

Training Handouts

Day 1

QUICK REFERENCE GUIDE

Adaptive

Strand A Eating and Drinking

GOAL 1 Uses lips to take semisolid foods off eating utensil

CRITERION: Child takes semisolid foods off utensil or fingers using upper lip closure to clean utensil as it is removed from the mouth. Utensil is not scraped on child's upper or lower lip.

Objective 1.1: Swallows semisolid foods

CRITERION: Child uses tongue and lips to take in and swallow semisolid foods without gagging or choking.

Objective 1.2: Swallows liquids

CRITERION: Child uses suck and active lip movement to take in and swallow liquid from breast or bottle, without choking or gagging and with minimal loss of liquid from mouth.

Note: For safety, child should be in an upright or semi-reclining position.

GOAL 2 Eats foods from variety of food groups with variety of textures

CRITERION: Child consistently eats array of different foods offered at mealtime that are appropriate for child's family culture. Foods should be of different types and textures.

Objective 2.1: Eats hard and chewy foods

CRITERION: Child uses teeth to bite through and chew hard foods (e.g., apples, raw vegetables, pretzels) and chewy foods (e.g., granola bars, meats, dried fruits, tortillas) appropriate to child's cultural diet. Food moves from side to side within mouth as jaw moves up, down, and diagonally to break up food.

Note: Foods that can cause choking, such as hot dogs, nuts, grapes, popcorn, or raw vegetables, should not be presented to children younger than two or to children who experience difficulty eating.

Objective 2.2: Eats crisp foods

CRITERION: Child uses teeth or gums to bite through and chew crisp foods (e.g., crackers, chips). Food moves from side to side within mouth as jaw moves up, down, and diagonally to break up food.

Objective 2.3: Eats soft and dissolvable foods

CRITERION: Child munches foods that are mashed, finely chopped, or ground (e.g., soft meats, mashed fruits, cooked vegetables, pasta) and dissolvable (e.g., teething biscuits, Cheerios, puffed rice). Child smacks and/or sucks food while opening and closing mouth. Jaw moves up and down.

GOAL 3 Eats with eating utensils

CRITERION: Child eats with utensil appropriate to culture (e.g., chopsticks, spoon, tortilla, naan, fork) by spearing, scooping, or grasping food and bringing to mouth with minimal spilling.

Objective 3.1: Brings food to mouth with eating utensil

CRITERION: Child eats with utensil appropriate to culture (e.g., chopsticks, spoon, naan, fork) by bringing utensil to mouth. Some spilling may occur. Child may have assistance using utensil.

Objective 3.2: Eats with fingers

CRITERION: Child eats with fingers by grasping and bringing to mouth large or small pieces of food.

Objective 3.3: Accepts food presented on eating utensils

CRITERION: When offered food from utensil appropriate to culture (e.g., caregiver's hand or fingers, spoon, tortilla, naan), child opens mouth and closes jaw and lips around utensil to take in foods (e.g., oatmeal, applesauce, yogurt, rice pudding). Some spilling may occur.

GOAL 4 Drinks from open-mouth container

CRITERION: Child drinks from open-mouth container (e.g., child-size or small cup/glass, small bowl) by bringing container to mouth without spilling. Child takes in liquid without spilling, gagging, or choking.

Objective 4.1: Drinks from cup with spouted lid

CRITERION: Child brings child-size or small cup with spouted lid to mouth and drinks with minimal spilling.

Objective 4.2: Drinks from container held by adult

CRITERION: Child sucks and swallows liquid from child-size or small cup or bowl held by adult. Child uses some lip closure on rim of container. Some loss of liquid may occur.

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GOAL 5 Uses culturally appropriate social dining skills

CRITERION: Child uses social dining skills appropriate to culture, such as using napkin to wipe mouth; using fingers and utensils properly; washing hands before/after meal; helping clear dishes following meal; asking to be excused; complimenting meal.

Note: Appropriate social dining skills may vary according to cultural norms and expectations.

Objective 5.1: Puts appropriate amount of food in mouth, chews, and swallows before taking another bite

CRITERION: Child regulates amount of food put in mouth by grasping small amounts of finger food, taking small bites, or scraping excess food off utensil before bringing to mouth. Food does not overfill mouth, food stays in mouth while child chews, and child swallows each bite before taking another.

Objective 5.2: Takes in appropriate amount of liquid and returns cup to surface

CRITERION: Child takes in appropriate amount of liquid from child-size or small cup without spilling, gagging, or choking and returns cup to surface. Cup may include straw, spout, lid, or handles.

GOAL 6 Prepares food for eating

CRITERION: Child prepares food for eating by removing inedible parts (e.g., peels skin or shell from food, removes paper wrapping or stem, pulls tab on can) and by using utensil (e.g., blunt-edged knife) to spread soft foods (e.g., margarine, cream cheese, jam).

Objective 6.1: Pours liquid into variety of containers

CRITERION: Child pours liquid from one container into another container. Child does not spill liquid and stops pouring at appropriate time to avoid overfilling container.

Objective 6.2: Serves food with utensil

CRITERION: Child uses utensil to transfer food from one container to another with minimal dripping, spilling, or dropping.

Strand B Personal Care Routines

GOAL 1 Carries out all toileting functions

CRITERION: Child initiates trip to bathroom, pulls down pants, uses toilet paper, pulls up pants, flushes toilet, washes hands, and remains dry and unsoiled between trips to the bathroom. Occasional reminders are acceptable.

Objective 1.1: Indicates need to use toilet

CRITERION: Child accurately indicates (e.g., tells, signs, gestures) to adult the need to use toilet or potty chair for urination and bowel movement.

Objective 1.2: Has bowel and bladder control

CRITERION: Child has bowel and bladder control when taken to toilet on regular basis. Occasional accidents are acceptable.

Objective 1.3: Indicates awareness of soiled and wet pants or diapers

CRITERION: Child indicates awareness of soiled and wet pants or diapers by vocalizing, verbalizing, gesturing, and/or signing.

GOAL 2 Bathes and dries self

CRITERION: Child gets into tub or shower, uses soap, rinses, and dries using towel. Reminders are acceptable, and child may be given assistance to thoroughly clean and dry self.

Objective 2.1: Washes and dries face

CRITERION: Child completes face washing and drying routine by turning faucet on and off, washing face, rinsing face, and drying face with towel.

Objective 2.2: Washes and dries hands

CRITERION: Child completes hand washing and drying routine by turning faucet on and off, washing hands with soap, rinsing hands, drying hands, and returning towel to towel rack or throwing away paper towel. Child may request assistance with turning faucet on and off.

GOAL 3 Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

CRITERION: Child brushes teeth and rinses mouth, brushes or combs hair, and wipes nose clean with tissue. To ensure quality and safety, adult may help with putting on hair band or barrettes, detangling hair, adjusting water temperature, or adequately brushing teeth.

Objective 3.1: Completes some steps to brush teeth, comb hair, and wipe nose

CRITERION: Child completes some steps associated with brushing teeth, combing hair, and wiping nose.

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Strand C Dressing and Undressing

GOAL 1 Undresses self by removing all clothing

CRITERION: Child uses any functional means to remove all clothing.

- **Objective 1.1: Unfastens clothing**

CRITERION: Child unfastens belts, zippers, snaps, buttons, Velcro, and shoelaces.

- **Objective 1.2: Takes off pullover clothing over head**

CRITERION: Child uses any functional means to take off pullover clothing over the head.

- **Objective 1.3: Takes off front-opening coat, jacket, or shirt**

CRITERION: Child uses any functional means to take off front-opening coat, jacket, or shirt. Adult may assist in unfastening.

- **Objective 1.4: Takes off pants**

CRITERION: Child uses any functional means to pull pants down from waist and remove completely over both feet. Adult may assist in unfastening.

- **Objective 1.5: Takes off shoes**

CRITERION: Child uses any functional means to remove shoes. Adult may assist in unfastening.

- **Objective 1.6: Takes off socks**

CRITERION: Child uses any functional means to remove socks.

- **Objective 1.7: Takes off hat**

CRITERION: Child uses any functional means to remove hat. Adult may assist in unfastening.

GOAL 2 Selects appropriate clothing and dresses self

CRITERION: Child selects appropriate clothing (e.g., shorts in summer, sweater in winter, pajamas at bedtime) and dresses self at designated time or when told. Reminders are acceptable.

- **Objective 2.1: Fastens clothing**

CRITERION: Child fastens zippers, belts, snaps, Velcro, and buttons.

- **Objective 2.2: Puts on front-opening clothing**

CRITERION: Child uses any functional means to put on front-opening clothing.

- **Objective 2.3: Puts on pullover clothing**

CRITERION: Child uses any functional means to put on pullover clothing (e.g., vest, shirt, dress, sweater).

- **Objective 2.4: Puts on pull-up clothing**

CRITERION: Child uses any functional means to put on pull-up clothing with elastic waistbands (e.g., shorts, underpants, pajama bottoms, skirt).

- **Objective 2.5: Puts on socks**

CRITERION: Child pulls socks over toes and heels. Socks may be inside out or backward.

- **Objective 2.6: Puts on shoes**

CRITERION: Child uses any functional means to put shoes on both feet. Adult may tie lace-up shoes. Shoes may be on wrong feet.

Strand D Personal Safety

GOAL 1 Takes independent action to alleviate distress, discomfort, and pain

CRITERION: Child addresses fear, pain, heat, and cold by seeking assistance of adult or independently solving problem. Child seeks adult help when sick, hurt, or distressed.

- **Objective 1.1: Communicates internal distress, discomfort, or pain to adult**

CRITERION: Child communicates distress, discomfort, or pain using words or signs.

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GOAL 2 **Complies with common home and community safety rules**

CRITERION: Child obeys commonly recognized home and community safety rules (e.g., don't play with matches, don't leave water running) when reminded by adult.

- **Objective 2.1: Complies with graphic or written warning signs and symbols**

CRITERION: Child recognizes and obeys graphic signs, labels, and symbols (e.g., traffic signs, poison labels) indicating caution after adult reminder.

