wash self Plays with minimal adult involvement	Concentrates without being distracted Goes to sleep without demanding attention
5s	Helps set the table Uses knife and fork together	Plays by exchanging/sharing toys with others Talks about what he or she is interested in	Runs fast, avoiding obstacles Organizes play with other children	Asks questions about the destination Puts things together needed for outing	Plays for a long time with another child Plays by sharing & exchanging toys with other children	Goes to toilet before eliminating Wipes effectively	Finds app/program in electronic devices Draws people with bodies	Puts soap on washcloth and uses it Brushes teeth	Talks about book characters' emotions Goes to bathroom in the middle of the night

¹ This skill appears in three routines because it is a functional milestone

Scoring

Use a differently colored highlighter for each assessment and write in the date next to that color. This will show the addition of milestones over time.

Calculate two scores: total milestones up to the child's last birthday and total milestones up to the 5th birthday. The denominator in the cells below is incremental. For example, at mealtimes, the number of milestones increases each year, beginning with four in the infant year, adding three more for 1-year-olds, three more for 2-year-olds, and so on. Calculate percentage of milestones, as follows:

Age	Mealtimes	Playtime Inside	Outside Time	Outing Time	Child Care/Preschool	Toileting Time	Dinner Prep Time	Bath Time	Bedtime	Total
Infants Skills	___/4 = ___%	___/3 = ___%	___/3 = ___%	___/2 = ___%	___/2 = ___%	___/2 = ___%	___/2 = ___%	___/2 = ___%	___/2 = ___%	___/22 = ___%
1s	___/8 = ___%	___/5 = ___%	___/5 = ___%	___/4 = ___%	___/4 = ___%	___/4 = ___%	___/4 = ___%	___/4 = ___%	___/4 = ___%	___/42 = ___%
2s	___/11 = ___%	___/8 = ___%	___/8 = ___%	___/6 = ___%	___/7 = ___%	___/6 = ___%	___/6 = ___%	___/6 = ___%	___/6 = ___%	___/64 = ___%
3s	___/13 = ___%	___/10 = ___%	___/10 = ___%	___/8 = ___%	___/9 = ___%	___/8 = ___%	___/7 = ___%	___/8 = ___%	___/8 = ___%	___/81 = ___%
4s	___/15 = ___%	___/12 = ___%	___/13 = ___%	___/10 = ___%	___/12 = ___%	___/9 = ___%	___/8 = ___%	___/10 = ___%	___/10 = ___%	___/99 = ___%
5s	___/17 = ___%	___/14 = ___%	___/15 = ___%	___/12 = ___%	___/14 = ___%	___/11 = ___%	___/10 = ___%	___/12 = ___%	___/12 = ___%	___/117 = ___%

If a child is 2 and hasn't yet reached the 3rd birthday, count the skills the child has achieved in each routine in the Infants, 1s, and 2s rows on the front sheet. Enter that number on this scoring sheet in the 2s row. Calculate the percentage in the cells provided. This tells you the percentage of milestones for 2-year-olds this child has reached. The same number of milestones can be divided by the number of milestones for 4-year-olds, if you want to see the percentage of total milestones achieved for that routine.

The right-hand column (Total) gives the incremental scores across routines. Across the row corresponding to the child's age, add the number of milestones in each cell and insert it in the numerator in the Total column. Divide by the provided denominator to obtain the percentage of all milestones up to the child's age the child has reached.

See the following pages for scoring guidelines

ITEM SCORING GUIDELINES

Each item is designated by the routine, the age, and the number within the cell. For example, *Object permanence* is Item MI1 (Mealtime, Infants, first item), and *Goes to bathroom in the middle of the night*, if necessary is BE5.2 (Bedtime, 5s, second item). These guidelines define the skill to help the person completing the COMPETENCE decide whether the skill has been mastered or not. For the sake of simplicity, each item is scored as mastered or not yet mastered. Throughout the instrument, “words” or “language” can include any conventionalized communication, such as signs or symbols/pictures. Unless otherwise stated, these milestones indicate the child completes them independently (i.e., without help).

Mealtimes

MI.1. **Object permanence.** Looks for things no longer in view, such as covered up or dropped off tray.

MI.2. **Plays with food.** Puts hands in food, manipulates food, without necessarily eating it.

MI.3. **Finger feeds.** Picks up food, puts it in mouth, and swallows food.

MI.4. **Drinks from bottle/breast.** Takes nipple in mouth, sucks effectively, and drinks sufficient amount.

