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ABSTRACT

Presented is Volume I of an educational evaluation and planning package designed in accordance with Massachusetts' special education laws. The package is designed to assist the Core Evaluation Team process, a multidisciplinary approach to educational assessment and development of individual education plans. The guide focuses on three skill areas: activities of daily living, motor development, and early language development. Each of the skill areas is divided into three components: a screening device; performance statements (a developmental list of specific skills to be assessed by the evaluator); and a next step chart (designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development. (LS)

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educational evaluation and planning package

vol. 1

ACTIVITIES OF DAILY LIVING
MOTOR DEVELOPMENT
EARLY LANGUAGE DEVELOPMENT

2

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

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ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed educational evaluation and planning package provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the educational evaluation and planning package as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Sincerely,

A handwritten signature in dark ink, appearing to read "R. Audette", written over a circular stamp or seal.

Robert H. Audette
Associate Commissioner
Division of Special Education

RHA/bk

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INTRODUCTION

Background Information on the Core Evaluation Assessment Process

An attempt to insure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' comprehensive special education law, Chapter 766 (of the Acts of 1972) requires an intensive evaluation of the referred child's educational needs. Specifically the law establishes minimum standards for educational assessment procedures and placement decisions. The evaluation procedure consists of two elements: first, a series of detailed assessments to identify the child's educational needs and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-disciplinary approach provides the most effective means of determining individual educational needs, Chapter 766 requires that educational assessments be made by an evaluation team. The Core Evaluation Team (CET) is staffed so that it can perform all the assessments necessary to develop a comprehensive individualized educational plan. The Core Evaluation process takes into account medical, intellectual, social, emotional and educational assessments of the child's development (by including psychologists, teachers, administrators, parents and students over fourteen, etc.). To obtain essential information, a series of assessments are conducted by various CET members. Once the information has been collected, the CET then develops an individually appropriate educational plan which includes specific objectives. The entire effort is designed to shift the emphasis in educational planning from the categorical group to the individual child.

The development of educational plans with specific objectives requires that

assessment results be reported in clear, concise and complete statements. In order to ensure that assessments produce accurate statements about a child, the Massachusetts Department of Education has prescribed procedures to be followed in reporting assessment results and in developing educational plans. Those procedures resulted from a comprehensive review of the literature relating to the assessment of educational needs. The Department's recommendations include a process in which various assessors (parents, teachers, specialists, etc.) record their perceptions of a student's ability to perform specific measurable skills, i.e., puts on hat, walks down stairs one at a time, adds single digit numbers not requiring carrying, etc. To assist assessors in their observations, the Department produced the "Reference Guide to Performance Statements" (Core Evaluation Manual, 1974). The guide included checklists in the following areas: motor development, activities of daily living, expressive and receptive language, reading, quantitative reasoning, and socialization.

By using these checklists, the assessors can report the results of their assessments in terms of the checklists' performance statements. The assessment team can use the statements to determine appropriate goals and develop the specific objectives section of the educational plan. Performance terms provide a common language for communication among team members and for later analysis of the student's progress. Because of their developmental format, the checklists also assist teams in drafting plans that meet the criteria established by the Department for educational plans: that plans (a) be developmentally rational, (b) reflect parental priorities, (c) relate to the student's movement toward a less restrictive educational setting, and (d) be measurable.

Development of the Educational Evaluation and Planning Package

In September 1975, the Massachusetts Center for Program Development and Evaluation, at the request of the Massachusetts Department of Education, initiated a project designed to provide Core Evaluation Teams with an Educational Evaluation and Planning Package that would replace the performance statements section of the Core Evaluation Manual. The existing performance statements evaluation system had been in use since December 1974, and considerable experience had been gained by Core Evaluation Team (CET) personnel regarding the problems encountered in implementing the system. To take advantage of this valuable experience, the Center formed advisory committees of experienced personnel around three of the "Performance Statements" skill areas: Activities of Daily Living, Motor Development, Language Development. (Work on three additional skill areas - reading, quantitative reasoning and socialization - and additional work on language development will be completed by July 1976.)

The initial review of a year's experience by the advisory groups resulted in the following general suggestions regarding revisions:

1. that a screening device was required that would allow an assessor to pinpoint specific areas needing more extensive assessment and thus reducing the time required to complete the assessment.
2. that revisions were necessary in the format used for each statement to provide the Coordinator of Assessments with more information about the learner's current strengths and weaknesses.
3. that a device was needed that would assist the Coordinator of Assessments in determining the order in which skills should be sequenced for training.

Following the recommendations of the advisory groups, the Center developed the Educational Evaluation and Planning Package to facilitate the assessment process, to provide a format that provides more information about each statement and to assist teams in determining appropriate objectives. The package is not a "final answer", but rather a tool that evaluation team members can use during the various stages of the CET process.

How to Use the Educational Evaluation and Planning Package

Each skill area is assessed using the three components outlined above; however, the components vary in format due to each skill area's specialized nature. Despite these differences, a similar process is used to assess all areas in that the evaluator must determine how the skill is displayed.

The CET Chairperson gives the appropriate skill area screening device, which consists of a series of questions designed to be representative of the skill cluster, to the evaluator. The evaluator completes this form and returns it to the CET chairperson, who then gives the evaluator the performance statement sections that the screening device indicates are required. The evaluator completes the performance statements assessment and returns it to the chairperson. The team then uses the information to determine appropriate instructional objectives. The next step charts are used to assist the team/teacher in determining in what order objectives should be attempted.

Despite its varied possible uses, (in referral, pre-evaluation conference, evaluation, plan development and implementation) the primary objective of the Education Evaluation and Planning Package is to assist in the evaluation and

development stages of the CET process. To accomplish these objectives, each of the skill areas is divided into three components:

1. Screening device: designed to expedite the use of the performance statements component.
2. Performance Statements: designed to be a developmental list of specific skills that could be assessed by the evaluator in such a way as to provide the team with detailed information regarding the students performance strengths and weaknesses. The skills are generally organized in developmentally related clusters.
3. Next step chart: designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development.

- * All materials in the Educational Evaluation Planning Package may be photocopied for distribution to members of the Core Evaluation Team.
- * A paper, "The Rational for the Educational Evaluation and Planning Package" which describes the research basis for the Package may be obtained by writing to Mr. James McCormack, Mass. Center, 10 Hall Avenue, Medford, MA 02155.

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ACTIVITIES OF DAILY LIVING

Introduction

The Activities of Daily Living section of the Educational Evaluation and Planning Package is intended to be used to assess eating, grooming, dressing, and housekeeping skills. There are three parts to this section:

- 1) **ADL Screening Assessment:** which is designed to expedite the use of the ADL section of the Educational Evaluation and Planning Package by providing an overview of skills listed in the package and an opportunity to determine the ADL areas which require in-depth assessment.
- 2) **ADL Performance Statements:** which provide lists of skill statements developmentally arranged, to allow an extensive evaluation of specific ADL performance.
- 3) **Next Step Charts for ADL:** which provide a gross arrangement of ADL skills to facilitate choices of next step tasks and of complementary activities in each ADL area.

The chart format of each of these materials is designed to permit the evaluator to indicate descriptions of the student's performance and to facilitate cross-checking of performance by the Coordinator of Assessments.

Screening Assessment

Each part of the screening device corresponds to a cluster of performance statements; the underlined words in the section indicate a cluster name. The statements (1.2, 3.3, etc.) have been selected as representative of the cluster. Within each part, check "yes" if the student displays the skill at appropriate times and places and without assistance; check "no" if any aspect of the student's performance does not meet those criteria. The evaluator should complete the entire screening device.

In cases where all responses on the screening device are "yes" the screening device can serve as the complete ADL evaluation. If any section has one or more "no" responses, the chairperson should provide the evaluator with the performance statements for that section. The evaluator should complete the performance statements and return them to the chairperson.

1.0 DRESSING

1.1 Takes off indoor/outdoor clothes appropriately and without assistance.

- | yes | no | |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | takes off underwear |
| <input type="checkbox"/> | <input type="checkbox"/> | takes off pants or dress |
| <input type="checkbox"/> | <input type="checkbox"/> | takes off shirt, blouse |
| <input type="checkbox"/> | <input type="checkbox"/> | takes off shoes |
| <input type="checkbox"/> | <input type="checkbox"/> | takes off coat or sweater |

1.2 Puts on indoor/outdoor clothing appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | puts on underwear |
| <input type="checkbox"/> | <input type="checkbox"/> | puts on pants or dress |
| <input type="checkbox"/> | <input type="checkbox"/> | puts on shirt, blouse |
| <input type="checkbox"/> | <input type="checkbox"/> | puts on shoes |
| <input type="checkbox"/> | <input type="checkbox"/> | puts on coat or sweater |

1.3 Performs fastening skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | zips jacket |
| <input type="checkbox"/> | <input type="checkbox"/> | puts on pullover clothes |

- | yes | no | |
|--------------------------|--------------------------|------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | buttons buttons |
| <input type="checkbox"/> | <input type="checkbox"/> | assembles hook and eye |
| <input type="checkbox"/> | <input type="checkbox"/> | ties simple bow |

1.4 Performs simple clothing care skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|--------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | folds clothes |
| <input type="checkbox"/> | <input type="checkbox"/> | picks out dirty clothes |
| <input type="checkbox"/> | <input type="checkbox"/> | picks out damaged clothes |
| <input type="checkbox"/> | <input type="checkbox"/> | makes minor repairs of clothes |

1.5 Performs selection of clothing without assistance.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | picks out matching shoes |
| <input type="checkbox"/> | <input type="checkbox"/> | picks out own clothing |
| <input type="checkbox"/> | <input type="checkbox"/> | picks out weather-appropriate clothing |
| <input type="checkbox"/> | <input type="checkbox"/> | picks out coordinated outfits |

2.0 EATING

2.1 Performs skills necessary to be fed by others

- | | | |
|--------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | drinks liquids (if fed) |
| <input type="checkbox"/> | <input type="checkbox"/> | eats solids (if fed) |

2.2 Performs skills necessary to eat independently

- | | | |
|--------------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | drinks liquids with a spoon |
| <input type="checkbox"/> | <input type="checkbox"/> | drinks from a glass |
| <input type="checkbox"/> | <input type="checkbox"/> | eats with a fork |
| <input type="checkbox"/> | <input type="checkbox"/> | cuts with a knife |

2.3 Performs skills necessary to eat independently in public places appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | uses salt and pepper shakers |
|--------------------------|--------------------------|------------------------------|

yes

no

- | | | |
|--------------------------|--------------------------|-------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | uses napkin |
| <input type="checkbox"/> | <input type="checkbox"/> | carries food tray |
| <input type="checkbox"/> | <input type="checkbox"/> | pours hot liquids |

3.0 GROOMING

3.1 Washes various body parts appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | washes/dries hands |
| <input type="checkbox"/> | <input type="checkbox"/> | washes/dries hair |
| <input type="checkbox"/> | <input type="checkbox"/> | takes complete bath/shower |

3.2 Performs various non-washing body care skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | blows/wipes nose |
| <input type="checkbox"/> | <input type="checkbox"/> | brushes teeth |
| <input type="checkbox"/> | <input type="checkbox"/> | shaves face/legs |
| <input type="checkbox"/> | <input type="checkbox"/> | cares for finger/toe nails |

3.3 Performs various toilet skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | eliminates occasionally when on toilet |
| <input type="checkbox"/> | <input type="checkbox"/> | indicates need to go to toilet |
| <input type="checkbox"/> | <input type="checkbox"/> | toilets self independently |

4.0 HOUSEKEEPING

4.1 Demonstrates skills necessary for preparation of simple meals.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | prepares cold food, cereal, sandwiches |
| <input type="checkbox"/> | <input type="checkbox"/> | opens and heats canned food |
| <input type="checkbox"/> | <input type="checkbox"/> | prepares cake from mix |
| <input type="checkbox"/> | <input type="checkbox"/> | prepares meals |

4.2 Demonstrates general home cleaning skills appropriately and without assistance.

- | yes | no | |
|--------------------------|--------------------------|------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | sweeps floors |
| <input type="checkbox"/> | <input type="checkbox"/> | cleans windows/mirrors |
| <input type="checkbox"/> | <input type="checkbox"/> | vacuums rugs |

4.3 Performs intermediate and advanced clothing care skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | uses home washing machine |
| <input type="checkbox"/> | <input type="checkbox"/> | irons clothes |

4.4 Performs preparing and cleaning food area skills appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | sets table |
| <input type="checkbox"/> | <input type="checkbox"/> | washes dishes |
| <input type="checkbox"/> | <input type="checkbox"/> | cleans appliances |
| <input type="checkbox"/> | <input type="checkbox"/> | puts out grease fire |
| <input type="checkbox"/> | <input type="checkbox"/> | scours pans |

4.5 Performs general home maintenance appropriately and without assistance.

- | | | |
|--------------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | makes bed |
| <input type="checkbox"/> | <input type="checkbox"/> | puts in light bulb |
| <input type="checkbox"/> | <input type="checkbox"/> | hangs curtains/pictures/mirrors |

Activities of Daily Living Performance Statements

The performance statements are labeled by sub-skill (e.g., dressing, grooming) and cluster (e.g., puts on clothing, cares for clothing) to assist the evaluator in conducting the assessment. The evaluator will assess the student in regard to each performance statement listed within each cluster and will check (✓) the elements on the form which most accurately describe the student's performance of the skill. The following is an explanation of each of the response categories (see forms) for each performance statement:

- A. Performs appropriately without assistance: check this space if the student displays the skill listed at appropriate times and places without requiring assistance.
- B. Performs in the following manner: check spaces in this section in cases where the student displays the skill stated but needs assistance or special attention to do so. More than one space may be checked. The descriptors of assistance are:

Verbal: performs the task when verbal cues are given throughout performance. For example, check this space if the student needs to be reminded of next steps in washing hands. For hearing impaired students, check here if cues are delivered gesturally rather than verbally.