GOAL 3 **Takes independent action when faced with dangerous conditions or substances**

CRITERION: Without being told, child avoids dangerous or threatening event, substance, or object.

- **Objective 3.1: Responds appropriately to warnings of dangerous conditions or substances**

CRITERION: Child complies with warnings, cautions, and reminders by adults.

GOAL 4 **Recognizes and reports information regarding safety**

CRITERION: Child independently identifies dangerous situations and tells caregiver or another adult.

- **Objective 4.1: States or produces personal information to promote/maintain personal safety**

CRITERION: Child correctly states address, phone number, name, and names of family members.

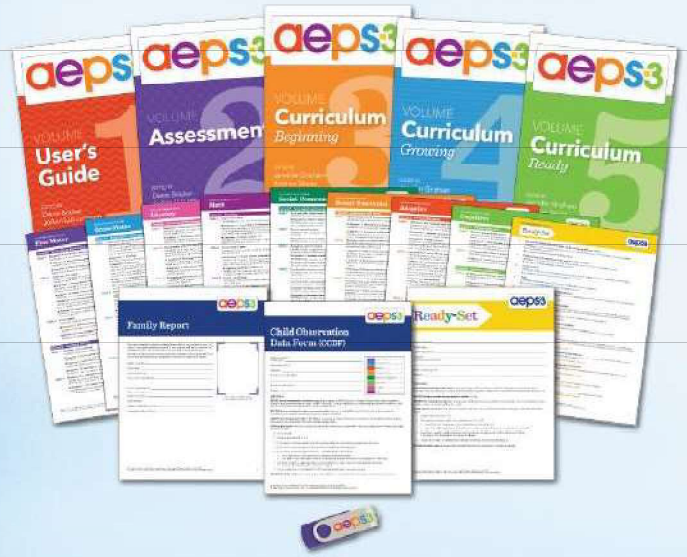
- **Objective 4.2: Reports inappropriate events, actions, or language by others**

CRITERION: Child informs caregiver or another adult about seeing or hearing something that child believes may be inappropriate or dangerous.

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CHILD OBSERVATION DATA FORM

Social-Emotional

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Interactions with Adults	Target	Score	Notes	Score	Notes	Score	Notes
1. Initiates positive social behavior toward familiar adult			C M Q R		C M Q R		C M Q R
1.1 Responds appropriately to familiar adult's affective tone			C M Q R		C M Q R		C M Q R
1.2 Responds to familiar adult's positive social behavior			C M Q R		C M Q R		C M Q R
2. Maintains social interaction with familiar adult			C M Q R		C M Q R		C M Q R
2.1 Initiates simple social interaction with familiar adult			C M Q R		C M Q R		C M Q R
2.2 Repeats part of interactive game or action in order to continue game or action			C M Q R		C M Q R		C M Q R
2.3 Responds to familiar game or action			C M Q R		C M Q R		C M Q R
3. Participates in familiar social routines with caregivers			C M Q R		C M Q R		C M Q R
3.1 Initiates next step of familiar social routine			C M Q R		C M Q R		C M Q R
3.2 Follows familiar social routines with familiar adults			C M Q R		C M Q R		C M Q R
B. Social-Emotional Expression and Regulation							
1. Responds appropriately to others' emotions			C M Q R		C M Q R		C M Q R
1.1 Identifies/labels emotions in others			C M Q R		C M Q R		C M Q R
1.2 Identifies/labels own emotions			C M Q R		C M Q R		C M Q R
2. Uses appropriate strategies to manage emotional states			C M Q R		C M Q R		C M Q R
2.1 Responds appropriately to soothing by peer			C M Q R		C M Q R		C M Q R
2.2 Seeks comfort, closeness, or physical contact from familiar adult			C M Q R		C M Q R		C M Q R
2.3 Responds appropriately to soothing by adult			C M Q R		C M Q R		C M Q R
3. Makes positive statements about self or accomplishments			C M Q R		C M Q R		C M Q R
3.1 Explains or shows others how to do tasks mastered			C M Q R		C M Q R		C M Q R
3.2 Shares accomplishment with familiar caregiver			C M Q R		C M Q R		C M Q R

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C. Interactions with Peers	Target	Score	Notes	Score	Notes	Score	Notes
1. Maintains interaction with peer			C M Q R		C M Q R		C M Q R
1.1 Initiates social behavior toward peer			C M Q R		C M Q R		C M Q R
1.2 Responds appropriately to peer social behavior			C M Q R		C M Q R		C M Q R
1.3 Plays near one or two peers			C M Q R		C M Q R		C M Q R
2. Plans and acts out recognizable event, theme, or storyline in imaginary play			C M Q R		C M Q R		C M Q R
2.1 Enacts roles or identities in imaginary play			C M Q R		C M Q R		C M Q R
2.2 Uses imaginary props in play			C M Q R		C M Q R		C M Q R
3. Maintains cooperative activity			C M Q R		C M Q R		C M Q R
3.1 Initiates cooperative activity			C M Q R		C M Q R		C M Q R
3.2 Joins others in cooperative activity			C M Q R		C M Q R		C M Q R
3.3 Shares or exchanges objects			C M Q R		C M Q R		C M Q R
4. Maintains engagement in games with rules			C M Q R		C M Q R		C M Q R
4.1 Knows and follows game rules			C M Q R		C M Q R		C M Q R
4.2 Participates in game			C M Q R		C M Q R		C M Q R
D. Independent and Group Participation							
1. Interacts appropriately with others during small-group activities			C M Q R		C M Q R		C M Q R
1.1 Interacts appropriately with materials during small-group activities			C M Q R		C M Q R		C M Q R
1.2 Responds appropriately to directions during small-group activities			C M Q R		C M Q R		C M Q R
1.3 Remains with group during small-group activities			C M Q R		C M Q R		C M Q R

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D. Independent and Group Participation *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2. Interacts appropriately with others during large-group activities			C M Q R		C M Q R		C M Q R
2.1 Interacts appropriately with materials during large-group activities			C M Q R		C M Q R		C M Q R
2.2 Responds appropriately to directions during large-group activities			C M Q R		C M Q R		C M Q R
2.3 Remains with group during large-group activities			C M Q R		C M Q R		C M Q R
3. Initiates and completes independent activities			C M Q R		C M Q R		C M Q R
3.1 Responds to request to finish activity			C M Q R		C M Q R		C M Q R
3.2 Responds to request to begin activity			C M Q R		C M Q R		C M Q R
3.3 Entertains self by playing with toys			C M Q R		C M Q R		C M Q R
4. Resolves conflicts using negotiation			C M Q R		C M Q R		C M Q R
4.1 Uses strategies to resolve conflicts			C M Q R		C M Q R		C M Q R
4.2 Claims and defends possessions			C M Q R		C M Q R		C M Q R
E. Meeting Social Expectations							
1. Meets observable physical needs in socially appropriate ways			C M Q R		C M Q R		C M Q R
1.1 Meets internal physical needs of hunger and thirst			C M Q R		C M Q R		C M Q R
2. Meets accepted social norms in community settings			C M Q R		C M Q R		C M Q R
2.1 Meets behavioral expectations in familiar environments			C M Q R		C M Q R		C M Q R
2.2 Adjusts behavior based on feedback from others or environment			C M Q R		C M Q R		C M Q R
3. Follows context-specific rules			C M Q R		C M Q R		C M Q R
3.1 Seeks adult permission when appropriate			C M Q R		C M Q R		C M Q R
3.2 Follows established social rules in familiar environments			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

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E. Meeting Social Expectations *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
4. Relates identifying information about self			C M Q R		C M Q R		C M Q R
4.1 States birthday			C M Q R		C M Q R		C M Q R
4.2 States age			C M Q R		C M Q R		C M Q R
4.3 Provides given name or nickname of self and others			C M Q R		C M Q R		C M Q R

Social-Emotional Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	122	122	122
Area Percent Score			

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Case Study
Raphael (Failo)

Failo is a 2 year 10 month boy who attends an Early Head Start program that practices continuity of care (enrolled children begin and stay with the same teacher until they turn 3). Failo is diagnosed with cerebral palsy and this affects his fine motor skills, his walking and running ability, his expressive communication skills, and his interactions with others. Failo is the 4th of 5 children in his family and his mother is expecting another baby in a few months. His family is from Mexico and they go to Mexico each year to visit relatives, often staying for a few months before coming back to their home in Colorado. They do not notify the program of when they are leaving or how long they will be gone.

Failo is working on potty-training at his school, and has been very successful in getting to and using the toilet when he is there. His family has not started working with him on potty-training at home. When he is in his school his teacher puts 'big-boy' underwear on him so he can pull his own pants down.

During meal times at his school Failo's responsibilities are to sit at the table and eat what is placed in front of him. Failo appears to be ready to assume more independence and responsibility during snack or lunch, as evidenced by his ability to distribute snack food to other children seated around the table (1:1 correspondence), his not needing the sippy top on his cup (comments about it), his knowledge of where things are kept (where to throw away, where to put his used cup) and his advancing need to acquire/demonstrate more adaptive skills before he leaves to attend preschool.

Failo's sleep schedule at home is not known, however he comes to his school several times each week very tired and will end up napping for several hours (up to four hours), missing much of the day with his friends, lunch, and other activities and events. Staff at his school would like to make sure Failo gets enough sleep at home so he is able to benefit from the program by being awake most of the time he is there.

Failo appears to have many words in his vocabulary, but he takes some time to use them due to his CP. It has been observed that he is able to put , 3 and 4 words together. However, often times if he is asked a question, he is not given sufficient wait time to respond/reply and so he doesn't finish. When he initiates some of his words are difficult to understand. This occurs some in the video.

