

Criteria for 3-year-olds

PHYSICAL DEVELOPMENT: a typical 3 year old			
<ul style="list-style-type: none"> √ Jumps from a height of 20cm. √ Kicks a large moving ball. √ Walks on tiptoe. √ Runs 10 steps with co-ordinated alternating arm movements. √ Runs round obstacles with speed and accuracy. √ Pedals a trike. √ Climbs up a slide, slides down. √ Walks upstairs, with alternate feet. √ Catches a ball with two hands. √ Puts together a 3-piece puzzle. 	<ul style="list-style-type: none"> √ Cuts along a 20cm straight line. √ Threads beads. √ Builds tower of 9-10 cubes. √ Copies a 3 cube bridge. √ Uses a pencil to copy simple shapes. √ Uses a pencil grip with good control. √ Draws a person with head and one/two other features. √ Paints, covering the whole paper. √ Is attentive and responsive to visual and auditory stimuli. 		
Universal /Differentiation	Additional Needs Up to 5 hours	Complex Needs 5 - 10 hours	Severe Needs More than 10 hours
Gross Motor Development			
<p>Can walk and position self independently</p> <ul style="list-style-type: none"> • Walks downstairs with help. • Kicks a large stationary ball. • Pushes/pulls wheeled toys. <p>Maintains balance whilst performing a range of actions</p> <ul style="list-style-type: none"> • Can stop and start with ease 	<p>Can walk and position self independently but has stability and/or coordination difficulties.</p> <ul style="list-style-type: none"> • Sits on a trike without motion. • Has difficulty climbing onto furniture. • Loses balance when squatting. 	<p>Development is slow due to long term nature of disability</p> <p>Has some independent movement.</p> <p>Needs support to perform some physical skills.</p> <ul style="list-style-type: none"> • Is up and moving with supportive equipment. 	<p>Needs are likely to be permanent and lifelong due to nature of disability</p> <p>Has limited functional movement</p> <ul style="list-style-type: none"> • Is unable to position/reposition without assistance. • Requires physical support to maintain posture.

and avoid obstacles.		<ul style="list-style-type: none"> • Cruises around furniture. • Moves around through crawling and bottom shuffling. • Bears own weight for short periods. <p>Physical skills may fluctuate or deteriorate.</p>	<ul style="list-style-type: none"> • Needs support/equipment in all situations. • Is unable to bear own weight.
<ul style="list-style-type: none"> • Displays clumsiness, repetitive movements, poor coordination, and sometimes unusual movements. 		<ul style="list-style-type: none"> • Displays unusual behaviours, e.g. peculiar finger or body posturing, staring or picking at body, self-directed aggression, rocking, spinning, finger wiggling or toe-walking. 	<ul style="list-style-type: none"> • Makes intense/frequent unusual movements which may persist, despite attempts to discourage them or involve the child in other activities.
Fine Motor Development			
<p>Is able to place/manipulate small objects with increasing speed and accuracy.</p> <ul style="list-style-type: none"> • Holds pencil and scribbles. • Turns single pages of a book. • Builds a tower of 6 cubes. 	<p>Uses 2 hands together.</p> <p>Has some difficulty in using fingers and thumbs to grasp small objects.</p> <ul style="list-style-type: none"> • Places and stacks large objects (posting, form boards, bricks) • Joins objects together (e.g. Duplo). 	<p>Development is slow due to long term nature of disability</p> <p>Needs support to manipulate objects using two hands.</p> <ul style="list-style-type: none"> • Grasps large objects using whole hand. • Releases with some difficulty. <p>Has difficulty with control of individual fingers.</p>	<p>Needs are likely to be long lasting due to nature of disability</p> <ul style="list-style-type: none"> • Can reach but not grasp. • Can hold but not release. <p>Has little or no functional movements for grasp/release but may demonstrate some intention.</p>
Use of Senses			
	<ul style="list-style-type: none"> • Persistently puts objects in mouth. 	<ul style="list-style-type: none"> • Is preoccupied with touching, smelling or tasting objects or 	<ul style="list-style-type: none"> • Is preoccupied with smelling, tasting or feeling objects for

