

REFERENCING TOOL FOR ALIGNING ASSESSMENT, SCREENINGS, AND STANDARDS for SCHOOL READINESS for EARLY HEAD START CHILDREN

Information on children’s progress across all domains of development can be obtained from multiple sources such as teacher observations, analysis of work samples, parent input, and observations and assessments. Below in the indicators section are references to Portage, ASQ, ASQ-SE, with the Birth to 3 Early Learning Foundations as the framework.

P: Portage/item # from 18-36 months age group	AS(domain): ASQ 36 months
AQ: ASQSE 36 months	SR: School Readiness Goals

Domain	Foundation	Indicators	Teacher Strategies & Tools
Approaches to Learning	Initiative and Curiosity	Shows curiosity towards and plays with a variety of sensory matter (play dough, glue, sand paper) AQ10, AQ20, P22, P30, SR5, SR8	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Goal Tracking • Portfolio Samples
		Shows initiative in how objects can be used such as turning cup right-side-up or putting car upright on wheels AS-PS5, AS-PERSO2, AQ10, P17, P22, P30, SR8, SR9	
		Laughs or smiles at adults who are engaging in unexpected events AQ8, P3, P10	
		Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people AQ4, AQ6, AQ20, P13, P18, SR6, SR8	
		Takes pride in own achievements and sometimes resists help AS-PERSO3, AQ9, P12	
	Reasoning and Problem Solving	Looks for and finds an object or person that disappears from sight AQ10, P7, SR8, SR9	
		Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object) AS-PS2, AQ10, P17, SR8, SR9	
		Uses repetition to discover materials or new skills AQ10, P17, P30, SR5, SR8, SR9	
		Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open) AS-PERSO2, AQ1, P1, P12, P21, SR5	

THE ARTS

		<p>Manipulates toy or household item to cause an action (hits the pot to make a loud noise) AS-PERSO2, AQ10, P22, P23, P30, SR8, SR9</p> <p>Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl AQ10, P7, P22, SR8, SR9</p> <p>Uses an object as a tool AS-FM2, AS-PS1, ASPS-2, AQ10, P22, P24, SR8, SR9, SR11</p>	
	<p>Music</p>	<p>Responds to sounds by change in expression or eyes widening P23</p> <p>Responds to music by cooing, becoming quiet or looking at sound source P23, P48</p> <p>Bangs and shakes toys placed in hand P23</p> <p>Responding to and recognizing different types of sounds (lough/soft, fast/slow) by tapping feet, clapping hands, swaying with the body P23, P48</p> <p>Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy) P23</p> <p>Plays on rhythm instruments (tambourine or drum) P23</p> <p>Hums or sings along to simple songs or rhymes P23, P48</p>	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
<p>Visual Arts</p>	<p>Uses hands and mouth for sensory exploration of objects P30, P49</p> <p>Touches a variety of sensory materials (sand paper, soft rugs, etc.) P22, P30, P49</p> <p>Uses creative materials of various textures (play dough, finger paints, paste) P22, SR8</p> <p>Grasps crayon, pen or paintbrush P22, P30, sr11</p> <p>Enjoys tactile books P30</p> <p>Shows choices (has preferred toys, foods, colors) P22</p> <p>Tries to imitate adult scribble P22, sr11</p> <p>Marks paper with crayon P22, P30, sr11</p> <p>Paints within limits of paper P22, P30, SR11</p>		

LANGUAGE AND LITERACY DEVELOPMENT		Holds crayon with thumb and fingers P22, SR11	
		Uses familiar mark on page to represent name P46, SR11	
	Movement	Kicks and wiggles upon hearing familiar sounds P23	
		Moves to rhythms by bouncing, rocking, moving arms P23, P40	
		Uses body to make sounds P23	
		Matches movement to the music (fast movements for fast music, etc.) P23, P40	
		Enjoys creative movement (hops like a rabbit) P40, P47	
		Enjoys silly songs P3, P23	
		Dances to music and songs P23, P40	
		Dramatic Play	
	Imitates sounds and gestures of another person AQ3, P40		
	Responds playfully in mirror AS- PERSO3		
	Can read the intent of the facial expression of the speaker AQ3		
	Enjoys imitating adult behavior such as wiping a tray or cooking a meal AQ3		
	Pretends that a dolly or stuffed animal is “real” P24		
	Acts out simple life scenes like going to the doctor P24		
	Recites lines in a nursery rhyme P9		
Listening and Understanding	Smiles at person who talks or gestures to him/her AQ1, AQ3, AQ9, AQ25, AQ26, P10, SR1	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work 	
	Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table AS- PERSO6, AQ3, P19		
	Responds with appropriate gestures to greetings/salutations, such as “bye bye” AQ1, AQ3, SR1		
	Recognizes names of familiar objects, such as bottle or “binkie” AS-C1, AS- C3, AS-C4, AS-PS3, AQ3, SR1		