Physical: performs the task when physical cues are given. For example, the student pulls up his pants when his hands are placed on the waistband.

Individual: performs the task only in a one-to-one situation.

Small group: performs the task when part of a small group.

Duration: does the task either (a) in an amount of time which the evaluator determines to be unnecessarily long, or (b) rushes through the task.

Setting: performs the task but does so in situations that are inappropriate. For example, the student can unbutton front buttons but unbuttons his shirt during class.

Frequency: does the task too often. For example, the student who has been taught to flush a toilet may run into the bathroom many times during a day to flush.

- C. Type of intervention required: check spaces here to indicate areas which, if given extra attention, would allow student to exhibit behavior described in skill statement. The types of intervention are:

Motor: requires additional motor training to perform the task.

Cognitive: requires additional cognitive training in order to perform the task. For example, the student does not pick out pairs of socks because he does not know how to match by color.

Social: requires different structure or reinforcement in order to perform the task. For example, the student would sit at the table if he were reinforced for sitting; he would select his own clothes if they were not selected for him.

- D. Unobserved/not applicable: use this space to indicate that you have not seen the student display the skill. This space will also be used to indicate that this statement is not applicable to a particular student. For example, the statement "shaves face" is not applicable to a very young child. If the skill is unobserved, write "U" in the space; if it is not applicable, write "NA".
- E. Comment: Special Equipment-Elaboration of Categories Checked: use this space to further explain any of the items checked or to make notes of materials or equipment.

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Takes off indoor/outdoor clothing (1.1)

CATEGORIES OF PERFORMANCE

SKILL STATEMENT

Comment: Special Equipment Elaboration of Categories Checked

Performs appropriately without assistance	Performs in the following manner						type of intervention required			Unobserved/not applicable
	type/level of assistance				parameters		motor	cognitive	social	
	verbal	physical	individual	small group	duration	setting				

extends arms to assist												
extends feet to assist												
takes off coat												
takes off hat												
takes off scarf												
takes off mittens												
takes off gloves												
takes off sweater (open)												
takes off pullover												
takes off shirt/blouse												
takes off pants												
takes off skirt												
takes off dress												
takes off socks												
takes off shoes-slippers												
takes off underpants												
takes off undershirt												
takes off slip												
takes off nightclothes												
takes off boots												
takes off bathing suit												
takes off tights												
takes off bra												
takes off sanitary belt												

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Puts on indoor/
outdoor clothes (1.2)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of interven- tion required				
		type/level of assistance			parameters				motor	cognitive	social		
		verbal	physical	individual small group	duration	setting	frequency						
extends arms to assist													
extends feet to assist													
puts on outside coat													
puts on hat													
puts on scarf													
puts on mittens													
puts on gloves													
puts on sweater (open)													
puts on pullover													
puts on shirt/blouse													
puts on pants													
puts on skirt													
puts on dress													
puts on socks													
puts on shoes-slippers													
puts on underpants													
puts on undershirt													
puts on slip													
puts on nightclothes													
puts on boots													
puts on bathing suit													
puts on tights													
puts on bra													
pu sanitary belt													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Fastening Skills (1.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance			parameters			motor	cognitive	social			
		verbal	physical	individual small group	duration	setting	frequency						
unfastens clothes snaps													
unzips one piece front zippers													
unties front ties (e.g. hood strings)													
unzips two piece front zippers (e.g., jacket)													
unbuttons front buttons													
unhooks pant hooks													
unbuckles belt													
unhooks hooks and eyes													
fastens clothes snaps													
zips one piece front zipper													
zips two piece front zipper													
buttons front buttons													
hooks pant hooks													
hooks hooks and eyes													
buckles belt													
ties front ties													
unzips one piece back zipper													
unties back ties (e.g., apron)													
unbuttons back buttons													
zips 1 piece back zipper													
ties back ties													
buttons back buttons													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Selection of Clothes (1.5)

CATEGORIES OF PERFORMANCE

SKILL STATEMENT

Comment: Special Equipment Elaboration of Categories Checked

Performs appropriately without assistance

Performs in the following manner

type of intervention required

type/level of assistance

parameters

Unobserved/not applicable

verbal

physical

individual

small

group

duration

setting

frequency

motor

cognitive

social

picks out pairs of shoes

picks out pairs of boots

picks out pairs of socks

picks out pairs of mittens, gloves

picks out own pants, shirt, etc.

picks out weather appropriate clothing

picks out color coordinate outfits

picks out dirty clothes

picks out damaged clothes

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

CLUSTER: Eat Independently (2.2)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required			Unobserved/not applicable	
		type/level of assistance			parameters			motor	cognitive	social		
		verbal	physical	individual small group	duration	setting	frequency					
finger feeds semi-solid foods												
bites off pieces of food												
finger feeds solids chews, moving jaws up and down and sideways uses spoon in fist to eat semi-solids drinks from cup two-handed												
drinks from spoon (soup) drinks from cup one-handed												
eats solids with spoons eats from plate without pushing food onto table												
scoops food with fork												
drinks from carton												
drinks from soda bottle												
drinks from can												
drinks from straw												
eats at a table												
stabilizes plate on table												
eats only from plate takes reasonable mouthfuls												
eats at reasonable rate discriminates edible substances												

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

CLUSTER: Eats Independently in Public Places (2.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance			parameters			motor	cognitive	social			
		verbal	physical	individual small group	duration	setting	frequency						
uses napkin to wipe mouth													
places napkin on lap													
disposes of napkin													
tucks napkin into shirt													
serves self finger foods													
serves self with spoon													
serves self with fork													
passes/serves self from bowl, platters, etc.													
uses salt/pepper shakers													
opens sugar packets													
opens condiment packages													
opens flip-top can													
opens milk/juice carton													
carries tray of food													
carries glass with liquid													
peels bananas													
eats ice cream cone													
opens cereal boxes													
shells eggs (hard boiled)													
pours cold liquids													
pours hot liquids													
pours milk into cereal bowl													
opens twist-top jars/bottles													
replaces lids													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Wash/Dry Various Body Parts (3.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance			parameters			motor	cognitive	social			
		verbal	physical	individual small group	duration	setting	frequency						
takes complete bath													
takes complete shower													
prepares for bath													
gets towel													
gets washcloth													
gets soap - shampoo													
selects water temperature													
fills tub													
drains tub													
washes/dries hands													
washes/dries face													
washes/dries arms													
washes/dries feet													
washes/dries neck													
washes/dries ears													
washes/dries legs													
washes/dries chest													
washes/dries back													
washes/dries stomach													
washes/dries buttocks													
washes/dries genitals													
washes/dries hair													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Non-Washing Body Care Skills (3.2)

CATEGORIES OF PERFORMANCE

SKILL STATEMENT

Performs appropriately without assistance	Performs in the following manner						type of intervention required			Unobserved/not applicable
	type/level of assistance			parameters			motor	cognitive	social	
	verbal	physical	individual	duration	setting	frequency				
			small group							

Comment: Special Equipment Elaboration of Categories Checked

wipes nose																					
blows nose																					
brushes hair																					
brushes teeth																					
cleans fingernails																					
cleans comb																					
cleans hairbrush																					
uses chapstick																					
uses deodorant																					
uses face cream																					
shaves face																					
shaves legs																					
sets hair																					
uses mouthwash																					
treats acne																					
uses hand cream																					
uses body lotion																					
cuts/clips fingernails																					
cuts/clips toenails																					
shaves underarms																					
uses sanitary napkins																					
uses makeup																					
curls/sets hair																					
uses tampon																					

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Toilet Skills (3.3)

CATEGORIES OF PERFORMANCE

SKILL STATEMENT	Performs appropriately without assistance	Performs in the following manner						type of intervention required			Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
		type/level of assistance			parameters			motor	cognitive	social		
		verbal	physical	individual	duration	setting	frequency					
		small group										
eliminates (e.g. in clothing)												
eliminates occasionally when on toilet												
eliminates at regular times												
has no accidents if taken to toilet on schedule												
indicates when wet												
indicates when soiled												
indicates need to urinate												
indicates need to defecate												
pulls down clothing as appropriate												
pulls up clothing as appropriate												
initiates toilet activity												
flushes toilet												
wipes self												
toilets independently												

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Preparation of Simple Meals (4.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance			parameters			motor	cognitive	social			
		verbal	physical	individual small group	duration	setting	frequency						
follows package instruction													
uses measuring utensils													
sets stove burners													
sets oven temperature													
makes/butters toast													
prepares cold cereal with milk													
prepares toaster waffles													
prepares frozen orange juice													
prepares fried egg													
prepares sandwich with meat													
prepares canned fruit													
prepares TV dinners													
prepares canned dinners													
prepares simple salads													
prepares frozen vegetables													
operates mixer													
prepares canned soup													
prepares packaged soup													
prepares canned vegetables													
prepares pudding and jello													
prepares cooked cereal													
prepares cake from mix													
prepares beverages													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Intermediate and Advanced Clothing Care (4.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance				parameters		motor	cognitive	social			
		verbal	physical	individual	small group	duration	setting				frequency		
hangs clothes to dry													
sorts clothes by color before washing													
folders flat clothes													
prewashes stained clothes													
washes clothes by hand													
uses laundromat dryer													
uses laundromat washer													
uses home dryer													
uses home washing machine													
dampens clothes for ironing													
irons flat clothes													
irons non-flat clothes													
darns a sock													
hems by hand													
hems by machine													
darns tears													
uses iron on patches													
patches by hand													
patches with sewing machine													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Preparing and Cleaning Food Area (4.4)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required					
		type/level of assistance				parameters			motor	cognitive	social			
		verbal	physical	individual	small group	duration	setting	frequency						
clears the table														
scrapes dishes, etc.														
sets a table														
washes plates, bowls, etc.														
washes glasses, cups														
washes utensils														
dries dishes, etc., by hand														
dries glasses, etc., by hand														
dries utensils by hand														
puts dishes, glasses away														
puts utensils away														
uses dishwasher														
cleans counter, cleans sink														
scours pans														
uses garbage disposal														
defrosts refrigerator														
cleans refrigerator														
cleans top of stove														
cleans stove burners														
cleans oven														
cleans cabinets														
lines shelves														

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: General Home Maintenance (4.5)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE											Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner						type of intervention required					
		type/level of assistance			parameters			motor	cognitive	social			
		verbal	physical	individual small group	duration	setting	frequency						
strips beds													
makes bed													
changes bath linen													
takes out light bulbs													
puts in light bulbs													
opens locked doors													
locks doors													
waters plants													
closes windows													
opens windows													
unlocks window													
locks window													
turns on/off television													
turns on/off radio													
turns on/off record player													
hangs mirrors, pictures, shades													
hangs curtain													
uses plunger													
changes fuse													
adjusts television													
adjusts radio													
puts out grease fire													

Using the Skill Cluster Chart and the Task Analysis Chart

The Skill Cluster Chart

The Skill Cluster Chart attempts to provide the evaluator with an idea of what general skills are being acquired in each of the ADL areas when certain motor milestones are reached. The milestones are presented in a rough developmental sequence; within each cell under a milestone tasks are listed that are being tried at about the same time, again in an approximate developmental sequence.

