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TITLE

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2. Santa Cruz BCP Observation Booklet.

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Calif.

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NOTE

218p.; Including three Behavioral Characteristics

Progression Charts

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DESCRIPTORS

*Behavioral Objectives; *Behavior Rating Scales; Criterion Referenced Tests; *Diagnostic Teaching;

*Exceptional Child Education: *Handicapped

Children

IDENTIFIERS

Santa Cruz

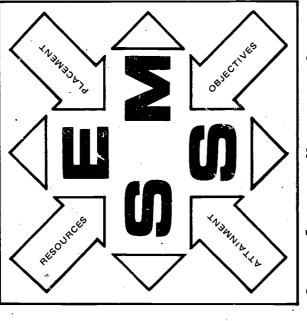
ABSTRACT

Presented in booklet and chart form is the Behavioral Characteristics Progression (BCP), part of the Santa Cruz Special Education Management Project, consisting of 2400 observable traits grouped into 50 behaviora! strands. The BCP is seen to be a nonstandardized criterion referenced tool which replaces conventional age and disability labels with observed attainment on the progressive behavioral objectives. The reverse side of the chart details procedures for teacher use of the BCP which include preliminary preparation, observation and recording, determination of instructional objectives, and continued charting during instruction. The following behavioral strands are included: health, attendance/promptness, feeding/eating, drinking, toileting, grooming, dressing, undressing, nasal hygiene, oral hygiene, self-identification, sensory perception, auditory perception, visual motor, gross motor, pre-articulation, articulation, language comprehension, language development, listening, adaptive behaviors, impulse control, interpersonal relations, personal welfare, self-confidence, honesty, social speech, attention span, task completion, reading, practical math, spelling, reasoning, music and rhythms, art and crafts, prevocational skills, kitchen skills, homemaking skills, outdoor skills, sign language, fingerspelling, orientation, and mobility. (For additional information see EC 060 316, EC 060 318, and EC 060 319.) (DB)

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Special Education Management System

SANTA CRUZ BCP OBSERVATION BOOKLET N

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ERIC AND

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ABBREVIATIONS

accord.	= .	according
approp.	= .	appropriate
behav.	=	behavior(s)
horiz.	=	horizontal
info.	<u>↓</u> .	information
1g.	=	large
ltr(s)	, =	letter(s)
obj.	=	object(s)
rt.	=	rigḥt
sec.	=	second(s)
w/	=	with
w/out	=	without
/	•	two separate behavioral characteristics combined into one (e.g., Names 25 body parts/35 body parts).
/	=	and/or

IDENTIFYING BEHAVIORS:

Displays symptoms of: Eczema: Hayfever (e.g., wheezing, runny nose, teary eyes);
Migraines; Epilepsy (e.g., blackouts, convulsions); Uncleanliness (e.g., body odor, dirty skin); Malnutrition (e.g., pale color, drawn face, lethargy, thinness, constant hunger); Fatigability (e.g., constant falling asleep in class, puffed eyes, head on desk); Sleep disturbances (e.g., restlessness, sleepwalking, sleep talking, crying, terrors, nightmares, grinding teeth); School phobia (e.g., nausea, stomach pains before or during school); Battered child (e.g., scars, bruises, red patches on skin, welts, swells, puffed eyes); Constant cold (e.g., fever, runny nose); Enuresis; Nervousness (e.g., grinds teeth, twists hair, picks at body, twitches, chews clothes, sucks thumb, bites nails, vomits frequently, perspires or breathes heavily, grimaces, knits brow, sucks in cheeks) ♠ Requires medication to remain calm ♠ Reads written material incorrectly--visual problem ♠ Does not follow oral directions--hearing problem ♠ Eats pencils, crayons, paste, paper ♠ Requires special equipment to sit, stand

	Date of observation	1	2	3	4	5	6
1.0	Displays symptom(s) or problem health behavior(s) 90-100% of baseline frequency	70 -					ĵr.
2.0	Displays symptom(s) or problem health behavior(s) 80-90% of baseline frequency	.,,,,					
3.0	Displays symptom(s) or problem health behavior(s) 70-80% of baseline frequency	:					
4.0	Displays symptom(s) or problem health behavior(s) 60-70% of baseline frequency						
5.0	Displavs symptom(s) or problem health behavior(s) 50-60% of baseline frequency						
6.0	Displays symptom(s) or problem health behavior(s) 40-50% of baseline frequency	į					



		1	2 .	3	4	5	6
7.0	Displays symptom(s) or problem health behavaiors 30-40% of baseline frequency						
8.0	Displays symptom(s) or problem health behavior(s) 20-30% of baseline frequency						
9.0	Displays symptom(s) or problem health behavior(s) 10-20% of baseline frequency						
10.0	Displays symptom(s) or problem health behavior(s) 5-10% of baseline frequency						
11.0	Displays symptom(s) or problem health behavior(s) less than 5% of baseline frequency						

⁺ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #59 for alternative.

ATTENDANCE/PROMPTNESS

IDENTIFYING BEHAVIORS:

Is often absent/truant from school ● Is often late for class or activities ● Tells time inaccurately or not at all

1 2 3 4 5 6 1.0 Present one out of five days on the average per week. 2.0 Comes to activity only after two or more reminders. 3.0 Comes to activity when called once. 4.0 Present two out of five days per week. 5.0 Comes to activity when called once. 7.0 Present three out of five days per week. 8.0 Comes to activity only after two or more reminders. 9.0 Comes to activity when called once. 10.0 Present four out of five days per week. 11.0 Comes to activity when called once. 12.0 Comes to activity when called once. 13.0 Present for entire school week. 14.0 Comes to activity when called once. 15.0 Comes to activity when called once. 16.0 Goes to activity when called once. 17.0 Comes to activity when called once. 18.0 Comes to activity when called once.		Data of obconvation			_			
per week		Date of observation	1	2	3	4	5	6
reminders	1.0	Present one out of five days on the average per week						
4.0 Present two out of five days per week	2.0	Comes to activity only after two or more reminders						
5.0 Comes to activity only after two or more reminders	3.0	Comes to activity when called once						ļ
reminders	4.0	Present two out of five days per week						
7.0 Present three out of five days per week . 8.0 Comes to activity only after two or more reminders	5.0	Comes to activity only after two or more reminders						
8.0 Comes to activity only after two or more reminders	6.0	Comes to activity when called once						
reminders	7.0	Present three out of five days per week						_
10.0 Present four out of five days per week	8.0	Comes to activity only after two or more reminders						
11.0 Comes to activity only after two or more reminders	9.0	Comes to activity when called once		<u> </u>				
reminders	10.0	Present four out of five days per week						
13.0 Present for entire school week	11.0	Comes to activity only after two or more reminders						
14.0 Comes to activity only after two or more reminders	12.0	Comes to activity when called once						<u> </u>
reminders	13.0	Present for entire school week						
16.0 Goes to school without prompting	14.0	Comes to activity only after two or more reminders						
17.0 Comes to activity only after two or more reminders	15.0	Comes to activity when called once						
reminders	16.0	Goes to school without prompting						
	17.0	Comes to activity only after two or more reminders						
18.0 Comes to activity when called once	18.0	Comes to activity when called once		Mary of the				



		districtions of 1977	196 101 1000 1000	0.000	1.040	C. E48-E	
		1	2	3	4	5	6
19.0	Tells time at the hour (minute hand on 12)	7/200					
20.0	Tells time at the quarter hour (15, 30, 45 minutes)						
21.0	Tells time to five-minute intervals					<u> </u>	
22.0	Tells time to the minute						
23.0	Independently comes to activity at specified time					·	
24.0	Comes promptly, stays in proper area for specified time						
25.0	Arrives at scheduled events on time (lunch, dinner appointments)						

FEEDING/EATING

IDENTIFYING BEHAVIORS:

Eats only blended or strained foods • Thrusts food out of mouth with tongue • Gags on foods • Sucks food instead of chewing it • Bites down on spoon when inserted into mouth • Chews foods only partially before swallowing • Swallows foods without chewing them • Chews in other than rotary motion • Takes large pieces of food into mouth without biting • Eats with fingers • Crumbles food in hand when finger feeding • Drools while eating • Spits out food • Holds spoon/fork in fist rather than fingers • Brings food sideways into mouth rather than straight • Uses whole mouth to get food off spoon/fork rather than lips • Spills food before it reaches mouth • Spears food with fork unsuccessfully • Moves head down to spoon when eating • Uses inappropriate utensil for foods • Tears open milk cartons, wrappers

	Date of observation	1	2	3	4	5	6
1.0	Opens mouth when physically stimulated by spoon held by another						
2.0	Opens mouth voluntarily at the sight of food .						
3.0	Removes semi-liquid food from spoon with mouth when being fedsome rejection						
4.0	Removes semi-liquid food from spoon with lips when being fedsome rejection	-					
5.0	Allows spoon to be removed from mouth						
6.0	Removes semi-solid food from spoon with mouth when being fedsome rejection						
7.0	Removes semi-solid food from spoon with lips when being fedsome rejection						
8.0	Retains all semi-solid and semi-liquid food from spoon without spitting, drooling, rejecting when being fed						
9.0	Moves food in mouth with tongue						
10.0	Squeezes, smears pieces of finger food			<u> </u>			
11.0	Eats pieces of finger food when offered by adult			-			



		1	2	3	4	5	6
12.0	Holds finger foods						
13.0	Grasps finger foods offered by adult and carries them to mouth						
14.0	Reaches for finger foods and carr; them to mouth						
15.0	Separates finger foods by handpulls off pieces						
16.0	Separates finger foods by mouthbites off pieces						
17.0	Carries finger foods to mouth and bites off smaller pieces						
18.0	Swallows one bite of finger food before adding more to mouth			·			
19.0	Bites off appropriate size pieces of finger foods using teeth						
20.0	Reaches for spoon when being fed						
21.0	Grasps spoon in fist						
22.0	Rubs spoon across plate and licks spoon						
23.0	Chews and swallows semi-solid food. Jaw motion begins				 		
24.0	Chews and swallows pieces of finger food. Chews in rotary motion					_	
25.0	Brings fist-held spoon to mouth. Inserts spoon				<u> </u>		
26.0	Fills fist-held spoon			<u> </u>	<u> </u>	 	
27.0	Fills fist-held spoon, inserts spoon in mouth turns spoon in mouth						
28.0	Fills fist-held spoon and inserts spoon in mouth without turning	<u></u>					
29.0	Eats, holding spoon in fistsome spilling						
30.0	Eats, holding spoon in fingers with more than one finger independent of the palm and palm up (standard position)—some spilling						



		1	2	3	4	5	6
31.0	Uses spoon held in fingers with precision: Separates large-sized foods, eats liquids, dips into foods using hand, arm, wrist actionssome spilling						
32.0	Directs spoon held in fingers to mouthsome spilling						
33.0	Eats holding fork in fist with spilling			-			
34.0	Eats holding fork in fingers in standard position—some spilling						
35.0	Uses fork held in fingers with precision: separates large-sized foods, dips into foods, spears foods using hand, arm and wrist actions						
36.0	Directs fork held in fingers to mouthsome spilling						
37.0	Directs food on spoon/fork into mouth without dropping any on way to mouth			<u>u</u>			
38.0	Fills spoon/fork with one mouthful of food at a time	-					
39.0	Swallows food in mouth before taking another bite						
40.0	Chews food thoroughly before swallowing						
41.0	Uses spoon for liquids and semi-solids; uses fork for solids					·	
42.0	Serves self at table						
43.0	Spreads with knife (e.g., butter, jam)					-	
44.0	Cuts with knife				·		
45.0	Cuts with knife and fork						
46.0	Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.)						
47.0	Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail, milk carton, thermos, push-top cans, plastic wrappers)						
48.0	Carries own tray through serving line						
49.0	Serves self in cafeteria						



1	2	3	4	5	6
	7.				



DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking • Spills liquids while drinking from cup/glass • Spills liquid contents when lifting cup • Sucks straw without obtaining any liquid • Spills liquids while pouring into a cup/glass • Gulps liquids • Tries to drink from water fountain unsuccessfully

	Date of observation	1	2	3	4	5	6
1.0	Sucks liquid from straw held by adult						
2.0	Takes liquids from cup/glass when cup held by adult						
3.0	Swallows liquids from cup/glass	<u> </u>	 	₩	-	-	
4.0	Retains liquids in mouth without dripping or drooling while drinking			<u> </u> 			
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult		-	-		<u> </u>	
6.0	Helps tip cup to drink when cup held by adult				<u> </u>		
7.0	Holds cup in two hands			<u>II</u>	<u> </u>		
8.0	Holds cup to drink when placed in two hands by adult	<u> </u>	 	-			
9.0	Lifts cup off table to drink using two hands - some spilling				<u> </u>	<u> </u>	
10.0	Lifts cup off table to drink using two hands without spilling				<u> </u>		
11.0	Drinks from cup held to mouth with two hands without spilling						
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling						
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling						<u> </u>
14.0	Holds cup to drink when placed in one hand by adult				1		<u> </u>
15.0	Lifts cup off table to drink using one hand some spilling						



		1	2	3	4	5	6
16.0	Sucks liquid from straw in glass using one hand						
17.0	Lifts cup off table to drink using one hand without spilling						<u> </u>
18.0	Drinks from cup held to mouth with one hand without spilling						ļ
19.0	Lifts cup off table, tips to mouth, drinks, using one hand without spilling						
20.0	Lifts cup off table, tips to mouth, drinks, replaces cup using one hand without spilling.						
21.0	Drinks liquids, taking one sip at a time						_
22.0	Drinks liquid from soft drink bottle or can .						
23.0	Refills glass from container holding less than a glass - some spilling						
24.0	Refills glass from container holding less than a glass without spilling						
25.0	Refills glass from a container holding more than a glass without spilling						
26.0	Refills glass from a container using a handle without spilling	·					
27.0	Drinks from water fountain when turned on by adult						
28.0	Turns faucet of water fountain						
29.0	Turns faucet of water fountain and drinks at same time						
30.0	Pushes button to operate water fountain						
31.6	Pushes button to operate water fountain and drinks at same time						
32.0	Pours liquid from teapot						
33.0	Carries liquid in open container without spilling						
34.0	Pours liquid from one cup to another without spilling						



5 TOILETING

IDENTIFYING BEHAVIORS:

Wets or soils diapers, pants, frequently • Avoids toileting accidents only with reminders • Neglects to flush toilet • Uses toilet tissue improperly • Neglects to wash and dry hands after toileting • Forgets to zip pants after toileting

	Date of observation	1	2	3	4	5	6
1.0	Maintains dry diapers/pants for at least two hours						
2.0	Moves bowels one or two times each day at generally the same times						
3.0	Indicates by gesture, action, vocalization when wet and/or soiled (e.g., cries, pulls at pants, etc.)						
4.0	Sits on toilet when placed and supervised						
5.0	Sits on toilet when left alone						
6.0	Uses toilet immediately after placed					<u> </u>	
7.0	Indicates by gesture, action, vocalization need to go to toilet (e.g., points toward bathroom, asks to be taken to bathroom, etc.).						
8.0	Flushes toilet as directed						
9.0	Goes to, sits on or stands near toilet independently						
10.0	Goes to toilet at regular intervals without asking (e.g., after recess, before boarding bus)						
11.0	Attends to toilet needs without help except wiping						
12.0	Tears toilet tissue as directed						
13.0	Flushes toilet, uses toilet tissue when necessary						
14.0	Goes to toilet when necessary with infrequent accidents						
15.0	Goes to toilet properly by self with no accidents						



		1	$\ $	2	3	4	5	6		
16.0	Adjusts clothing before leaving bathroom (zips, buttons, etc.)		#							
17.0	Washes and dries hands. Disposes of towel if necessary									
18.0	Asks location of bathroom in new situation		\parallel					 		
19.0	Obtains help with any toileting problem		\parallel							

6 Grooming

IDENTIFYING BEHAVIORS:

Showers/bathes only when reminded Refuses to use soap in washing or uses only water to wash self Dries hands/face/body only partially Neglects deodorant even when needed Showers/bathes infrequently Washes self inadequately Forgets to wash certain areas of body Uses comb ineffectively Cleans fingernails only When reminded Neglects male/female personal hygiene Uses only cold water in washing Throws towel on floor when finished drying

	Date of observation	1	2	3	4	5	6
1.0	Goes to sink when requested/on own						
2.0	Turns water on when requested/on own						
3.0	Rubs hands in water when requested/on own	**					
4.0	Picks up soap when requested/on own						
5.0	Rubs soap on hands when requested/on own						
6.0	Rinses all soap off hands when requested/on own						
7.0	Turns water off when requested/on own						
8.0	Rubs hands in towel when requested/on own						
9.0	Hangs towel after using or disposes of towel in wastebasket when requested/on own						
10.0	Splashes face or uses cloth to wet when requested/on own		1.				
11.0	Washes face with soap when requested/on own .						
12.0	Rinses soap off face when requested/on own						
13.0	Dries face with towel when requested/on own .						
14.0	Washes hands and face and dries them without having to be reminded or checked						
15.0	Washes hands and face when soiled or at regular times						
16.0	Gets into bath or shower						



		1	2	3	4	5	6
17.C	Applies soap to cloth						
18.0	Washes neck area with soapy cloth						
19.0	Washes top and bottom of arms						
20.0	Washes, chest, stomach, sides of body						
21.0.	Washes genital and crotch area						
22.0	Washes legs and feet						
23.0	Washes back						
24.0	Washes face and ears while in bath/shower						
25.0	Rinses off soap after washing					<u> </u>	
26.0	uses towel to partially dry body after washing				·		
27.0	Uses towel to dry entire body						
28.0	Allows hair to be washed						
29.0	Assists while another washes hair						
30.0	Washes own hair using fingers to rub/massage scalp						
31.0	Uses proper amount of shampoo to wash hair						
32.0	Turns water on and off for shower/bath						
33.0	Plugs drain when necessary at sink, in bath .						
34.0	Bathes or showers when reminded			<u> </u>		a.	
35.0	Adjusts faucets to desired water temperature at sink or shower/bath						
36.0	Puts comb/brush in hair	<u> </u>					
37.0	Runs comb/brush through hair		 				
38.0	Allows hair to be cut	<u> </u>	 	<u> </u>			
39.0	Allows hair to be set - women			<u> </u>	<u> </u>		
40.0	Partially sets own hair - women		 	Ⅱ	Ⅱ	-	
41.0	Cleans fingernails using fingernail brush	L				<u> </u>	



		1	2	3	4	5	6
42.0	Files/cuts own nails - hands and feet						
43.0	Applies deodorant in correct manner - spray, roll-on, pads, etc						
44.0	Bathes or showers when necessary or at regular times						
45.0	Combs hair when necessary. Checks placement in mirror						
46.0	Maintains clean, filed, cut fingernails						
47.0	Uses a deodorant when necessary or at regular times						
48.0	Cleans glasses, comb, brush when necessary						
49.0	Shaves self when necessary or at regular times						
50.0	Cares for personal hygiene needs during menstrual cycle - women; Changes pads and pants when necessary. Disposes of soiled pad in designated spot, flushes toilet, washes and dries hands, washes or places soiled clothing in wash						



7 Dressing

IDENTIFYING BEHAVIORS:

Requires assistance in dressing Buttons, snaps, zips ineffectively Misaligns buttons Ties hard knot instead of bow Changes clothing infrequently Neglects to use protective clothing according to weather

	Date of observation	1	2	3	4	5	6
1.0	Cooperates passively when being dressed						
2.0	Moves limbs to aid in dressing (e.g., holds out foot for shoe, arm for sleeve)						
3.0	Assists in getting dressed by passing or holding clothing						
4.0	Identifies own clothing						
5.0	Partially closes one of the three front fasteners (e.g., pushes button halfway into hole, zips halfway up or pushes snaps together)						
6.0	Pulls t-shirt, undershirt and other pullover garments down over chest after head and arms put in by adult		·				
7.0	Puts one arm into sleeve of t-shirt and pulls over chest						
8.0	Puts both arms into sleeves of t-shirt and pulls over chest			,			
9.0	Pulls t-shirt down over head, puts arms in sleeves and pulls over chest						
10.0	Places head into neckhole and puts t-shirt on completely			·			
11.0	Closes one of three front fasteners - either buttons, zips or snaps						
12.0	Pulls pants, briefs, and other pull-down garments up from hips to waist after pants pulled up to that point by adult						
13.0	Pulls pants up from knees to waist		<u> </u>				
14.0	Pulls nants un from ankles to waist			1 1	1		1 1



	·	1	2	3	4	5	6
15.0	Pulls pants up completely from floor to waist						
16.0	Puts hand through armhole of front-opened clothing		<u> </u>				
17.0	Locates second armhole and puts hand and arm through it						
18.0	Pushes arm into second sleeve and pulls clothing up to shoulders						
19.0	Pulls two sides of front-opened clothing together						:
20.0	Fastens or attempts to fasten front-opened clothing						
21.0	Tucks in or straightens front-opened clothing						
22.0	Pulls sock up from heel to ankle after sock pulled up to that point by adult						
23.0	Pulls sock up from sole to ankle		<u> </u>	<u></u>			
24.0	Pulls sock up from toes to ankle			 	<u> </u>		
25.0	Puts sock on completely			<u> </u>			
26.0	Puts shoe on over heel after shoe placed near that position by adult						
27.0	Puts shoe on over sole						
28.0	Puts shoe on over toes			<u> </u>	<u> </u>		
29.0	Puts shoe on completely				<u> </u>		
30.0	Closes two of three front fasteners						
31.0	Obtains specified clothing items			<u> </u>			
32.0	Puts shoes on correct feet			<u> </u>	<u> </u>		
33.0	Partially tightens shoe laces		<u> </u>		 		
34.0	Obtains specified clothing items and puts some on without being told						
35.0	Pulls shoe laces tight - vertical pull						



		1	2	3	4	5	6
36.0	Crosses shoe laces						
37.0	Tightens laces - horizontal pull						
38.0	Ties laces into a knot					-	
39.0	Makes a bow	·					
40.0	Tightens bow						
41.0	Buttons, zips and snaps						
42.0	Puts on all clothing when told to do so						
43.0	Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry						
44.0	Closes all fasteners even if small or on back or side of garment. Puts two-piece zippers together and zips up. Closes safety pins						
45.0	Dresses daily at designated times without being reminded (e.g., in the morning, after shower)						
46.0	Selects clean clothing, changes underclothes regularly						
47.0	Selects and uses protective clothing according to the weather, location, etc. (e.g., raincoat, boots, hat)						
48.0	Selects clothing for different occasions and locations				-		
49.0	Polishes shoes						
50.0	Attempts to maintain a clean, neat appearance throughout the day						



8 Undressing

IDENTIFYING BEHAVIORS:

Resists being undressed Attempts to unbutton, unsnap, unzip unsuccessfully Pulls at bow instead of era of lace when untying Neglects to undress at appropriate times Removes clothing at inappropriate times Throws clothing on floor when undressing

	Date of observation	1	2	3	4	5	6
1.0	Cooperates passively when being undressed						
2.0	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe, arm for sleeve)						
3.0	Pulls socks off over toes after adult removes sock to that point						
4.0	Pulls socks off over sole after socks removed to that point						
5.0	Pulls socks off over heel after socks removed to that point						
6.0	Pulls socks off completely						
7.0	Pulls shoes off over toes after adult removes shoes to that point	·					
8.0	Pulls shoes off over sole after shoes removed to that point						
9.0	Pulls shoes off over heel after shoes removed to that point						
10.0	Pulls shoes off completely						
	Pulls off front-opened clothing over wrist (e.g., jacket, coat, shirt, blouse, dress) after adult removes clothing to that point .						
12.0	Pulls off front-opened clothing over forearm after clothing removed to that point						
13.0							
14.0	Pulls off front-opened clothing over shoulder						