		<p>Responds to “give me” by relinquishing the object AS-C3,AQ3, AQ11, P19, P31, SR1</p>	<p>Samples</p> <ul style="list-style-type: none"> • Parent-Staff Conferences and parent goals • Portfolio Samples
	<p>Retrieves a familiar object on request from an adult AS-C3, AQ3, AQ18</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Communication</p>	<p>Requests continued actions of a toy or activity through body movements, eye contact or vocalization AS-PERSO6, AQ3, AQ17, P1, P4, P5, SR1</p>		
	<p>Indicates preferences such as “no more” by turning or pushing away or raising arms to be picked up AQ3, AQ5, AQ17, P1, P4, P5, SR1</p>		
	<p>Uses single words to request information AS-C2, AS-PERSO6, P1, P6, SR1</p>		
	<p>Answers and asks simple questions AS-C1, AS-C2, AS-C4, AS-PS4, AS-PS6, AQ3, AQ17, AQ25, P1, P4, SR1</p>		
	<p>Labels objects and people AS-C1, AS-C4, AQ25, P2, P5, SR1</p>		
	<p>Uses two-word sentences that combine two concepts or thoughts, such as “daddy go” or “eat cookie” AS-C2, AS-C4, AQ3, AQ17, AQ25, P2, P4, P5, SR1</p>		
	<p>Uses plurals P5, P6, SR1</p>		
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phonological Awareness</p>	<p>Imitates sounds when made by caregiver P4 P5, SR1</p>	
<p>Attempts to make own mouth move like that of an adult P5</p>			
<p>Imitates familiar two-syllable words AS-C2, P5, SR1</p>			
<p>Imitates a variety of novel words AS-C2, P4, P5, SR1</p>			
<p>Joins in reciting the rhyme and clearly says some key words AS-C2, P4, SR1, SR2</p>			
<p>Plays with language by repeating new words and making up nonsense words AS-C2, P4, SR1</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Book Knowledge and Appreciation</p>	<p>Manipulates books by looking, patting, pointing or turning pages AS-C4, AQ10, P8, P26, SR2</p>		
	<p>Acts out part of simple, familiar story AS-C4, SR2</p>		
	<p>Holds book right side up P26, SR2</p>		
	<p>Turns pages front to back P26, SR2</p>		

		Points to and names familiar pictures AS-C4, P9, SR2
		“Reads” book to others, making multiple-word utterances to tell the story AS-C4, P8, SR2
		Notices and reacts to changes in familiar stories AS-C4, P9, SR2
	Print Awareness and Concepts	Attends to picture book for up to 3-5 minutes AS-C4, AQ10 AQ13, P8, P52, SR2
		Recognizes familiar/favorite books AS- C4, AQ10, P8, SR2
		Uses a few words to label objects or to name people AS-C4, P9, SR2
		Names line drawing of common objects P9
		Selects pictures of familiar actions AS- C4
		Recognizes the covers of several books and labels them AS-C4, AQ10, P8, P9, SR2
		Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label) AQ10, P8
		Recognizes own name on bedroom wall, coat rack or chart used for classroom opening activities AS-C6, AQ10
		Early Writing
	Reaches for and picks up objects when placed in visual field AS-FM1, AS-FM3, AS-FM4, AS-FM5, AQ10	
	Manipulates objects with hands and fingers AS-C5, AS-FM1, AS-FM3, AS- FM4, AS-FM5, AQ10	
	Uses pincer grasp (i.e., thumb against tip of index finger) AS-FM1, AS-FM3, AS- FM4, AS-FM6, P46	
	Uses writing tools AS-FM1, AS-FM3, AS-FM4, AS-FM6, AQ10, P46	
	Scribbles spontaneously P46	
	Imitates a vertical stroke and horizontal stroke AS-FM1, AS-FM3, AS-FM4, P46	