The Task Analysis Chart

The Task Analysis Chart presents a task analysis of an Activity of Daily Living Skill in regard to its motor components. This chart is intended to show how an ADL task is broken down according to motor skills; other ADL tasks will require a different break-up and will have different motor components. It is hoped that this chart will help those involved in planning next step tasks for a student to recognize the motor components for each task, to plan for training prerequisites and component motor skills rather than planning to train splinter skills. In the example given, the evaluator/planner would include training for each prerequisite skill which is not displayed by the student, training for each of the movements involved in displaying the skill, and possibly use some of the suggestions as to correlative activities. This approach provides for coordinated skill development and avoids concentrating on splinter skills. However, in some cases the development of splinter skills may be necessary when, for example, the inability to perform that one task is hindering a student's movement into a less restrictive program.

THE SKILL CLUSTER CHART

Housekeeping	Grooming	Dressing	Eating	Clusters of Motor Skills
		passive, begins to develop body awareness	sucks, swallows, takes various foods if fed	passive, follows objects with eyes no coordinated movement
		holds on to parts of clothes while being dressed	holds bottle (or feeder's hand) while being fed	fingers grasp, can reach head
		holds on with two hands	begins to gum	finger play, begin coordinated movement
		holds and releases various articles of clothing	holds bottle to feed	grasps, manipulates, let's go, turns head
	removes damp cloth if placed on cheek, extends legs during changing	pulls off socks, completes rolling over initiated by adult during dressing	tries to finger feed solids, puts fingers in mouth	plays with feet, rolls over, uses one hand to manipulate
	brings cloth to face and wipes one cheek, brings objects to head	assists in removal of clothing by extending hands and feet	holds spoon with one hand (does not get it into mouth)	can sit alone, engages in drop and retrieve
		finishes pulling on/off jerseys or tops, pushes arm through sleeve	gets spoon into mouth (usually inverted)	simple imitation (claps), can pull a string toy
tries to carry items while creeping	places hand under running water if held to sink, brushes hair messily	pulls open fasteners, ties, pushes feet through pantlegs	feeds semi-solids with spoon, finger feed with palmar grasp	begins to creep

(Top continued on next page)

Housekeeping	Grooming	Dressing	Eating	Cluster of Motor Skills
carries objects in hands while creeping	extends hand for drying, assists in washing by wiping cloth over body in bath		finger feeds solid food, assists in holding cup to lips, bites off food	has pincer grasp
empties cupboards, toybox, occasionally returns items to cabinet	continues to assist in washing some parts without help	recognizes articles of clothing and extends appropriate parts, tries to put on socks and shoes	selects items to finger feed, feeds solids with spoon, drinks, holding glass with two hands (unassisted)	imitates, cooperates, maintains standing with support
can screw on and off caps, pushes sponge across table in imitation, opens boxes (small cereal)	brushes hair (not an appropriate direction), puts toothbrush in mouth	unbuttons large buttons, opens large front zippers, takes off unfastened outer clothes	tries to use fork to scoop, stabilizes dish on table, holds cup with one hand while drinking	has two hand coordination, crawls
puts toys away on request, retrieves familiar objects, pours small amount of milk onto cereal	washes hands with help, can wash face with help, tries to brush teeth, puts grooming tools away	unfastens most closures, puts on socks-hat-mittens, has names for daily clothing (rough approximations of real names)	scoops with fork, eats fairly neatly, always uses one hand for drinking cup	begins expressive language, uses one hand, begins to take single steps,
begins to help prepare jello, follows simple verbal directions, imitates sweeping	bladder trained(day) bowel trained, brushes teeth at random	takes off pants, jersey, underwear, puts on jersey, coat (backward) puts on slippers	pierces with fork, serves self semi-solid foods, can use a straw to drink	walks has holophrastic speech
puts appropriate items on table for meal(not #), knows where food is kept, throws items in waste	can bathe with supervision, wipes nose, tries to blow nose, allows nails to be cut, has sleeping bladder control	puts on most clothing, fastens snap, tries to zip, button, hook, puts dirty clothes in bag if asked	knows names of simple foods, uses napkin, serves self with spoon	recognizes pictures, runs
cleans up from play, wipes up crumbs	brushes teeth with help, washes hands and face, brushes hair	can choose sock pairs, begins color naming, can button, selects outfits puts on shoes (can't tie)	serves self with fork, knows what knife is for but can't use one	utters short phrases, can do simple clustering, jumps
works on housekeeping skills as necessary	works on advanced grooming skills as necessary	works on fastening, can dress completely, works on care of clothes, works on choosing appropriate clothing	uses knife, continues to develop table manners, begins to prepare food, continues to work on eating skills	utters short sentences, can classify, displays crude awareness of time

TASK ANALYSIS CHART

<u>ADL skill</u>	<u>What student must be able to do before training starts (prerequisite skills)</u>	<u>Movements involved in displaying skill</u>	<u>Support activities to develop each skill</u>
Brushes hair	<p>Must have palmar grasp</p> <hr/> <p>Must be able to bring hand to head (elbow flexion, wrist rotation, shoulder rotation)</p> <p>Must be able to take hand away from head</p>	<p>Student picks up brush</p> <hr/> <p>Brings brush to head (top, back, or side)</p> <p>Strokes bristles across head</p> <p>Moves brush away from head</p> <p>Repeats above 3 steps until each section of hair is brushed</p> <hr/> <p>Returns brush to table</p>	<p>Any task requiring picking up an object</p> <hr/> <p>Follows directions "Touch Your Head" or "Simon Says" game</p> <p>Washes and rinses hair in shower</p> <p>Puts on hat</p> <p>Removes hat from head</p> <p>"Simon Says"</p> <p>Wipes mouth with napkin</p> <hr/> <p>Any task which requires returning items to table</p>

MOTOR DEVELOPMENT

Introduction

The Motor section of the Educational Evaluation and Planning Package is to be used for the gross and fine motor assessment of students and for the educational planning of their motor objectives. The main components of the Motor section are:

- 1) **Motor Screening Assessment:** which is designed to facilitate the identification of specific motor skill areas in which the student needs to receive a more comprehensive assessment.
- 2) **Motor Performance Statements:** which are divided into gross and fine motor areas and list specific motor skills in their usual order of attainment. The evaluator uses the performance statements to assess the student's ability to perform specific motor skills. This assessment information is used by the team to determine appropriate educational objectives. Each performance statement is coded by one of the letters A-I to indicate which skills both gross and fine, occur concurrently. Statements are categorized in two ways: by Subskill, which refers to the general area of motor development (i.e. locomotion, head control, facial), and Cluster, a further breakdown within each subskill (i.e. rolling, running, etc.).
- 3) **Gross and Fine Motor Equipment Chart:** which contains concise information regarding variables which should be considered for the proper use of adaptive equipment. The options within each variable category generally proceed from the most restrictive to the least restrictive. This chart is intended to assist the team in determining the least restrictive adaptive equipment necessary for the student to attain a specific objective. This chart should be used in conjunction with the Objective Chart.
- 4) **Objective Chart:** which may be used by the team to specify the various components of a motor objective (i.e. adaptive equipment, instructional intervention, student/teacher ratio, etc.).

Screening Assessment

The Motor Screening Assessment is designed to assist in the identification of those motor areas in which the student may require a more complete assessment. For each screening statement, check "observed" if the student performs the skill independent of instructional or mechanical assistance; check "unobserved/conditionally observed" if performance of the skill is dependent upon either instructional or mechanical assistance.

In cases where all responses on the screening assessment are marked "observed" the screening assessment can serve as the complete motor assessment. If the screening statement is "unobserved/conditionally observed" for any reason, the evaluator should complete the corresponding cluster (or subskill) section of the Motor Performance Statements.

FINE MOTOR

1.0 Subskill: FACIAL

1.1 Cluster: Tactile

Observed

Unobserved/
Conditionally
Observed

Responds to paper on face.

1.2 Cluster: Mouth and Voice

Sucks finger or food.

Mouths objects.

Uses lips, tongue, teeth to remove food from utensil.

Drinks through a straw.

1.3 Cluster: Eye

Focuses eyes.

Circularly follows moving object.

Glances from one object to another.

2.0 Subskill: BOWEL AND BLADDER

2.1 Cluster: Bowel and Bladder Control

Has bladder control. (see ADL Subskill Grooming, Cluster Toilet skills (3.3))

Observed

Unobserved/
Conditionally
Observed

3.0 Subskill: BREATH CONTROL (see Language Section, Oral Facial Motor Control, Breath Control)

4.0 Subskill: DIGITAL

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Clenches hands, outside fingers strongest, with resistance to opening. |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses whole hand without thumb in grasping. |
| <input type="checkbox"/> | <input type="checkbox"/> | Has partial thumb opposition. |
| <input type="checkbox"/> | <input type="checkbox"/> | Releases object by gradual, symmetrical, extension of fingers. |
| <input type="checkbox"/> | <input type="checkbox"/> | Has hand/eye coordination. |
| <input type="checkbox"/> | <input type="checkbox"/> | Holds and drinks from glass or cup with one hand. |
| <input type="checkbox"/> | <input type="checkbox"/> | Scribbles with pencil or crayon. |
| <input type="checkbox"/> | <input type="checkbox"/> | Cuts with scissors in straight lines. |
| <input type="checkbox"/> | <input type="checkbox"/> | Traces a circle. |
| <input type="checkbox"/> | <input type="checkbox"/> | Draws a diagonal line. |
| <input type="checkbox"/> | <input type="checkbox"/> | Holds paper with opposite hand when writing. |

GROSS MOTOR

5.0 Subskill: HEAD CONTROL

- | | | |
|--------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Lifts head in supine position. |
| <input type="checkbox"/> | <input type="checkbox"/> | Stabilizes head in sitting. |
| <input type="checkbox"/> | <input type="checkbox"/> | Swivels head on neck circularly. |

6.0 Subskill: POSTURE

6.1 Cluster: Prone

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Flexes arms and legs and humps buttocks. |
| <input type="checkbox"/> | <input type="checkbox"/> | Extends arms and legs, buttocks flat. |
| <input type="checkbox"/> | <input type="checkbox"/> | Supports self on forearms. |

Observed

Unobserved/
Conditionally
Observed

6.2 Cluster: Supine

Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward.

Flexes elbows and knees, hips partially flexed - symmetry of movement.

6.3 Cluster: Sitting

Sits with back slightly flexed.

Sits and turns from side to side.

Raises self to sitting position.

Sits with feet crossed at ankles.

6.4 Cluster: Standing and Squatting

Rises to toes when held to stand.

Stands holding on, body erect.

Stoops and recovers.

Squats.

Stands on walking board.

7.0 Subskill: LIMB CONTROL

7.1 Cluster: Arms/hands

Flexes arms at elbow.

Holds object between two hands.

Scratches with hands.

Reaches for objects with one hand.

Uses shoulder and elbow in throwing.

Catches thrown ball.

7.2 Cluster: Legs

Flexes leg at knee.

Lifts one foot when supported in standing.

Kicks ball.

Observed

Unobserved/
Conditionally
Observed

8.0 Subskill: LOCOMOTION

8.1 Cluster: General

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Rocks on all fours. |
| <input type="checkbox"/> | <input type="checkbox"/> | Pulls large objects across floor. |
| <input type="checkbox"/> | <input type="checkbox"/> | Carries a partially filled cup of water without spilling. |
| <input type="checkbox"/> | <input type="checkbox"/> | Rides a swing, pumping with legs. |

8.2 Cluster: Rolling

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | In supine position, rolls part way toward right side. |
| <input type="checkbox"/> | <input type="checkbox"/> | Rolls from back to stomach. |
| <input type="checkbox"/> | <input type="checkbox"/> | Moves across floor by rolling or squirming. |

8.3 Cluster: Crawling/Creeping

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Displays crawling movements without progressing when in prone position. |
| <input type="checkbox"/> | <input type="checkbox"/> | Crawls on all fours, forward. |
| <input type="checkbox"/> | <input type="checkbox"/> | Creeps backwards downstairs. |

8.4 Cluster: Walking/Climbing

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Walks with support. |
| <input type="checkbox"/> | <input type="checkbox"/> | Walks on sole of foot with heel touching ground first. |
| <input type="checkbox"/> | <input type="checkbox"/> | Walks forward, alternating forward foot. |
| <input type="checkbox"/> | <input type="checkbox"/> | After climbing on objects, gets down. |
| <input type="checkbox"/> | <input type="checkbox"/> | Walks upstairs, alternating feet. |

8.5 Cluster: Running

- | | | |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Starts to run. |
| <input type="checkbox"/> | <input type="checkbox"/> | Runs, avoiding obstacles. |
| <input type="checkbox"/> | <input type="checkbox"/> | Gallops. |

Observed

Unobserved/
Conditionally
Observed

8.6 Cluster: Jumping

Jumps on toes.