One day at his school, the door into the larger part of the building was left open. Failo thought no one was watching, so he made his big escape from the EHS program. He walked out the door, went to the big glass doors and pressed the 'auto open' button. The doors opened and he walked outside to the stairs by himself. He used the handrail and walked down two sets of four steps, walked over to a park bench, sat down, and did a victory salute (both hands up in the air above his head) – all without anyone else with him. He then climbed off the bench, used the handrail to go back up the two sets of stairs, pressed the button for the doors to open and walked back into the building and into his program. We took approximately 80 photos of his big escape.

While not evidenced on film, Failo can climb almost anything. He has climbed to the top of the child-sized refrigerator and sat on the top until someone promised to take him outside. He climbs up the stairs to the loft in his classroom. He does not like to be carried anywhere.

Child Observation Data Form (CODF)

Date(s) completed: _____

Child's name: Raphael (Failo)

Child's date of birth: 34 months

Child's ID: _____

Family's name and address: _____

_____

Person completing form: Mom

Program: EHS

FINE MOTOR 1
GROSS MOTOR 4
ADAPTIVE 9
SOCIAL-EMOTIONAL 13
SOCIAL-COMMUNICATION 18
COGNITIVE 22
LITERACY 26
MATH 31

DIRECTIONS:

REVIEW the test administration information beginning on page 9 of AEPS-3 Volume 2, Chapter 2. Review item criteria, illustrations, examples, and notes beginning on page 34 of AEPS-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using this form.

RECORD the test administration date and examiner initials at the top of each AEPS-3 area (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math).

OBSERVE the child and score AEPS-3 Test items by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the test results.

ENTER all item scores in the Score column and notes in the Notes column. Follow these rules for scoring the AEPS-3 Test to obtain valid assessment results:

- Score all goals.
- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 2, score all objectives under that goal 2 without assessing each objective.
- If you assess and score a goal 1 or 0, assess and score all associated objectives.
- If you assess and score a goal or objective 1, you must assign an A, I, or both:
  - Use A if the child requires some form of assistance to perform the item.
  - Use I if the child's performance of the skill is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows: C = Conduct; M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for every selected goal.

RECORD the child's results at the end of each area (Area Raw Score and Area Percent Score). Also record comments as needed.

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CHILD OBSERVATION DATA FORM

Fine Motor

Name: _____

Score Key			Note Key
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Test date:			
Examiner(s):			

A. Reach, Grasp, and Release	Target	Score	Notes	Score	Notes	Score	Notes
1. Makes directed batting or swiping movements with each hand		2	C M Q R		C M Q R		C M Q R
1.1 Brings hands together near midline		2	C M Q R		C M Q R		C M Q R
1.2 Makes directed movements with arms		2	C M Q R		C M Q R		C M Q R
2. Grasps pea-size object		2	C M Q R		C M Q R		C M Q R
2.1 Grasps hand-size object		2	C M Q R		C M Q R		C M Q R
2.2 Grasps small cylindrical object		2	C M Q R		C M Q R		C M Q R
2.3 Grasps pea-size object using fingers in raking or scratching movement		2	C M Q R		C M Q R		C M Q R
2.4 Grasps hand-size object using whole hand		2	C M Q R		C M Q R		C M Q R
3. Stacks objects		2	C M Q R		C M Q R		C M Q R
3.1 Releases object into targeted space		2	C M Q R		C M Q R		C M Q R
3.2 Releases object into nondefined space		2	C M Q R		C M Q R		C M Q R
B. Functional Skill Use							
1. Activates object with finger		2	C M Q R		C M Q R		C M Q R
1.1 Uses finger to point or touch		2	C M Q R		C M Q R		C M Q R
1.2 Uses hand to activate object		2	C M Q R		C M Q R		C M Q R
1.3 Uses fingers to explore object		2	C M Q R		C M Q R		C M Q R
2. Rotates wrist to manipulate object		2	C M Q R		C M Q R		C M Q R
2.1 Turns object using either hand		2	C M Q R		C M Q R		C M Q R
3. Manipulates object with two hands, each performing different action		2	C M Q R		C M Q R		C M Q R
3.1 Assembles toy		2	C M Q R		C M Q R		C M Q R
3.2 Aligns objects		2	C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Fine Motor

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

B. Functional Skill Use *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
3.3 Fits variety of shapes into corresponding spaces		2	C M Q R		C M Q R		C M Q R
3.4 Holds object with one hand and manipulates object or produces action with other hand		2	C M Q R		C M Q R		C M Q R
3.5 Transfers object from hand to hand		2	C M Q R		C M Q R		C M Q R
C. Mechanics of Writing							
1. Holds writing tool using three-finger grasp to write or draw		1A	C M Q R		C M Q R		C M Q R
1.1 Writes or draws using mixed strokes		2	C M Q R		C M Q R		C M Q R
1.2 Writes or draws using curved lines		2	C M Q R		C M Q R		C M Q R
1.3 Writes or draws using straight lines		2	C M Q R		C M Q R		C M Q R
1.4 Scribbles		2	C M Q R		C M Q R		C M Q R
D. Use of Electronic Devices							
1. Uses finger to interact with electronic device		0	C M Q R		C M Q R		C M Q R
1.1 Uses finger to interact with simple electronic game		1I	C M Q R		C M Q R		C M Q R
1.2 Uses finger to interact with touch screen		2	C M Q R		C M Q R		C M Q R

Fine Motor Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	62	62	62
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Fine Motor

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Gross Motor

Name: Failo

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Body Control and Weight Transfer	Target	Score	Notes	Score	Notes	Score	Notes
1. Turns head, moves arms, and kicks legs independently of each other		2	C M Q R		C M Q R		C M Q R
1.1 Kicks legs		2	C M Q R		C M Q R		C M Q R
1.2 Waves arms		2	C M Q R		C M Q R		C M Q R
1.3 Turns head side to side		2	C M Q R		C M Q R		C M Q R
2. Puts weight on one hand or arm while reaching with opposite hand		2	C M Q R		C M Q R		C M Q R
2.1 Remains propped on extended arms with head lifted		2	C M Q R		C M Q R		C M Q R
2.2 Remains propped on nonextended forearms with head lifted		2	C M Q R		C M Q R		C M Q R
3. Rolls from back to stomach		2	C M Q R		C M Q R		C M Q R
3.1 Rolls from stomach to back		2	C M Q R		C M Q R		C M Q R
3.2 Rolls from back or stomach to side		2	C M Q R		C M Q R		C M Q R
4. Assumes balanced sitting position		2	C M Q R		C M Q R		C M Q R
4.1 Assumes hands-and-knees position from sitting		2	C M Q R		C M Q R		C M Q R
4.2 Regains balanced, upright sitting position after reaching across body		2	C M Q R		C M Q R		C M Q R
4.3 Regains balanced, upright sitting position after leaning left, right, and forward		2	C M Q R		C M Q R		C M Q R
4.4 Sits balanced without support		2	C M Q R		C M Q R		C M Q R
4.5 Sits balanced using hands for support		2	C M Q R		C M Q R		C M Q R
4.6 Holds head in midline when sitting supported		2	C M Q R		C M Q R		C M Q R
5. Gets out of chair		2	C M Q R		C M Q R		C M Q R
5.1 Sits down in chair		2	C M Q R		C M Q R		C M Q R
5.2 Maintains sitting position in chair		2	C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Gross Motor

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

B. Movement and Coordination	Target	Score	Notes	Score	Notes	Score	Notes
1. Creeps forward using alternating arm and leg movements		2	C M Q R		C M Q R		C M Q R
1.1 Rocks while in creeping position		2	C M Q R		C M Q R		C M Q R
1.2 Assumes creeping position		2	C M Q R		C M Q R		C M Q R
1.3 Crawls forward on stomach		2	C M Q R		C M Q R		C M Q R
1.4 Pivots on stomach		2	C M Q R		C M Q R		C M Q R
2. Stoops and regains balanced standing position		2	C M Q R		C M Q R		C M Q R
2.1 Rises from sitting to standing position		2	C M Q R		C M Q R		C M Q R
2.2 Stands unsupported		2	C M Q R		C M Q R		C M Q R
2.3 Pulls to standing position		2	C M Q R		C M Q R		C M Q R
2.4 Pulls to kneeling position		2	C M Q R		C M Q R		C M Q R
3. Walks avoiding people, furniture, or objects		2	C M Q R		C M Q R		C M Q R
3.1 Walks without support		2	C M Q R		C M Q R		C M Q R
3.2 Walks with one-hand support		2	C M Q R		C M Q R		C M Q R
3.3 Walks with two-hand support		2	C M Q R		C M Q R		C M Q R
3.4 Cruises		2	C M Q R		C M Q R		C M Q R
4. Alternates feet going up and down stairs		1 I	C M Q R		C M Q R		C M Q R
4.1 Walks up and down stairs using support		2	C M Q R		C M Q R		C M Q R
4.2 Moves up and down stairs		2	C M Q R		C M Q R		C M Q R
4.3 Gets up and down from low structure		2	C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Gross Motor

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

B. Movement and Coordination *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
5. Runs while avoiding people, furniture, or other objects		0	C M Q R		C M Q R		C M Q R
5.1 Runs		0	C M Q R		C M Q R		C M Q R
5.2 Walks fast		2	C M Q R		C M Q R		C M Q R
6. Jumps forward		0	C M Q R		C M Q R		C M Q R
6.1 Jumps up and down in place		1I	C M Q R		C M Q R		C M Q R
6.2 Jumps down from low structure		2	C M Q R		C M Q R		C M Q R
6.3 Jumps down with support		2	C M Q R		C M Q R		C M Q R
7. Skips		0	C M Q R		C M Q R		C M Q R
7.1 Gallops		0	C M Q R		C M Q R		C M Q R
7.2 Hops forward on one foot		0	C M Q R		C M Q R		C M Q R
C. Active Play							
1. Swings bat, club, or stick to strike stationary object		0	C M Q R		C M Q R		C M Q R
1.1 Bounces ball with one hand		0	C M Q R		C M Q R		C M Q R
1.2 Bounces ball with two hands		0	C M Q R		C M Q R		C M Q R
1.3 Catches ball		0	C M Q R		C M Q R		C M Q R
1.4 Kicks ball		1	C M Q R		C M Q R		C M Q R
1.5 Throws ball overhand at target with one hand		2	C M Q R		C M Q R		C M Q R
1.6 Throws or rolls ball at target with two hands		2	C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Gross Motor

