

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>   | <b>Level</b> | <b>Area</b> | <b>Strand</b> | <b>AEPS Item</b> |
|--|--------------|-------------|---------------|------------------|
| <b>PERSONAL HEALTH AND SAFETY SKILLS</b><br><i>Included in this domain are the skills necessary to meet personal needs, social responsibility or participation in developmentally appropriate situations. Development in this domain relates to the child's ability to create and maintain a safe and healthy environment.</i> |              |             |               |                  |
| <b>PERSONAL HEALTH SKILLS:</b> <i>Children have the skills necessary to maintain personal health.</i>  |              |             |               |                  |
| <ul style="list-style-type: none"> <li>• Demonstrates ability to care for self in hygiene and personal care activities (e.g., washing hands, blowing nose, toothbrushing)</li> </ul>   | 3-6          | Adaptive    | B             | All              |
| <ul style="list-style-type: none"> <li>• Demonstrates ability to manage personal belongings (e.g., puts jacket/hat away, puts completed work or papers in designated place)</li> </ul>   | 3-6          | Social      | C             | 2.2              |
| <ul style="list-style-type: none"> <li>• Demonstrates ability to feed self (e.g., uses utensils for eating, uses cup for drinking).</li> </ul>   | 3-6          | Adaptive    | A             | 1                |
| <ul style="list-style-type: none"> <li>• Demonstrates ability to dress self and fasten clothing closures (e.g., buttons, zippers, buckles)</li> </ul>  | 3-6          | Adaptive    | C             | 2, 3             |
| <b>SAFETY AND SELF-PROTECTION:</b> <i>Children have the ability to begin to assume responsibility for their own safety within their environment.</i>   |              |             |               |                  |
| <ul style="list-style-type: none"> <li>• Demonstrates caution within the environment and around potentially dangerous objects (e.g., careful around stairs, school parking lots, scissors, sharp pencils)</li> </ul>   | 3-6          | Social      | C             | 2.2              |
| <ul style="list-style-type: none"> <li>• Demonstrates awareness and ability to follow basic health and safety routines (e.g., fire drill, caution around strangers, knows first and last name and where he/she lives for identification purposes)</li> </ul>   | 3-6          | Social      | C             | 2.2              |
| <b>INTERACTIONS WITH ADULTS:</b> <i>Children have the ability to seek help from and respond appropriately to adults.</i>   |              |             |               |                  |
| <ul style="list-style-type: none"> <li>• Responds to and makes verbal or other greetings at</li> </ul>   | 3-6          | Social      | A             | 2                |

| Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation  | Level | Area          | Strand | AEPS Item |
|--|-------|---------------|--------|-----------|
| appropriate times  |       | Communication |        |           |
| <ul style="list-style-type: none"> <li>Seeks help when appropriate</li> </ul>  | 3-6   | Social        | A      | 3         |
| <ul style="list-style-type: none"> <li>Responds to teacher direction or suggestion</li> </ul>  | 3-6   | Cognitive     | C      | 1, 1.1    |
|  |       | Social        | B      | 1.1, 1.2  |
| <ul style="list-style-type: none"> <li>Responds appropriately to adult approval/disapproval (e.g., holds an adult's hand when crossing the street)</li> </ul>  | 3-6   | Cognitive     | C      | 1, 1.1    |
|  |       | Social        | C      | 2.2       |
| <p><b>SOCIAL AND EMOTIONAL DEVELOPMENT</b><br/> <i>This domain includes the development of self-esteem and meaningful social interaction. Important components of this domain are the abilities to interact with adults and peers, express feelings and emotions, develop self-awareness and self-worth and demonstrate self-regulation and coping strategies.</i></p> |       |               |        |           |
| <p><b>SELF-AWARENESS/SELF CONCEPT:</b> <i>Children have a sense of personal identity and awareness of connectedness to others and they are able to recognize their abilities and value themselves.</i></p>   |       |               |        |           |
| <ul style="list-style-type: none"> <li>Identifies self by specific abilities, characteristics and preferences (e.g., by gender, age, as part of a family (son, sister) or group (classmate, Joe's friend))</li> </ul>  | 3-6   | Social        | D      | 3         |
| <ul style="list-style-type: none"> <li>Demonstrates growing confidence by expressing satisfaction with accomplishments ("Look at what I did!") or ability to conduct a task ("I am good at ____.")</li> </ul>  | 3-6   | Social        | D      | 1         |
| <ul style="list-style-type: none"> <li>Accepts responsibility for age-appropriate tasks (e.g., putting toys away, hanging up coat)</li> </ul>  | 3-6   | Social        | B      | 1         |
| <ul style="list-style-type: none"> <li>Demonstrates ability to relay basic information about cultural background, disability, morals and values, home life and uniqueness as an individual</li> </ul>  | 3-6   | Social        | D      | 3         |
| <p><b>SELF-REGULATION:</b> <i>Children are able to exercise appropriate control in independent and group activities.</i></p>   |       |               |        |           |
| <ul style="list-style-type: none"> <li>Selects and completes a self-directed activity</li> </ul>   | 3-6   | Social        | B      | 1         |

| Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation  | Level | Area                 | Strand | AEPS Item |
|--|-------|----------------------|--------|-----------|
|  |       |                      | D      | 1         |
| <ul style="list-style-type: none"> <li>Follows familiar rules and routines</li> </ul>  | 3-6   | Social               | C      | 2.2       |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to change from one task to another on request (e.g., "Put away the toy now and come listen to a story.")</li> </ul>  | 3-6   | Social               | B      | 1         |
| <ul style="list-style-type: none"> <li>Takes turns during activities with other children</li> </ul>  | 3-6   | Social               | A      | 1.3       |
| <ul style="list-style-type: none"> <li>Follows a direction when given in the context of a group</li> </ul>   | 3-6   | Social               | B      | 2.2, 3.2  |
| <ul style="list-style-type: none"> <li>Able to sit calmly, listen and work with other children</li> </ul>  | 3-6   | Social               | B      | 2, 3      |
| <ul style="list-style-type: none"> <li>Able to focus on group or independent task to completion</li> </ul>   | 3-6   | Social               | B      | 1         |
| <b>COPING/PROBLEM-SOLVING:</b> <i>Children are able to address challenges using appropriate social and coping skills.</i>  |       |                      |        |           |
| <ul style="list-style-type: none"> <li>Attempts to solve problems independently, however, seeks adult assistance when he/she encounters a challenging situation (e.g., can not zip coat, lost a toy, has a disagreement with a peer).</li> </ul> | 3-6   | Cognitive            | E      | 1.1, 1.2  |
| <ul style="list-style-type: none"> <li>Tells another child when he/she is bothered by that child's behavior (e.g., "Stop pushing me."; "Do not use all the blue blocks.")</li> </ul>   | 3-6   | Social               | A      | 3.2       |
| <ul style="list-style-type: none"> <li>Demonstrates skills to persist or respond effectively to frustrating tasks, situations</li> </ul>   | 3-6   | Social               | A      | 3         |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to relay basic self-advocacy information about needs that are imperative for academic and social success (e.g., "Please say it again. I did not hear you.")</li> </ul>           | 3-6   | Social Communication | A      | 2.1       |
| <b>SOCIAL RELATIONSHIPS:</b> <i>Children interact with adults and peers.</i>   |       |                      |        |           |
| <ul style="list-style-type: none"> <li>Participates in conversations with familiar adults and peers (e.g., engaging in communication that involves</li> </ul>  | 3-6   | Social Communication | A      | 2         |

| Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation  | Level | Area       | Strand | AEPS Item |
|--|-------|------------|--------|-----------|
| several exchanges of thoughts or ideas)  |       |            |        |           |
| <ul style="list-style-type: none"> <li>Establishes relationships with peers (e.g., making the effort to sit by another child, holding hands with another child when going to library)</li> </ul> | 3-6   | Social     | A      | 1         |
| <ul style="list-style-type: none"> <li>Engages in play with other children</li> </ul>  | 3-6   | Cognitive  | F      | 1         |
| <ul style="list-style-type: none"> <li>Adapts to new situations and individuals</li> </ul>   | 3-6   | Social     | B      | 1         |
| <ul style="list-style-type: none"> <li>Cooperates in group activities and sharing materials with other children</li> </ul>   | 3-6   | Social     | A      | 2.2, 2.3  |
| <ul style="list-style-type: none"> <li>Shows respect for other children and adults (e.g., taking turns, letting them finish a sentence/activity or asks to join them)</li> </ul>                 | 3-6   | Social     | A      | 1         |
| <ul style="list-style-type: none"> <li>Ceases or changes activity when told “no” or presented with an alternative by teacher or peer</li> </ul>  | 3-6   | Social     | B      | 1         |
| <ul style="list-style-type: none"> <li>Demonstrates a strong sense of family and home</li> </ul>   | 3-6   | Social     | D      | 3         |
| <b>EXPRESSION OF FEELINGS:</b> <i>Children have a sense of their own feelings and an ability to express empathy for others.</i>  |       |            |        |           |
| <ul style="list-style-type: none"> <li>Displays and describes an extensive array of feelings such as sad, happy, angry, or scared</li> </ul>   | 3-6   | Social     | D      | 2.1, 2.2  |
| <ul style="list-style-type: none"> <li>Offers assistance to peer who appears to need help (“I’ll help you with that.”)</li> </ul>  | 3-6   | Social     | A      | 1.1       |
| <ul style="list-style-type: none"> <li>Demonstrates sensitivity to the feelings of others (e.g., recognizing a child may be hurt/sad when he/she is crying)</li> </ul>                           | 3-6   | Social     | A      | 1.1       |
|  |       |            | D      | 2.1       |
| <b>PLAY/CREATIVE EXPRESSION:</b> <i>Children have the ability to engage in a variety of activities to express ideas and feelings and to explore their own creativity.</i>                        |       |            |        |           |
| <ul style="list-style-type: none"> <li>Participates in a variety of music activities, including singing, finger plays, games and performances</li> </ul>   | 3-6   | Cognitive  | F      | 2         |
|  |       | Social     | B      | 2, 3      |
| <ul style="list-style-type: none"> <li>Uses different art media in a variety of ways for creative expression</li> </ul>  | 3-6   | Fine Motor | A      | All       |
|  |       |            | B      | 1.1, 2.1  |

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b>          | <b>Strand</b> | <b>AEPS Item</b> |
|---|--------------|----------------------|---------------|------------------|
|   |              | Social               | B             | 1                |
| <ul style="list-style-type: none"> <li>Participates in dramatic play activities (e.g., role-playing characters, family members, teacher, engaging in symbolic/imaginative play)</li> </ul>  | 3-6          | Cognitive            | F             | 1                |
| <ul style="list-style-type: none"> <li>Explores toys and learning materials in a variety of ways</li> </ul>   | 3-6          | Cognitive            | F             | 1                |
|   |              | Social               | D             | 1                |
| <b>LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS</b><br><i>This domain encompasses the development of receptive language skills and the expression of information, thoughts and ideas.</i>  |              |                      |               |                  |
| <b>RECEPTIVE LANGUAGE:</b> <i>Children have the ability to understand and comprehend communication.</i>   |              |                      |               |                  |
| <ul style="list-style-type: none"> <li>Demonstrates understanding of simple and multi-step directions (e.g., “Find the book and bring it to me. ”, “Put the toys away and then get your coat.”, “Get the ball and kick it to Joey.”)</li> </ul> | 3-6          | Cognitive            | C             | 1, 1.1           |
| <ul style="list-style-type: none"> <li>Understands conversations and stories (e.g., answering/asking questions about information communicated to them, or demonstrating through actions that they have an understanding)</li> </ul>             | 3-6          | Cognitive            | C             | 3, 3.1           |
| <ul style="list-style-type: none"> <li>Demonstrates understanding of location, size and temporal concepts (e.g., top/bottom, before/after, large/small)</li> </ul>  | 3-6          | Cognitive            | A             | 1.3, 3           |
| <b>EXPRESSIVE LANGUAGE AND COMMUNICATION :</b> <i>Children have the ability to use language for expression and to communicate with others.</i>  |              |                      |               |                  |
| <ul style="list-style-type: none"> <li>Uses a diverse and extensive vocabulary consisting of words that are a reflection of experiences and cultural background</li> </ul>  | 3-6          | Social Communication | B             | All              |
| <ul style="list-style-type: none"> <li>Uses language to communicate information (e.g., ideas, experiences, opinions)</li> </ul>   | 3-6          | Social Communication | A             | 1                |
| <ul style="list-style-type: none"> <li>Uses speech or an expressive mode of communication</li> </ul>  | 3-6          | Social               | A             | 1                |