Jumps in one place on one foot (hops).

Hops forward on alternating feet (skips).

Jumps over swinging rope.

8.7 Cluster: Dancing

Dances without rhythm.

Dances with rhythm.

Motor Development Performance Statements

The Motor Development Performance Statements are divided into Fine Motor Skills and Gross Motor Skills. Each of these sections is separated into Sub-skills and Performance Clusters to facilitate the location of a specific motor function. Each Sub-skill and Cluster lists skills in a general developmental order. The Sub-skills and Clusters are:

FINE MOTOR

- 1.0 Sub-skill FACIAL
- 1.1 Cluster: Tactile
- 1.2 Cluster: Mouth and Voice
- 1.3 Cluster: Eye

- 2.0 Sub-skill: BOWEL AND BLADDER
- 2.1 Cluster: Bowel and Bladder Control

- 3.0 Sub-skill: BREATH CONTROL (see language section - clusters: Oral Facial Motor Control, Breath Control)

- 4.0 Sub-skill: DIGITAL

GROSS MOTOR

- 5.0 Sub-skill: HEAD CONTROL

- 6.0 Sub-skill: POSTURE
- 6.1 Cluster: Prone
- 6.2 Cluster: Supine
- 6.3 Cluster: Sitting
- 6.4 Cluster: Standing and Squatting

- 7.0 Sub-skill: LIMB CONTROL
- 7.1 Cluster: Arms/Hands
- 7.2 Cluster: Legs

- 8.0 Sub-skill: LOCOMOTION
- 8.1 Cluster: General
- 8.2 Cluster: Rolling
- 8.3 Cluster: Crawling/Creeping
- 8.4 Cluster: Walking/Climbing
- 8.5 Cluster: Running
- 8.6 Cluster: Jumping
- 8.7 Cluster: Dancing

An evaluator should assess motor performance by referring to the skills within each sub-skill and by checking the box to the right which best describes the student's performance. The following is an explanation of the response choices for the Fine Motor Performance Statements.

- A. Code: This column is used to provide the evaluator with information about concurrent development of motor skills. All motor skills with the same code letter develop at approximately the same time. There are nine code letters A through I.
- B. Performance Observed: One of the two columns in this category should be checked when the student performs the skill in any fashion. The two choices under Performance Observed are:

performs unassisted: indicates that the student performs the skill independent of mechanical or instructional assistance.

performs assisted: refers to student performance which is contingent upon instructional or mechanical intervention. A check in this column should receive elaboration in the comments section. For example, the performance statement "walks forward alternating feet" should be assessed with a check in the "performs assisted" column if performance is contingent upon the use of a walker or teacher-given cues or assistance. Indicate the type, frequency, and duration of assistance in the comments column.

- C. Performance Unobserved: One of the three columns in this category should be checked when the student's performance has not been observed. The choices under "Performance Unobserved" are:

medical constraints prevent performance: should be checked only if this assessment can be verified by an accompanying medical report.

further assessment needed: indicates that the assessor has inconclusive evidence on which to base an assessment of the student's performance. Wherever possible, further recommendations for assessment should be noted in the comments column.

assistance attempted: indicates that the appropriate form of assistance has not yet been determined. In this case, those methods which have been tried should be itemized in the comments column. Assessments which conclude that performance is dependent upon the mastery of pre-requisite skills should also be recorded in this column.

- D. Comments: This column should be used to record information that expands upon checks in other columns or any other information which the evaluator thinks relevant.

Responses for Gross Motor Performance Statements

- A. Code: see fine motor section

B. performance observed: The evaluator should check one of the first two columns in this category to indicate whether or not performance is assisted; the third and fourth columns are to be used to record specific information about performance.

performs unassisted: see Fine Motor section

performs assisted: see Fine Motor section

duration/frequency: should contain specific information describing either the amount of time required to perform the skill or the number of times the skill is performed within a designated period of time (e.g. hours, minutes, seconds, etc.).

distance/height: should contain specific measurement in inches or feet of the horizontal or vertical space covered in the performance of each skill to which this category is relevant.

The Performance Unobserved and the Comments categories are to be used in the Gross Motor section as they are used in the Fine Motor section of the Performance Statements.

FINE MOTOR PERFORMANCE STATEMENTS

Code	Performance Observed		Performance Unobserved			Comments
	performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	

4.0 Subskill: DIGITAL (cont.)

I Traces star.

I Touches fingers on one hand with index finger of other.

I Draws a diagonal line.

I Ties shoe laces.

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code	Performance Observed				Performance Unobserved			Comments
	performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
B								
B								
B								
B								
B								
D								
D								
G								
A								
A								
A								
B								
B								

6.0 Subskill: POSTURE (cont.)

6.3 Cluster: Sitting (cont.)

Pulls self to sitting position.

Bounces actively in sitting.

Sits, leans forward, returns to erect position.

Raises self to sitting position.

Sits, goes over to prone position.

Seats self in chair by backing into chair or sliding in sideways.

Seats self in chair by lowering body with legs.

Sits with feet crossed at ankles.

6.4 Cluster: Standing and Squatting

Rises to toes when held to stand.

Takes weight in standing, knees flexed.

Stands holding on, bottom out.

Bounces up and down when held in standing position.

Pulls self to stand.

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code

8.0 Subskill: LOCOMOTION (cont.)

8.1 Cluster: General (cont.)

G Pushes large objects on floor and steers around other objects.

G Pulls large objects on floor and steers around other objects.

G Carries a partially filled cup of water (without spills).

G Pedals adult or child sized tricycle.

G Turns wide corners on tricycle.

G Rides a swing, pumping with legs.

8.2 Cluster: Rolling (indicate frequency, use of physical assists)

A In supine position, rolls part way toward right side.

A In supine, rolls part way toward left side.

A In prone position rolls part way toward right side.

A In prone, rolls part way toward left side.

B Rolls from stomach to back.

B Rolls from back to stomach.

* a check in this column must be accompanied by a medical report

Performance Observed	Performance Unobserved			Comments
	performs unassisted	performs assisted	duration/frequency	
performs unassisted				
performs assisted				
duration/frequency				
distance/height				
* medical constraints prevent performance				
further assessment needed				
assistance attempted				



GROSS MOTOR PERFORMANCE STATEMENTS

Code	Performance Observed				Performance Unobserved			Comments
	performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
B								
A								
A								
C								
C								
C								
C								
D								
B								
b								

8.0 Subskill: LOCOMOTION (cont.)

8.2 Cluster: Rolling (cont.)

Moves across floor by rolling or squirming.

8.3 Cluster: Crawling/Creeping (indicate frequency, distance)

Displays crawling movements without progressing when in prone position.

Creeps on tummy. (stomach touching floor)

Creeps upstairs.

Crawls on all fours, forward.

Crawls on all fours, backward.

Crawls upstairs and slides back down on buttocks.

Creeps backwards down stairs.

8.4 Cluster: Walking/Climbing

Walks with support.

Walks on sole of foot with heel touching ground first.

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code	Performance Observed				Performance Unobserved				Comments
	performs unassisted	performs assisted	duration/frequency	distance/helpht	* medical constraints prevent performance	further assessment needed	assistance attempted		

8.0 Subskill: LOCOMOTION (cont.)

8.7 Cluster: Dancing

Dances without rhythm.

Dances with rhythm.

Indicate whether student ice skates, rollerskates, snow or water skis, swimming, etc.

* a check in this column must be accompanied by a medical report

The Gross and Fine Motor Equipment Chart

The Gross and Fine Motor Equipment Chart presents five variables which should be considered by an educational planner or physician in determining the least restrictive use of equipment by a student. Before a motor objective is written for a student who uses adaptive equipment, an evaluator should review these five variables to determine if it is possible for the student to move to a less restrictive use of adaptive equipment.

The five variables which serve as column headings for the Equipment Chart are:

Types of Equipment - This variable refers to any type of adaptive, mechanical intervention a student might use to increase competency in a motor skill. The Chart's list of adaptive equipment is not exhaustive; however, it does provide general guidelines.

Time Intervals of Use - Possible time intervals during which a specific piece of equipment may be used are listed in this column. In instances where intervals of time are not relevant to the use of equipment, this column would be by-passing.

Frequencies of Use - The frequency with which a piece of equipment is used refers to the number of times in twenty-four hours the student requires a specific piece of adaptive equipment for the performance of a motor skill. An increase or decrease in the frequency with which a piece of equipment is used can determine the degree to which the student is restricted in motor performance.

Situations Surrounding Use - Situations from daily living around which the use of adaptive equipment may revolve are randomly listed. Equipment which a student uses may not be necessary in all situations. A student's objective should indicate those situations in which there is a need for mechanical intervention. When use of equipment is not situationally determined, this column need not be considered.

Types of Assistance Required for Proper Use - Assistance for proper use of equipment may vary in time, situation, degree of assistance, or number of assistants needed. When appropriate, these factors should be examined to determine the least restrictive type (s) of assistance to be incorporated into a student's educational program.

Manipulation of the options described in the Gross and Fine Motor Equipment Chart should be done cautiously and only with medical guidance.

(All alterations in equipment must be made under a doctor's supervision)

GROSS AND FINE MOTOR EQUIPMENT CHART (for Assessment)				
TYPES OF EQUIPMENT	TIME INTERVALS OF USE	FREQUENCIES OF USE	SITUATIONS SURROUNDING USE	ASSISTANCE PROVIDED FOR PROPER USE
<u>GROSS MOTOR:</u> railings	continual	constant	locomotion	total assistance from another *
bed	situationally determined (see column 4)	situationally determined (see column 4)	communication	partial, specific assistance is required at random times throughout the day.
wheel chair	waking hours	10 or more times per day	academics	
sliding board	sleeping hours	7 - 9 times per day	fatigue	assistance is required at fixed intervals/ at fixed hours during the day.
braces	12 - 16 hours	4 - 6 times per day	self hygiene	
crutches	8 - 11 hours	2 - 3 times per day	sitting	
walker	4 - 7 hours	0 - 1 time per day	standing	assistance is required only when it is requested by the student.
cane	2 - 3 hours		toileting	
orthopedic shoes	0 - 1 hour		dressing	
<u>FINE MOTOR:</u> pointer for head			eating	
braces	Time is not a factor.	Not a factor of use.	grooming	
typewriter			other _____	Not required.
large pencil			Not a factor in use.	
adaptive pencil grip				* indicate if more than one person is required.

The Objective Chart

The Objective Chart is intended to assist educational planners to detail specific motor objectives and other information relevant to a student's objectives. Included on the chart are mechanical intervention (the use of adaptive equipment), instructional intervention, and suggested student teacher ratio.

Objective	Mechanical Intervention Required to Attain Objective	Instructional or Environmental Intervention Required to Attain Objective	Recommended Student/Teacher Ratio

References

Bayley Scales of Infant Development

Cattell Infant Intelligence Test

Denver Development Screening Test

Developmental Guidelines (Sprugel and Goldberg)

Gesell Developmental Schedules

Merrill Palmer Scale

Sheriden Developmental Scale

Slosson Intelligence Test

Vineland Social Maturity Scale

Hurlock, Elizabeth. Child Development. New York: McGraw-Hill, 1956.

EARLY LANGUAGE DEVELOPMENT

Introduction

Included in the Early Language section are three components which together are intended to provide the following: assistance in pinpointing language skill areas requiring detailed assessment; a method for determining skill level and a choice of feasible learning objectives for the student's continued progress in the several skill areas of language development; and a means of determining objectives compatible with selected language objectives to provide an integrated, developmentally logical program.

- 1) **Screening Assessment:** This is a set of broadly stated objectives that summarize the skills within particular skill areas, such as Perception, Motor Control, etc. The objectives are the "terminal objectives" for the skill areas. By reviewing the objectives in the screen, the evaluator is able to determine which skill areas are part of the student's current repertoire and which need more detailed assessment.
- 2) **Performance Statements:** After determining which skill areas should be assessed in detail, the evaluator may then select the corresponding sets of performance statements which describe the "facilitating" or intermediate skills which must be acquired before the terminal objective is met. An item-by-item review of the statements in a skill area reveals the skills the student already displays and those that are potential learning objectives. The response format also notes various conditions of performance thus providing important programming information.
- 3) **Next Step Charts:** The first of these is a "Cross-Cluster" chart which is provided to give the evaluator/teacher an index to the performance levels that might be expected of a student at a given stage of development in six language related areas: Motor, Articulation, Perceptual-Motor, Expression, Reception, and Cognition. The chart is intended to be used as a rough index; the teacher must allow individual differences in students' communication styles and developmental sequences to structure its use.