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

C. Active Play *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2. Uses hands to hang on play equipment with bars		0	C M Q R		C M Q R		C M Q R
2.1 Moves swing back and forth		1A	C M Q R		C M Q R		C M Q R
2.2 Climbs play equipment		2	C M Q R		C M Q R		C M Q R
2.3 Goes down small slide		2	C M Q R		C M Q R		C M Q R
3. Rides and steers bicycle		0	C M Q R		C M Q R		C M Q R
3.1 Pedals and steers bicycle with training wheels		0	C M Q R		C M Q R		C M Q R
3.2 Pedals and steers tricycle		0	C M Q R		C M Q R		C M Q R
3.3 Pushes riding toy with feet while steering		1A	C M Q R		C M Q R		C M Q R
3.4 Sits on riding toy or in wagon while in motion		2	C M Q R		C M Q R		C M Q R

Gross Motor Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	130	130	130
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Gross Motor

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Adaptive

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Eating and Drinking	Target	Score	Notes	Score	Notes	Score	Notes
1. Uses lips to take semisolid foods off eating utensil		2	C M Q R		C M Q R		C M Q R
1.1 Swallows semisolid foods			C M Q R		C M Q R		C M Q R
1.2 Swallows liquids			C M Q R		C M Q R		C M Q R
2. Eats foods from variety of food groups with variety of textures		2	C M Q R		C M Q R		C M Q R
2.1 Eats hard and chewy foods			C M Q R		C M Q R		C M Q R
2.2 Eats crisp foods			C M Q R		C M Q R		C M Q R
2.3 Eats soft and dissolvable foods			C M Q R		C M Q R		C M Q R
3. Eats with eating utensils		1 AI	C M Q R		C M Q R		C M Q R
3.1 Brings food to mouth with eating utensil			C M Q R		C M Q R		C M Q R
3.2 Eats with fingers			C M Q R		C M Q R		C M Q R
3.3 Accepts food presented on eating utensils			C M Q R		C M Q R		C M Q R
4. Drinks from open-mouth container		2	C M Q R		C M Q R		C M Q R
4.1 Drinks from cup with spouted lid			C M Q R		C M Q R		C M Q R
4.2 Drinks from container held by adult			C M Q R		C M Q R		C M Q R
5. Uses culturally appropriate social dining skills		1 A	C M Q R		C M Q R		C M Q R
5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite			C M Q R		C M Q R		C M Q R
5.2 Takes in appropriate amount of liquid and returns cup to surface			C M Q R		C M Q R		C M Q R
6. Prepares food for eating		0	C M Q R		C M Q R		C M Q R
6.1 Pours liquid into variety of containers			C M Q R		C M Q R		C M Q R
6.2 Serves food with utensil			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Adaptive

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

B. Personal Care Routines	Target	Score	Notes	Score	Notes	Score	Notes
1. Carries out all toileting functions		1AI	C M Q R		C M Q R		C M Q R
1.1 Indicates need to use toilet			C M Q R		C M Q R		C M Q R
1.2 Has bowel and bladder control			C M Q R		C M Q R		C M Q R
1.3 Indicates awareness of soiled and wet pants or diapers			C M Q R		C M Q R		C M Q R
2. Bathes and dries self		1A	C M Q R		C M Q R		C M Q R
2.1 Washes and dries face		2	C M Q R		C M Q R		C M Q R
2.2 Washes and dries hands		2	C M Q R		C M Q R		C M Q R
3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose		1AI	C M Q R		C M Q R		C M Q R
3.1 Completes some steps to brush teeth, comb hair, and wipe nose			C M Q R		C M Q R		C M Q R
C. Dressing and Undressing							
1. Undresses self by removing all clothing		2	C M Q R		C M Q R		C M Q R
1.1 Unfastens clothing			C M Q R		C M Q R		C M Q R
1.2 Takes off pullover clothing over head			C M Q R		C M Q R		C M Q R
1.3 Takes off front-opening coat, jacket, or shirt			C M Q R		C M Q R		C M Q R
1.4 Takes off pants			C M Q R		C M Q R		C M Q R
1.5 Takes off shoes			C M Q R		C M Q R		C M Q R
1.6 Takes off socks			C M Q R		C M Q R		C M Q R
1.7 Takes off hat			C M Q R		C M Q R		C M Q R
2. Selects appropriate clothing and dresses self		0	C M Q R		C M Q R		C M Q R
2.1 Fastens clothing			C M Q R		C M Q R		C M Q R
2.2 Puts on front-opening clothing			C M Q R		C M Q R		C M Q R

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Adaptive

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

C. Dressing and Undressing *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2.3 Puts on pullover clothing			C M Q R		C M Q R		C M Q R
2.4 Puts on pull-up clothing			C M Q R		C M Q R		C M Q R
2.5 Puts on socks			C M Q R		C M Q R		C M Q R
2.6 Puts on shoes			C M Q R		C M Q R		C M Q R
D. Personal Safety							
1. Takes independent action to alleviate distress, discomfort, and pain		1A	C M Q R		C M Q R		C M Q R
1.1 Communicates internal distress, discomfort, or pain to adult			C M Q R		C M Q R		C M Q R
2. Complies with common home and community safety rules		1AI	C M Q R		C M Q R		C M Q R
2.1 Complies with graphic or written warning signs and symbols			C M Q R		C M Q R		C M Q R
3. Takes independent action when faced with dangerous conditions or substances		0	C M Q R		C M Q R		C M Q R
3.1 Responds appropriately to warnings of dangerous conditions or substances			C M Q R		C M Q R		C M Q R
4. Recognizes and reports information regarding safety		0	C M Q R		C M Q R		C M Q R
4.1 States or produces personal information to promote/maintain personal safety			C M Q R		C M Q R		C M Q R
4.2 Reports inappropriate events, actions, or language by others			C M Q R		C M Q R		C M Q R

Adaptive Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	106	106	106
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Adaptive

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Social-Emotional

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Interactions with Adults	Target	Score	Notes	Score	Notes	Score	Notes
1. Initiates positive social behavior toward familiar adult		2	C M Q R		C M Q R		C M Q R
1.1 Responds appropriately to familiar adult's affective tone			C M Q R		C M Q R		C M Q R
1.2 Responds to familiar adult's positive social behavior			C M Q R		C M Q R		C M Q R
2. Maintains social interaction with familiar adult		2	C M Q R		C M Q R		C M Q R
2.1 Initiates simple social interaction with familiar adult			C M Q R		C M Q R		C M Q R
2.2 Repeats part of interactive game or action in order to continue game or action			C M Q R		C M Q R		C M Q R
2.3 Responds to familiar game or action			C M Q R		C M Q R		C M Q R
3. Participates in familiar social routines with caregivers		2	C M Q R		C M Q R		C M Q R
3.1 Initiates next step of familiar social routine			C M Q R		C M Q R		C M Q R
3.2 Follows familiar social routines with familiar adults			C M Q R		C M Q R		C M Q R
B. Social-Emotional Expression and Regulation							
1. Responds appropriately to others' emotions		2	C M Q R		C M Q R		C M Q R
1.1 Identifies/labels emotions in others			C M Q R		C M Q R		C M Q R
1.2 Identifies/labels own emotions			C M Q R		C M Q R		C M Q R
2. Uses appropriate strategies to manage emotional states		2	C M Q R		C M Q R		C M Q R
2.1 Responds appropriately to soothing by peer			C M Q R		C M Q R		C M Q R
2.2 Seeks comfort, closeness, or physical contact from familiar adult			C M Q R		C M Q R		C M Q R
2.3 Responds appropriately to soothing by adult			C M Q R		C M Q R		C M Q R
3. Makes positive statements about self or accomplishments		2	C M Q R		C M Q R		C M Q R
3.1 Explains or shows others how to do tasks mastered			C M Q R		C M Q R		C M Q R
3.2 Shares accomplishment with familiar caregiver			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Social-Emotional

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

C. Interactions with Peers	Target	Score	Notes	Score	Notes	Score	Notes
1. Maintains interaction with peer		2	C M Q R		C M Q R		C M Q R
1.1 Initiates social behavior toward peer			C M Q R		C M Q R		C M Q R
1.2 Responds appropriately to peer social behavior			C M Q R		C M Q R		C M Q R
1.3 Plays near one or two peers			C M Q R		C M Q R		C M Q R
2. Plans and acts out recognizable event, theme, or storyline in imaginary play		1AI	C M Q R		C M Q R		C M Q R
2.1 Enacts roles or identities in imaginary play			C M Q R		C M Q R		C M Q R
2.2 Uses imaginary props in play			C M Q R		C M Q R		C M Q R
3. Maintains cooperative activity		2	C M Q R		C M Q R		C M Q R
3.1 Initiates cooperative activity			C M Q R		C M Q R		C M Q R
3.2 Joins others in cooperative activity			C M Q R		C M Q R		C M Q R
3.3 Shares or exchanges objects			C M Q R		C M Q R		C M Q R
4. Maintains engagement in games with rules		0	C M Q R		C M Q R		C M Q R
4.1 Knows and follows game rules		0	C M Q R		C M Q R		C M Q R
4.2 Participates in game		1AI	C M Q R		C M Q R		C M Q R
D. Independent and Group Participation							
1. Interacts appropriately with others during small-group activities		2	C M Q R		C M Q R		C M Q R
1.1 Interacts appropriately with materials during small-group activities			C M Q R		C M Q R		C M Q R
1.2 Responds appropriately to directions during small-group activities			C M Q R		C M Q R		C M Q R
1.3 Remains with group during small-group activities			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Social-Emotional