<ul style="list-style-type: none"> • Makes limited response or mildly over-reacts to some sensations such as certain sounds/touch. • May be distracted by irrelevant sounds • May ignore or over-react to mild pain. 	<p>May smell or taste inedible objects.</p> <ul style="list-style-type: none"> • Makes variable responses to range of sensations (e.g. sounds or touch) - may ignore a sound initially, startle or cover ears, for example. • Reacts too much or too little to pain. 	<p>people.</p> <ul style="list-style-type: none"> • Shows extreme over – or under – reaction to sound/touch, regardless of type. • May completely ignore pain or react very strongly to slight discomfort. 	<p>the sensation rather than as exploration.</p>
	<ul style="list-style-type: none"> • May need to be reminded to look at objects. • May be more interested in mirrors/lighting than peers, stare off into space, or avoid eye contact. 	<ul style="list-style-type: none"> • Must be reminded frequently to look at what s/he is doing • May stare into space, avoid eye contact, look at objects from unusual angle or hold objects very close to eye. 	<ul style="list-style-type: none"> • Consistently avoids looking at people or certain objects and shows extreme forms of other visual peculiarities.

SPEECH, LANGUAGE AND COMMUNICATION DEVELOPMENT: a typical 3 year old			
<ul style="list-style-type: none"> √ Identifies loud/soft sounds in musical games. √ Imitates actions, words. √ Listens to a story for 5 minutes. √ Predicts what happens next in a familiar/repetitive story. √ May be able to give an account of past events. √ Has a wide, varied vocabulary. √ Uses 4 word phrases/short sentences. √ Sentence structure may be unconventional. 		<ul style="list-style-type: none"> √ Uses personal pronouns and plurals correctly and almost all prepositions. √ Uses regular past tense of verbs. √ May use immature pronunciation [substitutions and repetitions]. √ Speech is intelligible, even to a stranger. √ Carries on a simple conversation. √ Takes turns. √ Follows rules in group games. √ Asks questions: who, where, how and why. 	
Universal /Differentiation	Additional Needs Up to 5 hours	Complex Needs 5 - 10 hours	Severe Needs More than 10 hours
Speech, Language and Communication Development			
<ul style="list-style-type: none"> • May have mild delay in language or speech sound development. • May have developed skills in therapy which need to become generalised. 	<ul style="list-style-type: none"> • Has a moderate speech and/or language difficulty which is likely to impact on child's inclusion or ability to access curriculum. • Is slow to develop age-appropriate language skills. 	<ul style="list-style-type: none"> • Has a severe speech and/or language difficulty where these skills are behind other areas of cognitive development. • Has limited age-appropriate language skills. 	<ul style="list-style-type: none"> • Has a profound speech and language disorder. • Has extremely limited language skills.
Listening and Attention			
Listens to comments about what they are thinking about, doing or are interested in.	Controls focus of interest. Attends to things, events or people for an extended period (non-language).	Gives single channelled attention.	Begins to anticipate events from hearing a sound. Is motivated to attend to familiar sounds. May look towards the