		1	2	3	4	5	6	
15.0	Pulls off front-opened clothing over back after clothing removed to that point							I
16.0	Pulls off front-opened clothing from other arm after clothing removed to that point							
17.0	Pulls front-opened clothing off completely							
18.0	Partially opens one of three front fasteners (e.g., pushes button halfway through hole, unzips halfway down or pulls at snaps)							
19.0	Opens one of three front fasteners - either unbuttons, unzips or unsnaps						·	
20.0	Pulls at untied lace and takes shoe off	-	<u> </u>	 	-	₩	₩	
21.0	Pulls at one lace to until bow and takes shoe off			-	<u> </u>			
22.0	Pulls pants, briefs, and other pull-down garments off over feet after adult removes pants to that point							
23.0	Pulls pants down from ankles and over feet after pants removed to that point	ļ 			 		<u> </u>	-
24.0	Pulls pants down from knees and over feet after pants removed to that point			<u> </u>	<u> </u>			1
25.0	Pulls pants down from hips and over feet after pants removed to that point				<u> </u>	<u> </u>	-	-
26.0	Pulls pants down completely from waist and over feet		<u> </u>	·	<u> </u>		<u> </u>	-
27.0	Pulls t-shirt, undershirt, and other pull- over garments up over head after adult removes t-shirt to that point			,				
28.0	Pulls t-shirt off of one arm and over head after shirt removed to that point		<u> </u>		—	<u> </u> _	· 	
29.0	Pulls t-shirt off of both arms and over head after shirt removed to that point			₩-	<u> </u>	<u> </u>	#	_
30.0	Pulls t-shirt off completely	-		#	#-	#-	$+\!\!\!\!+$	-
31.0	Opens two of three front fasteners	-		#-	\parallel	#	#	-
32.0	Unlaces shoes		₩-		#-	+	#-	_
33.0	Unbuttons, unzips and unsnaps			_	$\perp \!\!\! \perp$			



		. 1	2	3	4	5	6
34.0	Takes off all clothing when told to do so						
35.0	Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry						
36.0	Opens all fasteners even if small or on back or side of garment. Opens safety pins						
37.0	Undresses daily at designated times without being reminded (e.g., at night, before shower)						
38.0	Turns clothing right side out (e.g., socks, pants, shirts, etc.)						
39.0	Hangs clothing on hook and/or hanger						
40.0	Puts soiled clothing in designated place						
41.0	Folds clothing down middle						
42.0	Folds clothing more than once						
43.0	Puts clean clothing in designated place (e.g., drawer, closet)						



9 NASAL HYGIENE

IDENTIFYING BEHAVIORS:

Allows nose to run continuously ● Blows nose only when asked/reminded ● Sneezes without covering nose and mouth

	Date of observation	1	2	3	4	5	6
1.0	Shows indications of being irritated by running nose (e.g., wrinkles nose up, cries, moves head)						
2.0	Acknowledges running nose by rubbing nose with hand or arm						
3.0	Attempts to clean up all nose drippings or leakage						
4.0	Wipes all drippings or leakage from around nose with arm or hand						
5.0	Wipes around nose using tissue/handkerchief if reminded						
6.0	Wipes around nose using tissue/handkerchief independently						
7.0	Places tissue over bridge of nose and holds one nostril closed						
8.0	Blows into tissue						-
9.0	Pinches tissue off end of nose						
10.0	Wipes nose dry with clean part of tissue						ļ
11.0	Repeats blowing procedure with other nostril.						
12.0	Disposes of tissue or folds handkerchief and returns it to pocket						
13.0	Blows nose on request						ļ
14.0	Uses tissue to blow nose when reminded		ļ				
15.0	Indicates need for handkerchief to blow nose.						
16.0	Blows nose independently when necessary						
17.0	Covers mouth with tissue or hand when						



18.0 Uses tissue at all necessary times. . . .

1	2	3	4	5	6



10 Oral Hygiene

IDENTIFYING BEHAVIORS:

Swallows rinse water • Applies an excess or inadequate amount of toothpaste to brush • Brushes using improper strokes • Chews on toothbrush • Neglects to turn off water when finished brushing

	Date of observation	1	2	3	4	5	6
1.0	Tolerates brushing of own teeth by others, but does not brush own teeth						
2.0	Locates and takes own toothbrush, paste to bathroom sink						
3.0	Removes cap from toothpaste tube						
4.0	Puts toothpaste on brush (may be inappropriate amount)						
5.0	Tuṛns on water						
6.0	Wets toothbrush and paste						
7.0	Brushes back teeth with horizontal motion						
8.0	Bites down and brushes front teeth with vertical motion						
9.0	Brushes teeth retaining paste, saliva in mouth						
10.0	Spits toothpaste out						
11.0	Fills cup/glass with water						<u> </u>
12.0	Rinses mouth out without swallowing water						
13.0	Expells water into sink	ι.					
14.0	Rinses toothbrush						
15.0	Turns off water						
16.0	Wipes mouth and hands dry						
17.0	Replaces cap on toothpaste tube					<u> </u>	
10 N	Penlaces on disposes of cup						<u> </u>



		1	2	3	4	5	6
19.0	Returns toothbrush, paste to designated container/location						
20.0	Uses proper amount of toothpaste		-				
21.0	Uses proper brushing strokes	· .					
22.0	Brushes after meals or at designated times						
23.0	Obtains help when tooth hurts, cavity is suspected, dental floss needed, etc						
24.0	Goes for teeth check-ups periodically						



11 SELF-IDENTIFICATION

IDENTIFYING BEHAVIORS:

Confuses body parts • Fails to name family members, relations, friends • Recites address incorrectly or only partially • Reports phone number incorrectly • Confuses right and left hands • Confuses Male - Female labels • Omits personal information on job application form

	Date of observation	1	2	3	4	5	6
1.0	Responds to name when called (e.g., turns head, moves eyes, moves toward speaker)						
2.0	Points to own mouth, eyes						
3.0	Points to own nose, feet						
4.0	Identifies self by first name		ļ.,				
5.0	Points to own hair, hands, ear, head, legs, arms						
6.0	Points to own fingers, toes, stomach, back, knees						
7.0	Identifies own image in mirror						
8.0	Points to teeth, heels, fingernails, chin						
9.0	Identifies self in photograph/ in group photograph						
10.0	Points to back, front, sides of body						
11.0	Points to mouth, eyes, nose, feet on other person						
12.0	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.				•		
13.0	Points to own property (e.g, desk, chair, clothing, pencils, crayons, books, toys)	-					_
14.0	Tells own sex						
15.0	Draws picture of own face/whole body with proportional body parts in correct places						
16.0	Tells own first and last name						



		1	2	3	4	5	6
17.0	Tells own age						
18.0	Names siblings						
19.0	Categorizes family members in correct sex group (e.g., says that mommy is a girl not a boy)						
20.0	Tells names of friends, members of class, aunts, uncles, cousins, etc						
21.0	Tells month of birth						
22.0	Tells street name and town in address						
23.0	Tells father's and mother's first and last name						
24.0	Points to 25 of the following body parts: ear, eye, hand, leg, arm, finger, elbow, chin, eyelash, eyebrow, ankle, heel, toe, neck, tongue, waist, hair, back, stomach, teeth, knee, mouth, lips, fingernail, forehead, thigh, hip, chest, calf, wrist, heart, eyelid, shoulders, thumb, cheek, palm	·					
25.0	Tells parents' employer or place of work. Tells parents occupations						
26.0	Tells house number, street, and town						
27.0	Recites telephone number						
28.0	Tells month and day of birth						
29.0	Points to own right and left hands/to right and left on others	·					
30.0	Uses left and right to direct others in concrete situation. (e.g., to go through that door do I right turn or left?)						
31.0	Names 25 body parts (see #24)/35 body parts .		g				
32.0	Tells hobbies, interests						
33.0	Tells number, street, city, state, zip code in address						
34.0	Tells how 25 body parts are related to one another (e.g., what is your hand connected to?)						



		1	2	3	4	5	6
35.0	Tells birthplace (state)						
36.0	Tells month, day, year of birth		<u> </u>		-		
37.0	Tells city/town of birth						
38.0	Points to objects in front of, behind, beside self						
39.0	Points to objects to the left/to the right of self						
40.0	Locates self in relation to other objects. (e. g., Are you to the left or to the right of the door?)						
41.0	Tells how 35 body parts function (e.g. elbow bends, heart pumps)				·		
42.0	Uses left or right to direct other in abstract situation (e.g. how do I get to your house from here?)						
43.0	Tells height and weight			 	 		
44.0	Tells schooling information (e.g. schools attended, dates, diploma) Tells job experience (e.g. title, organization, salary)						
45.0	Tells parents' birth places	ļ	 	-	-		
46.0	Tells or locates drivers license #/social security #						
47.0	Tells credentials, licenses, training certificates, awards held						
48.0	Tells references, names, and addresses		<u> </u>	Ⅱ	 	 	
49.0	Discusses own strengths and weaknesses		<u> </u>		 	 	
50.0	Discusses own hierarchy of values (e.g. honesty, appearance, intelligence, personality etc.)						



12 Sensory Perception

IDENTIFYING BEHAVIORS:

Avoids touching, picking up, holding objects

Avoids touching wet objects/substances

• Discriminates shapes, sizes, textures only with the aid of visual cues • Confuses different tastes

	Date of observation	1	2	3	4	5	6
1.0	Picks up object briefly and drops						
2.0	Picks up object and holds						
3.0	Picks up object and sticks in mouth; licks, sucks						
4.0	Picks up object and bangs it against another object or self						
5.0	Picks up object and turns in hand						
6.0	Picks up object and throws it						
7.0	Picks up object and rubs, pinches, smooths or pats it						
8.0	Picks up object and takes parts off/out. Puts parts in/on						
9.0	Turns object over and around						
10.0	Holds object to light						
11.0	Pushes/pulls object						
12.0	Sits on/in, stands on/in object						
13.0	Sits under/stands under object			-			
14.0	Explores density, resistance, texture, temperature of wet objects/substances (e.g., finger paint, suds, bubbles, water, sponge)						
15.0	Points to area of body recently touched by another						
16.0	Matches through tactile cues (e.g., using texture bag or blindfold) like objects that are big and small						



4		1	2	3	4	5	6
17.0	Matches through tactile cues like objects that are long and short						
18.0	Matches through tactile cues like objects that are straight and curved						
19.0	Matches through tactile cues like objects that are square and round						
20.0	Matches through tactile cues like objects that are circular, triangular, rectangular, diamond shaped					·	
21.0	Matches through tactile cues like objects that are flat/thin and wide/fat				-		
22.0	Matches through tactile cues like objects that are wet and dry						
23.0	Matches through tactile cues like objects that are hot and cold				·		
24.0	Matches through tactile cues like objects that are sticky and non-adhesive						
25.0	Matches through tactile cues like objects that are hard and soft						
26.0	Matches through tactile cues like objects that are rough and smooth						
27.0	Matches through tactile cues like objects that are wrinkled/bumpy and smooth						
28.0	Matches through tactile cues like objects that are sharp and dull						
29.0	Matches through tactile cues like objects that are light and heavy						
30.0	Chooses through tactile cues small object on request from group of five objects (e.g., using texture bag or blindfold)						
31.0	Chooses through tactile cues long/short object on request from group of five objects						
32.0	Chooses through tactile cues straight/curved object on request from group of five objects						
33.0	Chooses through tactile cues square/round object on request from group of five objects						