		Pretends to write AS-FM1, AS-FM3, AS-FM4, AQ10, P46	
		Copies simple shapes (e.g. circle, cross, square) AS-FM1, AS-FM3, AS-FM4, P46	
		Attempts to make symbol/s to represent name (e.g., to put name on picture) P46	
Mathematics	Numbers and Operations	Indicates preference (wants more) P1	<ul style="list-style-type: none"> • SR3Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Experiments with quantities and space (stacks blocks, fills containers, dumps contents) AQ10, P26, SR8	
		Manipulates similar objects (blocks, rings) AS-PS1, AQ10, P25, SR3, SR8	
		Counts in Nursery Rhymes or songs, such as “Three Little Monkeys” P32	
		Sorts objects into separate piles P25, SR3	
		Compares quantities of small groups (all, more, less) P7, P25, SR3, SR8	
		Counts to five or higher from memory P32	
		Identifies a single piece of a puzzle as “one”, P31	
		Gives 2 items when asked P31	
	Geometry and Spatial Sense	Visually tracks mobile or other object from side to side AQ10	
		Looks intently at patterns or geometric shapes AS-PS5, P5	
		Places one block on top of another AS-PS1, AS-PS1, AS-PS5, P26	
		Places round and or square forms into toys P26	
		Completes simple puzzles P26, SR11	
		Recognizes circle, square and triangle P25	
		Builds tower using blocks/Legos AS-PS1	
	Patterns and Measurement	Shows visual interest in contrasting colors, patterns, and textures AQ10, SR3	
		Manipulates objects in a variety of ways	

		to learn about their properties (shakes rattle, opens boxes) AS-PS1, AQ10, P2, SR3, SR8	
		Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event P28	
		Recognizes shapes and colors P7, P25	
		Completes simple puzzles P26	
		Matches like objects, shapes and colors P7, P25, SR3	
		Describes objects in play using size concepts, such as “big dog” P2, P7, SR3	
		Understands time words such as after and before P28, SR3	
<p style="text-align: center;">PHYSICAL EDUCATION AND HEALTH</p>	<p style="text-align: center;">Fine (Small) Motor</p>	Reaches for and grasps objects or toys P-C5, AS-FM2, AS-FM5, AS-PERSO1, AQ10, P26, P39, P42, SR11	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples • Dental Exam
		Explores textures in the environment AQ10, SR8	
		Transfers objects from hand to hand AS-PS1, AS-PERSO1, P39, P42, SR11	
		Picks up and drops objects intentionally AS-FM2, AS-FM5, AS-PS1, P39, P42, SR11	
		Puts objects in container P26, P39, SR11	
		Uses simple tools such as a spoon or crayon AS-FM1, AS-FM5, AS-PERSO1, AQ14, P39, P42, P46, SR11	
		Aligns or stacks blocks AS-FM2, P26, P39, SR11	
	<p style="text-align: center;">Gross (Large) Motor</p>	Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth, rolls from stomach to back) AS-GM1, AS-GM5, AS-GM6, P34, SR10	

		<p>Sits with and without support P33, SR10</p> <p>Crawls or moves across the floor independently AS-GM3, AS-GM6, SR10</p> <p>Stands with assistance or independently or with assistive devices AS-GM1, AS-GM2, AS-GM3, AS-GM4, P34, SR10</p> <p>Walks, runs, climbs, and hops independently or with assistive devices AS-GM1, AS-GM2, AS-GM2, AS-GM4, AS-GM6, P33, P36, P37, P38, SR10</p> <p>Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosy) AS-GM1, AS-GM2, AS-GM5, P33, SR10</p>	<ul style="list-style-type: none"> • Dev. History • Health History
	Health Status and Practices	<p>Holds own bottle AS-PERSO1, SR11</p> <p>Picks up food AS-PERSO1, AQ14, P49, SR11</p> <p>Removes socks and loose clothing AS-PERSO4</p> <p>Cooperates in hand washing or washed own hands AQ18, P43</p> <p>Holds parents' hand outdoors AQ20, P18</p> <p>Understands and stays away from common dangers AQ20, AQ23, AQ30, P18</p> <p>Uses simple utensils AS-PERSO1, SR11</p> <p>Puts on hat and coat AS-C5, AS-PERSO4, P44</p>	
SCIENCE	Matter	<p>Reacts to various sensations such as extreme temperatures or tastes P16</p> <p>Explores environment, but still keeps close to parent AQ20, AQ23, P16, SR6</p> <p>Enjoys messy activities with water or food P30</p> <p>Points to distant objects outdoors such as the moon or stars P18</p>	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE

		Explores cabinets and drawers by taking things out P18, SR4	<ul style="list-style-type: none"> • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Imitates environmental sounds	
		Uses tools to reach items out of reach P30, SR4, SR9	
		Uses tools to obtain results (snips with scissors, digs with shovel) P30, SR4, SR8, SR9, SR11	
	Force/ Energy	Repeats action to produce desired effects P30, SR4, SR9	
		Repeats activity that produces an interesting result P30, SR9	
		Throws or drops objects by pulling on cloth to get out of reach object P30, SR4, SR9	
		Uses a stick to get a ball under a couch or chair P30, SR4, SR9	
	Forming the Questions and Hypothesis and Designing the Investigation	Uses hands and mouth for sensory exploration of objects AS-PERSO1, AQ10, P18, P30, P49, SR4, SR8	
		Smells different things AQ10, P49, SR4, SR8	
		Enjoys messy activities with water or food AQ10	
		Reacts to various sensations such as varying temperatures or tastes P16	
		Uses adults to help solve problems (points to object they want, pulls adult over to open door) P30, SR4	
		Solves simple problems through repeatedly trying different solutions AS-PERSO2, P30, P52, SR4, SR8	
Asks questions related to events in the environment (“what happened to,” “when will the bird come back...”) P30, SR4, SR8			

	Collecting and Presenting Data and Analyzing and Interpreting Results	Observes or tracks events and objects P18, P30, SR4, SR8
		Sorts objects into categories P25, P27
		Describes objects in the environment using simple properties such as big or small P25, P27, SR4, SR8
		Records event through storytelling, such as “this happened when we...” P25, SR8
	Organisms and Heredity	Inspects surroundings AQ10, AQ20, P13, P16, P18, P30, SR4, SR8
		Explores adult features (e.g., pokes, pats) AS-C1, SR4
		Responds differently to children and adults AQ6
		Recognizes several people in addition to immediate family AQ6
		Matches sounds to animals P7, SR4
		Identifies at least 4 animals in pictures when they are named or signed P7, SR4
		Identifies the difference between living and non-living organisms P30, SR4, SR8
		Supports the child’s interest in and exploration of the environment, both indoor and outdoors AQ10, P18, SR4, SR8
	Diversity and Interdependence and the Dynamic Earth	Acknowledges and shows preference for familiar adult/parent AQ6
		Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll) P24, SR4
		Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water) SR4, SR8
Attempts to comfort others in distress		
Understands the impact of actions (hug comforts, kick can cause pain)		

SOCIAL-EMOTIONAL DEVELOPMENT

SOCIAL-EMOTIONAL DEVELOPMENT	Self-Concept	Recognizes and responds playfully to own image in mirror AS-C1, AS-PERSO3, AS-PERSO5 P3, P10	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples • DECA • Behavior Plans, mental health observs, or behavioral assessments (where applicable) • Portfolio Samples
		Regularly makes choices among toys, food and people, demonstrating clear preferences, AQ15, P1	
		Indicates “no” or otherwise indicates refusal AQ3, AQ17, AQ11, SR1	
		Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint AQ2, AQ3, AQ9, P1, P3, P10, AQ11, P14, SR1	
		Expresses empathy and attempts to comfort others in distress SR1, SR7	
		Makes positive statements about self, such as “I did it,” “look at me,” “I run fast” AQ3, AQ8, P12, SR1	
		Engages in pretend play AQ3, AQ10	
	Self-Control	Communicates through non-verbal cues: smiling, eye contact, showing interest by looking at an object or person and gesturing AQ1, AQ3, AQ17, P1, P10, P14, P53, SR1	
		Calms self with support from adults (sucking on hand or pacifier) AQ2, AQ4, AQ5, AQ7, AQ12, AQ19, P14	
		Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo AS-PERSO6, AQ3, P19	
		Indicates “no more” or “I don’t like this” by vocalizing, turning away AQ15, AQ17, P1, AQ11, P14, SR1	
		Seeks adult’s assistance by vocalizing, pointing or other signals AQ3, AQ17, P1, P14, P53, SR1	
		Responds appropriately to redirection or reminders (wait, get down, my turn) AQ3, AQ5, AQ7, AQ8, AQ12, AQ18, AQ19, AQ21, AQ24, P14, P51	
		Uses words to request assistance AQ17 AQ3, AQ5, P1, P14, SR1	