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

D. Independent and Group Participation *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2. Interacts appropriately with others during large-group activities		0	C M Q R		C M Q R		C M Q R
2.1 Interacts appropriately with materials during large-group activities			C M Q R		C M Q R		C M Q R
2.2 Responds appropriately to directions during large-group activities			C M Q R		C M Q R		C M Q R
2.3 Remains with group during large-group activities			C M Q R		C M Q R		C M Q R
3. Initiates and completes independent activities		0	C M Q R		C M Q R		C M Q R
3.1 Responds to request to finish activity			C M Q R		C M Q R		C M Q R
3.2 Responds to request to begin activity			C M Q R		C M Q R		C M Q R
3.3 Entertains self by playing with toys			C M Q R		C M Q R		C M Q R
4. Resolves conflicts using negotiation		0	C M Q R		C M Q R		C M Q R
4.1 Uses strategies to resolve conflicts			C M Q R		C M Q R		C M Q R
4.2 Claims and defends possessions			C M Q R		C M Q R		C M Q R
E. Meeting Social Expectations							
1. Meets observable physical needs in socially appropriate ways		0	C M Q R		C M Q R		C M Q R
1.1 Meets internal physical needs of hunger and thirst			C M Q R		C M Q R		C M Q R
2. Meets accepted social norms in community settings		0	C M Q R		C M Q R		C M Q R
2.1 Meets behavioral expectations in familiar environments			C M Q R		C M Q R		C M Q R
2.2 Adjusts behavior based on feedback from others or environment			C M Q R		C M Q R		C M Q R
3. Follows context-specific rules		0	C M Q R		C M Q R		C M Q R
3.1 Seeks adult permission when appropriate			C M Q R		C M Q R		C M Q R
3.2 Follows established social rules in familiar environments			C M Q R		C M Q R		C M Q R

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Social-Emotional

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Test date:			
Examiner(s):			

E. Meeting Social Expectations *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
4. Relates identifying information about self		0	C M Q R		C M Q R		C M Q R
4.1 States birthday			C M Q R		C M Q R		C M Q R
4.2 States age			C M Q R		C M Q R		C M Q R
4.3 Provides given name or nickname of self and others			C M Q R		C M Q R		C M Q R

Social-Emotional Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	122	122	122
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Social-Emotional

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Social-Communication

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Early Social Communication	Target	Score	Notes	Score	Notes	Score	Notes
1. Turns and looks toward person speaking		2	C M Q R		C M Q R		C M Q R
1.1 Quiets to familiar voice			C M Q R		C M Q R		C M Q R
2. Produces speech sounds		2	C M Q R		C M Q R		C M Q R
2.1 Coos and gurgles			C M Q R		C M Q R		C M Q R
3. Engages in vocal exchanges		2	C M Q R		C M Q R		C M Q R
3.1 Vocalizes to another person expressing positive affective state			C M Q R		C M Q R		C M Q R
3.2 Vocalizes to another person expressing negative affective state			C M Q R		C M Q R		C M Q R
4. Uses intentional gestures, vocalizations, and objects to communicate		2	C M Q R		C M Q R		C M Q R
4.1 Makes requests of others			C M Q R		C M Q R		C M Q R
4.2 Makes choices to express preferences			C M Q R		C M Q R		C M Q R
4.3 Expresses desire to continue activity			C M Q R		C M Q R		C M Q R
4.4 Expresses negation or protests			C M Q R		C M Q R		C M Q R
B. Communicative Understanding							
1. Follows gaze to establish joint attention		2	C M Q R		C M Q R		C M Q R
1.1 Follows pointing gestures with eyes			C M Q R		C M Q R		C M Q R
1.2 Looks toward object			C M Q R		C M Q R		C M Q R
2. Locates common objects, people, or events		2	C M Q R		C M Q R		C M Q R
2.1 Recognizes own and familiar names			C M Q R		C M Q R		C M Q R
2.2 Responds to single-word directive			C M Q R		C M Q R		C M Q R

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Test date:			
Examiner(s):			

B. Communicative Understanding *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
3. Follows multistep directions without contextual cues		0	C M Q R		C M Q R		C M Q R
3.1 Follows multistep directions with contextual cues			C M Q R		C M Q R		C M Q R
3.2 Follows one-step direction without contextual cues			C M Q R		C M Q R		C M Q R
3.3 Follows one-step direction with contextual cues			C M Q R		C M Q R		C M Q R
4. Responds to comprehension questions related to *why*, *how*, and *when*		1 I	C M Q R		C M Q R		C M Q R
4.1 Answers *who*, *what*, and *where* questions			C M Q R		C M Q R		C M Q R
C. Communicative Expression							
1. Produces multiple-word sentences to communicate		1AI	C M Q R		C M Q R		C M Q R
1.1 Uses two-word utterances			C M Q R		C M Q R		C M Q R
1.2 Uses 50 single words, signs, or symbols			C M Q R		C M Q R		C M Q R
1.3 Uses consistent approximations for words or signs			C M Q R		C M Q R		C M Q R
1.4 Uses consistent consonant–vowel combinations			C M Q R		C M Q R		C M Q R
2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences		0	C M Q R		C M Q R		C M Q R
2.1 Uses irregular plural nouns in multiple-word sentences			C M Q R		C M Q R		C M Q R
2.2 Uses regular plural nouns			C M Q R		C M Q R		C M Q R
3. Uses helping verbs		0	C M Q R		C M Q R		C M Q R
3.1 Uses irregular past tense of common verbs			C M Q R		C M Q R		C M Q R
3.2 Uses regular past tense of common verbs			C M Q R		C M Q R		C M Q R
3.3 Uses *to be* verbs			C M Q R		C M Q R		C M Q R
4. Asks questions using inverted auxiliary		0	C M Q R		C M Q R		C M Q R
4.1 Asks *wh-* questions			C M Q R		C M Q R		C M Q R

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Social-Communication

Score Key			Note Key
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Test date:			
Examiner(s):			

D. Social Use of Language	Target	Score	Notes	Score	Notes	Score	Notes
1. Uses language to initiate and sustain social interaction		0	C M Q R		C M Q R		C M Q R
1.1 Follows social conventions of language			C M Q R		C M Q R		C M Q R
2. Provides and seeks information while conversing using words, phrases, or sentences		0	C M Q R		C M Q R		C M Q R
2.1 Asks questions to obtain information			C M Q R		C M Q R		C M Q R
2.2 Describes objects, people, and events as part of social exchange			C M Q R		C M Q R		C M Q R
3. Uses conversational rules when communicating with others		0	C M Q R		C M Q R		C M Q R
3.1 Uses socially appropriate physical orientation			C M Q R		C M Q R		C M Q R
3.2 Varies voice to impart meaning and recognize social or environmental conditions			C M Q R		C M Q R		C M Q R
3.3 Responds to topic initiations from others			C M Q R		C M Q R		C M Q R
3.4 Alternates between speaker and listener roles during conversations with others			C M Q R		C M Q R		C M Q R
3.5 Responds to contingent questions from others			C M Q R		C M Q R		C M Q R

Social-Communication Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	98	98	98
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Social-Communication

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Cognitive

Name: Failo

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Sensory Exploration	Target	Score	Notes	Score	Notes	Score	Notes
1. Orients to events or stimulation		2	C M Q R		C M Q R		C M Q R
1.1 Reacts to events or stimulation			C M Q R		C M Q R		C M Q R
2. Combines simple actions to examine people, animals, and objects			C M Q R		C M Q R		C M Q R
2.1 Uses sensory means to explore people, animals, and objects			C M Q R		C M Q R		C M Q R
B. Imitation and Memory							
1. Imitates novel coordinated motor actions		2	C M Q R		C M Q R		C M Q R
1.1 Imitates novel simple motor action not already in repertoire			C M Q R		C M Q R		C M Q R
1.2 Imitates familiar simple motor action			C M Q R		C M Q R		C M Q R
2. Imitates novel words		1 I	C M Q R		C M Q R		C M Q R
2.1 Imitates novel vocalizations			C M Q R		C M Q R		C M Q R
2.2 Imitates familiar vocalizations			C M Q R		C M Q R		C M Q R
3. Relates past events		0	C M Q R		C M Q R		C M Q R
3.1 Relates recent events without contextual cues			C M Q R		C M Q R		C M Q R
3.2 Relates recent events with contextual cues			C M Q R		C M Q R		C M Q R
3.3 Relates events immediately after they occur			C M Q R		C M Q R		C M Q R
C. Conceptual Knowledge							
1. Maintains search for object not in its usual location		2	C M Q R		C M Q R		C M Q R
1.1 Locates object in second of two hiding places			C M Q R		C M Q R		C M Q R
1.2 Locates hidden object			C M Q R		C M Q R		C M Q R
2. Recognizes symbols		2	C M Q R		C M Q R		C M Q R
2.1 Uses object to represent another object			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Cognitive

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Test date:			
Examiner(s):			

C. Conceptual Knowledge *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
3. Classifies using multiple attributes		1A	C M Q R		C M Q R		C M Q R
3.1 Classifies according to function			C M Q R		C M Q R		C M Q R
3.2 Classifies according to physical attribute			C M Q R		C M Q R		C M Q R
3.3 Discriminates between objects or people using common attributes			C M Q R		C M Q R		C M Q R
4. Uses early conceptual comparisons		1 I	C M Q R		C M Q R		C M Q R
4.1 Identifies common concepts			C M Q R		C M Q R		C M Q R
4.2 Identifies concrete concepts			C M Q R		C M Q R		C M Q R
D. Reasoning							
1. Uses object to obtain another object		2	C M Q R		C M Q R		C M Q R
1.1 Uses part of object or support to obtain another object			C M Q R		C M Q R		C M Q R
1.2 Retains one object when second object is obtained			C M Q R		C M Q R		C M Q R
2. Coordinates actions with objects to achieve new outcomes		1A	C M Q R		C M Q R		C M Q R
2.1 Tries different simple actions to achieve goal			C M Q R		C M Q R		C M Q R
2.2 Uses simple actions on objects			C M Q R		C M Q R		C M Q R
3. Solves problems using multiple strategies		1A	C M Q R		C M Q R		C M Q R
3.1 Evaluates common solutions to solve problems or reach goals			C M Q R		C M Q R		C M Q R
4. Draws plausible conclusions about events beyond personal experience		0	C M Q R		C M Q R		C M Q R
4.1 Draws conclusions about causes of events based on personal experience			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Cognitive