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b>          | <b>Strand</b> | <b>AEPS Item</b> |
|---|--------------|----------------------|---------------|------------------|
| (e.g., augmentative device) that is easily understood by others   |              | Communication        |               |                  |
| <ul style="list-style-type: none"> <li>• Demonstrates ability to converse with peers and adults (e.g., engaging in an exchange of several thoughts or ideas, tells about a past event)</li> </ul>   | 3-6          | Social Communication | A             | 2                |
| <ul style="list-style-type: none"> <li>• Uses simple, compound and complex sentences throughout conversational interchanges</li> </ul>  | 3-6          | Social Communication | B             | All              |
| <ul style="list-style-type: none"> <li>• Seeks information by asking questions: usage of “why,” “what,” “when,” “where,” “how,” and “who”</li> </ul>  | 3-6          | Social Communication | B             | 3                |
| <ul style="list-style-type: none"> <li>• Uses eye contact, gestures and facial expression appropriately when communicating with others</li> </ul>   | 3-6          | Social Communication | A             | 3.2              |
| <p><b>COGNITIVE DEVELOPMENT/ INTELLECTUAL ABILITIES</b><br/> <i>This domain encompasses the ability to demonstrate memory, reasoning and judgment, concept development and discrimination of objects, letters, and numbers. Included in this domain are various aspects of literacy, mathematical and scientific concept development.</i></p> |              |                      |               |                  |
| <p><b>LITERACY CONCEPTS<sup>2</sup>:</b> <i>Children have emerging literacy skills such as beginning letter recognition and phonological awareness, story comprehension and use of writing materials.</i></p>   |              |                      |               |                  |
| <ul style="list-style-type: none"> <li>• Demonstrates knowledge of introductory phonological awareness skills such as rhyming</li> </ul>  | 3-6          | Cognitive            | H             | 1.1              |
| <ul style="list-style-type: none"> <li>• Retells a simple story after listening to it</li> </ul>  | 3-6          | Cognitive            | C             | 3, 3.1           |
| <ul style="list-style-type: none"> <li>• Comprehends basic plot and characters (e.g., recognizing that there is a beginning, middle and end to the story, describing how a character in a story feels, responding to events in the story)</li> </ul>  | 3-6          | Cognitive            | C             | 3, 3.1           |
| <ul style="list-style-type: none"> <li>• Uses pictures to help understand /predict what will occur in the story</li> </ul>  | 3-6          | Cognitive            | E             | 1.2, 2.2         |
| <ul style="list-style-type: none"> <li>• The child invents his/her own story</li> </ul>   | 3-6          | Cognitive            | F             | 1.2              |