	Cooperation	Cooperates in eating and dressing AQ11, AQ12, AQ14, AQ15, AQ18, AQ11, P44, P49, SR7
		Participates in simple social games, such as peek-a-book or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue playing AS-PERSO6, AQ3, AQ4, AQ10, AQ13, AQ27, AQ28, AQ29, AQ31, NP19, P20, P52, SR7
		Cooperates in toileting AQ11, AQ12, AQ18, P1, AQ11, P41, P45, SR7, SR12
		Spontaneously shares objects with adult AS-PERSO6, AQ3, AQ29, AQ31, P19, SR7
		Plays alongside other children with some exchange of toys AS-PERSO6, AQ4, AQ13, AQ27, AQ28, AQ29, AQ31, P20, SR1, SR7
		Helps with simple household or classroom tasks AQ11, AQ18, SR7
		Negotiates with peer about toys, taking turns or trading AS-PERSO6, AQ13, AQ17, AQ27, AQ28, AQ29, AQ31, P1, P14, P19, P20, P53, SR1, SR7
		Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play AQ4, AQ11, AQ12, AQ17, AQ27, AQ28, AQ9, AQ31, P1, P14, P19, P20, SR1, SR7
	Social Relationships	Tries to attract attention by making sounds or smiling AQ9, AQ12, AQ17, AQ27, AQ28, P1, P12, SR1
		Participates in social games, such as peek-a-boo or "This Little Piggy," anticipating an event, or indicating she/he wants the adult to continue AQ3, AQ4, AQ10, AQ13, AQ27, AQ28, AQ29, AQ31, P19, P20, SR7
		Shows affection to familiar adults (e.g. pats, hugs, kisses) AQ2, AQ3, AQ9, P3, SR6
		Plays comfortably in a small group of

SOCIAL SCIENCE		children AS-PERSO6, AQ4, AQ9, AQ12, AQ13, AQ27, AQ28, AQ29, AQ31, P19, P20, SR7	
		Works collaboratively toward a goal with peers, such as digging a hole in the sand or building a castle with blocks AS-PERSO6, AQ4, AQ12, AQ13, AQ27, AQ28, AQ29, AQ31, P20, P52, SR1, SR7	
		Tries to please adults by doing actions and looking for approval AQ3, AQ9, AQ11, AQ12, AQ18, AQ11, P12, SR6	
		Tries to comfort others who are in distress (patting, hugging or kissing hurt place) AQ2, SR7	
	Knowledge of Families, Community, and Diversity	Responds differently to family members than strangers AQ4, AQ6, AQ26, AQ11, SR6	
		Participates in simple social games with family members AQ4, AQ27, AQ28, AQ29, AQ31, P10, P19, P20, SR1	
		Recognizes self and other family members in photographs AS-PERSO3, AQ26	
		Recognizes possessions of self and other family members (“my coat,” “Mommy’s coat”)	
		Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby” P20, P24, SR1	
		Speaks in home language with family members and uses main language spoken in childcare with those who do not speak home language AQ17, SR1	
History	Repeats actions or activities that produce desirable results such as laughter or applause AQ17, P3, P10, P21	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal 	
	Recognizes cues such as putting on coat means going “out” or “bye-bye” P28		
	Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book) AQ14, AQ15, P15, P28, P43		

	<p style="text-align: center;">Geography, Environment and Surroundings</p>	<p>Responds to “no” by looking, stopping or withdrawing AQ11, P11</p>	<ul style="list-style-type: none"> • tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		<p>Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or a door) P1, P4, P5</p>	
		<p>Responds to simple rules in the environment (holds parents hand, avoids hot items) AQ11, AQ12, AQ18, AQ20, P11, P13, P15, P16, P18</p>	
	<p style="text-align: center;">Economics and Economic Concepts</p>	<p>Gazes, reaches or vocalizes to get desired object or toy AQ10, P1, SR1</p>	
		<p>Uses signs or words to express desire for more, or points or makes noise to obtain results AQ10, AQ17, P1, SR1</p>	
		<p>Exchanges toys with other children during play AQ27, AQ28, AQ29, AQ31, SR1</p>	
		<p>Recognizes a set of “one” when asked, and will give one of many to another child P31</p>	
		<p>Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child) AQ17, P1</p>	
		<p>Participates in simple social games and show affection to family members AQ3, AQ27, AQ28. AQ29, AQ31</p>	
		<p>Recognizes possessions of self and family members (my coat, mommy’s coat)</p>	
		<p>Engages in adult role play, such as cooking, hammering, talking on phone AQ13, SR1</p>	
		<p>Tries to help by running errands or anticipating what is needed AQ11</p>	

		Speaks in home language with family members AQ17, SR1	
		Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures	

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