<ul style="list-style-type: none"> • Attends to meaningful language. • Remembers things heard before. 	<p>Begins to attend to meaningful language.</p> <ul style="list-style-type: none"> • Gives more focussed attention with an adult than on own. • Sometimes need adult prompts to listen to spoken language 1:1. • Often needs prompts within a small group. 	<ul style="list-style-type: none"> • Usually needs some prompting to listen 1:1. • Needs specific signals to gain/maintain attention in a group. • Gives better attention to activities involving non-verbal skills than to language based tasks. 	<p>source of a sound.</p> <ul style="list-style-type: none"> • Tries to copy adult facial expressions/tongue movements. • Begins to recognise his/her turn to communicate from the rising tone of voice at the end of the adult turn. • Begins to 'choose' own focus of attention. • Demonstrates awareness of when things sound different – new objects, sounds and people.
Understanding			
<p>Understands many words, phrases and signs and simple questions and instructions</p> <ul style="list-style-type: none"> • Understands at the 2-3 information carrying word level. • Responds appropriately to common adjectives [big/little/cold/tired/hungry], verbs and prepositions [in/on]. • Responds to 'what's ... doing?' 	<p>Receptive language is more developed than expressive language.</p> <ul style="list-style-type: none"> • Points to self when asked 'where's ...'. • Has poor generalisation of concepts – colour, size and position. • Responds to simple instructions containing two information words. • Responds to simple questions, verbally or non-verbally. 	<p>Needs additional cues to support understanding of language.</p> <ul style="list-style-type: none"> • Makes a choice between two objects. • Relies on visual cues to respond to simple requests. • Points to and looks at a picture/photograph in book when named. • Follows a few simple instructions [single word level], e.g. 'get your coat'. 	<p>Responds to single words in context.</p> <ul style="list-style-type: none"> • Responds to simple requests in imitation, e.g. clap hands. • Recognises familiar people and objects when named, e.g. 'mummy', 'cup', 'teddy'.

	<ul style="list-style-type: none"> • Can respond when offered a choice verbally. 		
Use of Vocabulary			
<p>Has a large vocabulary and use of language is more sophisticated.</p> <ul style="list-style-type: none"> • Uses short sentences in conversation. • Uses up to 200 words. • Names familiar objects and pictures. 	<p>Has a small but steadily increasing vocabulary used to relate information and make requests.</p> <ul style="list-style-type: none"> • Begins to string together words/and or signs. • Uses 50 or more recognisable words or signs. • Imitates simple phrases, e.g. 'all gone', 'what's that?' • Echolalia is often present. 	<p>Is able to communicate with and sometimes combine a wider range of gestures and vocalisations making it easier for adults to interpret their intentions.</p> <ul style="list-style-type: none"> • Uses a small number of recognisable words or signs to name things that are important. • Points to or looks at objects to request or show. • Uses gestures to indicate a desire for more. • Copies representational sounds, e.g. 'brmm'. • Imitates simple words when prompted. 	<p>Is able to express needs using different cries and facial expressions and producing a range of sounds.</p> <ul style="list-style-type: none"> • Produces vocal babble that resembles speech.
Use of Grammatical Structure			
<p>Uses simple phrases and is starting to use some parts of grammar.</p> <ul style="list-style-type: none"> • Puts 2/3 words together to form simple sentences. • Uses adjectives. • Uses telegraphic language, 	<p>Uses two word phrases.</p> <ul style="list-style-type: none"> • Is beginning to put 2 words/signs together. • Uses telegraphic phrases, e.g. 'mummy home'. 	<p>Uses single words, signs, symbols and learnt phrases.</p>	<p>Not applicable</p>