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b>          | <b>Strand</b> | <b>AEPS Item</b> |
|---|--------------|----------------------|---------------|------------------|
| <ul style="list-style-type: none"> <li>Shows an interest in a range of preschool-level texts such as alphabet books, stories, poems</li> </ul>  | 3-6          | Social               | D             | 1                |
| <ul style="list-style-type: none"> <li>Uses a writing utensil and pretends to write a note</li> </ul>   | 3-6          | Fine Motor           | B             | 1, 2             |
|   |              | Cognitive            | F             | 1.3              |
| <ul style="list-style-type: none"> <li>Shows interest in sharing writing and drawing with others</li> </ul>   | 3-6          | Social Communication | A             | 1.2, 1.4         |
| <ul style="list-style-type: none"> <li>Sequences a three-part picture story in proper order</li> </ul>  | 3-6          | Cognitive            | C             | 3, 3.1           |
| <ul style="list-style-type: none"> <li>Distinguishes between print and pictures and words to show awareness of printed words</li> </ul>   | 3-6          | Cognitive            | H             | 3, 3.1           |
| <ul style="list-style-type: none"> <li>Shows increasing awareness of print in the classroom, home and community settings (e.g., recognizes own name, signs and symbols for stop, exit, hospital)</li> </ul>   | 3-6          | Cognitive            | H             | 3                |
| <p><b>PRE-MATHEMATICAL CONCEPTS:</b> <i>Children have knowledge of quantitative concepts, spatial relationships and sequencing. Children show interest and the ability to apply measuring, categorizing and sequencing in real-life situations.</i></p> |              |                      |               |                  |
| <ul style="list-style-type: none"> <li>Counts with one-to-one correspondence</li> </ul>   | 3-6          | Cognitive            | G             | 1, 1.1, 1.2      |
| <ul style="list-style-type: none"> <li>Demonstrates understanding that numbers represent quantity (e.g., getting three pencils from the desk, putting one cup by each seat at the table)</li> </ul>   | 3-6          | Cognitive            | G             | 2                |
| <ul style="list-style-type: none"> <li>Counts in sequence</li> </ul>  | 3-6          | Cognitive            | G             | 1, 1.1, 1.2      |
| <ul style="list-style-type: none"> <li>Associates concepts, quantities and written numerals in meaningful ways (e.g., identifying which group of objects has “more” and “less.”)</li> </ul>   | 3-6          | Cognitive            | A             | 2.2              |
| <ul style="list-style-type: none"> <li>Demonstrates an understanding of a sense of time (e.g., eat breakfast in morning, go to sleep at night)</li> </ul>   | 3-6          | Cognitive            | A             | 3.2              |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to recognize, describe, compare, and name common shapes and their attributes</li> </ul>   | 3-6          | Cognitive            | A             | 1.2              |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to match, sort, and put in a</li> </ul>   | 3-6          | Cognitive            | B             | 1                |

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b>          | <b>Strand</b> | <b>AEPS Item</b>   |
|---|--------------|----------------------|---------------|--------------------|
| series, and regroup objects according to one or two attributes such as size, color, or shape  |              |                      |               |                    |
| <b>PRE-SCIENTIFIC CONCEPTS:</b> <i>Children have knowledge of the process of examining natural phenomena and investigating properties of their environment. Children show an awareness of using gathered information to solve problems and gain understanding of real life events and experience.</i> |              |                      |               |                    |
| <ul style="list-style-type: none"> <li>• Uses senses to observe and examine natural phenomena and observe processes of natural events</li> </ul>  | 3-6          | Social               | B             | 1                  |
| <ul style="list-style-type: none"> <li>• Demonstrates the ability to collect, describe, and record information through a variety of means</li> </ul>  | 3-6          | Social Communication | A             | 1.2, 1.4, 1.6, 1.7 |
| <ul style="list-style-type: none"> <li>• Makes predictions, explanations and generalizations based on past experiences</li> </ul>   | 3-6          | Cognitive            | E             | 2.2                |
| <b>APPROACHES TO LEARNING</b><br><i>This domain encompasses children’s development of curiosity and active engagement in their surroundings. Children demonstrate engagement and persistence with problem solving and reasoning.</i>  |              |                      |               |                    |
| <b>CURIOSITY AND CREATIVITY:</b> <i>Children have an innate motivation to master and control their environment. Children demonstrate an eagerness to know and initiative in pursuing the unknown.</i>   |              |                      |               |                    |
| <ul style="list-style-type: none"> <li>• Demonstrates curiosity on a topic (e.g., asking questions about new experiences, or about areas of interest)</li> </ul>  | 3-6          | Social Communication | B             | 3                  |
| <ul style="list-style-type: none"> <li>• Uses imagination and creativity to combine materials and/or equipment in new ways</li> </ul>   | 3-6          | Cognitive            | F             | 1                  |
| <ul style="list-style-type: none"> <li>• Explores new classroom activities</li> </ul>   | 3-6          | Social               | B             | 1                  |
| <ul style="list-style-type: none"> <li>• Asks questions to extend his/her understanding</li> </ul>  | 3-6          | Social Communication | B             | 3                  |
| <b>PROBLEM SOLVING AND REASONING:</b> <i>Children have the ability to combine previous experiences to form new ideas. Children</i>  |              |                      |               |                    |