		1	2	3	4	5	6
34.0	Chooses through tactile cues triangular/rectangular/diamond shaped object on request from group of five objects						
35.0	Chooses through tactile cues flat/thin/wide/fat object on request from group of five objects						·
36.0	Chooses through tactile cues wet/dry object on request from group of five objects						
37.0	Chooses through tactile cues hot/cold object on request from group of five objects						
38.0	Chooses through tactile cues sticky/non-adhesive object on request from group of five objects						
39.0	Chooses through tactile cues hard/soft object on request from group of 5 objects						
40.0	Chooses through tactile cues rough/bumpy/wrink-led/smooth object on request from group of five objects				,		
41.0	Chooses through tactile cues sharp/dull object on request from group of five objects						
42.0	Chooses through tactile cues light/heavy object on request from group of five objects						
43.0	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects						
44.0	Chooses through smell and taste cues burnt substances or objects						
45.0	Chooses through smell and taste cues sour substances or objects						
46.0	Chooses through smell and taste cues salty substances or objects						
47.0	Chooses through smell and taste cues bitter substances or objects		-				



13 AUDITORY PERCEPTION

IDENTIFYING BEHAVIORS:

Does not react to speech or noise Attends to all sounds equally (e.g., reports no dominant sounds) Attends to sounds other than teacher speaking Repeats verbal sequences incorrectly (stories, poems, symbols) Does not follow directions Does not discriminate gross/fine differences in sounds Categorizes sounds incorrectly Repeats melodies, rhythms incorrectly

	Date of observation	1	2	3	4	5	6
1.0	Startles in response to sudden loud sound						
2.0	Turns head toward source of loud sound						
3.0	Attends to dominant sound while other sounds presentforeground-background stabilization						
4.0	Stops activity momentarily when sound is made						
5.0	Reaches or turns toward noise made behind head .		á				
6.0	Responds within 5 seconds to single speaker by looking directly at him						
7.0	Reacts positively (e.g., smiles, waves arms, goo's) to soft-toned sounds						
8.0	Reacts negatively (e.g., temporarily lessens activity; cries) to harsh-toned sounds						
9.0	Points in general direction of source of sound .				·		
10.0	Changes activity with change in soundpossibly inappropriate (e.g., when bell rings, stops playing						
11.0	Imitates physical gestures when word or phrase paired with that gesture is spoken (e.g., adult says bye-bye and child waves)						
12.0	Matches environmental soundschooses from group the sound similar to one presented						
13.0	Sorts environmental sounds into groups without identifying class					·	



		1	2	3	4	5	6
14.0	Points to specific source of sound when typical sound of that object is made (e.g., drum, whistle, dog)						
15.0	Identifies sounds as near or far, up or down						
16.0	Responds appropriately to sound patterns associated with various activities (e.g., puts away materials when piano plays certain sequence of notes)						
17.0	Identifies sounds, words just spoken						
18.0	<pre>Identifies loud and soft sounds</pre>					-	
19.0	Identifies different notes as being high or low sounds						
20.0	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.)						
21.0	Repeats simple words						
22.0	Repeats nonsense words						
23.0	Identifies differences in unlike speech soundsm, g, t, pwhen in isolation						
24.0	Identifies differences in similar speech soundsf, s, v, thwhen in isolation						
25.0	Identifies where sound differences occur in words (e.g., initial, medial, final sounds)						
26.0	Identifies initial sounds of words						
27.0	Identifies initial and final sounds of words						
28.0	Identifies initial, medial and final sounds of words (e.g., tells where p-sound occurs in pail, hop)		,		·		
29.0	Repeats tapped rhythms						
30.0	Repeats melody			-	-		
31.0	Identifies component sounds of words $(P/\overline{a}/t)$						
32.0	Identifies consonant sounds of a spoken word						
33.0	Identifies vowel sounds of a spoken word						



		1	2	3	4	5	6
34.0	<pre>Identifies consonant blends of separate letters (e.g., b + l = bl)</pre>						
35.0	Identifies number of sounds per blend (e.g., 2 sounds in bl)						
36.0	Identifies number of sounds per word						
37.0	Identifies order of sounds in word						
38.0	Identifies fine differences in words (e.g., bat and bad)			-			
39.0	Identifies and forms words that rhyme						
40.0	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy)						
41.0	Tells recently told story maintaining original sequence						
42.0	Repeats poem just spoken						_
43.0	Recalls story recited in past (e.g., one period, one day, last year)						
44.0	Repeats set of symbols backwards (e.g., digits, letters, words)						
45.0	Recalls poem recited in past						
46.0	Repeats set of mixed symbols (e.g., X, Q, 3, dog)						
47.0	Corrects own mispronunciation when reading aloud						



____14 Vishal motor 1 *

IDENTIFYING BEHAVIORS:

Loses track of moving object when it crosses midline • Follows objects using both eye and head movements • Grasps using gross movements of one or both hands • Squeezes and releases objects only with assistance • Manipulates blocks ineffectively • Has difficulty stringing beads • Displays little eye-hand coordination

	Date of observation						
		1	2	3	4	5	6
1.0	Responds to light when introduced into room (e.g., turns head in direction)						
2.0	Follows moving object with eyes and head. Fixates on object momentarily						
3.0	Follows moving object (with eyes and head) on its horizontal path from side of body to midline (90° arc)						
4.0	Follows moving object (with eyes and head) on its diagonal path from side of body to midline (90° arc)						
5.0	Follows moving object (with eyes and head) on its horizontal path from one side of body to other (180° arc)	,					
6.0	Follows moving object (with eyes onlyno head movement) on its path from one side of body to other (180° arc)						
7.0	Follows moving object (with eyes only) until it disappears from view (e.g., behind a screen).						
8.0	Follows object moving in circular path (with eyes only						
9.0	Follows moving object held 18 inches from eyes (with eyes only)						
10.0	Follows moving object along floor ten feet away (with eyes only)				,		
11.0	Follows dangling object on string ten feet away (with eyes only)						
12.0	Fixates eyes on object/picture for 10 seconds						



	• ·	1	2	3	4	5	6
13.0	Extends fingers						
14.0	Reaches to midline of body with elbow extension.						
15.0	Grasps using gross movement of both hands						
16.0	Reaches across midline of body with elbow and fingers extended						
17.0	Grasps rattle, finger, etc., with one hand						
18.0	Reaches toward object(s)						
19.0	Moves hands together (in unison) as in clapping.						_
20.0	Leaves hands predominantly open						
21.0	Squeezes items placed in hand						
22.0	Uses fingers in gross movements to grasp objects						
23.0	Releases or drops objects from grasp						
24.0	Transfers objects from hand to hand						
25.0	Bangs together two objects held in hands						
26.0	Pulls jumbo pegs out of pegboard		 	 	<u> </u>		
27.0	Uses thumb in opposition with all fingers to grasp						
28.0	Uses wrist in side-to-side movement (e.g., rings bell)						
29.0	Places index finger in small hole				 	 	
30.0	Takes objects out of container with one hand			<u> </u>	<u> </u>	 	
31.0	Squeezes object in one hand			<u> </u>	<u> </u>	<u> </u>	
32.0	Puts objects in container with one hand			 	<u> </u>	 	
33.0	Uses thumb in opposition with two fingers to grasp			<u> </u> 		<u> </u>	
34.0	Grasps flat or thin objects using one hand	ļ	 	 	 	-	
35,0	Picks up small objects between thumb and index finger					<u> </u>	
36.Ŭ	Reaches across midline of body using thumb and index finger to pick up objects						



	·	1	2	3	4	5	6
37.0	Builds tower of two blocks						
38.0	Places round object in round hole						
39.0	Builds tower of 3-4 blocks	-					
40.0	Builds tower of 5-6 blocks						
41.0	Strings large beads						
42.0	Rolls clay into snake shape						
43.0	Uses wrist in two ing motion to screw and unscrew lids, tu porknobs, etc						
44.0	Matches like objects						
45.0	Matches the three primary colorsred, blue, yellow						
46.0	Matches long and short objects						
47.0	Matches big and little objects						
48.0	Matches circles, squares, triangles, diamonds						
49.0	Matches above shapes to proper holes on formboard						
50.0	Puts together simple puzzles						

^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Visual Motor II is a continuation of Visual Motor I.



15 VISUAL MOTOR II *

IDENTIFYING BEHAVIORS:

Has difficulty cutting with scissors, sharpening pencil, folding paper • Dissociates component parts of letters (e.g., writes boy as lo o y) • Reverses letters in words, numbers (e.g., SAW = WAS) • Mirrors letters (e.g., reads or writes b for d, p for q) • Interchanges foreground, background (e.g., reports dominant object in visual field as background) • Does not identify/match shapes, letters • Confuses letters/words that look alike (bed for bad) • Does not report same form when position/setting changes (e.g., book on side not reported as book when on end) • Visually rotates object, picture, word, design (e.g., reports horizontal object in vertical position) • Fixates on visual detail to exclusion of whole (e.g., reports tail and not rabbit) • Copies from model incorrectly (e.g., design, picture, letters) • Does not report missing parts of picture • Does not reproduce previously viewed pattern or does so incorrectly • Does not identify whole when only one part in view • Does not discriminate likes/differences in size, shape, color • Skips sections on tests, workbooks • Inaccurately recounts occurences

	Date of observation				1	1 - 1	
		1	2	3	4	5	6
1.0	Spreads paste randomly on paper. Places another paper on top to stick						
2.0	Paints with large brush						
3.0	Folds paper with definite crease					_	
4.0	Cuts paper with scissors						
5.0	Rolls clay into ball						
6.0	Threads large needle through wide hole						
7.0	Strings small beads	<u> </u>				·	
8.0	Places small pegs in holes on board						
9.0	Spreads paste on one side of paper and turns over to stick it to another paper						



·		1	2	3	4	5	6
10.0	Builds tower of nine blocks or more						
11.0	Builds five-block bridge	-					
12.0	Cuts out pictures following general shape						
13.0	Cuts across paper following straight line/curved line						
14.0	Cuts out small square/triangle/circle						
15.0	Cuts fringe						
16.0	Winds thread on spool evenly						
17.0	Sharpens pencil						
18.0	Folds paper in half with edges meeting						
19.0	Cuts cloth with scissors						
20.0	Cuts out complex pictures following outlines						
21.0	Places key in lock and opens lock						
22.0	Threads standard-sized needle						
23.0	Locates up, down/on, in, out/under, over/top, bottom/by, beside/before, after/above, below/behind, front/around/through						
24.0	Matches six colors/over six colors						
25.0	Matches objects of various shades from dark to light					1	
26.0	Matches objects of various intensities from bright to dull						
27.0	Finds target object from pictured group of grossly different objects (e.g., hat, car, flower, shoe)						
28.0	Finds target object from pictured group of similar objects (e.g., collie, shepherd, poodle, beagle						
29.0	Points to specified object to left/to right						
30.0	Finds two objects in picture and connects them with a line						



		1	2	3	4	5	6
31.0	Makes fine discriminations in sizeto the 1/2 inch						
32.0	Makes discriminations in size to the $1/4$ inch						
33.0	Makes discriminations in size to the $1/8\text{inch}$						
34.0	Identifies missing or incongruous element of picture						
35.0	Identifies look-alike words correctly						
36.0	Puts together complex puzzles			<u> </u>			
37.0	Strings small beads reproducing color and shape sequence	, 					
38.0	Scans horizontal line of objects left to right			 			
39.0	Reproduces number, direction and color of peg- board design						
40.0	Makes fine visual discriminationsmatches letters that look very similar (e.g., b, d, and p; n, u, and v)	,					
41.0	Copies-from model-letters, numbers in correct sequence						
42.0	Reproduces previously viewed letters, numbers in correct sequence	.]					
43.0	Reproduces previously viewed complex pattern/design correctly						
44.0	Reports dominant object in visual field as such .	.	<u> </u>	Ⅱ	<u> </u>	 	
45.0	Identifies whole object/design when part viewed	·	<u> </u>	-	<u> </u>		
46.0	Reports whole picture as well as details	·	<u> </u>	 	<u> </u>	 	
47.0	Recalls three objects after 10-second exposure.	.	<u> </u>		 	 	<u> </u>
48.0	Recalls three objects after 10-second exposure when more than one minute has elapsed	.]				-	
49.0	Recalls five objects after 10-second exposure .	.	₩	Ⅱ	Щ_	 	
50.0	Recalls ten objects after 10-second exposure	.		$\!\!\perp\!\!\!\perp$			1

^{*} The amount of behavioral characteristics in this area is too great to be ontained in one behavioral strand. Visual Motor II is a continuation of ERIC isual Motor I

GROSS MOTOR 1 .

