



# Understanding Age Expectations: 2- 5

A Guide for Virginia's Early Childhood  
Special Educators

Module Workbook



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## Reflection 1 (Slide #6)

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What do you remember about age expectations for children in their earliest years of life? How has this knowledge fed into and informed your work with children that are moving out of toddlerhood?

What do you hope to learn by working through this module?

## Reflection 2 (Slide #17)

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How might the resources to which you've been introduced support you? Are there any new ways you'd like to use them in your work?

How might you use them in your work with families?

Think about the roles you play in your work; how might this information be used to further support and strengthen those roles?

## At What Age Does a Child...? (Slide #20)

Please indicate the age at which a child develops the following skills.

SKILL	Age
1. Independently complete hand-washing routine?	
2. Know names of familiar people and body parts?	
3. Independently put dirty clothes in a hamper?	
4. Put on shoes without ties?	
5. Follow two-step, unrelated directions?	
6. Understand beginning, middle, and end?	
7. Brush teeth independently?	
8. Wash body with help?	
9. Copy others, especially adults and older children?	
10. Follow the routine of brushing teeth, then going to bed?	

## Learning Check (Slide #25)

Read through the learning check and check all that apply.

Rakeem has just turned three years old. His nana takes care of him at her house, and when he arrives, Rakeem greets her and his two cousins with big hugs. When they visit the park, the other children can understand him when he says he wants to try digging with the shovel, too. Which of the following skills should his mom and dad see emerge as Rakeem moves through his third year?

SKILL IN A THREE-YEAR-OLD?	CHECK IF YES
Rakeem climbs to the top of the fort at the park, alternately placing one foot on each step.	
When it's time to leave Nana's, Rakeem struggles mightily to put on his shoes with Velcro fasteners.	
Rakeem makes his Super Man and Spider Man action dolls fly and talk to each other.	
Rakeem and his cousin love to build block towers and take turns knocking them down. Rakeem is able to wait his turn.	

## Annie: What Happens When? (Slide #29)

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Please put the following skills in their developmental order. Number the earliest skill "1," etc.

SKILL	ORDER OF OCCURENCE
Annie sits by her teacher at snack time, and expressively and descriptively describes her family trip to the museum over the weekend.	
When Annie enters her classroom, she runs to her friend, Chloe, and gives her a big hug.	
Annie loves to play Candyland with her uncle when he stops by.	
Annie's mom comes to pick her up. Even though she tells Annie they are going to her favorite place for lunch, Annie cries because she wants to stay at her classroom.	

## José: What Happens When? (Slide #36)

At what age would you expect to see the following? Please identify the age at which these skills typically emerge.

SKILL	AGE OF OCCURENCE
José is able to follow mom's direction to put his cup in the sink and go get his shoes and his coat.	
José draws a picture of his mom which includes her head, eyes, nose, mouth, arms, and legs.	
José knows the colors red, blue, green, purple, and yellow.	
José likes to tell his little brother the story of <i>The Three Little Pigs</i> and <i>Goldilocks and the Three Bears</i> .	
José can point to his tummy, nose, ear and toe when asked.	
José loves to build skyscrapers with his blocks. He is able to make tall buildings using eight to ten blocks.	



## Where Are Bobby's Skills? (Slide #43)

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Where would you place Bobby's various skills – age-expected, immediate foundational or foundational? Why? Please share your ideas below.

Bobby is five years old and will be starting kindergarten in a few months. He loves to be outside, especially when he hears the neighbor kids outside. When he hears them, he runs to put on his shoes and jacket and heads outside. Climbing and swinging are his favorites; in fact, his mother reports he would much rather do these things than actually play with the other kids. His mother doesn't push it, as the neighborhood kids like to play spaceships and aliens, and when Bobby hears them playing he gets scared. Bobby does like to play Candyland and Sorry with them.

*Source: Early Childhood Outcomes Center*

## Developmental Progression Outcome #1: Positive Social Emotional Skills (Slide #49)

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Look at this sample progression associated with Outcome #1: Positive Social Emotional Skills. Use the numbers 1-5 to order these skills from the first to the last skill developed.

SKILL	ORDER OF OCCURANCE
a. Expresses pride in accomplishments	
b. Initiates conversations with peers	
c. Uses conversation in play for sharing and problem solving	
d. Responds to others' emotions	
e. Recognizes and describes own emotions	

## Developmental Progression Outcome #2: Acquire/ Use Knowledge and Skills (Slide #51)

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Look at this sample progression associated with Outcome #2: Acquire/Use Knowledge and Skills. Use the numbers 1-5 to order these skills from the first to the last skill developed.

SKILL	ORDER OF OCCURANCE
a. Demonstrates understanding of rules and roles	
b. Demonstrates understanding of relationships in the family	
c. Responds to direct questions	
d. Follows directions with two or more steps	
e. Shows understanding of requests for objects	

## Developmental Progression Outcome #3: Appropriate Actions to Meet Needs (Slide #53)

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Look at this sample progression associated with Outcome #3, Appropriate Actions to Meet Needs. Use the numbers 1-5 to order these skills from the first to the last skill developed.

SKILL	ORDER OF OCCURANCE
a. Begins to learn potty skills	
b. Has a wide variety of comforting behaviors	
c. Enjoys trying new things independently	
d. Asks and answers questions in order to get help	
e. Is able to delay gratification	

## Abbie and Zoe: What Skills Did You Observe? (Slide #56)

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As you watch the brief video clip of three-year-old Abbie, and four-year-old Zoe, note the skills you see them displaying in the three functional outcome areas.

I. Positive Social Emotional

II. Use Knowledge and Skills

III. Use Appropriate Action to Meet Needs

## Final Reflection

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Having completed this module, what changes do you see yourself making in your current work? Why?

What, if any, content was particularly notable as you moved through the module? What content stood out to you, and why?

In which areas, if any, do you feel you need additional support? How would you like to receive that support?

Do you have any other thoughts or observations you would like to share?

# Resource Scavenger Hunt

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Visit these sites to become familiar with what they have to offer! Answer the following questions associated with each website

## Center for Disease Control Developmental Milestones

1. What did you like best about the Milestones in Action section?
2. What free resources might you order and share with families?
3. What languages other than English might you plan to order?

## Virginia's Milestones of Child Development

1. What are some of the guiding principles that went in to the development of the *Milestones of Child Development*?
2. What are some of the things that Virginia's *Milestones of Child Development* are *not*?
3. What domains are used to organize this document? How do these compare to functional outcomes?

### Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds

1. What is the purpose of the Foundation Blocks for Early Learning? How does this support your work in early childhood special education?
2. What is the content in this document intended to do? How might an ECSE teacher use it?
3. According to the Building Blocks, how is social emotional development supported?

### Early Childhood Technical Assistance Center

1. Which of the three resources offered on this site to help practitioners inform families was most helpful to you? Why?
2. Name three topic headings found on the Outcomes Measurement: Outcomes FAQ page.
3. Which of the ECTA Learning Communities might you be interested in? Why?



[North Dakota state-compiled milestone lists in each outcome area by age](#)

### MEISR-COSF Tool

1. Which version of the functional outcomes tables did you find most useful? Why?
2. What is the purpose of the MEISR-COSF Tool?

After having explored these resources, are there any you would like to share with your team? If so, which one(s), and why?