The second chart, the "Language Objectives Chart" is provided as an aid for considering individual differences when planning the programming of a specific language objective. The chart requires the objective to be broken down into communication channels for both the student and the teacher and may be used for planning, record keeping, or task analysis of skills.

The following outline lists skill areas that are part of the total "Language Development" process. The statements contained in this volume represent only the beginning levels of reception, association and expression. Each of the headings listed below describes one or more potential skill clusters. Those printed in capitals have been written in some detail in this volume. The starred (*) headings are incomplete clusters which will be reorganized and treated more precisely in the second volume of the Educational Evaluation and Planning Package. The headings enclosed in parentheses are clusters now being developed and not included in this volume. Those clusters will undergo extensive refinement before their publication in the second volume. The list below is incomplete and tentative; addition and revision is to be expected. The outline is included to give the reader an idea of the end goals and of the relevance of each cluster to those end goals.

<u>"RECEPTION"</u>	<u>"ASSOCIATION"</u>	<u>"EXPRESSION"</u> (Speech & Sign)
PERCEPTION: TACTILE VISUAL AUDITORY	PERCEPTUAL MOTOR: IMITATION Body Image*	MOTOR CONTROL: ORAL/FACIAL MANUAL/GESTURAL (Manual/Graphic)
COMPREHENSION: NONVERBAL Verbal/Signed* Prepositions * Sentences * (Relationships: agent/action/object) Numbers * (Letters) Signs * (Written Words)	PERCEPTUAL CONCEPTS: Quantity * (Time) Space * Self/Other * (Reality)	BASIC EXPRESSION: GESTURES VOCALIZATION PHONOLOGY: BABBLING ARTICULATION Breath Control* SYNTAX DEVELOPMENT: SINGLE WORD/ TWO WORD SENTENCE Questions * Noun Phrases * Pronouns * Prepositions * 3 Word Sentence * Conjunctions * Object/Action/Agent Relationships*
(Reading: Word Recognition Sentence Recognition ...)	Conceptualization *	Syntax Elaboration:* (Adverbs) Adjectives * (Compound sentences) (Complex sentences)
(Grammatical Relationships)	(Cognition)	(Descriptive Expression:)
(Concepts)		(Graphic Expression)

Early Language Screening Assessment

The Screening Assessment is intended to save time and to concentrate the evaluator's efforts in the areas where detailed assessment is indicated. In the screen below, the objectives are listed sequentially and grouped according to skill area (Perception, Motor Control, etc.). The objectives listed summarize the performance statements within a cluster of skills,

The evaluator should respond to each item on the screening assessment. If the skill described is displayed spontaneously by the student and in the appropriate context, then the evaluator should mark "Observed." If intervention or prerequisite instruction is necessary to encourage the student to display the skill at the appropriate time, then the evaluator should mark "Conditionally Observed." If the evaluator determines that an objective is "Nonapplicable medically," then a medical or clinical report justifying that decision must be included.

When all objectives on the screening device are "Observed," then the screen may serve as the entire Early Language Assessment. If an objective is marked "Conditionally observed," the evaluator should then complete the cluster checklist in the Performance Statements Section which corresponds to that objective. The completed Screening Assessment together with any completed cluster checklist and medical reports then comprise the Early Language Assessment.

PERCEPTION

	Observed	Conditionally Observed	Nonapplicable Medically
1. Anticipates events by interpreting tactile cues, e.g., expects meals when seated at table or touched with spoon to lips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Localizes with eyes and follows an object across his/her total field of vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Anticipates events by interpreting visual cues (mother with coat on means going out).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Localizes sounds by turning eyes, head, body in correct direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identifies familiar sounds with the source of that sound.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | Observed | Conditionally
Observed | Nonapplicable
Medically |
|---|--------------------------|---------------------------|----------------------------|
| 6. Attaches meaning to familiar sounds, anticipates events by interpreting auditory cues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MOTOR CONTROL

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7. Mouths and chews toys and other objects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Moves mouth, lips, tongue, and controls breathing while eating; bites, chews and swallows food. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Drinks liquids through a straw. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Bends arm, flexes wrist, and moves fingers of hand individually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERCEPTUAL-MOTOR

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 11. Imitates single and paired gross motor movements demonstrated visually or tactually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Moves tongue, lips, mouth in imitation of single movements demonstrated visually or tactually. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Reproduces simple (4 beat) irregular rhythm patterns transmitted through sound, visual example or touch. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Takes two short, deep breaths imitating the breathing rhythm given by teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Touches body parts of doll or teacher in imitation of teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Moves own body around, under, over and between obstacles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Positions objects in imitation of teacher's actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RECEPTIVE COMPREHENSION

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 18. Follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Follows simple (single concept) gross motor commands communicated through words paired with gestures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Observed	Conditionally Observed	Nonapplicable Medically
20. Follows simple (single concept) gross motor commands communicated orally & verbally or by sign (North American Sign or other accepted system).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Carries out three step directions involving prepositions and more than one object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Remembers a three-step performance sequence; retains word up to two minutes and repeats/recognizes word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BASIC EXPRESSION

24. Uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Gestures to express activities and verb ideas such as "GO".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Vocalizes to gain attention, to express satisfaction or discomfort, for own entertainment (no apparent stimulus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. "Names" in his/her own word sounds one familiar object or person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Names objects and pictures of familiar objects, up to six.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHONOLOGY

* 29. Produces assorted vowel like noises vocally including the sounds ah, \bar{o} , \bar{u} , \bar{o} , \bar{a} , \bar{e} , and blends of these sounds with consonants including ma, ba, ga, da, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 30. Articulates the vowels and diphthongs: \bar{e} , \bar{i} , \bar{e} , \bar{a} , \bar{u} , \bar{o} , \bar{a} , \bar{a} , \bar{o} , \bar{o} , \bar{a} , \bar{i} , \bar{o} , \bar{u} , ou, oi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 31. Articulates the voiced consonants: v, t \bar{h} , b, d, g, z, zh, j, m, n, ng, l, r, w, y.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 32. Articulates the voiceless consonants: h,wh, f, p, t, k, s, sh, ch, th.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Example words in performance statement.

	Observed	Conditionally Observed	Nonapplicable Medically
33. Articulates the consonants as they appear in the initial, medial, and/or final positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Articulates consonant blends, including R blends, L blends, S blends and three element blends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Demonstrates breath control in speech by correctly imitating the teacher's differentiation of sounds in word pairs such as "it, hit."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SYNTAX DEVELOPMENT

36. Uses single words/signs in different capacities, including nominative, possessive, imperative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Asks "Wh-" questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Asks questions by reversing word order, beginning sentence with verb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Uses adjectives and possessive pronouns with nouns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Uses regular plurals of familiar nouns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Uses prepositions to express the location of a visible object in answer to the question, "Where is the _____?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Uses three-word sentence patterns that include a subject and verb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Uses conjunctions "and," "but", "or" to link like units, noun to noun, verb to verb, sentence to sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Uses simple present tense of regular verbs with subject-verb agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Forms past tense of regular verbs and of familiar irregulars (e.g., "went").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Uses "do" and "can" as auxiliaries to form present tenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Observed	Conditionally Observed	Nonapplicable Medically
49. Uses "not" in a noun-verb construction to negate the stated action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Uses adjective forms with the "to be" verbs or with "got" to express the passive idea - "is broken" "got hurt."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONCEPT FORMATION

51. Puts together items that go together because of shared attribute e.g., matches by color, size, shape, category.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Distributes objects in containers in a 1-to-1 correspondence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Counts three objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Puts together 12 piece puzzle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Matches pictures of same object taken from different perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Sequences set of objects according to graduated size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Sequences set of four pictures according to time of occurrence of pictured action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Early Language Development Performance Statements

The performance statements are labeled by "Skill Area" (e.g., Perception, Phonology) and "Cluster" (e.g., Tactile Perception; Articulation). For each cluster there are one or more "Terminal Objective(s)." These terminal objectives are the numbered objectives which appear on the Screening Assessment. The evaluator uses these objectives as an index to select the clusters of performance statements which should be reviewed. For any objective marked Conditionally Observed on the screen, the evaluator should select the corresponding list of performance statements and record the conditions under which performance of each skill occurs. The conditions are explained below.

- A. Performance without assistance: The evaluator checks this space if the student displays the skill both independently and in response to the appropriate situation.
- B. Performance occurs when teacher intervenes: If the student does not display the skill independently, the evaluator may restructure the situation in any of the following ways to elicit the desired response.

Motivational/Social Intervention: By giving social praise or a form of tangible reinforcement or reward, the teacher attempts to encourage the desired behavior.

Environmental Structure: The teacher changes the setting, altering the location, atmosphere, amount of distraction, etc.

Instructional Directions: The evaluator instructs the student as to what actions s/he should perform, e.g., "Open your mouth." Directions may be spoken, written, gestured, or signed.

Instructional Demonstration: The evaluator performs the skill showing the student exactly what is expected. Models may be visual (demonstration of a motor movement), auditory (demonstration of a sound or verbal pattern), or tactile (demonstration of a position, vibration or motion which the student may feel) . . . Or a combination of all three.

Physical Assistance: The evaluator leads the student through the physical (motor) components of the skill, actually performing the movements with or for the student.

- C. Performance not Observed: The evaluator did not see the skill displayed with or without intervention.

Every intervention category may not apply to every performance statement. For example, the statements in the "Imitation" clusters include a model as part of the skill. Also, certain of the more advanced oral expressive skills may not have a specific motor component as ability to articulate is already assumed.

A category of "Non-applicable" has not been provided. In most cases, there is no observable basis for determining that underlying physiological, psychoemotional or cognitive factors exist that might explain the presence or absence of language skills. What is sometimes observable is the efficiency or appropriateness of a particular mode of reception or expression, i.e., sight, speech, sign, hearing, etc. An attempt has been made to cluster skills according to receptive and expressive modes (Auditory, Tactile, Visual; Manual, Oral, Graphic) so that the evaluator may select appropriate clusters.

