



Babies III

## Developmental Profile

Child \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Teacher/Home Visitor \_\_\_\_\_

Assessment completed by \_\_\_\_\_

Today's date \_\_\_\_\_

# 12 Months

## SOCIAL and EMOTIONAL

### I. Personal Connections: It's About Trust

1. Shows preference for familiar adults (p. 23)
2. Reacts to unfamiliar adults (p. 24)

### II. Feelings About Self: Learning About Me

1. Shows likes and dislikes (p. 24)
2. Tries to manage own behavior in different situations (p. 25)

### III. Relationships With Other Children: Child to Child

1. Demonstrates awareness of other children (p. 26)

## COMMUNICATION and LANGUAGE

### IV. Understanding and Communicating: Baby Talk

1. Shows understanding of gestures and words (p. 26)
2. Uses consistent sounds, verbal expressions, and gestures to communicate (p. 27)

## COGNITIVE DEVELOPMENT

### V. Exploration and Problem Solving: Baby Discoveries

1. Shows understanding of things in the environment during exploration (p. 28)
2. Demonstrates memory (p. 28)
3. Makes expected things happen (p. 29)

## PHYSICAL DEVELOPMENT

### VI. Movement and Coordination: Babies in Motion

1. Changes position and begins to move from place to place (p. 30)
2. Coordinates eyes with hands while holding and exploring objects (p. 30)

Developing  
as Expected  
Needs  
Development

### Comments:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Parent signature \_\_\_\_\_

Date \_\_\_\_\_

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.



## SOCIAL and EMOTIONAL

1. Relies on the presence of familiar adults to try things (p. 32)
2. Shows awareness of unfamiliar adults (p. 33)

1. Shows preferences, likes, and dislikes (p. 33)
2. Tries to manage own behavior (p. 34)

1. Interacts with other children (p. 35)
2. Begins to show awareness of other children's feelings (p. 35)

1. Shows increased understanding of words and gestures (p. 36)
2. Uses consistent sounds, gestures, and some words to communicate (p. 36)

1. Gains new understanding while exploring the environment (p. 37)
2. Shows increased memory skills (p. 38)
3. Uses toys and other objects with a purpose (p. 38)

1. Moves from place to place (p. 39)
2. Uses hands to engage in activities and social games (p. 40)
3. Begins to participate in self-help activities (p. 41)

Today's date \_\_\_\_\_

**Comments:**This image shows a blank sheet of white paper with horizontal ruling lines. On the left side, there is a vertical margin strip. This strip is divided into two columns of small, empty square boxes. The top column contains six boxes, and the bottom column contains five boxes, for a total of eleven boxes. The rest of the page is filled with horizontal lines for writing.

Date \_\_\_\_\_

© 2003 Regents of the University of Michigan. Published and distributed by Pearson Education, Inc., publishing as Pearson Early Learning, New York, New York 10036.





Toddlers I

## Developmental Profile

Child \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Teacher/Home Visitor \_\_\_\_\_

Assessment completed by \_\_\_\_\_

Today's date \_\_\_\_\_

# 24 Months

## SOCIAL and EMOTIONAL

### I. Personal Connections: It's About Trust

1. Seeks support of familiar adults to try things (p. 42)
2. Acts cautiously around unfamiliar adults (p. 43)

### II. Feelings About Self: Learning About Me

1. Expresses own ideas, interests, and feelings (p. 43)
2. Tries to manage own behavior (p. 44)

### III. Relationships With Other Children:

#### Child to Child

1. Watches and plays briefly with other children (p. 45)
2. Shows awareness of other children's feelings (p. 46)

## COMMUNICATION and LANGUAGE

### IV. Understanding and Communicating: Toddler Talk

1. Follows simple directions and suggestions consistently (p. 46)
2. Uses a growing number of words and puts several words together (p. 47)
3. Pays attention to and tries to participate in conversations (p. 47)

## COGNITIVE DEVELOPMENT

### V. Exploration and Problem Solving:

#### Toddler Discoveries

1. Explores the environment and learns how things work (p. 48)
2. Shows increasing memory for details and routines (p. 49)
3. Expects specific results when playing with toys and other objects (p. 50)

## PHYSICAL DEVELOPMENT

### VI. Movement and Coordination:

#### Toddlers in Motion

1. Shows increasing coordination and balance, and combines actions to participate in play activities (p. 50)
2. Uses hands and eyes to accomplish a variety of tasks (p. 51)
3. Participates in self-help activities (p. 52)

Developing  
as Expected  
Needs  
Development

### Comments:

Parent signature \_\_\_\_\_

Date \_\_\_\_\_

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.



**The  
Ounce  
Scale**

**Toddlers II**

## **Developmental Profile**

Child \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Teacher/Home Visitor \_\_\_\_\_

Assessment completed by \_\_\_\_\_

Today's date \_\_\_\_\_

# **30 Months**

## **SOCIAL and EMOTIONAL**

### **I. Personal Connections: It's About Trust**

1. Shows need for familiar adult's approval and also acts independently (p. 53)
2. Shows cautious interest in unfamiliar adults (p. 54)

### **II. Feelings About Self: Learning About Me**

1. Shows emerging sense of self (p. 55)
2. Shows growing ability to manage own behavior in different ways (p. 55)
3. Expresses feelings through language and pretend play (p. 56)

### **III. Relationships With Other Children: Child to Child**

1. Plays beside other children (p. 57)
2. Responds to other children's feelings (p. 57)

## **COMMUNICATION and LANGUAGE**

### **IV. Understanding and Communicating: Toddler Talk**

1. Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories (p. 58)
2. Uses words and some conventions of speech to express thoughts and ideas (p. 59)
3. Participates in conversations (p. 60)

## **COGNITIVE DEVELOPMENT**

### **V. Exploration and Problem Solving: Toddler Discoveries**

1. Explores new ways to do things and shows beginning understanding of concepts of color, size, matching, and weight (p. 60)
2. Uses reasoning skills and imagination when planning ways to make things happen (p. 61)
3. Begins to understand consequences when re-creating events and following familiar routines (p. 62)

## **PHYSICAL DEVELOPMENT**

### **VI. Movement and Coordination: Toddlers in Motion**

1. Shows coordination skills while moving around and engaging in play activities (p. 63)
2. Demonstrates eye-hand coordination while manipulating and exploring objects (p. 63)
3. Participates in self-help activities (p. 64)

Developing  
as Expected  
Needs  
Development

### **Comments:**

Parent signature \_\_\_\_\_

Date \_\_\_\_\_

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.