e.g. 'me go home', 'daddy gone car'.			
Speech			
<p>Majority of child's speech is intelligible.</p> <ul style="list-style-type: none"> Practices speech by talking to self in long monologues which may be incomprehensible to others. <p>Often omits initial and final consonants, e.g. bus = 'us'..</p>	<p>Much of what the child says is intelligible in context..</p> <ul style="list-style-type: none"> Will start to copy much of what they hear around them. Often enjoy new/silly sounds and seem to enjoy the sound of particular words and phrases. 	<p>Is difficult to understand even when context is known.</p> <ul style="list-style-type: none"> Has disordered sound system; e.g. some unusual sounds may be used. May use constant echolalia. 	<p>No intelligible speech.</p> <ul style="list-style-type: none"> Babbles. Uses very small range of sounds mostly 'ah', 'er', 'oh'. Few consonants are used.
Interaction			
<p>Knows how language can be used to make contact with people, to direct their attention to things and to order them about!</p> <ul style="list-style-type: none"> Joins in singing nursery rhymes and songs. Refers to self by name. Greets and uses 'please' and 'thank you' when reminded. Makes simple verbal requests and comments. 	<p>Has a range of ways of communicating meaning but only some of these may be understood even by close family.</p> <ul style="list-style-type: none"> Is able to communicate for a purpose using short phrases and gestures. Will participate in a familiar rhyme with appropriate actions/gestures. Wants to share songs and conversations. 	<p>Displays some, limited motivation to initiate, respond or sustain an interaction.</p> <ul style="list-style-type: none"> Joins in some actions of familiar rhymes/songs, with support. May constant echolalia. 	<p>Shows a developing interest in songs, rhymes and communication games.</p> <ul style="list-style-type: none"> Makes sounds/gestures to songs/nursery rhymes.. Makes noises when talked to. Makes eye contact when receiving attention. Responds to 'peek-a-boo' games. Has poor motivation to initiate interactions.
<ul style="list-style-type: none"> Non-verbal communication is meaningful and appropriate to age and situation. 	<ul style="list-style-type: none"> Pointing or reaching for what is wanted may be vague. 	<ul style="list-style-type: none"> Is generally unable to express needs or wants non-verbally. Cannot understand others' non-verbal communication. 	<ul style="list-style-type: none"> Only uses bizarre gestures with no apparent meaning (e.g. flapping). <p>Shows no awareness of</p>

			meanings of others' gestures or facial expressions.
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PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT: a typical 3 year old			
<ul style="list-style-type: none"> √ Is still dependent on adult. √ Is jealous of others. √ Likes to help adults. √ Invents people/objects in make believe play. √ Shows some understanding of the need to defer wishes to future. √ Has tantrums when thwarted, and is not easily distracted. √ Is exceedingly active, restless, resistive of restraint. √ Awaits turn. √ Begins to learn appropriate behaviour for different social settings. √ Talks of self as 'I' ('me'). 		<ul style="list-style-type: none"> √ Plays alone or in company with peers. √ Projects own experiences onto dolls. √ Likes making others laugh. √ Shows affection for younger siblings. √ Joins in active make believe play with peers. √ Understands sharing toys. √ Eats with fork and spoon. √ Is toilet trained during the day. √ Is becoming more independent in dressing. √ Washes hands. 	
Universal /Differentiation	Additional Needs Up to 5 hours	Complex Needs 5 - 10 hours	Severe Needs More than 10 hours
Emotional and Social Development			
<p>Is ready to respond to reasoning and bargaining.</p> <p>Is constantly demanding parental attention.</p> <ul style="list-style-type: none"> • Follows parent/adult. • Clings tightly (affection, fatigue, fear). • Is resentful of attention shown to others. • Wants approval of known adults. 	<p>Is able to adapt to change.</p> <ul style="list-style-type: none"> • Is emotionally changeable and unstable, alternating between clinging and resistant. <p>Demonstrates appropriate responses in feelings and actions.</p> <ul style="list-style-type: none"> • Casts toys in play/anger. • Shows toys. 	<p>Finds managing change difficult.</p> <p>May have some difficulty with emotional responses to others.</p> <ul style="list-style-type: none"> • Shows affection towards familiar people, e.g. hugs, pats and kisses. • Finds it difficult to cope with anger/frustration. 	<p>Has significant difficulties in managing change.</p> <ul style="list-style-type: none"> • Needs familiar adult in sight. <p>Makes simple social responses to familiar routines, playful handling.</p> <p>Is beginning to develop a social response to others.</p> <ul style="list-style-type: none"> • Accepts offered toys. • Responds to different tones of voice.