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Test date:			
Examiner(s):			

E. Scientific Discovery	Target	Score	Notes	Score	Notes	Score	Notes
1. Expands simple observations and explorations into further inquiry		0	C M Q R		C M Q R		C M Q R
1.1 Uses simple tools to gather information			C M Q R		C M Q R		C M Q R
1.2 Uses senses to explore			C M Q R		C M Q R		C M Q R
2. Anticipates outcome of investigation		0	C M Q R		C M Q R		C M Q R
2.1 Generates specific questions for investigation			C M Q R		C M Q R		C M Q R
2.2 Demonstrates knowledge about natural happenings			C M Q R		C M Q R		C M Q R
2.3 Makes observations			C M Q R		C M Q R		C M Q R
3. Investigates to test hypotheses		0	C M Q R		C M Q R		C M Q R
3.1 Draws on prior knowledge to guide investigations			C M Q R		C M Q R		C M Q R
3.2 Manipulates materials to cause change			C M Q R		C M Q R		C M Q R
4. Transfers knowledge		0	C M Q R		C M Q R		C M Q R
4.1 Communicates results of investigations			C M Q R		C M Q R		C M Q R
4.2 Demonstrates knowledge of properties of change resulting from investigations			C M Q R		C M Q R		C M Q R
4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes			C M Q R		C M Q R		C M Q R

Cognitive Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	100	100	100
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Cognitive

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Literacy

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Awareness of Print Concepts	Target	Score	Notes	Score	Notes	Score	Notes
1. Participates in shared group reading		2	C M Q R		C M Q R		C M Q R
1.1 Participates in shared one-on-one reading			C M Q R		C M Q R		C M Q R
2. Demonstrates understanding that text is read in one direction and from top to bottom of page		1AI	C M Q R		C M Q R		C M Q R
2.1 Turns pages of book from beginning toward end			C M Q R		C M Q R		C M Q R
2.2 Holds book or other printed material with pictures correctly oriented			C M Q R		C M Q R		C M Q R
3. Recognizes print words for common or familiar people, objects, or pictures		1A	C M Q R		C M Q R		C M Q R
3.1 Recognizes own first name in print			C M Q R		C M Q R		C M Q R
3.2 Recognizes common signs and logos			C M Q R		C M Q R		C M Q R
B. Phonological Awareness							
1. Produces rhyming words given oral prompt		0	C M Q R		C M Q R		C M Q R
1.1 Identifies rhyming words			C M Q R		C M Q R		C M Q R
1.2 Participates in repetitive verbal play			C M Q R		C M Q R		C M Q R
2. Segments compound words into component words		0	C M Q R		C M Q R		C M Q R
2.1 Blends two simple words into compound words			C M Q R		C M Q R		C M Q R
2.2 Claps for words in sentences			C M Q R		C M Q R		C M Q R
3. Segments syllables of two- and three-syllable words		0	C M Q R		C M Q R		C M Q R
3.1 Blends syllables into two- and three-syllable words			C M Q R		C M Q R		C M Q R
3.2 Claps for each syllable in two- and three-syllable words			C M Q R		C M Q R		C M Q R
4. Segments CVC words into individual sounds		0	C M Q R		C M Q R		C M Q R
4.1 Blends separate CVC sounds into simple words			C M Q R		C M Q R		C M Q R
4.2 Identifies middle sounds in CVC words			C M Q R		C M Q R		C M Q R

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Test date:			
Examiner(s):			

B. Phonological Awareness *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
4.3 Identifies last sounds in CVC words		0	C M Q R		C M Q R		C M Q R
4.4 Identifies beginning sounds in CVC words			C M Q R		C M Q R		C M Q R
4.5 Produces words that begin with specified sound			C M Q R		C M Q R		C M Q R
C. Alphabet Knowledge							
1. Names all uppercase and lowercase letters of alphabet		0	C M Q R		C M Q R		C M Q R
1.1 Matches frequently occurring lowercase letters with uppercase counterparts			C M Q R		C M Q R		C M Q R
1.2 Names 12 frequently occurring letters			C M Q R		C M Q R		C M Q R
1.3 Recognizes five frequently occurring letters not in first name			C M Q R		C M Q R		C M Q R
1.4 Names letters in own first name			C M Q R		C M Q R		C M Q R
1.5 Recognizes three letters in own first name			C M Q R		C M Q R		C M Q R
2. Reads simple CVC and sight word text		0	C M Q R		C M Q R		C M Q R
2.1 Sounds out CVC words			C M Q R		C M Q R		C M Q R
2.2 Reads frequently occurring sight words			C M Q R		C M Q R		C M Q R
2.3 Produces correct sounds for 20 letters of alphabet			C M Q R		C M Q R		C M Q R
2.4 Produces correct sounds for six letters of alphabet			C M Q R		C M Q R		C M Q R
D. Vocabulary and Story Comprehension							
1. Demonstrates understanding that pictures represent text		2	C M Q R		C M Q R		C M Q R
1.1 Labels familiar people, actions, objects, and events in picture books			C M Q R		C M Q R		C M Q R
1.2 Locates familiar objects, people, events, and actions in picture books			C M Q R		C M Q R		C M Q R
1.3 Matches pictures to actual objects, people, or actions			C M Q R		C M Q R		C M Q R

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Test date:			
Examiner(s):			

D. Vocabulary and Story Comprehension *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2. Retells simple story		0	C M Q R		C M Q R		C M Q R
2.1 Makes predictions about what will happen next in story			C M Q R		C M Q R		C M Q R
2.2 Answers and asks questions related to story			C M Q R		C M Q R		C M Q R
2.3 Tells story associated with series of pictures			C M Q R		C M Q R		C M Q R
3. Demonstrates understanding of abstract story vocabulary		0	C M Q R		C M Q R		C M Q R
3.1 Demonstrates understanding of key vocabulary in picture books			C M Q R		C M Q R		C M Q R
3.2 Demonstrates understanding of title, author, and illustrator			C M Q R		C M Q R		C M Q R
3.3 Demonstrates understanding of vocabulary associated with early literacy concepts			C M Q R		C M Q R		C M Q R
E. Writing							
1. "Reads" back own dictation to label or caption picture		0	C M Q R		C M Q R		C M Q R
1.1 Dictates description of drawing			C M Q R		C M Q R		C M Q R
1.2 Verbally labels representational drawings			C M Q R		C M Q R		C M Q R
1.3 Verbally labels nonrepresentational drawings			C M Q R		C M Q R		C M Q R
2. Writes and draws for a variety of purposes		0	C M Q R		C M Q R		C M Q R
2.1 Makes representational drawings			C M Q R		C M Q R		C M Q R
3. Writes words using conventional spelling		0	C M Q R		C M Q R		C M Q R
3.1 Writes using developmental spelling			C M Q R		C M Q R		C M Q R
3.2 Prints first name			C M Q R		C M Q R		C M Q R
3.3 Copies entire first name			C M Q R		C M Q R		C M Q R
3.4 Writes using "scribble writing"			C M Q R		C M Q R		C M Q R

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Literacy

Literacy Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.

To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	114	114	114
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Literacy

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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CHILD OBSERVATION DATA FORM

Math

Name: _____

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

A. Counting	Target	Score	Notes	Score	Notes	Score	Notes
1. Counts out 3 items		0	C M Q R		C M Q R		C M Q R
1.1 Counts 3 items to determine "How many?"			C M Q R		C M Q R		C M Q R
1.2 Recites numbers 1–3			C M Q R		C M Q R		C M Q R
2. Counts out 10 items		0	C M Q R		C M Q R		C M Q R
2.1 Counts 10 items to determine "How many?"			C M Q R		C M Q R		C M Q R
2.2 Recites numbers 1–10			C M Q R		C M Q R		C M Q R
3. Counts out 20 items		0	C M Q R		C M Q R		C M Q R
3.1 Counts 20 items to determine "How many?"			C M Q R		C M Q R		C M Q R
3.2 Recites numbers 1–20			C M Q R		C M Q R		C M Q R
4. Skip counts by tens to 100		0	C M Q R		C M Q R		C M Q R
4.1 Recites numbers 31–100			C M Q R		C M Q R		C M Q R
4.2 Recites numbers 1–30			C M Q R		C M Q R		C M Q R
B. Quantitative Relations							
1. Compares items in sets to 5 by counting		0	C M Q R		C M Q R		C M Q R
1.1 Compares items in sets to 5 by matching			C M Q R		C M Q R		C M Q R
1.2 Creates equivalent sets of 5 items			C M Q R		C M Q R		C M Q R
1.3 Uses quantity comparison words			C M Q R		C M Q R		C M Q R
2. Compares items in sets of 6 to 10 by counting		0	C M Q R		C M Q R		C M Q R
2.1 Compares items in sets of 6 to 10 by matching			C M Q R		C M Q R		C M Q R
2.2 Creates equivalent sets of 10 items			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Math