M1.1. **Says single words.** Uses words such as *mama, dada, bye, eat, more, drink*.

M1.2. **Follows 1-step directions.** Complies with commands such as *Come here, Throw it in the trash, Eat some more*.

M1.3. **Drinks from cup.** Brings cup with no lid to mouth, takes in liquid with little spilling, and swallows liquid.

M1.4. **Eats with spoon.** Holds spoon, scoops food, takes food to mouth on spoon, inserts spoon, takes food off spoon with lip closure, and swallows food.

M2.1. **Repeats words.** When adult says a word, child says it back.

M2.2. **Takes turn in conversation.** After adult says something, child responds.

M2.3. **Eats appropriate amount.** At most mealtimes, swallows enough food to satisfy caregiver.

M3.1. **Answers simple questions.** Responds to questions such as *Where’s the corn? Would you like some more? What would you like for dessert?*

M3.2. **Pours.** Grasps jug by handle, tilts it, and directs liquid from jug into a glass.

M4.1. **Speaks clearly.** Says words that others understand.

M4.2. **Uses fork, spoon, and knife.** Stabs with fork, scoops with spoon, and pushes or cuts with knife.

M5.1. **Helps set table.** With adult assistance, puts cutlery and napkins on the table.

M5.2. **Uses knife and fork together.** Holds fork in one hand and knife in the other to push food on to fork or to cut food.

Playtime Inside

PI.1. **Babbles.** Makes noises with different consonant and vowel sounds.

PI.2. **Object permanence.** Looks for objects once seen and then out of sight (e.g., covered, fallen from tray).

PI.3. **Plays peek-a-boo or pat-a-cake.** Looks at adult during lap games and responds with delight or by making motor movements.

P1.1. **Plays with puzzles.** Tries to put puzzle pieces in.

P1.2. **Fills and dumps.** Puts water, sand, or other material in containers and dumps containers out.

P2.1. **Describes things.** Looking at objects or people, uses word or approximation to describe the object or person (e.g., “Baby,” “Ball,” “Doggie”).

P2.2. **Parallel play.** Near another child, engages in similar play, with similar objects, but does not engage in associative play.

P2.3. **Responds to over, under, behind, etc.** When adult uses preposition, child places object or him- or herself correctly (e.g., “Put it under the table”).

P3.1. **Speaks in sentences.** Uses subject, verb, and object (e.g., “Beatriz eats cookie”)

P3.2. **Plays make-believe with dolls, animals, people.** Uses objects or people to enact scenarios such as tea time, nap time, school time.

P4.1. **Uses “he” and “she” correctly.** Uses pronouns, and they match the person’s gender², which could include “him” and “her” (e.g., “He took my block”).

P4.2. **Plays board or card games.** Follows rules of the game, moving pieces appropriately and staying until the game is over.

P5.1. **Plays by exchanging & sharing toys with others.** Gives object to another person who needs or wants the object. Receives objects in exchange for given objects.

P5.2. **Talks about what he or she is interested in.** Tells another person about something cared about (e.g., talks about fish in the aquarium, about trains).

Outside Time

O1.1. **Comes to sitting.** Moves from supine or prone to sitting, with arm support or without.

O1.2. **Stands.** Moves to be upright, using objects or people, and holds standing position for 3 seconds.

O1.3. **Walks with help.** With hands held or more independently, takes at least 10 steps.

O1.1. **Walks without help.** Takes at least 10 steps.

O1.2. **Climbs.** Moves up object using hands and feet (e.g., ladder on slide, on to a wall)

O2.1. **Tires for 1-2 min before asking for help.** Persists for a long time and then requests assistance.

O2.2. **Runs.** Moves across space, running, for at least 10 feet.

O2.3. **Kicks a ball.** With one foot planted, the other foot strikes a ball to propel it forward.

O3.1. **Catches bounced ball.** When adult throws ball to the ground to make it bounce towards the child, he or she usually (i.e., 80% of the time) catches it.

O3.2. **Uses playground equipment.** Swings self with leg pumps, climbs slide ladder and goes down slide, sits on see-saw, makes merry-go-round turn.

O4.1. **Carries out experiments.** Puts things together, mixes things, or tries to do something physical to see what will happen.

O4.2. **Throws and catches balls.** Tosses a ball to another person and catches a ball with two hands.

O4.3. **Plays with other children.** Engages in activities with other children for at least 15 minutes.

O5.1. **Runs fast, avoiding obstacles.** Runs with speed and doesn’t crash into people or things.