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PERCEPTION</u> CLUSTER: <u>Visual Perception</u> Terminal Objective(s): 2. Student localizes with eyes and follows an object across total field of vision. 3. Student anticipates events by interpreting visual cues. Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving							Performance Not Observed	COMMENTS:
Motivational/Social Intervention		Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)				
1. Blinks, turns away from, looks toward light introduced suddenly.										
2. Looks at objects held in front of face.										
3. Looks at faces coming into circle of vision.										
4. Follows movement of objects to midline.										
5. Follows movement of objects across midline.										
6. Meets another person's eyes momentarily when face to face.										
7. Follows with eyes vertical movement of object.										
8. Follows with eyes horizontal movement of object.										
9. Follows with eyes circular movement of object.										
10. Looks at speaker, object for up to one minute.										
11. Plays with mirror image.										
12. Inspects objects, looking at them, turning them around, etc.										
13. Glances from one object to another.										
14. Looks through contents of box, picking up different objects, staring at them, etc.										
15. Looks at pictures if they are named or pointed to, continues looking about 20 seconds.										
16. Recognizes familiar faces, approaches or changes expressions in greeting.										
17. Looks after fallen or disappearing object.										
18. Anticipates events by interpreting visual cues (Mother with coat on indicates leaving).										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PERCEPTION</u>	Performance without assistance							Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Auditory Perception</u>	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed		
Terminal Objective(s): 4. Student localizes sounds by turning eyes, head, body in correct direction. 5. Student identifies familiar sounds with the source of that sound. 6. Student attaches meaning to familiar sounds, anticipates events by interpreting auditory cues. Facilitating Skills:										
1. Demonstrates a startle response to sudden, loud noise (bell, horn, clap).										
2. Changes expression or stops activity when a distinct sound is heard (ring of bell, click).										
3. Cries, smiles, moves, etc. when a voice is heard.										
4. Changes or stops activity at any intrusive sound (different in volume, source, etc).										
5. Changes or stops activity when any voice is heard.										
6. Changes or stops activity when a continuous (2 to 3 minute) noise ceases.										
7. Searches with eyes or by turning head or body for source of sound.										
8. Localizes sounds by turning eyes, head, body in direction of sound source.										
9. Turns head or eyes to locate sound of fallen object dropping to floor.										
10. Localizes speaker with eyes/body orientation.										
11. Follows alternating sources of sound by moving eyes/head back & forth between 2 sources.										
12. Demonstrates recognition of familiar voice by searching, looking, smiling, etc.										
13. Recognizes own name, responding by looking, smiling, coming, etc.										
14. Responds to "NO" by ceasing activity, withdrawing.										
15. Identifies source of environmental sounds by pointing, looking (dog barking, phone ringing).										
16. Anticipates events by interpreting auditory cues (car motor in drive indicates visitor).										
17. Identifies sound with object which produced sound - hears bell ring, selects bell from choice of noisemakers.										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>MOTOR CONTROL</u>	Performance Occurs When Teacher Intervenes, Giving								Performance Not Observed	COMMENTS:
CLUSTER: <u>Oralfacial Motor Control</u>	Performance without assistance	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)			
<p>Terminal Objective(s):</p> <ol style="list-style-type: none"> 7. Student mouths and chews toys and other objects. 8. Student moves mouth, lips, tongue, and controls breathing while eating; bites, chews and swallows food. 9. Student drinks liquids from a straw. <p>Facilitating Skills:</p>										
1. Moves tongue, inhales, exhales, closes mouth <u>observed when s/he</u>										
a. cries										
b. yawns										
c. sneezes										
d. coughs										
2. Plays with own mouth, inserting fist or fingers in mouth.										
3. Brings objects up to face for inspection.										
4. Touches objects to lips.										
5. Mouths objects.										
6. Licks objects.										
7. Bites and chews objects.										
8. Opens mouth when offered food, bottle.										
9. Closes lips to form partial seal around <u>nipple, finger, spoon</u>										
10. Closes mouth, observed while eating.										
11. Closes lips, observed while eating.										
12. Sucks and swallows when bottle containing <u>liquid is held to lips</u>										
13. Breathes through nose while sucking, eating.										
14. Drops tongue to allow food to enter mouth.										
15. Sucks liquid from cup or glass held against lips.										
16. Moves liquid, food from front of mouth to <u>back of mouth by drawing with tongue & cheek</u>										
17. Moves food from front of mouth to back of <u>mouth with tongue</u>										
18. Takes food off spoon by sealing lips around <u>spoon</u> .										
19. Eats semisolids placed in mouth by sucking, <u>mouthing</u> food.										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>MOTOR CONTROL</u>	Performance without assistance							Performance Not Observed	COMMENTS:
CLUSTER: <u>Manual and Gestural Motor Control</u>	Performance Occurs When Teacher Intervenes, Giving								
Terminal Objective(s): 10. Student bends arm, flexes wrist, and moves fingers of hand individually. Facilitating Skills:	Motivational/Social	Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Brings hand to mouth.									
2. Reaches with both hands.									
3. Reaches with one hand.									
4. Raises one arm to shoulder level.									
5. Raises one arm above head.									
6. Bends elbow, bringing arm against chest from extended position.									
7. Picks up objects with palmar grasp.									
8. Transfers an object from one place to another.									
9. Waves hand.									
10. Uses thumb opposed to several extended fingers to pick up small objects.									
11. Uses thumb and tip of index finger to pick up pellet-sized objects.									
12. Releases objects held in hand.									
13. Points with index finger.									
14. Pushes small car back and forth on table top.									
15. Uses both hands together, one holding, one manipulating.									
16. Traces with index finger (using either visual or tactual cues as guide).									
17. Moves outstretched arm from one side of body to other.									
18. Holds hand in palm position, fingers straight.									
19. Closes hand into fist.									
20. Closes fist and moves thumb.									
21. Rotates wrist.									
22. Touches tip of thumb to tip of each finger of same hand one at a time.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PERCEPTUAL-MOTOR</u> CLUSTER: <u>Motor Control of Speech Mechanisms</u> Terminal Objective(s): 12. Student moves tongue, lips, mouth in imitation of single movements demonstrated visually or tactually. Facilitating Skills: (no substitution)	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving							Performance Not Observed	COMMENTS:		
Motivational/Social		Intervention	Environmental	Structure	Instructions,	Directions	Instructional	Demonstration			Physical Assistance	Mechanical Aids (Physical)
FOLLOWING A DEMONSTRATION OF THE ACTION BY THE												
TEACHER, THE STUDENT												
1. Opens mouth wide.												
2. Closes mouth.												
3. Parts lips.												
4. Seals lips.												
5. Points tongue straight out.												
6. Smiles.												
7. Purses lips (exaggerated oo as in "you").												
8. Raises upper lip (exaggerated eeee as in "see").												
9. Points tongue toward nose.												
10. Points tongue toward chin.												
11. Moves tongue in and out of open mouth.												
12. Touches tip of tongue to upper lip.												
13. Touches tip of tongue to lower lip.												
14. Touches tip of tongue to upper front teeth.												
15. Touches tip of tongue to lower front teeth.												
16. Lifts tip of tongue up and back to touch palate.												
17. Touches lower teeth to upper lip.												
18. Touches upper teeth to lower lip.												
19. Humps tongue to touch palate with raised middle portion of tongue (as in hard "g")												
20. Touches tip of tongue to backs of upper front teeth.												

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PERCEPTUAL-MOTOR</u>	Performance without assistance							Performance Not Observed	COMMENTS:
CLUSTER: <u>Motor Control of Rhythmic Breathing</u>									
Terminal Objective(s): 13. Student reproduces simple (4 beat) irregular rhythm patterns transmitted through sound, visual example or touch. 14. Student takes two short, deep breaths imitating the breathing rhythm given by teacher. Facilitating Skills:	Motivational/Social	Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
BY TAPPING, CLAPPING OR ANY OTHER PREDETERMINED									
SYSTEM, THE STUDENT									
1. Imitates a single beat given by teacher (o).									
2. Imitates two slow beats (o o).									
3. Imitates two rapid beats (oo).									
4. Imitates three slow regular beats (o o o).									
5. Imitates three irregular beats (oo o; o oo).									
6. Imitates four slow regular beats (o o o o).									
7. Imitates four irregular veats (o ^o o ^o ; o ^o o ^o ; etc.).									
GIVEN A MODEL OF THE EXPECTED BEHAVIOR AND CUES									
FROM THE TEACHER, THE STUDENT									
8. Takes an audible deep breath through mouth.									
9. Inhales deeply and exhales through mouth.									
10. Takes a deep breath through nose.									
11. Inhales deeply and exhales through nose.									
12. Blows out a candle.									
13. Inhales deeply and holds breath 2 seconds.									
14. Inhales deeply, holds breath two seconds, then exhales slowly.									
15. Inhales deeply, holds breath three seconds, then exhales slowly.									
16. Takes two short deep breaths (inhalations and exhalations) in imitation of pattern given by teacher (oo oo; o o oo; o ooo, etc.).									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PERCEPTUAL-MOTOR</u>	Performance without assistance		Performance Occurs When Teacher Intervenes, Giving																			
CLUSTER: <u>Position in space, Body Image</u>			Motivational/Social	Intervention	Environmental	Structure	Instructions, Directions	Instructional	Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed										
<p>Terminal Objective(s):</p> <p>15. Student touches body parts of doll or teacher in imitation of teacher.</p> <p>16. Student moves own body around, under, over and between obstacles.</p> <p>17. Student positions objects in imitation of teacher's actions.</p> <p>Facilitating Skills: (Demonstrations may be visual or tactual).</p>	COMMENTS:																					
1. Touches own nose, arm, other body part in imitation.																						
2. Touches nose, arm, other body part of doll in imitation.																						
3. Touches nose, arm, other body part of teacher in imitation.																						
4. Touches own arm, leg, face, hand, stomach in imitation.																						
5. Touches own hair, nose, eyes, mouth, chin, ear, teeth, hands, fingers, feet in imitation.																						
6. Touches same parts on doll or teacher.																						
7. Touches own tongue, neck, thumb, fist and little finger in imitation.																						
8. Touches own back and side, bottoms of feet, top of head in imitation.																						
9. Touches own shoulders, elbow, knees, middle and ring fingers in imitation.																						
10. Moves around and between large objects (furniture places close together) w/o contact.																						
11. Steps up at step, curb, no model.																						
12. Steps down at step, curb, no model.																						
13. Ducks down to pass under low ceiling area, no model.																						
14. Places one object (block, book, etc.) on top of another in imitation of teacher's action.																						
15. Places one object beside another in imitation.																						
16. Places one object under another in imitation.																						
17. Places object inside a box in imitation.																						
18. Takes an object out of a box in imitation.																						
19. Separates 2 side-by-side objects in imitation i.e., moves them farther apart.																						

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Nonverbal Cues and Gestures - Verbs

Terminal Objective(s):

- 18. Student follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual.

Facilitating Skills:

Performance without assistance	Performance Occurs When Teacher Intervenes, Giving							Performance Not Observed
	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		

COMMENTS:

1. Responds to tactile cue to "Look" or orient self in certain direction by turning, looking.								
2. Responds to tactile cue to "Sit" by sitting.								
3. Responds to tactile cue to "Stand" by standing								
4. Responds to tactile cue by "Come" by coming.								
5. Responds to gestures signifying "Stop" or "No" by ceasing activity.								
6. Responds to gestures/pointing to "Look" by looking in indicated direction.								
7. Recognizes anger or disapproval by adult's expression, responds by crying, withdrawing.								
8. Responds to gesture to "Come" by creeping, crawling, walking in indicated direction.								
9. Responds to gesture to "Sit down" by sitting.								
10. Responds to gesture to "Stand" by standing.								
11. Responds to gesture to "Pick Up" an object by grasping or reaching for object.								
12. Responds to gesture to "Eat" by eating.								
13. Responds to gesture to "Go" by leaving or moving away.								
14. Responds to gesture to "Drink" by drinking.								
15. Responds to gesture meaning "Okay" or granting permission by going ahead with desired task.								

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>RECEPTIVE COMPREHENSION</u>	Performance Occurs When Teacher Intervenes, Giving								
CLUSTER: <u>Verbal or Signed Cues & Gestures - Verbs</u>	Performance without assistance								
Terminal Objective(s): 19. Student follows simple (single concept) gross motor commands communicated through words paired with gestures. 20. Student follows simple (single concept) gross motor commands communicated orally & verbally or by sign (North American Sign or other Facilitating Skills: accepted system).	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:	
1. Responds to "No" paired with aggravated gesture by ceasing disapproved activity.									
2. Responds to "Look" paired with pointing by looking in indicated direction.									
3. Responds to "Sit-down" paired with pointing to chair by sitting.									
4. Responds to "Stand-Up" paired with upward sweep of hand by standing.									
5. Responds to "No" (sign or word alone) by ceasing disapproved activity. *									
6. Responds to "Look" (sign or word alone) by looking in indicated direction. *									
7. Responds to "Here" or "Take this" by reaching for object offered (sign or word alone). *									
8. Responds to "Sit-down" (sign or word alone) by sitting. *									
9. Responds to "Stand-up" (sign or word alone) by standing. *									
10. Responds to "Go" by moving away. *									
11. Responds to "Come" by approaching. *									
12. Responds to "Give" by giving object held or indicated to teacher. *									
13. Responds to "Get" or "Pick-up" by retrieving indicated object. *									
14. Responds to "Eat" by beginning eating. *									
15. Responds to "Sleep" or "Bed" by going to bed. *									
16. Responds to "Toilet" or "Bathroom" by going to that room or to toilet. *									
17. Responds to "Okay" granting permission by proceeding with desired task. *									
18. Responds to "Drink" by drinking. *									
*Each of these communicated by spoken word or formal sign.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Prepositions of Location & Position

Terminal Objective(s):

- 21. Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on request.

