

## Receptive Communication

- | Skill  | Observed | Parent Report | Other/Teacher Report | CODE |
|--|----------|---------------|----------------------|------|
| 1 Follows instructions to "stop" or "wait" without prompts or gestures.  |          |               |                      |      |
| 2 Follows 8–10 one-step verbal instructions involving body actions and actions on objects.   |          |               |                      |      |
| 3 Identifies by pointing or showing several named body parts on self or other person.  |          |               |                      |      |
| 4 Responds to verbal instruction to give/point/show for 8–10 specific objects in natural play, dressing, eating routines (e.g., baby, chair, car, block, cup, bear). |          |               |                      |      |
| 5 Identifies by pointing and visually attends to three named pictures in a book (including cup, car, dog, cat, baby).  |          |               |                      |      |
| 6 Understands early spatial concepts (e.g., in, on).   |          |               |                      |      |
| 7 Looks to people and photos of people when named—family, pets, teachers.  |          |               |                      |      |
| 8 Retrieves 8–10 verbally requested objects in room but not directly in front of child, requiring some search.   |          |               |                      |      |
| 9 Upon verbal request (with gesture cues), completes two actions with one object.  |          |               |                      |      |
| 10 Points to named body parts in picture.  |          |               |                      |      |

## Expressive Communication

- |   |  |  |  |  |
|---|--|--|--|--|
| 1 Uses target signs or gestures with vocalizations to express (request, all done, share, help, protest).  |  |  |  |  |
| 2 Produces 6–10 single words or approximations within the context of familiar routines, sensory–social routines, songs.   |  |  |  |  |
| 3 Spontaneously produces multiple words associated with a play routine (roll, go, stop).  |  |  |  |  |
| 4 Functional use of 20 or more approximations of nominals (names of objects, animals, people) and nonnominals (words that refer to actions or other relations: all gone, up, etc.). |  |  |  |  |
| 5 Spontaneously labels objects and pictures.  |  |  |  |  |
| 6 Vocalizes with varied intonation during songs, etc.   |  |  |  |  |
| 7 Requests and refuses using single words with gaze.  |  |  |  |  |
| 8 Labels actions in context (e.g., during body movements and/or actions on objects).  |  |  |  |  |
| 9 Approximates names of three important people (includes self).   |  |  |  |  |
| 10 Shakes head and says "no" to refuse.   |  |  |  |  |
| 11 Nods head "yes" and says "yes" to affirm.  |  |  |  |  |
| 12 Asks (approximates) "What's that?" when encountering something unfamiliar.   |  |  |  |  |

## Joint Attention Behaviors

- |  |  |  |  |  |
|--|--|--|--|--|
| 1 Responds to "Look" and offered object with gaze shift, body turn, and looks at offered object. |  |  |  |  |
| 2 Responds to "Look" and point by orienting to the indicated distal object/person.               |  |  |  |  |
| 3 Gives or takes object from other person coordinated with eye contact.                          |  |  |  |  |
| 4 Responds to "Show me" by extending object to adult.  |  |  |  |  |
| 5 Spontaneously "shows" objects.   |  |  |  |  |
| 6 Spontaneously follows point or gaze (no verbal cue) to look at target.                         |  |  |  |  |
| 7 Spontaneously points to interesting objects.   |  |  |  |  |
| 8 Shares smile with adult with alternating gaze during pleasurable object activity.              |  |  |  |  |

**Skill****Level 2****Observed****Parent Report****Other/  
Teacher Report****CODE****Social Skills: Adults or Peers**

|    |   |  |  |  |
|----|---|--|--|--|
| 1  | Initiates and maintains eye contact for communication.  |  |  |  |
| 2  | Verbally requests or physically initiates familiar social games.  |  |  |  |
| 3  | Returns affection behaviors: hugs, kisses to familiar others.   |  |  |  |
| 4  | Uses gesture or words to attract adult's attention.   |  |  |  |
| 5  | Responds to social greeting with "Hi" or "Bye-bye," and waves imitatively.                                  |  |  |  |
| 6  | Asks for help verbally or gesturally.   |  |  |  |
| 7  | Consistently coordinates eye contact with vocalization and/or gesture to direct communication.              |  |  |  |
| 8  | "Dances" with another in circle games to music.   |  |  |  |
| 9  | Runs with another in "chase" game.  |  |  |  |
| 10 | Gains communication partner's attention using name of person or game and initiates social game or activity. |  |  |  |