IDENTIFYING BEHAVIORS:

Shows no protective behavior (e.g., does not extend arms when falling) • Shows no reflexive righting behavior • Shows no movement from back, side, stomach positions • Walks only with physical assistance • Walks on tiptoes • Avoids walking up and/or down incline or stairs • Falls • side of chair if not supported • Slides forward on chair if not supported

	Date of observation	1	2	3	4	5	6
1.0	Holds head up and steady when held against shoulder						
2.0	Uses simple hand movements to the side			· .			
3.0	Lifts head when lying flat on stomach						
4.0	Shows protective behavior (e.g., extends arms when falling					·	
5.0	Uses reflexive arm and leg thrusts/voluntary arm and leg thrusts						
6.0	Creeps while flat on stomach using random motion.	<u> </u>			<u> </u>		
7.0	Creeps from stomach position using arms together, legs together						
8.0	Holds head steady and erect when lifting head						
9.0	Turns from side to back						
10.0	Turns over by self from stomach to back/from back to side						
11.0	Supports self on extended elbows	<u> </u>					
12.0	Sits if supported by pillow, chair, etc						
13.0	Uses arms to raise trunk from stomach position	<u> </u>			<u> </u>		
14.0	Shifts weight on extended arms to reach. Reaches to one side						
15.0	Pulls self to sitting position and sits alone without aid for 10 seconds/30 seconds/1 minute						T .



		1	2	3	4	5	6
16.0	Bounces up and down in sitting position						
17.0	Rocks back and forth (e.g., in recking chair)						
18.0	Rolls from back to side to stomach using arms for thrust						
19.0	Creeps reciprocally from stomach position using right hand and left leg together, left hand and right leg together						
20.0	Assumes crawling position. Crawls on hands and knees using random movement						
21.0	Pulls self to standing position. Stands with support						
22.0	Crawls using both hands together, both knees together (i.e., like a rabbit hop)						
23.0	Crawls reciprocally using right hand and left knee together, left hand and right knee together						
24.0	Takes simple stepping movements with aid						
25.0	Sits down from standing position with aid						
26.0	Rolls a large ball when seated on floor						
27.0	Uses smooth stepping movements to walk with aid (hands held by adult)						
	Stands alone without aid. Stands from sitting or lying position			·			
29.0	Walks forward alone						
30.0	Pushes and pulls doors open and closed						
31.0	Climbs onto chair/onto small wheel toy			ļ			
32.0	Walks backward for 3 feet/sideways for 3 feet		<u> </u>				
33.0	Completes a sideways(log) roll						
34.0	Walks up and down stairs using rail, both feet on each step/without rail						
35.0	Runs a distance of 10 feet					-	
36.0	Tosses a large ball with both hands underhand						



		1	2	3	4	5	6
37.0	Kicks a large stationary ball without falling .						
38.0	Begins a simple somersault						
39.0	Walks up and down a 15-degree incline						
40.0	Stands on one foot holding support						
41.0	Climbs up and down ladder one rung at a time						
42.0	Bends over to pick up objects without falling .						
43.0	Squats, maintaining balance						
44.0	Walks ten feet pushing and pulling a wagon- type object						
45.0	Catches a large ball thrown from 5 feet by pushing it with arms against body						
46.0	Jumps from bottom step (12 inches high), feet together						
47.0	Stands on tiptoe for 10 seconds			<u> </u>			
48.0	Walks two steps on 4-inch wide paper line/on 4-inch wide beam						
49.0	Walks 20-foot diameter circle staying on path .			 			
50.0	Walks up and down stairs using rail, alternate feet/without rail						

^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Gross Motor II is a continuation of Gross Motor I.



17 GROSS MOTOR II

IDENTIFYING BEHAVIORS:

Bumps into objects while walking/running • Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle • Misses a large or small ball thrown to him • Walks, runs with unsteady/clumsy movements • Has difficulty performing simple acrobatic stunts • Performs poorly if at all in team sports • Throws ball in undirected fashion • Has difficulty keeping afloat in water

	Date of observation						
		1	2	3	4	5	6
1.0	Tosses a large ball in air and catches it with hands, body						
2.0	Bounces a large ball on floor and catches it with hands, body						
3.0	Throws a large ballin general direction intendedfrom chest position with two hands						
4.0	Throws a large ball against wall and catches it with hands, body		·				
5.0	Catches with hands and body a large ball thrown by another from 5 feet						
6.0	Catches with hands a large ball thrown by another from 5 feet						
7.0	Kicks a stationary ball using a two-step start .						
8.0	Jumps forward 3-foot distance, feet together/backward 3 feet						
9.0	Balances on one foot for 5 seconds, with eyes open, arms out to sides/arms folded in front						
10.0	Balances on one foot for 5 seconds, with eyes closed, arms out to sides/arms folded in front .						
11.0	Attempts to skip					·	
12.0	Performs complete somersault						
13.0	Maintains momentum on swing						
14.0	Rides tricycle						



		1	2	3	4	5	6
15.0	Gallops forward and backward						
16.0	Runs a 20-foot distance, breaking stride and rhythm						
17.0	Runs through an obstacle course, avoiding objects/persons in path						
18.0	Walks 10 feet carrying an object which blocks view of floor					·	
19.0	Lifts torso from ground to complete one sit-up.						
20.0	Walks 12 feet on 4-inch wide beam without stepping off						
21.0	Lifts body with knees on floor to complete one girl's push-up				£		
22.0	Touches toes while in sitting position, legs outstretched						
23.0	Lifts body from floor to complete one boy's push-up						
24.0	Walks up and down stairs carrying a breakable object						
25.0	Hops 3-foot/5-foot/15-foot distance on one foot						
26.0	Hangs from bar using overhead grip for 5 seconds						
27.0	Hangs from laddered bars and swings across						
28.0	Strikes with bat a large stationary ball/large rolled ball/large bounced ball						
29.0	Strikes with hand a large ball thrown from 5 feet/strikes with bat ball thrown from 5 feet .		-				
30.0	Propels, rides and steers a wagon		<u> </u>				
31.0	Rides bicycle with training wheels	<u> </u>	<u> </u>	<u> </u>			
32.0	Maintains chin-up position while hanging on bar for 5 seconds						
33.0	Jumps over 6-inch high rope, feet together			 			
34.0	Hops on each foot two times in place					<u> </u>	



		1	2	3	4	5	6
35.0	Throws small ball 25 feet using cross-lateral shift of body weight						
36.0	Runs 50-yard dash within 10 seconds						
37.0	Strikes with bat a small ball thrown from 5 feet						
38.0	Stands up within 5 seconds after lying on back without losing balance	·					
39.0	Runs up to and kicks a large moving ball						
40.0	Jumps over 15-inch high rope, feet together						
41.0	Jumps or skips rope						
42.0	Leaps over objects in obstacle course						
43.0	Rides standard-sized bicycle						
44.0	Catches a small ball thrown from 20 feet						
45.0	Throws a small ball 50 feet						
46.0	Jumps forward five-foot distance, feet together/backward 5-foot distance, feet together				·		
47.0	Skips using alternate feet forward/backward. Completes 10 jumping jacks or side-straddle hops						
48.0	Floats in water. Swims using arms and legs		<u> </u>	 	 		
49.0	Participates actively in team sports requiring varied skills (e.g., softball, football, volleyball, basketball, etc.)						
50.0	Performs gymnastic feats (e.g., backward roll head stand, backbend, cartwheel, hand stand)						<u>.</u>

^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Gross Motor II is a continuation of Gross Motor I.



POE-ASIZICULATION

IDENTIFYING BEHAVIORS:

Drools • Uses motion of head, not tongue, to lick • Does not blow • Blows in undirected, uncontrolled fashion • Vocalizes while inhaling • Sucks liquid from straw ineffectively • Does not point or manipulate tongue • Points tongue in specified direction only with aid of lips • Demonstrates little/no lip movement or control • Does not purse lips to kiss • Uses one- and two-syllable sounds, without inflections • Maintains open mouth position at inappropriate times • Displays poor muscle control of neck, trunk, head, cheeks (e.g., tenses body while vocalizing) • Eats baby food only • Rejects textured food • Does not chew or bite • Grunts or uses one sound for all communication

	•						
	Date of observation	1	2	3	4	5	6
1.0	Breathes from diaphragm in imitation or on request	,					
2.0	Maintains established rhythmic breathing pattern from diaphragm (e.g., completes exhalation before additional inhalation)						
3.0	Produces vocal sound on exhalation						
4.0	Sucks liquid from a straw ineffectively (e.g., spilling, drooling)						
5.0	Sucks liquid from a straw getting all liquid into mouth						
6.0	Uses teeth for biting						
7.0	Uses teeth for chewing						
8.0	Chews in rotary motion						
9.0	Moves food from side to side in mouth		· ·				
10.0	Controls drooling and saliva flow while eating						
11.0	Swallows biteful of food after chewing						
12.0	Looks at mouth to get cues for sound production						



		1	2	3	4	5	6
13.0	Blows and vocalizes in non-specific direction						
14.0	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower)					-	
15.0	Blows in specified direction (e.g., straight out, to side)						
16.0	Opens and closes mouth in imitation or on request						
17.0	Controls saliva. Prevents drooling						
18.0	Presses lips together in imitation or on request						
19.0	Purses or rounds lips in imitation or on request (e.g., kisses a doll)						
20.0	Places teeth together in biting position on imitation or request						
21.0	Moves tongue past lip-line in any direction to outside of mouth						
22.0	Moves tongue flat out of mouth in relaxed position						
23.0	Foints tongue straight out of mouth in tensed position						
24.0	Points tongue up and down with aid of lips						
25.0	Points tongue up and down without aid of lips to give direction						
26.0	Points tongue side to side with aid of lips to give direction	 					
27.0	Points tongue side to side without aid of lips to give direction		_		·		
28.0	Licks upper lip with one continuous lick keeping tongue on lip at all times						
29.0	Licks lower lip with one continuous lick keeping tongue on lip at all times		<u>.</u>				
30.0	Licks upper lip with short, staccato movements			\parallel _			
31.0	Licks lower lip with short, staccato movements						



		1	2	3	4	5	6
32.0	Places lower lip under upper teeth						
33.0	Places teeth/jaws in partially opened position (e.g., within two finger-widths' distance together)						
34.0	Places tongue between teeth			-			
35.0	Places tongue behind upper teeth						
36.0	Places tongue against roof of mouth						
37.0	Maintains closed mouth position except for eating, drinking, talking, etc						· .
38.0	Imitates speech movements without sound production						
39.0	Cries using sounds that change in pitch to indicate change in bodily state (e.g., hunger, wetness, pain)						
40.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts)						
41.0	Makes any vowel-like sound	· 					
42.0	Makes any vowel-like sound with high-low or up-down inflection						
43.0	Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga)						
44.0	Makes consonant and vowel sound with inflection						<u> </u>
45.0	Imitates sounds without meaning						
46.0	<pre>Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo)</pre>						
47.0	Uses meaningless syllables (jargon speech) as though they were meaningful						
48.0	Uses one-syllable sound for an object/person (e.g., wa for water)						
49.0	Uses a two-syllable sound for an object/ person (e.g., wa-wa for water, ma-ma for mother)						
50.0	Says first intelligible, spontaneous word	<u>.</u>					