O5.2. **Organizes play with other children.** Takes charge of arranging games involving other children.

UI.1 **Sitting or carried, shows interest in surroundings.** While in a stroller, for example, or carried in an adult’s arms or a sling, looks at people and objects outside the home.

UI.2. **Reacts to familiar people.** Changes affect when sees or hears a known person.

UI.1.1. **Plays with natural objects.** Picks up rocks or sticks shows interest in them; plays in puddle water; grabs flowers, grass, etc.

UI.1.2. **Points to get attention.** Indicates with index finger so an adult will look.

U2.1. **Follows directions with 2-3 steps.** Complies with commands such as *Put it in the bag and give it to Grandma* or *Take your shoes off, jump in the puddle, and run on the grass.*

U2.2. **Says first name and age.** In response to *What’s your name?* says, “George,” for example. In response to *How old are you?* says, “Two,” for example, or holds up 2 fingers.

U3.1. **Follows rules.** Complies with adult requests such as *Stay beside me* and *Don’t touch.*

U3.2. **Says first and last name.** In response to *What’s your name?* says, “George Cambridge,” for example

U4.1. **Persists in solving problems.** When faced with a challenge, tries 2 or more times to overcome it (e.g., trying to get something out of a container).

U4.2. **Expresses preferences in understandable speech.** Says what he or she wants using comprehensible language (e.g., *I want cookie*)

² Not everyone is identified in a binary-gender way.

U5.1. **Asks questions about the destination.** Makes reference to the future in the form of a question, as in *Will Grandpa be at church?*

U5.2. **Puts things together needed for outing.** Gathers shoes, back pack, etc., without being told.

Child Care/Preschool

CI.1. **Plays with sound-making toys.** Shakes rattle, for example.

CI.2. **Sits independently.** Sits to listen to adult or play with toy.

C1.1. **Does different things with objects.** Instead of repetitive behavior, manipulates objects with varying motions (e.g., puts rattle in a container).

C1.2. **Simple pretend play.** Puts a baby doll to bed, for example.

C1.3. **Scribbles.** Holds a crayon and makes repetitive marks on paper.

C2.1. **Sorts by color, size, or shape.** Puts alike objects together, when asked to (e.g., “Put all the blue ones here”).

C2.2. **Calms down others.** When other children are upset, tries to comfort them.

C2.3. **Separates easily from parents.** When caregivers leave, becomes engaged with other adults, with peers, or with materials.

C3.1. **Counts to 10.** Can recite numbers, while pointing at objects or people, up to 10.

C3.2. **Uses scissors.** Puts thumb and fingers in scissors, and cuts paper or other material that’s easy to cut.

C4.1. **Names 10 letters of alphabet.** When adult points to letter, child correctly names at least 10 correctly.

C4.2. **Writes name.** Approximates correct writing of name.

C4.3. **Plays with peers.** Spends at least 15 minutes at a time, interacting with other children, a few times a day.

C5.1. **Plays for a long time with another child.** Interacts with a peer for 30 minutes once a day, if the opportunity is there.

C5.2. **Plays by sharing & exchanging toys with other children.** During play, passes objects back and forth with others or gives an object in exchange for another object.

Toileting Time

TI.1. **Cooperates with diaper change.** Stays at diaper-changing place without wriggling away or turning over.

TI.2. **Looks at adult during diaper change.** Makes eye contact with adult.

T1.1. **Follows simple directions.** Correctly does what adult says, such as, “Lift up your legs,” “Get a clean diaper,” or “Hold on to the clean diaper.”

T1.2. **Helps by lifting bottom during diaper change.** Child either plants feet on changing surface and raises the pelvis off the surface or swings legs up high to expose bottom for adult to place diaper under the child’s pelvis.

T2.1. **Indicates when wet/soiled.** Says something, pats diaper area, or goes to potty to show he or she has urinated or had a bowel movement.

T2.2. **Will sit on potty.** If taken or spontaneously, sits on potty but doesn’t necessarily eliminate.

T3.1. **Goes to toilet with some accidents.** Uses the toilet with only one or two accidents a day.

T3.2. **Pulls up underwear.** After using toilet, pulls up underwear or pull-ups.

T4.1. **Uses toilet but needs help wiping.** Girl urinates in toilet or boy or girl has bowel movement in toilet and tries to wipe, but adult might need to help.

T5.1. **Goes to toilet before eliminating.** No longer has accidents. Uses the toilet consistently.

T5.2. **Wipes effectively.** Wipes without assistance.