<p>Shows affection to siblings.</p>	<p>Shows sympathy for someone who's hurt.</p>	<p>Begins to understand how actions impact on others.</p> <ul style="list-style-type: none"> • Seeks attention by vocalising rather than crying. • Shows some signs of willingness to wait for adult attention. • Repeats actions that produce laughter. 	<ul style="list-style-type: none"> • Shows eagerness, anger and pleasure by body movement, facial expression, vocalisation. <p>Is unaware of cause and effect of own actions / has limited ability to understand how actions impact on others.</p> <ul style="list-style-type: none"> • Puts self or others in danger. <p>Is withdrawn/unwilling to engage. May be anxious and demonstrate disruptive/challenging behaviour.</p>
<ul style="list-style-type: none"> • May occasionally display inappropriate emotional reactions, sometimes unrelated to objects or events around them. 		<ul style="list-style-type: none"> • Displays inappropriate emotional response, e.g. inhibited or excessive reactions unrelated to situation. 	<ul style="list-style-type: none"> • Responses are seldom appropriate to situation, and it is difficult to change child's mood. • May show wildly different emotions when nothing has changed.
<ul style="list-style-type: none"> • May continue same activity or use same materials when adult tries to change tasks. 		<ul style="list-style-type: none"> • Actively resists changes in routine, tries to continue old activity, is difficult to distract. • May become angry/unhappy when established routine is altered. 	<ul style="list-style-type: none"> • Reacts severely to change. • May become extremely angry/uncooperative if change is forced, responding with tantrums.
<ul style="list-style-type: none"> • Occasionally shows too much or too little fear or nervousness. 		<ul style="list-style-type: none"> • Often shows too much or too little fear or nervousness. 	<ul style="list-style-type: none"> • Fears persist despite efforts to calm or comfort the child. • Has no awareness of danger.
<p>Behavioural Development</p>			

<p>Extremes of moods and behaviour are common.</p> <ul style="list-style-type: none"> • Has tantrums when frustrated, but is easily distracted. <p>Is capable of being very independent in behaviour.</p> <ul style="list-style-type: none"> • Defends own possessions. • Can be rebellious when thwarted. • Can find waiting difficult. 	<p>Tends to see the world from own point of view.</p> <ul style="list-style-type: none"> • Is easily frustrated, with occasional temper tantrums. • Stops briefly when told 'no', usually needing reinforcement. • Is not dissuaded from undesirable behaviour by verbal reasoning. <p>Responds to distraction and change of environment.</p>	<p>Has intense mood swings from dependence to independence, eagerness to irritation, co-operation to resistance.</p> <ul style="list-style-type: none"> • Understands 'no'. • Shows rage when thwarted. • Is difficult to distract when upset. • Obeys simple instruction. 	<p>Needs reassurance of familiar adult.</p> <ul style="list-style-type: none"> • Cries to gain attention. • Shows likes and dislikes strongly. <p>Responds to positive attention.</p> <ul style="list-style-type: none"> • Stops crying when spoken to.
Identify, Self Esteem and Social Presentation			
<p>Is becoming aware of who s/he is and what s/he is like.</p> <ul style="list-style-type: none"> • Plays alone well. • Greets positively. • Treats animal/baby/doll with care <p>May have low self-esteem due to frustration and failure.</p>	<p>Has positive sense of self / abilities.</p> <ul style="list-style-type: none"> • Begins to distinguish between 'you' and 'me'. • Has a sense of 'me' and 'mine'. • Recognises self by name and image. <p>Is usually confident in social situations.</p> <ul style="list-style-type: none"> • Plays contentedly alone but likes to be near familiar adult. <p>Has some difficulty relating to adults and with peer groups.</p>	<p>Is developing self awareness.</p> <ul style="list-style-type: none"> • Knows own name. • Can distinguish between different members of the family. <p>Displays some insecurities.</p>	<p>Is unaware that people or things exist apart from self.</p> <p>Begins to recognise self as a separate individual.</p> <ul style="list-style-type: none"> • Smiles at own image in mirror. • Shows preference for main carer.
<ul style="list-style-type: none"> • May be shy, fussy or annoyed at being told what to do. 	<ul style="list-style-type: none"> • Avoids eye contact, is excessively shy, rather unresponsive to adults or clinging to parents. 	<ul style="list-style-type: none"> • Seems unaware of others as people, initiates minimal contact; attention is only gained by persistent and forceful attempts. 	<ul style="list-style-type: none"> • Is consistently unaware of others' actions. Rarely responds or initiates contact. • Only the most persistent of attempts to get the child's attention have any effect.
Social Relationships			