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b> | <b>Strand</b>       | <b>AEPS Item</b> |
|---|--------------|-------------|---------------------|------------------|
| <i>demonstrate the ability to develop and follow through on plans.</i>  |              |             |                     |                  |
| <ul style="list-style-type: none"> <li>Transfers knowledge from a topic to help him/her understand new information in another area (e.g., growing a plant from a seed relates to plants and trees in the environment)</li> </ul>  | 3-6          | Cognitive   | E                   | 2                |
| <ul style="list-style-type: none"> <li>Develops the organizational skills necessary to accomplish complex tasks (e.g., trying different ways to use materials to create an art project, developing strategies to use tape, glue or other classroom materials for completing a project)</li> </ul> | 3-6          | Cognitive   | E                   | 1                |
| <ul style="list-style-type: none"> <li>Persists with a variety of activities or projects to completion</li> </ul>   | 3-6          | Social      | B                   | 1                |
| <b>MOTOR DEVELOPMENT</b><br><i>This domain encompasses motor functioning; including muscle control, body coordination and locomotion. Fine and gross motor skills as well as perceptual motor functioning are key elements of this domain.</i>  |              |             |                     |                  |
| <b>GROSS MOTOR SKILLS:</b> <i>Children have the ability to maintain their position and move freely about in their environment for physical fitness, recreation and personal well being.</i>   |              |             |                     |                  |
| <ul style="list-style-type: none"> <li>Demonstrates balance and control for ball skills (e.g., throwing, catching and kicking)</li> </ul>   | 3-6          | Gross Motor | B                   | 2                |
| <ul style="list-style-type: none"> <li>Plays games involving physical activity (e.g., movements for walking, running, jumping, marching, galloping)</li> </ul>  | 3-6          | Gross Motor | A                   | 1, 1.1           |
| B   |              |             | 1, 1.1, 1.2, 3, 3.1 |                  |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to participate in playground activities</li> </ul>  | 3-6          | Gross Motor | All                 | All              |
| <ul style="list-style-type: none"> <li>Safely negotiates stairs, curbs and uneven surfaces</li> </ul>   | 3-6          | Gross Motor | A                   | 2, 2.1           |
| <b>FINE MOTOR SKILLS:</b> <i>Children have the ability to use eye-hand coordination, strength and motor control to use age-appropriate tools and utensils effectively.</i>  |              |             |                     |                  |

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2<sup>nd</sup> edition items and The New York 10  
 Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation.

| <b>Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation</b>  | <b>Level</b> | <b>Area</b> | <b>Strand</b> | <b>AEPS Item</b> |
|---|--------------|-------------|---------------|------------------|
| <ul style="list-style-type: none"> <li>Demonstrates eye-hand coordination to perform fine motor skills (e.g., stringing beads, building with blocks, completing puzzles)</li> </ul>     | 3-6          | Fine Motor  | A             | 1. 1.1           |
| <ul style="list-style-type: none"> <li>Maintains stability in sitting/standing to use two hands together for activities of daily living (e.g., grooming, dressing, feeding)</li> </ul>  | 3-6          | Fine Motor  | A             | 1, 1.1           |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to use classroom tools with supervision (e.g., scissors, stapler)</li> </ul>  | 3-6          | Fine Motor  | A             | 2, 2.1, 2.2      |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to use writing, drawing, painting and coloring instruments</li> </ul>   | 3-6          | Fine Motor  | All           | All              |
| <ul style="list-style-type: none"> <li>Demonstrates ability to use various types of technology (e.g., interacting with software programs, using switches, touch screens)</li> </ul>     | 3-6          | Fine Motor  | A             | 1, 1.1           |
| <p><b>SENSORY PROCESSING AND MOTOR PLANNING SKILLS:</b> <i>Children have the ability to process sensory information and to coordinate movements.</i></p>                                |              |             |               |                  |
| <ul style="list-style-type: none"> <li>Demonstrates the ability to plan and execute movements with developmentally or age appropriate speed, coordination and accuracy</li> </ul>       | 3-6          | Gross Motor | All           | All              |
| <ul style="list-style-type: none"> <li>Demonstrates a tolerance to a variety of textures, sounds, sights, tastes and visual stimuli presented within the child’s environment</li> </ul> | 3-6          | Social      | D             | 1                |