Dinner Prep Time

DI.1. Sits independently. On the floor, sits without support, such as when playing.

D1.2. Repeats sounds/actions to get attention. Does something like babbling or banging things together, adult responds, and child does it more.

D1.1. **Some independent play (5 min).** For 5 minutes, entertains him- or herself with toys, other objects, books, other children, electronic device³, TV, etc.

D1.2. **Tries to solve problems.** When something is difficult, such as getting an object out of a container, attempts to resolve it, rather than giving up, such as by turning the container upside down.

D2.1. **Washes hands with help.** Independently, does some (at least 2) but not all the actions required in hand-washing (e.g., rubbing hands together, using towel)

D2.2. **Plays independently for 10 minutes.** For 10 minutes, entertains him- or herself with toys, other objects, books, other children, electronic device, TV, etc.

D3.1. **Plays independently for 15 minutes.** For 15 minutes, entertains him- or herself with toys, other objects, books, other children, electronic device, TV, etc.

D.4.1. **Plays independently for 20 minutes.** For 20 minutes, entertains him- or herself with toys, other objects, books, other children, electronic device, TV, etc.

D.5.1. **Finds app/program in electronic device.** Turns on and goes to specific application, program, video, etc. on a smart phone, tablet, computer, or television.

D.5.2. **Draws people with torso and parallel lines for each leg.** When drawing people, does so by giving people a torso and legs that are not simply single lines.

Bath Time

BI.1. **Reaches for objects.** While in baby bath or regular bath, extends arm in the direction of washcloth, bath toy, soap, etc.

BI.2. **Extends arm or leg in dressing.** When adult is dressing the child after bath, child reaches arm or leg through opening, without the adult having to push or pull the limb.

B1.1. **Points to named body parts.** When adult asks, “Where’s your tummy?” for example, child correctly pats or points to his or her tummy.

B1.2. **Follows simple directions.** Complies with commands such as *Give it to me, Get the washcloth, Sit down.*

B2.1. **Plays in bathtub.** Moves toys around, makes toy boat float, fills and dumps cup, etc.

B3.1. **Dresses and undresses.** Puts on and takes off almost all clothes, perhaps not button-up shirt.

B3.2. **Gets in and out of tub.** With hands on top of side, steps over bathtub side (i.e., straddling it) with one leg and then the other.

B4.1. **Tries to wash self.** Uses soap or washcloth or both but adult still has to complete the task.

B4.2. **Plays with minimal adult involvement.** With adult nearby, entertains him- or herself in bathtub for 10 minutes.

B5.1. **Puts soap on washcloth and uses it.** Rubs or dispenses soap on washcloth and wipes the washcloth on all body parts (i.e., thoroughly washes him- or herself).

B5.2. **Brushes teeth.** With toothpaste already on the brush, runs toothbrush under water, brushes teeth for at least 30 seconds, spits out toothpaste, and rinses toothbrush.

Bedtime

EI.1. **Self-soothes.** Uses thumb or pacifier to be content. If begins to fuss, calms him- or herself down before becoming upset.

EI.2. **Has favorite things.** Tends to choose same things within reach or hold on to some things longer than others.

E1.1. **Points to named object.** If adult asks, “Where’s the book?” child correctly points to it.

E1.2. **Names familiar objects in books.** When seeing a picture, child says the word for it or the character’s name.

E2.1. **Asks Why?** Child either genuinely wants to know the reason for something and asks or simply asks, “Why?” to almost any adult statement.

E2.2. **Turns book pages.** Grasps the single next page and turns it to display the next page.

E3.1. **Tells stories.** Tells about something that happened in the day or makes up a story.

E3.2. **Tells what happens next in books.** Before the page is turned, the child says what will occur in the story.

³ The American Academy of Pediatrics says a little screen time can be acceptable for older toddlers, and children 2 and older should get no more than an hour of screen time per day (babycenter.com). During this routine, families often want their children to entertain themselves independently.

E4.1. Concentrates without being distracted. Looks at book or listens to story, without turning attention to other things in his or her surroundings.

E4.2. Goes to sleep without demanding attention. Once adult has said goodnight, stays in bed and goes to sleep without asking for water, for the room to be lighter or darker, for the bathroom, etc.

E5.1. Talks about book characters' emotions. Refer to characters being happy, sad, afraid, mad (i.e., angry), etc.

E5.2. Goes to bathroom in the middle of the night. If necessary, gets out of bed, goes to the bathroom, uses it, and returns to bed.

Last revised 8/23/18