<p>Plays more with children.</p> <ul style="list-style-type: none"> • Plays alongside. • Undertakes spontaneous simple role play and make believe with self/doll. • Takes turns but has little idea of sharing 	<p>Relates more easily with adults than children.</p> <ul style="list-style-type: none"> • Needs adult support to relate to other children. • . 	<p>Relates differently to various adults.</p> <ul style="list-style-type: none"> • Acts socially to different members of the family. • Is shy with strangers. • Is affectionate to familiar adults. • Waves goodbye. 	<p>Is becoming more aware of self in relation to other people and things.</p> <p>Seeks out social contact.</p> <ul style="list-style-type: none"> • Is friendly with strangers, showing occasional shyness. • Reaches out for familiar people, shows desire to be picked up or held.
Self Care and Independence			
<p>Has a growing level of competencies. Self-care skills are maximised, despite disability.</p> <ul style="list-style-type: none"> • Feeds self with spoon. • Uses cup appropriately. • Verbalises toilet need but may be unreliable. • Assists with bathing/dressing. 	<p>Is slow to develop self-care skills. Disability limits amount of self-care.</p> <ul style="list-style-type: none"> • Holds spoon and gets food safely to mouth. • Is beginning to give notice of urgent toilet needs. • May know if wet/soiled. • Takes off items of clothing but is unable to put them on. 	<p>Has limited self-care skills. Disability prevents self-care in a significant range of tasks.</p> <ul style="list-style-type: none"> • Puts hands around bottle/cup when drinking. • Has no bowel/bladder control or awareness. • Co-operates with bathing/dressing. • Attempts to hold spoon. 	<p>Does not demonstrate self-care skills. Relies totally on others to meet care needs.</p> <ul style="list-style-type: none"> • Accepts dressing and bathing routines, may show enjoyment. • Is dependent on adult for all personal needs.

LEARNING: a typical 3 year old			
<ul style="list-style-type: none"> √ Can match 2 or 3 primary colours and name 3 shapes. √ Names 'big' and 'little' objects. √ Begins to understand the concept of time. √ Can sort objects into simple categories. √ Counts up to 10 by rote and understands the concept of '1' and 'lots'. √ Can copy a building pattern of 3 or more cubes. √ Is fascinated by cause and effect and often asks 'why'. √ Plays constructively with large blocks, e.g. to make houses, cars, hospitals. √ Points to 10 body parts on verbal command. √ Repeats songs and nursery rhymes. 		<ul style="list-style-type: none"> √ Joins in active pretend play with other children. √ Enjoys playing on the floor both alone and with others. √ Likes jigsaw puzzles and making models. √ Uses small world toys imaginatively. √ Paints with a large brush covering the whole paper with a wash. √ Can paint primitive 'pictures' which may be named during or after production. √ Draws spontaneously – drawings increasingly elaborate and divers in colour, form and content, e.g. person with head, legs, arms, squiggles in face. √ Enjoys listening to and making music; enjoys some craft activities. 	
Universal /Differentiation	Additional Needs Up to 5 hours	Complex Needs 5 - 10 hours	Severe Needs More than 10 hours
Problem Solving and Reasoning			
<p>Begins to predict what might happen.</p> <ul style="list-style-type: none"> • Mostly able to follow familiar routines. • Completes simple inset puzzle. • Can fit complex shapes into variety of containers. • Matches pictures. 	<p>Begins to identify problems and work out possible solutions.</p> <ul style="list-style-type: none"> • Can remove small objects from a container by turning it upside down. • Posts objects into boxes. • Can carry out familiar routines with support. • Likes own routine but can accept changes with preparation and support. 	<p>Experiments by relating objects using trial and error.</p> <ul style="list-style-type: none"> • Drops and throws toys deliberately and looks to see where they have fallen. • Builds with a few bricks and arranges toys on the floor. • Puts objects into a container. 	<p>Learns through inbuilt reflexes and reactions.</p> <p>Explores objects in immediate environment.</p> <ul style="list-style-type: none"> • Places objects in a container in imitation. • Shakes a sound making toy. • Removes from face a cloth that obscures vision.
	<ul style="list-style-type: none"> • Shows mildly inappropriate 	<ul style="list-style-type: none"> • May show little interest in 	<ul style="list-style-type: none"> • Plays inappropriately with