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

B. Quantitative Relations *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
3. Compares items in sets of 11 to 20 by counting		0	C M Q R		C M Q R		C M Q R
3.1 Compares items in sets of 11 to 20 by matching			C M Q R		C M Q R		C M Q R
3.2 Compares items in sets of 11 to 20 by visual examination			C M Q R		C M Q R		C M Q R
C. Reading and Writing Numbers							
1. Reads and writes numerals for quantities to 5		0	C M Q R		C M Q R		C M Q R
1.1 Demonstrates understanding of mathematical meaning of written numerals *1–5*			C M Q R		C M Q R		C M Q R
1.2 Labels numerals *1–5*			C M Q R		C M Q R		C M Q R
2. Reads and writes numerals for quantities 6–10		0	C M Q R		C M Q R		C M Q R
2.1 Demonstrates understanding of mathematical meaning of written numerals *6–10*			C M Q R		C M Q R		C M Q R
2.2 Labels numerals *6–10*			C M Q R		C M Q R		C M Q R
3. Reads and writes numerals for quantities 11–20		0	C M Q R		C M Q R		C M Q R
3.1 Demonstrates understanding of mathematical meaning of written numerals *11–20*			C M Q R		C M Q R		C M Q R
3.2 Labels numerals *11–20*			C M Q R		C M Q R		C M Q R
D. Addition and Subtraction							
1. Reads and writes symbols for addition (+) and equals (=)		0	C M Q R		C M Q R		C M Q R
1.1 Solves picture or object addition problems using shortcut sum strategy			C M Q R		C M Q R		C M Q R
1.2 Counts forward to 10			C M Q R		C M Q R		C M Q R
1.3 Solves picture or object problems using count all strategy			C M Q R		C M Q R		C M Q R
1.4 Says number after 1–10			C M Q R		C M Q R		C M Q R
1.5 Demonstrates understanding of concept of addition			C M Q R		C M Q R		C M Q R

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CHILD OBSERVATION DATA FORM

Math

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Test date:			
Examiner(s):			

D. Addition and Subtraction *(continued)*	Target	Score	Notes	Score	Notes	Score	Notes
2. Reads and writes symbols for subtraction (−) and equals (=)		0	C M Q R		C M Q R		C M Q R
2.1 Solves picture or object subtraction problems with set of 10 or less			C M Q R		C M Q R		C M Q R
2.2 Says number before 2–10			C M Q R		C M Q R		C M Q R
2.3 Demonstrates understanding of concept of subtraction			C M Q R		C M Q R		C M Q R

Math Results

To calculate Area Raw Score: Add the 2 and 1 scores in the Score column for the specific test date.
To calculate Area Percent Score: Divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date			
Area Raw Score			
Area Raw Score Possible	82	82	82
Area Percent Score			

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CHILD OBSERVATION DATA FORM

Math

Name: _____

TEST DATE 1:

Examiner(s):

Comments:

TEST DATE 2:

Examiner(s):

Comments:

TEST DATE 3:

Examiner(s):

Comments:

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Summary of AEPS-3 Results

Name: _____

For each area, plot the percent correct and indicate each test date to determine if the child's performance is improving over time.

Fine Motor

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Gross Motor

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Adaptive

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Social-Emotional

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Social-Communication

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Cognitive

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Literacy

Total % correct			
100			
80			
60			
40			
20			
Test date:			

Math

Total % correct			
100			
80			
60			
40			
20			
Test date:			

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Social-Communication Observation and Summary (SCOS)

Date(s) of observation: _____ Child's name: Failo

Child's date of birth: _____ Child ID: _____

Observer/person completing form: _____

Program: _____

Adults/children present: 3/5

Observation location/setting(s): EHS

Observation activit(y/ies): Free play, snack, book, outside, nap

Time(s) started: _____ Time(s) ended: _____

DIRECTIONS:

This supplemental form assists in collecting accurate information about children's communication skills to more easily complete and score the AEPS-3 Social-Communication area. It can be used to analyze a child's communicative behavior through direct observation or collection of language samples. Observations or language sampling should be done over several days under different conditions–for example, settings, people, and activities.

Use the three sections of this form to collect and summarize targeted data for Social-Communication **expressive communication** items across skill levels as follows:

- Section 1–Beginning (Strand A, Early Social Communication)
- Section 2–Beginning/Growing/Ready (Strand C, Communicative Expression)
- Section 3–Growing/Ready (Strand D, Social Use of Language)

Note that the form does not include data collection for all Social-Communication items and that **receptive communication** (Strand B, Communicative Understanding) is not included.

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SOCIAL-COMMUNICATION OBSERVATION AND SUMMARY

Name: _____ Date: _____

Section 1–Beginning (Strand A, Goal 4 Communicative Signals)

Use this section of the form to score Strand A, Goal 4, and Objectives 4.1 through 4.4. Count each communicative signal the child uses during the observation(s) as follows:

- Determine the type of signal: gesture, vocalization, gesture and vocalization together, or object use (child handing adult a cup when they want more milk) to communicate.
- Determine the function of each signal–to express a request (Objective 4.1), preference (Objective 4.2), continuation (Objective 4.3), or negation/protest (Objective 4.4).
- Mark a tally in the appropriate box. Do not record a tally if the child's communication is not interpretable (if you do not know what the child is trying to communicate).
- Use the information recorded to score Goal 4 and Objectives 4.1 through 4.4. Look for patterns as you analyze the data and score these items. For example,
  - If a child uses several gestures and vocalizations to make requests, score Objective 4.1 as a 2.
  - If a child uses some gestures and vocalizations to make requests, the skill is likely emerging and is scored as a 1.
  - If there are no tally marks for making requests, give the child a score of 0 for Objective 4.1.
- Be sure to provide numerous opportunities for a child to use the communicative signal(s).

	Objective 4.1 Makes requests of others	Objective 4.2 Makes choices to express preferences	Objective 4.3 Expresses desire to continue activity	Objective 4.4 Expresses negation or protests
Gesture				𝍸
Vocalization	𝍸	𝍸	𝍸	
Gesture/Vocalization	𝍸 𝍸 𝍸	𝍸	𝍸	
Object Use	push cup hand cup hold cookie	cookie pants points	swing arms swing arms swing arms	push away

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Name: _____ Date: _____

Section 2–Beginning/Growing/Ready (Strand C, Communicative Expression)

Social-Communication, Strand C, Communicative Expression Observation

Use this section of the form to 1) collect data for and 2) score items in Strand C. First, record the language the child uses during the observation(s) as follows:

- Write the child's words or word approximations in the first column. Do not list uninterpretable child utterances.
- Describe the context of each language sample (during snack, at the store) in the second column.

Words/Word Approximations	Context
1. big	
2. hat	
3. Niki	
4. cup	
5. bad	
6. I'm	
7. pull	
8. this	
9. need	
10. potty	
11. dog	
12. yellow	
13. mine	
14. more	
15. water	
16. cracker	
17. bye	
18. eye	
19. go	
20. look	
21. book	
22. Papa	
23. red	

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Words/Word Approximations	Context
24. green	
25. purple	
26. Princie	
27. Mama	
28. Crystal	
29. Layla	
30. Karen	
31. see	
32. car	
33. trying	
34. help	
35. nose	
36. ear	
37. head	
38. foot	
39. hand	
40. my	
41. no	
42. sis	
43. bed	
44. all done	
45. up	
46. sit	
47. down	
48. spin	
49. around	
50. walk	

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Social-Communication, Strand C, Communicative Expression Summary

For Goal 1: Review the preceding language sample data (and any additional notes), and use the following chart to tally the child's production and assign a score (2, 1A, 1I, 1AI, 0) for each item in Strand C, Goal 1. For help converting tallies into scores, refer to AEPS-3 Test item criteria in Volume 2, Chapter 3, or the Social-Communication Quick Reference Guide (for example, Objective 1.3 criterion indicates child must use 10 consistent word approximations to receive a score of 2).

For Goals 2, 3, and 4: Score Goals 2, 3, and 4 only if Goal 1 and associated objectives are scored 2 or 1. Follow the same procedure described previously to assign scores (2, 1A, 1I, 1AI, 0) for Goals 2, 3, and 4 and associated objectives.

C. Communicative Expression		
BEGINNING/GROWING Goal and Objectives	**Tally**	**Score**
1. Produces multiple-word sentences to communicate	|||	1
1.1 Uses two-word utterances	𝍸	2
1.2 Uses 50 single words, signs, symbols	50	2
1.3 Uses consistent approximations for words or signs	𝍸	2
1.4 Uses consistent consonant–vowel combinations		2
GROWING/READY Goals and Objectives	**Tally**	**Score**
2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences		0
2.1 Uses irregular plural nouns in multiple-word sentences✻		
2.2 Uses regular plural nouns✻		
3. Uses helping verbs✻		0
3.1 Uses irregular past tense of common verbs✻		
3.2 Uses regular past tense common verbs		
3.3 Uses *to be* verbs✻		
4. Asks questions using inverted auxiliary✻		0
4.1 Asks *wh*- questions		

✻ This item is modified in Spanish. See Volume 2, *AEPS-3 Assessment,* Chapter 3, for details.

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Name: _____ Date: _____

Section 3–Growing/Ready (Strand D, Social Use of Language)

Use this section of the form to 1) collect data for and 2) score all items in Strand D as follows:

- Observe the child communicating with others (peers, adults), and tally the number of responses observed for each item in the second column.
- Record relevant examples of the child's social use of language during the observation(s) in the third column.
- Assign a score (2, 1, 0) for each item using information from the observation. Refer to AEPS-3 Test item criteria in Volume 2, Chapter 3, or the Social-Communication Quick Reference Guide.

D. Social Use of Language

READY Goals and Objectives	Tally	Examples	Score
1. Uses language to initiate and sustain social interaction			0
1.1 Follows social conventions of language			
2. Provides and seeks information while conversing using words, phrases, or sentences			0
2.1 Asks questions to obtain information			
2.2 Describes objects, people, and events as part of social exchange			
3. Uses conversational rules when communicating with others			0
3.1 Uses socially appropriate physical orientation			
3.2 Varies voice to impart meaning and recognize social or environmental conditions			
3.3 Responds to topic initiations from others			
3.4 Alternates between speaker and listener roles during conversations with others			
3.5 Responds to contingent questions from others			

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CENTER-BASED ASSESSMENT ACTIVITY

Dramatic Play

DESCRIPTION

Dramatic play is a common activity in which children use props, toys, and other objects to pretend to act out social situations (playing house, restaurant, school; pretending to be a firefighter). It differs from most adult-planned activities for children in that the children themselves typically lead much of the play. Dramatic play is set up specifically to encourage children to be creative and imaginative and to interact with peers. Dramatic play offers opportunities to assess children's

- Play skills
- Social-communication skills (gaining attention, using words, carrying out directions)
- Social skills (initiating and maintaining interactions with peers, resolving conflicts, initiating cooperative activities)

SUGGESTED MATERIALS

Typically, materials used are those that align with a given theme or project. For example,

- For a theme or project centered on learning about restaurants, a team member might place menus, pencils, plastic food, pots and pans, and tablecloths in the dramatic play area.
- For a theme or project centered on exploring fire stations, a team member might include a bell, firefighter hats and clothing, toy fire hoses, and a phone. (Also include some pictures of these objects.)