19 ARTICULATION +

IDENTIFYING BEHAVIORS:

Omits sounds in words Substitutes one sound for another in words Distorts sounds in words Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds Makes unintelligible sounds Speaks in muffled, garbled, unclear manner

	Date of observation	1	2	3	4	5	6
1.0	Makes all long vowels in isolation (e.g., a in date, e in beat, i in side, o in bone, u in rule)						
2.0	Makes all short vowels in isolation (e.g., a in mat, e in bed, i in tip, a in car and cot, a in drum, yu in fury)						
3.0	Uses all long vowels with m to form consonant-vowel nonsense syllables (e.g., me, etc.)						
4.0	Uses all long vowels with p, b to form consonant-vowel nonsense syllables (e.g., pē, bē)						
5.0	Uses all short vowels with m, b, p to form consonant-vowel nonsense syllables (e.g., mä, pä, bä, etc.)						
6.0	Makes all vowel diphthongs in isolation (e.g., au in out, oi in coil, u in book, o in saw, ai in bite, ju in use)					·	
7.0	Uses all long vowels with h, w, hw, (wh) to form consonant-vowel nonsense syllables						
8.0	Uses all short vowels with h, w, hw (wh) to form consonant-vowel nonsense syllables						
9.0	Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables						
10.0	Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables						
11.0	Uses all diphthongs with m, p, b to form						



		1	2	3	4	5	6
12.0	Uses all diphthongs with h, w, hw (wh) to form consonant-vowel nonsense syllables						
13.0	Uses all diphthongs with t, d, k, g to form consonant-vowel nonsense syllables						
14.0	Uses consonant sounds m, p, b, t, d, k, g, h, w, hw in the initial position in one-syllable words						
15.0	Uses above consonant sounds in the initial position in two-syllable words						
16.0	Uses all vowels (long, short, diphthongs) with m, p, b to form vowel-consonant nonsense syllables						
17.0	Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables						
18.0	Uses m, p, b, t, d, k, g in the final position in one-syllable words	•					
19.0	Uses m, p, b, t, d, k, g in the final position in two-syllable words						
20.0	Uses all vowels (long, short, diphthongs) with f and v to form consonant-vowel nonsense syllables						
21.0	Uses all vowels with f and v in initial position in one-syllable words						
22.0	Uses all vowels with f and v to form vowel-consonant nonsense syllables						
23.0	Uses f and v in final position in one-syllable words						
24.0	Uses f and v in initial and final position in two-syllable words						
25.0	Uses all above vowels and consonants in medial position in two-syllable words						
26.0	Uses all above vowels and consonants in medial position in three-syllable words						
27.0	Uses all vowels (long, short, diphthongs) with s, z (zone), zh (vision), sh, ch, th (thin and that) to form consonant-vowel nonsense syllables		•				

		1	2	3	4	5	6
28.0	Uses all vowels with s, z, zh, sh, ch, th in initial position in one-syllable words						
29.0	Uses all vowels with s, z, zh, sh, ch, th to form vowel-consonant nonsense syllables				·		
30.0	Uses s, z, zh, sh, ch, th in final position in one-syllable words						
31.0	Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words						
32.0	Uses all vowels (long, short, diphthongs) with n, r, l, j, y to form consonant-vowel nonsense syllables						
33.0	Uses all vowels with n, r, l, j, y in initial position in one-syllable words		-		1		
34.0	Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables						
35.0	Uses n, ng, r, l, j, y in final position in one-syllable words						
36.0	Uses n, ng, r, l, j, y in initial and final position in two-syllable words						
37.0	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in one-syllable words						
38.0	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words						
39.0	Uses all consonant and vowel sounds in all positions within one-syllable words						
40.0	Uses all consonant and vowel sounds in all positions within two-syllable words						
41.0	Uses all consonant and vowel sounds in all positions within three-syllable words						
42.0	Uses all consonant and vowel sounds in all positions within four-syllable words						
43.0	Accents two- and three-syllable words on correct syllable						
44.0	Uses all consonant and vowel sounds in phrases						



•		1	2	3	4	5	6
45.0	Uses all consonant and vowel sounds in sentences						
46.0	Uses all consonant and vowel sounds in spontaneous speech with 75% intelligibility						
47.0	Uses all consonant and vowel sounds in spontaneous speech with 100% intelligibility						
48.0	Says all sounds in up to four-syllable words with 100% intelligibility						

⁺ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #57 and #58 for alternative.



20 LANGUAGE COMPREHENSION

IDENTIFYING BEHAVIORS:

Appears not to understand what is being said • Does not respond to name, words • Does not answer questions correctly • Does not follow verbal directions • Does not locate, place objects according to verbal directions • Does not point to familiar objects/persons on request

	Date of observation	1	2	3	4	5	6
1.0	Responds to spoken sounds (e.g., smiles, frowns, changes behavior)						
2.0	Stops activity upon simple command (e.g., no, stop, don't)						
3.0	Responds to name by stopping activity, looking up, or going to speaker						
4.0	Gestures appropriately to simple verbal requests without physical model (e.g., waves bye-bye)						
5.0	Points to ten body parts or possessions on request						
6.0	Points to members of family, familiar home objects on request						
7.0	Follows verbal direction when accompanied by gestures (e.g., come, sit, bring)						
8.0	Follows one simple verbal command given without gestures						
9.0	Performs appropriate action when self pro- nouns me, my, mine, I are used (e.g., give me the ball)					,	
10.0	Performs appropriate action when given one- step verbal command using pronouns he, she, it						
11.0	Performs appropriate action when given one- step verbal command using pronouns him, her, you, they						
12.0	Performs appropriate action when given one- step verbal command using pronouns his, hers, yours, theirs						



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13.0	Responds non-verbally (e.g., nods, points,	1	2	3	4	5	6
· · ·	shakes head) to concrete questions (e.g., do you want a cookie?)						
14.0	Responds correctly and non-verbally to physical state questions (e.g., are you tired?)						
15.0	Points to common objects according to function (e.g., something to sleep on)						
16.0	Points to or places object up, down						
17.0	Points to or places object on, in, out						
18.0	Points to or places object under, over						· .
19.0	Points to or places object on top, bottom		_	<u> </u>			<u> </u>
20.0	Points to or places object by, beside, behind			 			
21.0	Points to or places object before, after			 			ļ
22.0	Points to or places object above, below		-	Ⅱ			
23.0	Points to or places object in front, back			Ⅱ			
24.0	Points to or places object around, through				 		<u> </u>
25.0	Points to person/object connected with own school on request						
26.0	Points to person/object connected with own neighborhood or community on request						
27.0	Responds correctly and nonverbally to questions concerning abstracts or concepts (e.g., do you like art?)						
28.0	Answers specific questions based on spoken material						
29.0	Chooses main ideas from spoken material			11			



21 LANGUAGE DEVELOPMENT

IDENTIFYING BEHAVIORS:

Indicates needs by gestures • Speaks in fragments - words, phrases, short sentences • Speaks only in simple sentences • Speaks only using present tense • Uses incorrect pronoun, verb, or both (e.g., me go, I goes) • Uses first name instead of pronoun I or me • Asks questions using voice inflection rather than complete sentences • (e.g., that a car?) • Participates rarely in class discussions

	Date of observation	1	2	3	4	5	6
1.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, laughs, whines, grunts)						
2.0	Uses facial and arm gestures with vocalizations						
3.0	"Talks" to self in mirror using melodic, rhythmic speech patterns - words not coherent						
4.0	Communicates by pulling another to show him object/person/situation			c•			
5.0	Uses one word for many related things						
6.0	Refers to self by first name						
7.0	Names familiar object upon seeing it again, using one-syllable word						
8.0	Names familiar object upon seeing it again, using two-three syllable word						
9.0	Names five familiar objects (e.g., toys, animals, clothing, body parts)/ten objects/twenty objects						· · · · ·
10.0	Uses one-word verb in present tense (e.g., go, run)			·			
11.0	Uses pronouns me, my, mine					 	
12.0	Uses adjectives (e.g., good, big)		<u> </u>			<u> </u>	
13.0	Uses noun with article (e.g., a dog, the car)			 	 		
14.0	Uses noun with possessive (e.g., my dog, Daddy car)						



•••	·	1	2	3	4	5	6
15.0	Uses noun with quantifier (e.g., more candy, no car)						
16.0	Uses noun with adjective (e.g., good dog, big car)						
17.0	Uses noun with locator (e.g., there dog, here car)				1		
18.0	Uses noun with demonstrator (e.g., this dog, that car)						
19.0	Uses noun with identifier (e.g., it dog, it's a car)						
20.0	Uses two-word predicate phrases (e.g., dog there, car broken)					·	
21.0	Uses verb with nour (e.g., see dog, push car)						
22.0	Uses verb with preposition (e.g., go up, fall down)						
23.0	Uses verb with noun (e.g., dog see, car go) .						
24.0	Uses two-word fragments with locators (e.g., up there)/with prepositions (e.g., to school)/with negatives (e.g., not car)/with conjunctions (e.g., and car)		ì				•
25. 0	-Uses two-word stereotyped phrases (e.g. don't cry, be careful)						·
26.0	Uses pronouns I, him, he, his, her, she, hers you, yours appropriately				,		
27.0	Combines article, possessive, quantifier, and/or adjective with noun to form three-word noun phrases (e.g., my big car)			•			
28.0	Combines article, possessive, quantifier, and/or adjective with noun to form four-word noun phrases (e.g., the other big car)						
29.0	Combines locator, demonstrator or identifier with noun phrase (e.g., there the big car, that my car)						
30.0	Uses predicate phrases with noun phrases (e.g., my dog there, the car broken)					·	



		1	2	3	4	5	6
31.0	Uses verb with noun phrase (e.g., see the big dog, ride in a car)						
32.0	Uses three and four-word stereotyped phrases (e.g., reach the top, go round and round)						
33.0	Uses noun plurals (e.g., dogs). Uses verb plurals (e.g., runs, goes)						
34.0	Uses pivot verb "is" to form kernel sentences (e.g., it is a dog, the car is broken)					.	
35.0	Combines noun phrase and verb phrase to form kernel sentences (e.g., I see a dog, Mommy put car there)						
36.0	Asks questions using "is" and "have" forms (e.g., is that a dog?)						
37.0	Asks questions using "wh" (e.g., where is the dog?)						
38.0	Uses negatives in sentences (e.g., the car is not broken). Uses contractions (e.g.,can't).				·		
39.0	Uses conjunctions in sentences (e.g., Mommy and me ride in the car)						
40.0	Uses infinitive verb forms in sentences (e.g. I want to/wanna have a dog)						
41.0	Uses auxiliary verbs "am", "is", "are" with present participle (e.g., is running)						
42.0	Carries on a conversation. Initiates conversation						
43.0	Describes action in a picture using the present tense						
44.0	Uses past tense by adding "ed" to verb (e.g. skipped, jumped)						
45.0	Uses past participle to form past tense (e.g. he ran to the car)						
46.0	Uses verb "have" to form past tense (e.g. he has run far)				-		
47.0	Uses "will" to form future tense (e.g., he will run far)	·					



		1	2	3	4	5	6
48.0	Describes events of past and future experience in logical, sequential order						
.49.0	Uses compound sentences containing more than one main clause (e.g., I ran to the store and came back in an hour)						
50.0	Uses complex sentences with one main clause and one or more subordinate clauses (e.g., I ran to the store while it was still light).			·			

22 Listening

IDENTIFYING BEHAVIORS:

Seldom looks at speaker Doesn't look at teacher while being spoken to Doesn't maintain eye contact Doesn't follow teacher directions or instructions Answers questions incorrectly or not at all

	Data of chapmatics	1	2	3	4	5	6
	Date of observation	===					
1.0	Looks in direction of speaker					1	
2.0	Looks directly at speaker						
3.0	Looks at face of speaker						
4.0	Looks at mouth of speaker						
5.0	Looks directly at speaker through duration of speech				-		
6.0	Maintains eye contact when spoken to or speaking						
7.0	Replies to conversational questions inappropriately (e.g., gives incorrect first name when asked)						
8.0	Replies to conversational questions appropriately	-				Ÿ	
9.0	Performs behaviors or tasks designated by verbal instructions when given directly to the individual						
10.0	Follows directions when given to group		 	₩	₩	 	
11.0	Gets required materials (more than are necessary)		-				
12.0	Gets required materials (only necessary amount or type) when asked		-				
13.0	Organizes materials to comply with directions	<u> </u>	<u> </u>	 	-	 -	<u> </u>
14.0	Distinguishes between messages that differ by noun or verb (e.g., The dog goes away vs. the cat goes away)						
15.0	Answers specific questions based on spoken						



		1.	2	3	4	5	6
16.0	Answers questions on material read aloud by self						
17.0	Correctly answers questions concerning message spoken less than one minute before						
18.0	Correctly answers questions concerning message spoken more than one minute before						
19.0	Distinguishes between messages that differ by ancillary parts of speech - (prepositions, articles, conjunctions, etc.)						
20.0	Carries out two simple related successive commands (e.g., go get your hat and put it on) but not in sequential order						
21.0	Carries out two simple related successive commands in order						
22.0	Carries out two simple unrelated successive commands (e.g., bring me the milk and put on your/coat) but not in sequential order						
23.0	Carries out two simple unrelated successive commands in order						
24.0	Carries out three related successive commands but not in sequential order	i,					
25.0	Carries out three related successive commands in given order						
26.0	Carries out four related successive commands but not in sequential order						
27.0	Carries out four related successive commands in given order				,		
28.0	Carries out three unrelated successive commands but not in sequential order						
29.0	Carries out three unrelated successive commands in given order		·				
30.0	Carries out four unrelated successive commands but not in sequential order						
31.0	Carries out four unrelated successive commands in given order						
32.0	Carries out more than four commands in specified order					Λ.	



		1	2	3	4	5	6
33.0	Rephrases what happened in story previously read by another				·		
34.0	Rephrases others' comments in a discussion						
35.0	Does task implied - not specifically stated - in spoken message						
36.0	Distinguishes between spoken messages differing only in tone						
37.0	Chooses previously specified details from spoken material						
38.0	Makes facial expressions appropriate to spoken material (e.g., smiles at another's joke)				-:		
39.0	Uses posture appropriate for relationship to speaker (e.g., sits straight in chair when authority figure speaking)						

23 ADAPTIVE BEHAVIORS

IDENT/FYING BEHAVIORS:

Date of observation

Uses object in ritual manner • Performs previously mastered task repetitiously-perseverates • Does not approach or manipulate new objects • Resists learning new
skills • Stops work, withdraws or gets confused when unexpected change occurs •
Initiates interaction with peers rarely • Performs task/activity only in structured,
well-defined situations • Will not attempt new activities or become involved in new
situations/change in routine

	Date of appearant							
	· · · · · · · · · · · · · · · · · · ·	1	2	3	4	5	6	
1.0	Looks at hands						ļ	
2.0	Moves hands in front of face separately							
3.0	Brin ands together in front of face, looks at them							
4.0	Plays with hands while looking at them	·					<u> </u>	
5.0	Puts hands in mouth						<u> </u>	
6.0	Tolerates new object's presence in room						L	
7.0	Moves toward new object							
8.0	Touches new object							,
9.0	Manipulates new object for short time		·					, .
10.0	Uses object in usual manner, but exchanges it for another							
11.0	Experiments with new object using more than one sense							
12.0	Uses new object differently than other objects							_
13.0	Talks while playing]].				



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		1	2	3	4	5	6
14.0	Uses new object for designed purposes						
15.0	Engages in interaction(s) with another person						
16.0	Role plays (e.g., tea parties, dress-up, play house)	· .					
17:0	Discusses possible new activities/tasks						
18.0	Plays game by self - always same game						
19.0	Plays different games by self						
20.0	Plays game with another person						
21.0	Discusses previously mastered activities/ tasks and relates them to new activities/ tasks						
22.0	Performs new activities/tasks when required/forced						
23.0	Tries again when change or disappointment occurs if a recovery period has elapsed						
24.0	Tries again when change or disappointment occurs if reassured						
25.0	Remains calm if disappointment occurs and no remedy is possible (e.g., receives no phone call, letter)						
26.0	Changes routine when alternatives are presented - accepts change				<u>.</u>		
27.0	Changes routine/tries new activities when reasons are explained						
28.0	Tries again when change or disappointment occurs without a recovery period, reassurance, alternatives or reasons						
29.0	Performs new activities/tasks voluntarily		 	 	 		-
30.0	Behaves according to peer group norm in moderately structured/defined situations				 		
31.0	Follows class routine when there are changes in teacher's dress, hair, etc						



•		1	2	3	4	5	6
32.0	Performs activities/tasks in presence of or when led by new person (e.g., substitute teacher, classroom observer, volunteer, parent)						
33.0	Follows class/school rules after two-day absence (e.g., weekend or illness)						
34.0	Follows class/school rules after three-day absence (e.g., weekend or illness)						
35.0	Follows class/school rules at beginning and end of school week (e.g., Monday & Friday)						
36.0	Independently tries out new activities, puts ideas or things into new combinations						
37.0	Creates own task/activity with new object - uses object in different ways						
38.0	Adjusts behavior to fit rules and routines of different situations (e.g., a friend's house, a restaurant, cafeteria)						
39.0	Schedules own activities to fit within specified time frame						
40.0	Behaves according to peer group norm in minimally structured or defined situations.	-					



<u>e4</u> Impulse control

IDENTIFYING BEHAVIORS:

Displays self-stimulating behaviors (e.g. rocks back and forth) Displays selfdestructive behaviors (e.g., head or back banging, face or self slapping, scratching) Blows up, becomes excited, loses self-control when he cannot do or get what
he desires, encounters problems, etc. Withdraws or becomes aggressive for long
periods when scolded, criticized, teased Overreacts to the slightest provocation
(e.g., sulks or explodes) Blows up, gets excited, etc., when offered constructive,
helpful criticism Displays inappropriate affect (e.g., laughs or cries for no
apparent reason) Displays inappropriate facial expressions Wanders around room,
plays with instructional materials Shifts position often, fidgets Changes
activities/responses rapidly and without apparent previous consideration - impulsivity
Calls or acts out when seeking attention Displays unacceptable affectionate behavior Does not visibly react to usually stimulating/exciting situations Interferes with or disrupts work of other children Cries often Verbalizes feelings of depression, unhappiness often Becomes irritated or upset easily

		1	2	3	4	5	6
1.0	Sits quietly for 30 seconds when group is listening to stories, music						
2.0	Sits quietly for one minute when group is listening to stories, music		·				
3.0	Takes turns in game activity 25% of time or less						
4.0	Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of the activity						
5.0	Sits quietly for more than one minute when group is listening to stories, music						
6.0	Displays self-destructive behaviors 75 to 100% of baseline						



7.0	Changes activity without emotional outburst	1	2	3	4	5	6 -
7.0	when change cue is well defined (transition activity, bell)						
8.0	Changes routine without emotional outbursts when alternatives are presented						
9.0	Sits quietly for more than five minutes when group is listening to stories, music						
10.0	Quiets down after active period (e.g., recess) if reminded frequently						
11.0	Takes turns in game activity 25-50% of time .						
12.0	Sits in seat, stands in line, etc., without fidgeting, moving for 25-50% of the activity.						
13.0	Withdraws or becomes verbally aggressive for short periods when scolded, criticized, teased						
14.0	Displays self-destructive behaviors 50-75% of baseline						
15.0	Calls or acts out while raising hand for attention						
16.0	Accepts change in routine without emotional outbursts when reasons are explained						
17.0	Raises hand for attention						
18.0	Sits quietly for more than ten minutes when group is listening to stories, music						
19.0	Takes turns in game activity 50-75% of the time						
20.0	Sits in seat, stands in line, etc., without fidgeting, moving for 50-75% of the activity.						
21.0	Sits quietly for a full period when group is listening to stories, music						
22.0	Takes turns in game activity 75% or more of the time	-					
23.0	Sits in seat, stands in line, etc., without fidgeting, moving 75% or more of activity						



		1	2	3	4	5	6
24.0	Displays self-destructive behaviors 25-50% of baseline						
25.0	Quiets down immediately after active period and awaits instructions						
26.0	Leaves provoking situation						
27.0	Controls physical responses when angered						
28.0	Accepts most criticism with no emotional outbursts						
29.0	Changes activity without emotional outburst when change is announced				·		
30.0	Displays self-destructive behaviors 0 - 25% of baseline						
31.0	Displays affective behavior (e.g. laughing, crying) appropriate for the situation/place .						
32.0	Acts according to social rules in work and play situations. Does not cry, act out when loses game or does not gloat when wins						
33.0	Avoids disruptive actions in public places (e.g., slamming doors, running up and down aisles)						
34.0	Controls temper well: verbalizes feelings in a manner acceptable to home, school, neighborhood, etc						
35.0	Accepts friendly teasing - smiles or laughs .				·		
36.0	Plays and works without interfering with or disrupting work of others						
37.0	Recognizes own lack of self-control and works with other to improve self						
38.0	Plans/considers action before carrying it out.						
39.0	Touches others in a manner suitable for the home, school, neighborhood, etc						
40.0	Maintains self-control when faced with failure, problems, disappointments						



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INTERPERSONAL RELATIONS

IDENTIFYING SCHAVIORS:

Rarely plays with other children • "Negative" contributions to class discussions and activities (disrupts, changes subject, criticizes) • Rarely speaks, leads activities or volunteers (Acts in a timid, withdrawn manner) • Plays with objects rather than people • Uses others to gain own ends, reward while depriving them of same chance (manipulative) • Alienates peers by teasing, arguing or being cruel • Rarely shares with others • Rarely participates in group activities (plays or works alone, has few friends) • Plays with younger (immature) children instead of peers • Fights, hits, bullies, bosses peers (acts in an agressive manner) • Considered wierd or pesty by peers

		1	2	3	4	5	6
1.0	Smiles, looks up when another person enters the room						
2.0	Reaches for familiar people						
.3.0	Becomes quiet when caressed						
4.0	Holds head up in group activities such as eating, games, etc						
5.0	Returns smile when smiled at						
6.0	Watches the movements of others - shows interest						
7.0	Demands personal attention by making noises .						
8.0	Seeks attention of others (e.g., repeats performances that are laughed at)						
9.0	Moves near others during free play						
10.0	Accepts help from others (e.g., when working on task)			·			
11.0	Plays along in presence of others						
12.0	Shares when told to do so but complains	,	6				



		1	2	3	4	5	6
13.0	Hits another, making excuses to teacher when confronted with deed						
14.0	Exchanges items for play						
15.0	Watches others play and may join in for a few minutes						
16.0	Plays individually with adult		·				
17.0	Hits another, voluntarily making excuses to third party (e.g., goes to teacher)						
18.0	Plays with one or two others						
19.0	Responds to and makes verbal greetings						
20.0	Plays cooperatively with another child (e.g., plays game requiring peer interaction)	i					
21.0	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.)		,				
22.0	Accepts and shows affection appropriate to home, school, street]					
23.0	Hits another, afterwards verbalizing reasons to the one hit						
24.0	Hits another and verbalizes while hitting						
25.0	Verbalizes feelings to another, then hits him						
26.0	Takes turns						
27.0	Plays with group of three or more						
28.0	Plays cooperatively in group activity	·					
29.0	Bargains with other children (e.g., If you let me have the swing, you can have the bike)						
30.0	Verbalizes feelings to another without hitting						
31.0	Plays group cooperative games with loose rules						
32.0	Incaracts with others, keeping fighting or quarreling to minimum			,			