**Social Skills with Peers**

|    |   |  |  |  |
|----|---|--|--|--|
| 11 | Gives object to peer when peer requests.  |  |  |  |
| 12 | Joins in with familiar songs/finger plays in a group setting.                           |  |  |  |
| 13 | Continues with activity when peer joins in parallel play.                               |  |  |  |
| 14 | Responds appropriately to peer's greetings.   |  |  |  |
| 15 | Takes turns with peer with simple action toys when peer requests; gives and takes back. |  |  |  |
| 16 | Sits in group with peers and attends to adult's familiar instructions.                  |  |  |  |
| 17 | Takes object from peer when peer offers.  |  |  |  |
| 18 | Passes objects to peers at table or in group when requested.                            |  |  |  |
| 19 | Initiates peer's behavior occasionally in play activities.                              |  |  |  |
| 20 | Plays picture-matching games (Memory, Lotto, etc.) alone and with peer.                 |  |  |  |

**Imitation**

|   |  |  |  |  |
|---|--|--|--|--|
| 1 | Initiates a variety of vowel and consonant sounds during verbal approximations in meaningful communications. |  |  |  |
| 2 | Imitates animal sounds and other sounds.   |  |  |  |
| 3 | Imitates recognizable single words spontaneously and frequently in interactions.                             |  |  |  |
| 4 | Imitates motions to five songs; imitates at least 10 different actions.                                      |  |  |  |
| 5 | Imitates/approximates novel actions in songs.  |  |  |  |
| 6 | Imitates actions on objects—multiple steps (play actions).   |  |  |  |
| 7 | Imitates pretend play acts to self and partner with miniatures.  |  |  |  |
| 8 | Imitates two movement sequences in song/game routines.   |  |  |  |
| 9 | Imitates two-word phrases.   |  |  |  |

**Cognition**

|   |  |  |  |  |
|---|--|--|--|--|
| 1 | Matches/sorts by shapes.                             |  |  |  |
| 2 | Matches/sorts by size.                               |  |  |  |
| 3 | Matches/sorts designs, line drawings.                |  |  |  |
| 4 | Sorts similar objects into like groups.              |  |  |  |
| 5 | Sorts related common objects into functional groups. |  |  |  |
| 6 | Searches/requests for missing object.                |  |  |  |
| 7 | Matches/sorts in two dimensions.                     |  |  |  |
| 8 | Matches by quantities one through three.             |  |  |  |

**Level 2**

## Level 2

| Skill                                | Level 2   | Observed | Parent Report | Other/Teacher Report | CODE |
|--------------------------------------|---|----------|---------------|----------------------|------|
| <b>Play: Representational</b>        |   |          |               |                      |      |
| 1                                    | Combines related objects in play (cup on saucer, spoon in dish).  |          |               |                      |      |
| 2                                    | Imitates/produces sound effects with play (vocalizes on phone, makes car noises, animal sounds with animals).             |          |               |                      |      |
| 3                                    | Carries out single action with a prop on a doll or animal.  |          |               |                      |      |
| 4                                    | Combines functionally related actions on a play theme (feeds and gives drink, puts to bed and covers up).                 |          |               |                      |      |
| 5                                    | Demonstrates a trial-and-error approach to problem solving with constructive toys; schemas are flexible, not repetitive.  |          |               |                      |      |
| <b>Play: Independent Play</b>        |   |          |               |                      |      |
| 6                                    | Plays appropriately and flexibly for 10 minutes with only occasional adult attention.                                     |          |               |                      |      |
| 7                                    | Can occupy self appropriately with open-ended materials for at least 10 minutes at a time with occasional adult guidance. |          |               |                      |      |
| 8                                    | Gets materials, brings to table, completes play task, and puts away.  |          |               |                      |      |
| <b>Fine Motor</b>                    |   |          |               |                      |      |
| 1                                    | Puts three or more shapes in shape sorter accurately.   |          |               |                      |      |
| 2                                    | Stacks 8-10 1-inch blocks.  |          |               |                      |      |
| 3                                    | Copies three or more simple block designs.  |          |               |                      |      |
| 4                                    | Puts together five or more Duplos, pop beads, Tinker Toys, bristle blocks in varied ways.                                 |          |               |                      |      |
| 5                                    | Imitates five or more simple actions on play dough (roll, poke, pat, squeeze).  |          |               |                      |      |
| 6                                    | Puts multiple stickers on sheets.   |          |               |                      |      |
| 7                                    | Opens and closes a variety of containers, including screw-on lids.  |          |               |                      |      |
| 8                                    | Zips and unzips large zipper.   |          |               |                      |      |
| 9                                    | Strings large objects with rope, thick string, or aquarium tubing.  |          |               |                      |      |
| 10                                   | Imitates strokes, scribbles, and dots with marker, crayon.  |          |               |                      |      |
| 11                                   | Snips paper with scissors.  |          |               |                      |      |
| 12                                   | Places checkers and pennies in a slot.  |          |               |                      |      |
| 13                                   | Strings a variety of beads on different types of string.  |          |               |                      |      |
| 14                                   | Completes four- to six-piece single-inset puzzles.  |          |               |                      |      |
| <b>Gross Motor</b>                   |   |          |               |                      |      |
| 1                                    | Imitates gross motor actions in a variety of positions (sitting, standing, moving).                                       |          |               |                      |      |
| 2                                    | Jumps off step and over obstacles on ground.  |          |               |                      |      |
| 3                                    | Uses some equipment on playground (climbs, slides).   |          |               |                      |      |
| 4                                    | Sits on tricycle and pushes with feet or begins to pedal.   |          |               |                      |      |
| 5                                    | Pulls wagon or pushes wheelbarrow.  |          |               |                      |      |
| 6                                    | Kicks ball into target.   |          |               |                      |      |
| 7                                    | Digs with shovel.   |          |               |                      |      |
| <b>Personal Independence: Eating</b> |   |          |               |                      |      |
| 1                                    | Uses a napkin when cued.  |          |               |                      |      |
| 2                                    | Serves self food from bowl with utensil.  |          |               |                      |      |
| 3                                    | Passes containers when instructed.  |          |               |                      |      |
| 4                                    | Carries plate, cup, and silverware to sink or counter when finished.  |          |               |                      |      |
| 5                                    | Stays at table with companion for duration of child's meal.   |          |               |                      |      |
| 6                                    | Eats and behaves appropriately at fast food restaurants.  |          |               |                      |      |