SUGGESTED PROCEDURES

Team members should set up the designated scenario in advance with whatever theme-related props, toys, or other objects are most likely to encourage the children to interact spontaneously with both the props and one another as they act out familiar scenarios. Make sure the toys or objects provided are the kind children would find interesting and would choose to play with. The designated scenario should facilitate both the play sequence and the social interactions.

As needed or desired, team members can directly elicit desired test items. For example, while facilitating social play, a team member might encourage a child to put a baby doll in a toy stroller or to ask a friend for something to eat from the pretend restaurant.

Date(s) completed: _____

Person completing form: _____

Program: _____

Child(ren) observed:

_____

_____

_____

_____

_____

SOCIAL-EMOTIONAL
Strand C, 2, 2.1, 2.2, 3, 3.1, 3.2, 3.3
Strand D, 4, 4.1, 4.2

SOCIAL-COMMUNICATION
Strand A, 4, 4.1, 4.2, 4.3, 4.4
Strand B, 3, 3.1, 3.2, 3.3, 4, 4.1
Strand D, 3, 3.1, 3.2, 3.3, 3.4, 3.5

COGNITIVE
Strand C, 2, 2.1

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Dramatic Play

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Name:	Name:	Name:	Name:	Name:
DOB:	DOB:	DOB:	DOB:	DOB:

Social-Emotional

C. Interactions with Peers	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
2. Plans and acts out recognizable event, theme, or storyline in imaginary play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Enacts roles or identities in imaginary play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Uses imaginary props in play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3. Maintains cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.1 Initiates cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.2 Joins others in cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.3 Shares or exchanges objects			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
D. Independent and Group Participation															
4. Resolves conflicts using negotiation			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Uses strategies to resolve conflicts			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.2 Claims and defends possessions			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

Social-Communication

A. Early Social Communication	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
4. Uses intentional gestures, vocalizations, and objects to communicate			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Makes requests of others			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

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Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Name:	Name:	Name:	Name:	Name:
DOB:	DOB:	DOB:	DOB:	DOB:

A. Early Social Communication *(continued)*	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
4.2 Makes choices to express preferences			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.3 Expresses desire to continue activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.4 Expresses negation or protests			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
B. Communicative Understanding															
3. Follows multistep directions without contextual cues			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.1 Follows multistep directions with contextual cues			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.2 Follows one-step direction without contextual cues			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.3 Follows one-step direction with contextual cues			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4. Responds to comprehension questions related to *why*, *how*, and *when*			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Answers *who*, *what*, and *where* questions			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
D. Social Use of Language															
3. Uses conversational rules when communicating with others			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.1 Uses socially appropriate physical orientation			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.2 Varies voice to impart meaning and recognize social or environmental conditions			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.3 Responds to topic initiations from others			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

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Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Name:	Name:	Name:	Name:	Name:
DOB:	DOB:	DOB:	DOB:	DOB:

D. Social Use of Language *(continued)*	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
3.4 Alternates between speaker and listener roles during conversations with others			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.5 Responds to contingent questions from others			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
Cognitive															
C. Conceptual Knowledge	**Target**	**Score**	**Notes**	**Target**	**Score**	**Notes**	**Target**	**Score**	**Notes**	**Target**	**Score**	**Notes**	**Target**	**Score**	**Notes**
2. Recognizes symbols			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Uses object to represent another object			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

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Snack Assessment Activity

Key	
S=Score	Notes
2=Mastery	C=Conduct
1=Emerging (1A, 1I, 1AI	M=Modification
0= No Performance	Q=Quality
	R=Report

Area Strand		Item	Criteria	S	N
Fine Motor	A	2 Grasps pea size object	Child grasps pea-size object with either hand, using tip of index finger and thumb. Pea-size object is not held against palm; hand or arm is not supported; tip of thumb is rotated toward index finger.		
		2.1 Grasps hand-size object	Child uses thumb and first two fingers to grasp hand-size object with either hand so that object is held between thumb and fingers and not resting in palm.		
		2.2 Grasps small cylindrical object	Child grasps hand-size cylindrical object with either hand by closing fingers around it, with thumb opposing.		
		2.3 Grasps pea-size object using fingers in raking or scratching movement	Child grasps pea-size object using some or all fingers in raking or scratching movement. Child's arm may move or provide support or balance on surface, and small object may be held between fingers and palm.		
		2.4 Grasps hand-size object using whole hand	Child holds object in center of palm with fingers closed around it. Child may use either hand. Thumb may or may not be used.		
Fine Motor	B	1.1 Uses finger to point or touch	Uses one finger to point at or touch person, picture, or object.		
		3.5 Transfers object from hand to hand	Child passes or moves object from one hand to other hand without dropping.		
Gross Motor	A	5 Gets out of chair	While in sitting position, child shifts weight to move horizontally or laterally to get out of child size chair or other similar furniture on first or second attempt.		
		5.1 Sits down in chair	Child maneuvers self to sit down facing forward, sitting on buttocks in chkld-size chair or other similar furniture		
		5.2 Maintains sitting position in chair	Child maintains balanced forward sittng position in child-size chair or other similar furniture		
Adaptive	A	2 Eats foods from a variety of food groups with a variety of textures	Child consistently eats array of different foods offered at mealtime that are appropriate for child's family culture. Foods should be of different types and textures.		
		3.2 Eats with fingers	Child eats with fingers by grasping and bringing to mouth large or small pieces of food.		
		4 Drinks from open-mouth container	Child drinks from open mouth container (e.g., child-size or small cup/glass, small bowl) by bringing container to mouth without spilling. Child takes in liquid without spilling. Child takes in liquid without spilling, gagging, or choking.		
Social Emotional	A	1 Initiates positive social behavior toward familiar adult	Child initiates positive social affective behavior toward parent or other familiar adult in a variety of ways.		
		1.1 Responds appropriately to familiar adult's affective tone	Child responds with socially appropriate affect to familiar adult's affective tone		
		1.2 Responds to familiar adult's positive social behavior	Child responds to familiar adult smiling, tickling, snuggling, kissing, patting, touching, or reaching by smiling, making eye contact, laughing, or vocalizing in return.		
		2 Maintains social interaction with familiar adult	Child maintains interaction with familiar adult for two or more consecutive exchanges. Exchange consists of response from child and from adult.		

	2.1 Initiates simple social interaction with familiar adult	Child vocalizes, verbalizes, or gestures to get attention of familiar adult for purposes of showing affection, greeting or asking questions.		
C	1 Maintains interaction with peer	Child maintains interaction with peer for two or more consecutive exchanges. Exchange consists of responses from both child and peer. Toys that encourage interaction (e.g., balls, blocks, beanbags, puppets, dishes) should be available		
	1.1 Initiates social behavior toward peer	Child vocalizes, verbalizes, or gestures to get the attention of peer for purposes of greeting, helping, sharing, showing affection, or asking questions.		
	1.2 Responds appropriately to peer social behavior	Child responds to peer with vocalizations, verbalizations, or gestures that match or respond to the affect of peer's preceding social behavior.		
	1.3 Plays near one or two peers	Child plays near one or two peers who may or may not be engaging in the same activity or using the same toys.		
Social Communication A	4 Uses intentional gestures, vocalizations, and objects to communicate	Child uses concrete symbolic expressions such as gestures, vocalizations, and objects to intentionally communicate.		
	4.1 Makes requests of others	Child makes requests of others to address needs and wants. Child can make request through body movements, motions, or vocalizations.		
	4.2 Expresses desire to continue activity	Child makes preference known when presented with options.		
	4.3 Expresses desire to continue activity	Child indicates desire to continue activity or action by producing related response.		
	4.4 Expresses negation or protests	Child communicates protest through vocalizations or actions.		
B	1 Follows gaze to establish joint attention	Child turns and looks in direction of person's gaze while person looks at object, person, or event. Child's gaze must focus on target.		
	1.1 Follows pointing gestures with eyes	Child looks in direction of person's pointing gesture, while person looks at object, person, or event and comments on it. Child's gaze must focus on object person or event that person is pointing toward		
	1.2 Looks toward object	Child looks in direction of object when presented within reach. Child's gaze must focus on target object.		
	2 Locates common objects, people, or events	Locates at least 10 common objects, people, or events named by another person, by looking at, reaching for, touching, or pointing to them. Locating pictures in books is acceptable response.		
	2.1 Recognizes own and familiar names	Child indicates recognition of own name by looking at speaker, smiling, ceasing activity, or making eye contact. Child responds to names of familiar people or pets by looking at, pointing at, reaching, or turning toward them.		
	2.2 Responds to single word directive	Responds to single word from adult by following direction and/or checking back, looking, or momentarily stopping activity or action child was doing.		
Cognitive C	3 Classifies using multiple attributes	Child groups objects or people based on more than one characteristic		
	3.1 Classifies according to function	Child places or labels objects, people, or events based on function.		
	3.2 Classifies according to physical attribute	Child groups objects according to shape, size, color, or another physical attribute (e.g., circles, triangles, squares; big, little; blue, red, green; hard, soft.		
	3.3 Discriminates between objects or people using common attributes	Child identifies distinctions between objects or people based on different common attributes.		