	interest in, or use of, toys/objects.	toys/objects. <ul style="list-style-type: none"> • May be preoccupied with using toys/objects in a strange way (e.g. focussing on an insignificant part, showing fascination with light, making repetitive movements, playing exclusively with one object). 	objects, frequently and intensively. <ul style="list-style-type: none"> • Is difficult to distract when engaged in inappropriate activities.
Knowledge and Understanding			
<p>Is beginning to understand the consequence of actions.</p> <p>Is eager to try out new experiences.</p> <p>Is beginning to ask questions ('what?', 'who?')</p> <ul style="list-style-type: none"> • Identifies some familiar animals. • Recognises familiar people/self in photos. • Knows own full name. <p>Is beginning to understand the concept of present/past.</p>	<p>Explores, recognises and begins to understand the wider environment.</p> <ul style="list-style-type: none"> • Points to objects in the wider environment. • Recognises familiar people/places. • Remembers where objects belong. • Points to some facial features/one body part. 	<p>Shows preferences. Understands object permanence.</p> <ul style="list-style-type: none"> • Can point with index finger to objects of interest. • Knows and responds to own name. • Recognises familiar sounds and voices. <p>Shows curiosity towards people, objects and events.</p> <ul style="list-style-type: none"> • Points to familiar people, animals or toys when requested. • Understands the function of simple objects. 	<p>Activities involve sensory stimulation rather than functional use of objects.</p> <p>Explores objects in immediate environment.</p> <ul style="list-style-type: none"> • Looks for an object that has been removed from direct line of vision.
Creating			
<p>Begins to use symbols in play.</p> <ul style="list-style-type: none"> • Is beginning to talk to self 	<p>Begins to experiment with a range of materials.</p>	<p>Manipulates a variety of materials using a range of</p>	<p>Is preoccupied with parts of an object or non-functional</p>

<p>during play.</p> <ul style="list-style-type: none"> • Begins to engage in more sustained role play such as putting dolls to bed. • Uses one object to represent another in pretend play. • Likes to build with construction toys. 	<ul style="list-style-type: none"> • Is interested in exploring small objects, looking for minute detail. • Performs different actions with objects to find out what they can do. 	<p>actions.</p>	<p>elements of play materials such as smell or feel.</p> <ul style="list-style-type: none"> • Manipulates/mouths a limited number of objects and plays repetitively, with resistance to change. • May have unusual responses to sensory experiences.
<ul style="list-style-type: none"> • Can imitate sounds, words and movements. 	<ul style="list-style-type: none"> • Generally imitates simple behaviours, e.g. clapping or single verbal sounds, sometimes after prompting or a delay. 	<ul style="list-style-type: none"> • Imitates sometimes and requires persistence and help from an adult; frequently imitates after a delay. 	<ul style="list-style-type: none"> • Rarely or never imitates sounds, words or movements even with prompting and assistance from an adult.