Skill

Level 2

Observed

Parent Report

Other/Teacher Report

CODE

| Skill  | Level 2  | Observed | Parent Report | Other/Teacher Report | CODE |
|--|--|----------|---------------|----------------------|------|
| <b>Personal Independence: Eating (cont.)</b> |  |          |               |                      |      |
| 7  | Will touch or taste a new food that has been introduced multiple times.                              |          |               |                      |      |
| 8  | Eats from all food groups.   |          |               |                      |      |
| 9  | Gets drink of water independently.   |          |               |                      |      |
| <b>Personal Independence: Dressing</b>       |  |          |               |                      |      |
| 10   | Removes all clothing independently and puts in hamper (no fasteners).                                |          |               |                      |      |
| 11   | Completes some steps of putting on each piece of clothing independently (needs help with fasteners). |          |               |                      |      |
| 12   | Takes off jacket, hat (no fasteners), and puts on hook.  |          |               |                      |      |
| <b>Personal Independence: Hygiene</b>        |  |          |               |                      |      |
| 13   | Wipes face with warm cloth when instructed.  |          |               |                      |      |
| 14   | Wipes nose when instructed.  |          |               |                      |      |
| 15   | Participates in all steps of hand washing.   |          |               |                      |      |
| 16   | Cooperates with hair washing/cutting.  |          |               |                      |      |
| 17   | Plays with five bath toys appropriately.   |          |               |                      |      |
| 18   | Puts toys away when requested at end of bath.  |          |               |                      |      |
| 19   | Helps with lotion.   |          |               |                      |      |
| 20   | Brushes toothbrush over teeth.   |          |               |                      |      |
| 21   | Goes to sleep independently after bedtime ritual.  |          |               |                      |      |
| 22   | Shows knowledge of sequence of bedtime routine.  |          |               |                      |      |
| <b>Personal Independence: Chores</b>         |  |          |               |                      |      |
| 23   | Sorts silverware from dishwasher tray to silverware tray.  |          |               |                      |      |
| 24   | Unloads dryer into basket.   |          |               |                      |      |
| 25   | Matches socks.   |          |               |                      |      |
| 26   | Pours water/food into pet dish.  |          |               |                      |      |

Level 2

Level 3

| Skill                          | Level 3  | Observed | Parent Report | Other/Teacher Report | CODE |
|--------------------------------|--|----------|---------------|----------------------|------|
| <b>Receptive Communication</b> |  |          |               |                      |      |
| 1                              | Attends and joins in with interest for 5–10 minutes as adult reads familiar books using simple sentences.  |          |               |                      |      |
| 2                              | Follows one-step novel commands involving familiar objects/actions.  |          |               |                      |      |
| 3                              | Identifies many common objects and their pictures: clothing items, objects related to meals, hygiene, play, foods.   |          |               |                      |      |
| 4                              | Responds appropriately to “yes/no” questions regarding preferences.  |          |               |                      |      |
| 5                              | Identifies five or more actions in pictures and books.   |          |               |                      |      |
| 6                              | Follows two or more instructions given in situational routines (bedtime: get a book and get in bed; tooth brushing: get your toothbrush and the toothpaste). |          |               |                      |      |
| 7                              | Understands spatial relationships involving objects (e.g., under, next to).  |          |               |                      |      |
| 8                              | Differentiates early size concepts—big/little.   |          |               |                      |      |
| 9                              | Differentiates at least four different colors upon request.  |          |               |                      |      |
| 10                             | Identifies 20 items by sound (e.g., animals, telephone; “What animal says ‘meow meow?’”).  |          |               |                      |      |