These activities and others are outlined in [20 C.F.R. 416.926a](https://www.ssa.gov/OP_Home/cfr20/416/416-0926a.htm): Functional Equivalence for children. These examples illustrate what a child should be able to do given their age in each domain (except Health and Physical Well-being which is not age dependent). These examples will also help you ask the parent, caregiver, or child questions about each of these activities and assess what evidence is available and what must be obtained.

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| Domain | General | Newborn to Young Infant (Birth to 1) | Older Infants and Toddlers (1-3) | Preschool (3-6) | School Age (6-12) | Young to Older Adolescent (12-18) |
| Acquiring and Using Information | Learning concepts and symbols through play | Exploring environment; recognition of familiar sights and sounds | Learning how objects go together in different ways; forming concepts; solving simple problems | Learning to use skills leading to reading and writing, listening, and coloring; using words to ask questions; giving answers | Learning to read, write, do math, discuss history and science; doing group work; entering into class discussions; using complex language | Using what has been learned in daily living; understanding and knowing simple and complex ideas; applying skills in practical ways |
| Attending and Completing Tasks | Regulating, initiating, and maintaining levels of alertness and concentration; looking ahead and predicting possible outcomes of actions  | Responding to various external stimuli such as light, sound, touch, and temperature | Showing sustained attention (e.g. looking at picture books, building with blocks)  | Paying attention when spoken to directly; sustain play; performing self-care activities, (e.g. dressing and feeding) | Focusing attention on a variety of situations; following directions; remembering and organizing school materials; changing activities or routines without distraction | Independent planning; preparing and completing long-range projects; organizing time and tasks; maintaining attention for extended periods of time |
| Interacting and Relating with Others | Initiating and responding to exchanges with other people; forming relationships with others | Responding visually and vocally to care giver(s); responding to a variety of emotions | Expressing emotions and responding to feelings of others; beginning to initiate and maintain relationships with adults | Socializing with children as well as adults; using words instead of actions to express yourself | Developing lasting friendships; working in groups to create projects and solve problems  | Initiating and developing friendships with peers and relating to children and adults; intelligently expressing feelings and asking for assistance to meet needs in all types of settings |

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| Domain | General | Newborn to Young Infant (Birth to 1) | Older Infants and Toddlers (1-3) | Preschool (3-6) | School Age (6-12) | Young to Older Adolescent (12-18) |
| Moving About and Manipulating Objects | Multiple bodily actions, including rolling, rising to stand, raising head, arms, legs, and transferring self from one surface to another; moving through space; carrying, handling, and working with a variety of objects | Moving body and limbs; holding head up, learning to sit, stand, and crawl; beginning eye-hand control | Beginning to actively explore wider area of immediate space; beginning to walk and run; trying to handle small objects | Walking and running with ease; using gross-motor skills (e.g. climbing) with little supervision; completing puzzles, stringing beads, and building with blocks; increasing control of crayons | Increasing strength and coordination; enjoying physical activities; running, jumping, throwing, kicking, and catching; using kitchen and other small tools independently | Participating in a full range of individual and group physical fitness activities; mature eye-hand coordination skills; fine motor skills to write legibly or using a keyboard |
| Caring for Yourself | Responding to changes in emotions and daily demands; taking care of personal needs; relying on personal abilities | Recognizing bodily signals (e.g. hunger, pain, discomfort); consoling with thumb or hand sucking | Increased ability to console self (e.g. carrying blanket); learning to cooperate with caregiver(s); showing what is wanted (e.g. pointing to the bathroom) | Desiring personal care; attempting new things (e.g. tying shoes, climbing chair) | Independence in most day-to-day self-care activities (dressing, etc.); developing sense of right and wrong; showing consistent control of self | Feeling increasingly independent from others in all activities; noticing significant changes in bodily growth; discovering appropriate ways to express feelings, both good and bad; thinking seriously about future plans |
| Health and Physical Well-being | Not age dependent | Not age dependent | Not age dependent | Not age dependent | Not age dependent | Not age dependent |