Facilitating Skills: Given two blocks, a topless box and a table, the student

Performance without assistance

Performance Occurs When Teacher Intervenes. Giving

- Motivational/Social
- Intervention
- Environmental
- Structure
- Instructions,
- Directions
- Instructional
- Demonstration
- Physical
- Assistance
- Mechanical Aids (Physical)

Performance Not Observed

COMMENTS:

1. Points to "table" on request (spoken/signed)										
2. Points to "blocks" on request.										
3. Points to "box" on request.										
4. Places a block "in the box" on request.										
5. Places the second block "beside the box" on request.										
6. Takes the block "out of the box" on request.										
7. Places the box "over the block" on the table on request.										
8. Places the second block "on top of" the over-turned box on request.										
9. Takes the block "off of the box" on request.										
10. Places the block "behind the box" on request										
11. Places the block "under the box" on request										
12. Takes the blocks and box "off of the table" on request.										
13. Places one block "on the table" on request.										
14. Places the second block "beside" or "next to" the first block on the table on request										
15. Places the box "between the two blocks" on request.										
16. Places the blocks "inside of the box" on request.										
17. Places the box and blocks "under the table" on request.										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>ASSOCIATION</u>	Performance without assistance									
CLUSTER: <u>Memory</u>	Performance Occurs When Teacher Intervenes, Giving									
Terminal Objective(s): 23. Student remembers a three-step performance sequence; retains word up to two minutes. Facilitating Skills:	Performance without assistance	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:	
1. Consistently shows recognition of own name.										
2. Consistently responds to familiar person.										
3. Knows where certain objects, toys are kept - goes directly to certain place to retrieve.										
4. Repeats sounds in imitation.										
5. Repeats motions in imitation.										
6. Plays peek-a-boo.										
7. Plays hide-and-seek.										
8. Looks for object teacher hides behind back, continues looking up to 2 minutes.										
9. Looks for object teacher hides under chair, pillow, etc., continues looking up to 5 min.										
10. Watches teacher place candy under one of two cups, selects correct cup after 1 minute wait.										
11. Identifies two pictures which teacher turns over, selects one asked for after 1 minute.										
12. Repeats two words.										
13. Carries out request to go in next room and retrieve an object.										
14. Remembers a three-step performance sequence, e.g. unties bow by pulling, releasing, untangling lace ends.										
15. Remembers and can repeat word after 1 minute.										
16. Remembers and can repeat word after 2 minutes.										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>BASIC EXPRESSION</u> CLUSTER: <u>Gestures</u> Terminal Objective(s): 24. Student uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet). 25. Student gestures to express activities and verb ideas such as "Go." Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving							Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)			
1. Waves good-bye.										
2. Shakes hands hello.										
3. Plays peek-a-boo/pat-a-cake.										
4. Pushes away undesirable food, object.										
5. Indicates "yes" by smile, nod, gesture.										
6. Indicates "no" by frown, shake, gesture.										
7. Takes adult's hand, indicates task wants adult to perform (hand me that toy, give me that).										
8. Imitates adult actions at play, e.g., talks on toy phone, brushes own hair.										
9. Uses a gesture for "food" or "eat" - may point to mouth, make spooning gesture, rub stomach.										
10. Uses a gesture for "drink."										
11. Uses a gesture for "toilet" or "bathroom".										
12. Gestures "Come" or "Come here."										
13. Gestures "Go" or "Go away."										
14. Gestures "Give me" - may point to self, hold out hand, point to hand.										
15. Point or gestures "you" and "I"; "Yours" and "Mine".										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>BASIC EXPRESSION</u>	Performance without assistance							Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Vocalizations</u> Terminal Objective(s): 26. Student vocalizes to gain attention, to express satisfaction or discomfort, for own entertainment (no apparent stimulus). 27. Student "names" in own word sounds one familiar object or person. 28. Student names objects and pictures of familiar objects, up to six. Facilitating Skills:										
1. Cries to indicate discomfort (when wet, hungry, afraid, in pain).										
2. Cries to express anger or displeasure, e.g., at being disturbed having toy/food taken, etc.										
3. Produces at least three assorted vocal noises at play-squeals, coos, gurgles, laughs, etc.										
4. Vocalizes anger or displeasure in a non-cry utterance.										
5. Vocalizes when presented with toy or object										
6. Vocalizes at mealtimes.										
7. Vocalizes in response to approach or touch of familiar person.										
8. Uses specific sound consistently and often in association with certain object or person										
9. Exclaims - e.g., "oh-oh," "no-no."										
10. Uses sound to evoke action from adults.										
11. Uses some gesture language combined with speech sounds.										
12. Uses own sounds "naming" objects and people.										
13. Speaks first word (Criteria: recognizable form of adult word, consistent usage, evidence of understanding, spontaneous usage).										
14. Names familiar person (Proper Noun).										
15. Names two or three familiar objects (Nouns).										
16. Names own action (verbs).										
17. Imitates new words.										
18. Names actions of others (Verbs).										
19. Names pictures of familiar objects.										
20. Uses automatic phrases "thank you" "please".										
21. Uses a question-like inflection when "talking"										
22. Intermingles words and word forms, speaking in sentence-like chains of sounds.										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PHONOLOGY</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving						
CLUSTER: <u>Articulation</u>									Motivational/Social	Intervention	Environmental	Structure	Instructions,	Directions	Instructional
Terminal Objective(s): 31. Student articulates the voiced consonants: v, t h , b, d, g, z, zh, j, m, n, ng, l, r, w, y. 32. Student articulates the voiceless consonants: h, wh, f, p, t, k, s, sh, ch, th 33. Student articulates the consonants as they appear in the initial, medial, and/or final position. Facilitating Skills:															
1. Articualtes "m" in initial position - milk.															
2. in medial position - tummy.															
3. in final position - mom.															
4. Articulates "n" in initial position - nice.															
5. in medial position - nanny.															
6. in final position - dan.															
7. Articulates "b" in initial position - bed.															
8. in medial position - baby.															
9. in final position - tub.															
10. Articulates "d" in initial position - dog.															
11. in medial position - daddy.															
12. in final position dad.															
13. Articulates "w" in initial position - warm.															
14. in medial position - tower.															
15. in final position - pow.															
16. Articulates "y" in initial position - you.															
17. in medial position - layer.															
18. in final position - way.															
19. Articulates "g" in initial position - gum.															
20. in medial position - baggage.															
21. in final position wag.															
22. Articulates "ng" in medial position - singer.															

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PHONOLOGY</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Articulation, continued</u>											
Terminal Objective(s): (objectives 31-33, continued)											
Facilitating Skills:											
23. Articulates "ng" in final position - long.											
24. Articulates "v" in initial position - vine.											
25. in medial position - waver.											
26. in final position - shave.											
27. Articulates "l" in initial position - light.											
28. in medial position - salad.											
29. in final position - doll.											
30. Articulates "r" in initial position - red.											
31. in medial position - sorry.											
32. in final position - rear.											
33. Articulates "j" in initial position - jelly.											
34. in medial position - wager.											
35. in final position - sage.											
36. Articulates "tʃ" in initial position - that.											
37. in medial position - mother.											
38. in final position - scythe.											
39. Articulates "z" in initial position - zoo.											
40. in medial position - buzzer.											
41. in final position - buzz.											
42. Articulates "zh" in the medial position - treasure.											
43. Articulates "p" in initial position - pie.											
44. in medial position -diaper.											

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>PHONOLOGY</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Articulation - Consonant Blends</u> Terminal Objective(s): 34. Student articulates consonant blends, including R blends, L blends, S blends and three element blends Facilitating Skills:	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)					
1. Articulates - mp, lamp.											
2. Articulates - nt, want.											
3. Articulates - ngk, ink.											
4. Articulates - ns, tinsel.											
5. Articulates - ng, long.											
6. Articulates - dz, fads; -gz, legs; -nz, lens											
7. Articulates - ngz, lungs.											
8. Artciulates - nd, wand.											
9. Articulates pr-, pretty; br-, brown; tr- tree; dr-, dress; kr-, cracker; gr-, green, fr-, free.											
10. Articulates pl-, plate; bl-, blue; kl-, clap; gl-, glow; fl-, fly.											
11. Articulates -lk, walk; -lf, shelf; -lz, waltz; -lp, help; -ld, build; -lb, elbow											
12. Articulates sm-, smile; sn-, snow; sp-, spot; st-, stop; sk-, skate; sl-, slow; sw-, sweet; -st, list; -ks, cakes.											
13. Articulates tw-, twenty.											
14. Articulates kw-, quick; -kt, looked.											
15. Articulates -dj, ledge.											
16. Articulates -ft, lift.											
17. Articulates -pt, tipped; -ps, slips.											
18. Articulates -zm, bosom.											
19. Articulates -ts, boots.											
20. Articulates -nkl, uncle; -ngl, angle.											

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>SYNTAX DEVELOPMENT</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Single word and two word sentences</u>											
Terminal Objective(s): 36. Student uses single words/signs in different capacities, including nominative, possessive, imperative. 37. Student uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun. Facilitating Skills:											
1. Imitates two word sentences.											
2. Imitates song (melody, patterns &/or words).											
3. Names approximately 20 objects or actions.											
4. Uses single words (names of desired objects) to make wants known - imperative "Milk".											
5. Uses single words to comment, notice objects nominative, "Dog" meaning "There's a dog".											
6. Uses single words to qualify an object, note possession - "Mommy" meaning "That's Mommy's".											
7. Answers questions "Yes" or "No".											
8. Uses two word patterns with one word (pivot word) repeated often in similar construction.											
uses patterns to name or acknowledge things, "There book" "That milk" "Hi ball" "Hi dog".											
9. Uses two word patterns as imperative - "More milk" "More book" "Want milk" "Want toy".											
10. Uses two word patterns with a negative pivot to note dislike, rejection - "No milk".											
11. Uses two word patterns with a negative pivot to note absence - "No Daddy" "No doll".											
12. Uses two word relationships in which both words in the construction vary - uses noun-verb combinations, "Daddy go" "Baby eat" "Baby cry".											
13. Uses noun-noun combinations to denote possession - "Daddy shoe".											
14. Uses noun-noun combinations to communicate wants - "Mommy milk" (agent-object pattern).											
15. Uses verb-noun combinations to denote wants - "Roll ball" "Give cookie" "Read book".											
16. Uses adjective-noun combinations or noun-adj. to modify, describe - "Ball red" "Big dog".											
17. Uses verb-noun combinations to describe own action - "Hit ball" "Eat cookie".											
18. Uses noun-noun combinations to denote location - "Doll bed" meaning doll is on the bed.											
19. Uses noun-noun combinations to connect two ideas or objects - "Doll book" "Boy girl".											
20. Gives two word responses to questions.											

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>SYNTAX DEVELOPMENT</u>	Performance without assistance									
CLUSTER: <u>Noun Phrase & Pronoun</u>	Performance Occurs When Teacher Intervenes, Giving									
Terminal Objective(s): ---40. Student uses adjectives and possessive pronouns with nouns. 41. Student uses regular plurals of familiar nouns. 42. Student uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects. Facilitating Skills:	Performance without assistance	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed		COMMENTS:
1. Refers to self by own first name.										
2. Refers to self by pronoun "I" or "me".										
3. Uses demonstrative adjectives "that" or "this" "those" to elaborate a noun.										
4. Uses articles - a, an, the.										
5. Uses quantitative adjectives - one, more, all another, other.										
6. Uses pronouns "I" "you" and "me" as agents or subjects.										
7. Uses pronouns "me" and "you" as objects.										
8. Refers to others as "you."										
9. Uses descriptive adjectives relating to size, "big" "little."										
10. Uses quantitative adjectives "one" & "two."										
11. Refers to objects or toys as "it" or "s/he."										
12. Uses singular 3rd person pronouns as subjects.										
13. Uses singular 3rd person pronouns as objects										
14. Gives own full name.										
15. Uses possessive pronouns as adjectives - "my" "you" "his" "her".										
16. Uses descriptive adjectives of color.										
17. Uses regular plurals - boy/s; spoon/s.										
18. Uses first person plural pronoun "we" as subject.										
19. Uses "they" as subject".										
20. Uses "them" as plural object.										
21. Uses "us" as object.										
22. Uses plurals in which root noun changes form leaf/leaves; knife/knives. (Oral)										

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>SYNTAX DEVELOPMENT</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:
CLUSTER: <u>Verb Tense</u>	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)					
<p>Terminal Objective(s):</p> <p>46. Student uses simple present tense of regular verbs with subject-verb agreement. *</p> <p>47. Student forms past tense of regular verbs and of familiar irregulars (e.g., "went"). *</p> <p>48. Student uses "do" and "can" as auxiliaries to form present tenses. *</p> <p>Facilitating Skills: *</p>											
1. Names actions.											
2. Describes own actions with noun-verb construction as action is being carried out.											
3. Uses modal auxiliary "can" with present tense forms - "I can go."											
4. Uses verb form "do" with present tense verb forms - "I do go."											
5. Uses verb form "do" as an auxiliary to ask questions - "Do I come?"											
6. Uses "must" as an auxiliary to form present tense with verb - "I must go."											
7. Uses "is" with -ing forms of familiar verbs to form progressive, "He is going."											
8. Uses present tense of most familiar verbs without "-s" inflection in 3rd pers. - "he run"											
9. Uses verb "to be" in third person singular - "He is." "That is red."											
10. Uses verb "to be" in first person singular - "I am bad."											
11. Uses verb form "am" as an auxiliary to form present progressive - "I am going."											
12. Uses past tense of familiar verbs which are often the irreg. verbs - went, ate, come, was											
13. Uses "-ed" to form past tense of regular verbs, e.g., "played."											
14. Uses verb form "have" with the past form of familiar verbs, not always with correct form of main verb, e.g., "I have eaten," "I have goed."											
15. Uses "-s" inflection in the third person singular present form of familiar verbs, "run"											
16. Uses present forms of the verb "to be" - "He is," "You are," "I am."											
17. Uses "have" with past form of familiar verbs e.g., "I have played."											
18. Uses "gonna," "gotta", "have to" as auxiliary forms with infinitive meaning - "I'm going to go."											
<p>*These objectives are most appropriate for Oral expression.</p>											

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>CONCEPT FORMATION</u>	Performance without assistance								Performance Occurs When Teacher Intervenes, Giving	Performance Not Observed	COMMENTS:	
CLUSTER: <u>Same-different</u>	Motivational/Social	Intervention	Environmental	Structure	Instructions,	Directions	Instructional	Demonstration	Physical	Assistance		Mechanical Aids (Physical)
Terminal Objective(s): 51. Student puts together items that go together because of shared attribute e.g., matches by color, size, shape, category. Facilitating Skills:												
1. Matches identical objects.												
2. Matches objects according to color with no distracting attribute												
3. Matches colored pictures of objects with identical pictures.												
4. Matches circle and square to forms in form board.												
5. Matches objects with pictures of those objects.												
6. Matches objects according to size.												
7. Matches objects according to geometric shape												
8. Matches objects according to function.												
9. Points to big one, little one.												
10. Groups objects according to category, e.g., animals, clothing, furniture, food.												
11. Groups objects according to texture.												
12. Constructs a block design by matching blocks to a design on paper.												
13. Constructs a block design given a model of the design.												
14. Groups objects according to one attribute with one distracting attribute												
15. Groups objects according to one attribute with two distracting attributes (e.g., match for size ignoring color and shape).												
16. Group objects according to one attribute then regroups according to another attribute.												
17. Complete analogies based on function or category, such as: table is to chair as workbench is to stool.												
18. Pairs opposites - complete pairs of "high-LOW:" "big - LITTLE "												
19. Completes opposite analogies - girl is to man as woman is to (BOY).												

