

The Ounce Scale (2003): Crosswalk to Child Outcomes

	Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
<p>Social and Emotional</p> <p><u>I. Personal Connections</u></p> <p>4-8 Responds to familiar adults Engages with familiar adults</p> <p>8-12 Shows preference for familiar adults to try things</p> <p>24-30 Shows need for familiar adult's approval</p> <p>30-36 Reflects attitudes and behaviors of familiar adults</p> <p>4-8 Shows awareness of unfamiliar people</p> <p>8-12 Notices and reacts to unfamiliar adults</p> <p>4-8 Shows awareness of unfamiliar adults</p> <p>18-24 Acts cautiously around unfamiliar adults</p> <p>30-36 Shows cautious interest in unfamiliar adults</p> <p>Shows comfort around new adults</p> <p><u>II. Feelings about Self</u></p> <p>4-8 Expresses feelings (such as comfort and discomfort)</p> <p>8-12 Shows preferences, likes, and dislikes</p> <p>18-24 Expresses own ideas, interests, feelings</p> <p>30-36 Shows emerging sense of self (trying new things on their own)</p> <p>30-36 Shows comfort with independence, competence, feelings</p>	<p>Communication and Language</p> <p><u>IV. Understanding and Communicating</u></p> <p>4-8 Responds to sights and sounds* Responds to frequently heard sounds and words*</p> <p>8-12 Shows understanding of gestures and words*</p> <p>18-24 Follows simple directions and suggestions consistently</p> <p>30-36 Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p> <p>Understands requests, directions, concept words, stories, sequence</p> <p>4-8 Uses sounds and movement to communicate*</p> <p>Uses a variety of sounds and motions to communicate*</p> <p>8-12 Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>Uses some words to communicate</p> <p>18-24 Uses a growing number of words, puts several words together</p> <p>Uses words and some conventions of speech to express thoughts and ideas</p> <p>30-36 Uses conventions of speech while expressing ideas</p>	<p>Social and Emotional</p> <p><u>II. Feelings about Self</u></p> <p>4-8 Expresses feelings (such as comfort and discomfort)</p> <p>8-12 Shows preferences, likes, and dislikes</p> <p>18-24 Expresses own ideas, interests, feelings</p> <p>30-36 Shows emerging sense of self (trying new things on their own)</p> <p>30-36 Shows comfort with independence, competence, feelings</p> <p>30-36 Shows awareness of social skills when expressing needs and wants</p> <p>4-8 Calms self</p> <p>Learning to cope with familiar and unfamiliar situations</p> <p>8-12 Tries to manage own behavior in different situations</p> <p>30-36 Growing ability to manage own behavior</p> <p>Physical Development</p> <p><u>VI. Movement and Coordination</u></p> <p>4-8 Gaining control of head and body* Changes body positions*</p> <p>8-12 Changes position and begins to move from place to place*</p> <p>Moves from place to place*</p>	

AGE IN MONTHS
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<p>30-36 Shows awareness of social skills when expressing needs and wants</p> <p>4-8 Calms self</p> <p>Learning to cope with familiar and unfamiliar situations</p> <p>8-12 Tries to manage own behavior in different situations</p> <p>30-36 Growing ability to manage own behavior</p>	<p>Social and Emotional</p> <p>II. <u>Feelings about Self</u></p> <p>Expresses feelings through language and pretend play.</p> <p>Cognitive Development</p> <p>V. <u>Exploration and Problem Solving</u></p> <p>4-8 Pays attention to what is happening in the environment</p> <p>8-12 Shows understanding of things in the environment during exploration</p> <p>Gains new understanding</p> <p>18-24 Explores the environment, learns how things work</p> <p>Explores new ways to do things, beginning understanding of concepts of color, size, matching, weight</p> <p>30-36 Explores and understands in more detailed and abstract ways</p> <p>Displays short term memory</p> <p>8-12 Demonstrates memory</p> <p>Shows increased memory skills</p> <p>18-24 Increasing memory for details and routines</p> <p>4-8 Makes things happen</p> <p>8-12 Makes expected things happen</p> <p>Uses toys and other objects with purpose</p> <p>18-24 Expects results when playing with toys and other objects</p>	<p>18-24 Shows increasing coordination and balance, and combines actions to participate in play activities</p> <p>30-36 Demonstrates increased body control, combines several movements when participating in play activities</p> <p>Participates in many play activities and uses new movement skills</p> <p>4-8 Reaches toward things*</p> <p>Uses both hands with intention and purpose*</p> <p>8-12 Coordinates eyes with hands while holding and exploring objects*</p> <p>18-24 Uses hands to engage in activities*</p> <p>Uses hands and eyes to accomplish a variety of tasks</p> <p>Demonstrates eye-hand coordination while manipulating and exploring objects*</p> <p>Uses fingers, hands, and eyes to engage in a variety of activities*</p> <p>Uses hands with increasing control and precision for a variety of purposes*</p> <p>4-8 Holds on to things*</p> <p>Begins to participate in self-help activities</p> <p>18-24 Participates in self-help activities</p> <p>30-36 Accomplishes many self-help activities</p> <p>Accomplishes new self-help activities</p>
<p>III. <u>Relationships with Other Children</u></p> <p>4-8 Shows awareness of other children</p> <p>Interacts with other children</p> <p>18-24 Watches and plays briefly with other children</p> <p>Plays beside other children</p> <p>30-36 Shows capacity to play cooperatively with other children</p> <p>30-36 Engages in cooperative play</p> <p>30-36 Begins to show awareness of other children's feelings</p> <p>18-24 Shows awareness of other children's feelings</p> <p>30-36 Responds to other children's feelings</p> <p>Shows increasing ability to understand the feelings of other children</p>		

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<p>Communication and Language</p> <p>IV. <u>Understanding and Communicating</u></p> <p>18-24 Pays attention to and tries to participate in conversations</p> <p>30-36 Participates in conversations</p>	<p>Uses reasoning skills and planning ways to make things happen</p> <p>Begins to understand consequences when re-creating events and following familiar routines</p> <p>30-36 Plans before taking action</p> <p>30-36 Shows ability to figure things out</p> <p>Thinks about a problem and figures out what to do</p>	

Note: Children at different age levels are compared to different sets of indicators and standards within the six core areas of development.

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

