

**The Carolina Curriculum for Preschoolers with Special Needs (CCPSN; 2004):  
Crosswalk to Child Outcomes**

<p align="center"><b>Outcome 1: Has positive social relationships</b></p>	<p align="center"><b>Outcome 2: Acquires and uses knowledge and skills</b></p>	<p align="center"><b>Outcome 3: Takes appropriate action to meet needs</b></p>
<p><b><u>Personal-Social</u></b>  <b>2. Interpersonal Skills</b>                      a-cc. Negotiates with peers about toys, converses with peers, takes turns most of the time, plays simple games, identifies special friends, demonstrates an interest in people outside of the family and immediate circle of friends, etc.</p> <p><b>3. Self-Concept</b>                      a-n. Shows guilt or shame over accidents or prohibited behavior, describes own feelings, talks about own feelings in relation to events, shows pride in accomplishments, etc.</p> <p><b><u>Communication</u></b>  <b>14. Conversation Skills</b>                      a-w. Asks simple questions with a vocalization or gesture, sustains conversation for several turns, creates interest in a listener by indirect references, etc.</p>	<p><b><u>Personal-Social</u></b>  <b>3. Self-Concept</b>                      a-n. Knows age, tells own first name, answers correctly when asked if he/she is a boy or girl, tells what eyes/ears/nose are used for, shows interest in own body asking questions about its functions, etc.</p> <p><b><u>Cognition</u></b>  <b>5. Attention &amp; Memory: Visual/Spatial</b>                      a-s. Recognizes familiar signs, remembers incidental information, matches colors and shapes, describes events that happened in the past, finds hidden pictures, etc.</p> <p><b>6-I. Visual Perception: Blocks &amp; Puzzles</b>                      a-m. Imitates block train, bridge, puts together puzzle, builds representationally with blocks, etc.</p> <p><b>6-II. Visual Perception: Matching &amp; Sorting</b>                      a-n. Sorts by size, shape, matches letters, matches name and short words, etc.</p> <p><b>7. Functional Use of Objects &amp; Symbolic Play</b>                      a-l. Talks to dolls or animals, assumes different roles in fantasy play, uses materials to construct other objects, engages in complex adult role playing, etc.</p>	<p><b><u>Personal-Social</u></b>  <b>1. Self-Regulation &amp; Responsibility</b>                      a-l. Avoids common dangers, adapts readily to changes in routine, performs simple chores, etc.</p> <p><b>4-I. Self-Help: Eating</b>                      a-i. Begins to use fork, pours liquid, independently fixes sandwich, etc.</p> <p><b>4-II. Self-Help: Dressing</b>                      a-i. Removes shoes, puts on coat, buttons clothing, zips, etc.</p> <p><b>4-III. Self-Help: Grooming</b>                      a-i. Dries hands, brushes teeth, blows nose, etc.</p> <p><b>4-IV. Self-Help: Toileting</b>                      a-h. Uses toilet by self, tears toilet tissue and flushes toilet after use, etc.</p> <p><b><u>Communication</u></b>  <b>14. Conversation Skills</b>                      c. Requests assistance</p>

<p><b>Outcome 1: Has positive social relationships</b></p>	<p><b>Outcome 2: Acquires and uses knowledge and skills</b></p>	<p><b>Outcome 3: Takes appropriate action to meet needs</b></p>
	<p><b><u>Cognition</u></b>  <b>8. Problem Solving/Reasoning</b>                      a-t. Experiments with cause and effect when playing, completes sequences of color or shapes, responds appropriately to 'tell me how' questions, describes new uses for familiar objects, etc.</p> <p><b>9. Number Concepts</b>                      a-x. Selects 'just one,' gives 'one more,' counts 10 objects in a row (one-to-one correspondence), correctly counts to 20, identifies numbers 0-9, etc.</p> <p><b><u>Cognition/Communication</u></b>  <b>10. Concepts/Vocabulary: Receptive</b>                      a-cc. Selects pictures of action, points to five or more colors, understands 'fast' versus 'slow,' recognizes 10 uppercase letters, understands time concepts, etc.</p> <p><b>11. Concepts/Vocabulary: Expressive</b>                      a-v. Names six or more pictures of common objects, uses a variety of adjectives, names objects by function, asks word meanings, defines 10 or more words, etc.</p> <p><b>12. Attention &amp; Memory: Auditory</b>                      a-l. Joins in saying nursery rhymes, sings songs, tells two familiar stories without pictures for help, etc.</p>	<p><b><u>Fine Motor</u></b>  <b>18. Grasp &amp; Manipulation*</b>                      a-j. Turns doorknob with forearm rotation, holds writing implement with fingers in tripod position, places paper clips on paper, etc.</p> <p><b>19. Bilateral Skills*</b>                      a-j. Demonstrates hand preference, screws on lids, holds deck of cards and sorts, folds paper in half, etc.</p> <p><b>20. Tool Use</b>                      a-j. Holds bowl and stirs, spreads with knife, uses hammer to pound in nails, etc.</p> <p><b>21. Visual-Motor Skills*</b>                      a-q. Imitates horizontal stroke, snips with scissors, copies a circle, square, traces outline of simple stencil, etc.</p> <p><b><u>Gross Motor*</u></b>  <b>22-l. Upright: Posture &amp; Locomotion</b>                      a-o. Walks backward 10 feet, walks at least 20 feet on tiptoes, gallops five cycles, skips five cycles, broad jumps at least 36 inches, etc.</p>

<p><b>Outcome 1: Has positive social relationships</b></p>	<p><b>Outcome 2: Acquires and uses knowledge and skills</b></p>	<p><b>Outcome 3: Takes appropriate action to meet needs</b></p>
	<p><b><u>Communication</u></b>  <b>13. Verbal Comprehension</b>                      a-m. Follows two-part related commands in novel contexts, understands negatives, sorts by named categories, follows instructions that include four elements, etc.</p> <p><b>14. Conversation Skills</b>                      a-w. Responds appropriately to ‘where’ and ‘why’ questions, describes events occurring in the environment, describes functions of objects, asks and responds appropriately to ‘how far’ questions, etc.</p> <p><b>15. Grammatical Structure</b>                      a-v. Uses two-word utterances, uses negative terms, prepositional phrases, uses ‘I’ instead of given name, uses verbal nouns and/or verbal adjectives, uses comparatives, etc.</p> <p><b>16. Imitation: Vocal</b>                      a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc.</p> <p><b><u>Fine Motor*</u></b>  <b>17. Imitation: Motor</b>                      a-f. Imitates postures or actions, imitates finger plays, etc.</p> <p><b><u>Fine Motor*</u></b>  <b>21. Visual-Motor Skills*</b>                      a-q. Imitates horizontal stroke, pretends to write, copies a circle/square, draws a person with a head and features, draws simple</p>	

Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	representational pictures, etc.	

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

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk were:

**Gross Motor**

**22-II. Upright: Balance**

a-p. Stands sideways with both feet on balance beam, walks three steps on balance beam, does one somersault, walks full length of balance beam with hands on hips, etc.

**22-III. Upright: Ball Play**

a-l. Throws 3-inch ball to an adult at various distances, throws 3-inch ball overhand to adult at various distances, kicks ball various distances, catches ball with elbows bent at various distances, etc.

**22-IV. Upright: Outdoor Play**

a-k. Runs on playground pausing at surface changes, climbs on low jungle gym bars and will drop several inches to the ground, pedals tricycle at least 10 feet, pumps swing, rides two-wheel bike, etc.