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: <u>CONCEPT FORMATION</u>	Performance without assistance									
CLUSTER: <u>Quantity, Part-Whole.</u>	Performance Occurs When Teacher Intervenes, Giving								Performance Not Observed	
Terminal Objective(s): 52. Student distributes objects in containers in a 1-to-1 correspondence. 53. Student counts three objects. * 54. Student puts together 12 piece puzzle. 55. Student matches pictures of same object taken from different perspectives. Facilitating Skills:	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)			COMMENTS:	
1. Responds to "Give me one" by giving correctly.										
2. Understands "some," "all," "more," "another" and responds appropriately to request to "Give me _____."										
3. Given set of items, distributes them one each into several containers when instructed to do so.										
4. Counts to three by rote. *										
5. Counts three objects in response to "How many are there?" or similar questions. *										
6. Puts together a one-piece puzzle form board.										
7. Puts together a puzzle with six large pieces that fit into six separate slots.										
8. Puts together a three-piece puzzle of large dimensions and interlocking pieces.										
9. Puts together pieces of a cut up picture to match model of original picture.										
10. Puts together the pieces of a cut-up shape to match model (2 to 4 pieces).										
11. Identifies an object from seeing only a part of it. *										
12. Identifies an object from seeing a picture of it. *										
13. Puts together a 12-piece puzzle.										
14. Matches pictures of same object which are taken from different perspectives.										
*Student may use speech or sign.										

NEXT STEP CHARTS: CROSS-CLUSTER AND LANGUAGE OBJECTIVES

Using the Cross Cluster Chart

This chart attempts to group skills across six areas in clusters of skills that are typically displayed at about the same time in the developmental process. Within each of the six areas the skills are listed in approximate developmental sequence - making it possible to select next-step objectives for an area by reading down a column.

Following a row horizontally across the chart provides a view of skills in related areas that often are attained at about the same time. Thus the evaluator can select objectives in each of the six areas which will be complementary elements in an integrated, well rounded program.

The entries in the chart are broadly stated and usually represent clusters of skills within the performance statements section. It may be necessary to then refer to the Performance Statements for the finer breakdown when planning specific objectives.

Using the Language Objectives Chart

This form can be used for recording and analyzing language objectives. The objective which is selected for the student is written in the large space provided on the left hand side of the sheet. The objective itself is a statement of what the student should do, consisting of a verb and an object which describe the skill and any conditions of performance the teacher may wish to include.

The teacher then considers the skill to be taught and decides what process(es) may be involved:

Reception: Skill which will be dependent on teacher output and may not involve a transmission of information as response but an action performed by student

Expression: Skill which will require a transmission of information by the student

Association: Skill which will require the student to translate or interpret information s/he receives before a response can be correctly made.

Or a combination of any two or all three processes.

Next the teacher decides the following:

- 1) What type of input is most appropriate to the objective and efficient for this student:

Visual cue: such as a gesture, a picture, a motor model of the skill, written directions, etc.

Auditory cue: verbal directions, sounds, music, sound or speech model of oral skill, etc.

Tactile cue: feeling motion, e.g. throat vibrating; experiencing sequence and action while being led through motions of skill, sign communicated tactually, etc.

Or a combination of any two or all three processes.

- 2) What type of output is most appropriate to the objective and efficient for the student:

Action: Student carries through a command ("Point to", "run", "do this") to demonstrate his/her understanding of task (receptive process).

Oral: Student uses sound, words, sentences to communicate response.

Graphic: Student uses a form of written symbols, letters, words to communicate response

Manual: Student uses gesture, sign, expression to communicate response.

The space at the right hand side of the page has been left for general use, either for comments, recordkeeping or additional information.

The information recorded can be used for planning teaching procedures, evaluating needs, or breaking down skills into the components which guide in the selection of appropriate teaching materials/activities to support the acquisition of that skill.

Cross Cluster Chart

see next page

MOTOR		ARTICULATION		PERCEPTUAL MOTOR		EXPRESSIVE BEHAVIOR		RECEPTIVE BEHAVIOR		CONCEPTUAL/COGNITIVE	
Gross turns head	Fine Speech open mouth move tongue suck swallow			looks at objects listens to sounds localizes sounds recognize familiar persons	differential cry vowel sounds (e, a, w) consonant sounds CV babbling (la, le, ba, be) babbles with expression repetitive babbling vocalizes in response	Responds to affect in voice voice elicits smile distinguishes different speech sounds					
raise arms reach sit up	eat cookie		Visual tracking eye-hand coordination smiles at mirror image orients to sounds looking coordinated with body movement listening coordinated with babbling looks for fallen object listens selectively	numerous 2 syllable utterances (Mama) waves bye-bye differential pattern in non-cry utterances syllable length utterances vocalizes at least 4 different syllables in sequence makes requests by vocalizing "names" things with own sounds	responds to own name recognizes person as "Daddy"	cooperates in games					
creeps	simultaneously performs two different actions with hands		relates sound to existence of object looks at picture up to one minute	first recognizable word forms will repeat sound if teacher immediately prompts it uses intonation in vocalization uses sentence-like sound strings plays pat-a-cake plays peek-a-boo	Understands "No" responds to verbal request recognizes names of common objects	anticipates results by interpreting cues acts with purpose, intention sees others as agent, uses others to perform favors					
stands well	chews well	(e) (a)	imitates mouth open, clapping, block stack, tongue out, limb motions imitates simple sound sequences imitates rhythm patterns imitates non-speech sounds (click, buzz)	uses sounds to produce action uses own sounds, names uses some gesture language uses gestures for "yes", "no"	understands "come here" understands names of toys, familiar people, clothes	looks at pictures in book					
walks alone	chews, sucks swallows more foods moves lips, tongue, palate easily		points to body parts named	first conventional words 3 word vocabulary points at desired objects uses question inflection says "no", "hi", "bye-bye" jabbles expressively uses gestures to make wants known	follows simple commands involving action (pick that up) responds to "show me" by point to object identifies body parts understands verbs	mimics adult behavior in imaginative play identifies function of object use of object categorizes (food, animals, clothes) calls for adult intervention, aid					
walks body side to side, back and forward	feeds self with spoon		moves body in space with some confidence	give one word answer to question 20 words vocabulary gestures and vocalizes to explain, describe asks "what that" beginning syntax (uses single word in role of name, agent, object) automatic use of please, thank you	responds to directions involving going to next room (memory) follows two step command involving one object identifies body parts, pictures	places square and circle in formboard					
runs puts on simple garment turns pages in book kicks ball	chews tough meat	(m-) (p-) (h-) (r-) (o) (l)	imitates complex movement imitates familiar two word sentences imitates environmental sounds	two word patterns agent-action, noun-noun yes/no answer to questions descriptive words refers to self by name uses I, me, you vocabulary of 300 words	follows commands using "in", "on" follows commands using pronouns (give it to him) follows three step command involving one concept/object recognizes almost all common objects and pictures thereof follows conditional command (if you)	matches two primary colors understands concept of "one", "one more" puts together 3 piece peg toy matches like objects pictures					

<p>puts on socks and shoes</p>	<p>articulates all vowels and most consonants (-ng) (sh-) (-r) (-d) (-g) (-th)</p>	<p>repeats up to two digits, words (memory)</p>	<p>uses two-three word sentences regular plurals subject-verb agreement</p>	<p>understands pronouns understands "g", "some", "plurals" in commands understands "under", "behind", "in back of" in commands</p>	<p>selects pictures depicting action understands part/whole relationships ("all", "the rest") matches objects by size names one color understands big/little hard/soft discriminates orange and purple</p>
<p>alternates feet going up steps stands on one foot momentarily</p>	<p>(st-) (sp-) (ju-)</p>	<p>gross sound discrimination hears sounds can pick out object that made sound (rattle, bell, drum, etc.)</p>	<p>refers to self by pronoun asks "why" questions uses "in", "on", "under" correctly responds to "do you want one? some?" vocabulary of 86 words uses adjectives uses quantitative descriptors uses "to be" in third person singular uses pronouns as subjects gives full name</p>	<p>identifies function of objects by pointing to picture ("What do you cook with?") follows commands using adverbs ("Run fast") understands "beside"</p>	<p>understands abstracts of a simple nature, such as color</p>
<p>recalls own shoes scribbles with pen</p>	<p>(st-) (-sh) (j-)</p>	<p>repeats 7 syllables or 9 word sentences repeats up to 3 digits</p>	<p>uses negatives answers "what" question with noun answers "what" question with verb answers "when" question answers "if" question uses conjunctions, third person pronouns, verb "to be" as auxiliary answers question about blocks function</p>	<p>understands "penny" understands next to, over follows three step command</p>	<p>understands rough/smooth beginning understanding of temporal relationships understands later, tomorrow, past, present, today, yesterday, all week discriminates green, yellow recognizes and matches primary colors</p>
<p>recalls own shoes scribbles with pen</p>	<p>(st-) (-sh) (j-)</p>	<p>repeats six word sentences with contractions, prepositional phrases begins to establish handedness imitates drawing of circle discriminates between high, low, and medium tones builds a tower of 10 blocks</p>	<p>uses future tense uses compound sentences vocabulary of 1,222 words</p>	<p>completes 3 piece formboard that is rotated answers simple logic questions by picture identification (What do you do when you're cold)</p>	<p>counts to 3 by rote completes 15-piece peg toy reproduces block design from model sort and match objects by function</p>
<p>recalls own shoes scribbles with pen</p>	<p>(st-) (-sh) (j-)</p>	<p>imitates sentence with adverb or beginning with phrase</p>	<p>asks "Where" questions identifies "red" uses some irregular plurals uses dependent clauses asks "How" questions identifies quantities of two and three</p>	<p>listens to story, points to pictures to answer questions about story</p>	<p>names five primary colors understands "made of", i.e., table made of wood completes opposite analogies counts to 10 sequences up to 4 pictures</p>
<p>recalls own shoes scribbles with pen</p>	<p>(st-) (-sh) (j-)</p>	<p>draws man with some detail auditory memory of 45 seconds for nonsense syllable beginning to distinguish left/right in space imitates drawing of triangle</p>	<p>names 5 primary colors vocabulary of 1,540 words identifies and uses number concepts of 5, 6, 8, 10 uses possessive pronouns uses time words (tomorrow, afternoon) uses past tense uses relative terms (big, little) uses negative questions</p>	<p></p>	<p></p>

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

1. Activities of Daily Living Language Motor
2. Format Suggestions:
 - A. General _____

 - B. Numbering Style _____
Type Style _____
3. Content Suggestions:
 - A. Conceptual Organization
 - B. Suggested Revisions for Performance Statements:
 - 1). Addition - write statement as it should appear and indicate by number its correct positioning in text _____
 - 2). Deletion - identify by number and indicate rationale for deletion _____

 - C. Suggested Chart Revisions (indicate which chart) _____

 - D. Suggested Revision(s) in Instructions for use of EEPP (cite page number, wording to be deleted) _____

4. Binding and Publication Suggestions _____

5. Other _____

Revision suggestions should be sent to:

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