		1	2	3	4	5	6
33.0	Plays competitive active games such as hide and seek						
34.0	Apologizes without being reminded						
35.0	Plays simple competitive table games such as "fish", "old maid", dominoes						
36.0	Offers help to others voluntarily						
37.0	Protects other children and animals						
38.0	Shares toys with other children						
39.0	Comforts playmates in distress						
40.0	Plays difficult games requiring skills, scoring and knowledge of rules			-			
41.0	Behaves in a courteous manner to peers and staff (e.g., offers seat, steps aside to let others pass)	<u>.</u>					
42.0	Contributes to class discussions and activities (e.g., brings in materials, relates personal experiences to activities, suggests ideas, plans projects, proposes solutions to problems)					٠	
43.0	Participates in peer-group activities when not asked						
44.0	Disapproves of offensive peer behavior by ignoring or actively discouraging it						
	Verbalizes feelings of anger with other students/teacher	-					<i>.</i>
46.0	Initiates a compromise to resolve conflict with peer						
47.0	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts)						
48.0	Takes part in peer group activities such as clubs, teams, dances, parties						
49.0	Participates in peer-group activities when asked						.
50.0	Leads peer group in various play and work activities						



RESPONSIBLE BEHAVIORS

IDENTIFYING BEHAVIORS:

Performs mischievous activities (e.g., turning heat off or down in room) Performs destructive acts (e.g., sets fires, kills animals) Destroys objects by breaking, tearing, crushing, etc. Disregards school rules and authority Physically/verbally acts out when asked to perform an activity by an authority figure (rebels) Responds negatively, not at all, or does the opposite when asked to perform an activity Ignores teacher requests for quiet or ceasing activity Does not make decisions; extreme reliance on adult guidance, support, reassurance Criticizes work of others, points out weaknesses and faults Does not act on suggestions offered, does tasks own way (willful, stubborn) Leaves work materials out when finished Acts in manner inappropriate for peer group

		1	2	3	4	5	6
1.0	Claims ownership of items and defends own possessions physically						
2.0	Claims ownership of items and defends own possessions verbally			·			·
3.0	Follows directions/performs activities given by authority, teacher						
4.0	Makes own decisions about activities with adult supervision						
5.0	Follows previously defined rules and regulations when authority figure is present						
6.0	Accepts or follows reasonable school authority or rules. If rules or authority viewed as unfair, then protests in an appropriate manner						
7.0	Conforms to group decisions despite personal disappointment or disagreement						
8.0	Obeys newly-delegated authority figure (e.g., follows directions of a substitute teacher).						



		1	2	3	4	5	6
9.0	Follows previously defined rules and regulations when authority figure is not physically present or near						
10.0	Cooperates with teacher request for quiet,etc		-	-		<u> </u> .	
11.0	Returns objects or materials to their assigned or appropriate place						
12.0	Treats others' property as he would his own .	·					-
13.0	Behaves according to expressed or implied desires of others - is considerate						
14.0	Volunteers for tasks - accepts responsibility						
15.0	Performs assigned responsibilities		1				
16.0	Performs undesirable task when task is restructured so as to be viewed as desirable (e.g., a game is made out of it.)					,	
17.0	Comments on work of others by bringing out good points or suggesting improvements - constructive criticism						
18.0	Acts upon helpful criticism offered by authority (e.g., corrects mistake, looks for other solutions, explains reasoning)		<u>.</u>				
19.0	Performs undesirable task when given choice of doing something less desirable in its place			\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			
20.0	Sacrifices immediate satisfaction on the promise of a later privilege - delayed reward						
21.0	Performs undesirable task when payoff for task is increased						
22.0	Organizes daily activities using lists, naming, etc						
23.0	Makes own decisions concerning activities with minimal adult supervision			<u> </u>		 	
24.0	Orders activities according to some rational priority						
25.0	Schedules activities by time						



		1	2	3	4	5	6
26.0	Plans for future activities						
27.0	Performs undesirable tasks when requested even though obvious positive or negative consequences are absent						
28.0	Plays active group games following rules (e.g., dodge-ball, circle games, jump-rope).						
29.0	Plays simple table games following rules (e.g., cards, checkers, board games)			·			
30.0	Behaves according to stated social/school rules in work and play situations						
31.0	Persuades teacher or group to change activity in a manner appropriate for school/street situation				,		
32.0	Behaves so as to conform to stated and implied rules of conduct for school/play/home/work situations.						

27 PERSONAL WELFARE

IDENTIFYING BEHAVIORS:

Doesn't fear common dangers Injures self/others often Doesn't care for wounds

Doesn't follow safety directions Acts carelessly near dangerous materials Doesn't

follow traffic rules

	•						
	Date of observation	1	2	3	4	5	6
1.0	Remains seated in car or bus						
2.0	Keeps seat belt fastened while in car or bus.						ļ
3.0	Fastens own seat belt						<u> </u>
4.0	Boards, deboards school bus unassisted				ļ .		
5.0	Locks nearest door in car when asked					·	
6.0	Identifies gesturally or verbally dangerous situations or objects (e.g., hot oven, sharp scissors, irrigation ditches)						
7.0	Avoids or maintains distance from dangerous situations or objects (e.g., knives, hot stove)						
8.0	Tells/gestures/reports to adult about any danger/injury						
9.0	Keeps foreign objects out of eyes, ears, nose and mouth						
10.0	Attempts to protect self from attack					 	
11.0	Reports injury of other to adult						
12.0	Seeks out adult when an unfamiliar animal approaches						
13.0	Identifies danger signal, stops activity and seeks adult						5.1
14.0	Follows teacher's directions in fire or civil defense drill						
15.0	Walks to designated area(s) without supervision - no running	,,					
16.0	Reads and follows directions on safety signs (e.g., stop, walk, don't walk, etc.)						



		1	2	3	4	5	6
17.0	Recognizes items he has been told are danger- ous (e.g., electrical outlets, knives, etc.).						
18.0	Avoids danger areas (e.g., swing paths, tether ball arc, swimming pool)			> 430			
19.0	Remains in designated play areas						
20.0	Avoids following unknown people from yard/in crowd						
21.0	Approaches/leaves swing with caution						
22.0	Handles sharp objects carefully (e.g., tweezers, scissors)						
23.0	Opens/closes windows carefully, when requested	,				-	
24.0	Carries chair with its legs facing forward						
25.0	Keeps safe distance from matches, stove and open flame				-		
26.0	Refuses ride and/or gifts offered by stranger						
27.0	Goes to and from school bus unassisted						
28.0	Walks on sidewalk - doesn't go into street						
29.0	Removes wet clothing						<u> . </u>
30.0	Avoids approaching or touching unfamiliar animals						
31.0	Seeks nearest known adult upon advances of stranger						
32.0	Looks both ways before leaving sidewalk, crossing street.						
	Uses play equipment without endangering others					,	
34.0	Follows rules during fire drill without adult help						
35.0	Treats minor injuries (e.g., wash/bandage)				-		
36.0	Crosses street at corners or crosswalks. Crosses on green/walk, stands on red/wait						



		1	2	3	4	5	6
37.0	Operates machinery when supervised. Uses safety devices (e.g., goggles, mask)						
38.0	Rides bicycle on side of road with traffic						
39.0	Unplugs electric cords by plug (not cord) Reports damaged cord to adult						
40.0	Walks bicycle across streets at corner or crosswalk. Pushes button at corners for change of traffic light						
41.0	Walks on roadside facing traffic when no sidewalks						
42.0	Phones doctor/dentist for help/advice						·
43.0	Reports a fire to fire department by telephone; contacts police; contacts hospital/ambulance.						
44.0	Avoids known dangerous plants, animals, insects; recognizes common harmful substances even if not labeled poison; identifies "spoiled" foods						
45.0	Follows water safety rules						
46.0	Follows safety signs and signals (e.g., red lights, exit signs)						
47.0	Tells and/or demonstrates fire prevention rules how to use fire alarm and how to extinguish small fire; locates fire extinguisher and demonstrates use						
48.0	Identifies and locates source of odor associated with gas leak. Warns others or seeks help						
49.0	Identifies flammable liquids. Follows label precautions when storing and using flammables.						
50.0	Observes safety precautions in building and extinguishing a fire						



28 Self-confidence

IDENTIFYING BEHAVIORS:

Hesitates to express opinions Gives excuses, rationalizations for failures

Does not attempt to answer most questions - responds with "I don't know"

Verbalizes feelings of poor self-image, self-confidence (e.g., says, "I feel dumb", "I can never do things", "I'm retarded") Deprecates school work - indicates dislike of end product Does not attempt activity or task (e.g., says, "I can't do it", "It's really hard for me", "I'm scared") Decomes panicky when asked questions (e.g., fidgets, taps pencil, looks around room for "escape")

Does not initiate interaction with teacher/peers

	Date of observation	1	2	3	4	5	6
1.0	Responds as briefly as possible to peer/ teacher initiated interaction						
2.0	Participates in class activities when required to do so						
3.0	Answers personal questions		<u> </u>				
4.0	Takes part in class discussions concerning feelings when asked						
5.0	Volunteers personal information during class discussions						
6.0	Verbalizes opinions or performs activity/task in previous success (positively reinforced) situations					2	
7.0	Answers quastions on material while it is being individually tutored						
8.0	Answers questions on previous individually tutored material		·				
9.0	Chooses to participate in class activities				/		
10.0	Verbalizes success at task performed, opinions presented or activity engaged in						
11.0	Participates in conversations with teachers/peers						



	· · · · · · · · · · · · · · · · · · ·	1	2	3	4	5	6
12.0	Verbalizes opinions or performs activity/task in new situations which resemble previous success situations	-					
13.0	Answers questions on material while it is being presented to the group						
14.0	Answers questions on previous group-presented material						
15.0	Answers questions on self-read material just after it has been read			,			
16.0	Answers questions on previous self-read material						
17.0	Expresses opinions/performs activity or task in new situations in which success is questionable						
18.0	Initiates conversation with teacher/peers				 	<u> </u>	
19.0	Answers questions not explicit in material		<u> </u>	<u> </u>	<u> </u>	 	
20.0	Leads group in simple class routines		<u> </u>		 	 	
21.0	Verbalizes success and failure (e.g., "I'm doing O.K. in math, but I'm not doing so well in reading.")					-	
22.0	Remains calm when asked questions and attempts answers						
23.0	Verbalizes success and failure and suggests way to reduce future failure situations)				
24.0	Leads group in class discussions		<u> </u>	<u> </u>	<u> </u>	₩	Ⅱ
25.0	Displays clean, neat appearance	<u> </u>	₩	Щ	<u> </u>	 	-
26.0	Shows neatness in school work	\ -	₩	₩	Ⅱ	 -	
27.0	Displays creativity in art, music, writing, etc						

29 HONESTY

IDENTIFYING BEHAVIORS:

Takes another's property and does not return it - steals • Inaccurately recounts occurrences - lies • Copies or takes another's work and claims it as his own - cheats • When observed as the causative agent of a disturbance, denies his role or blames others for it • Borrows property of others without asking owner, but returns it • Takes item when it is hidden from view • Rationalizes dishonest behavior

	Date of observation	1	2	3	4	5	6
1.0	Takes an item only if that item is openly displayed						
2.0	Asks permission of owner after taking others' property	·	·				
3.0	Asks permission of owner while taking others' property		,				
. 4.0	Asks permission of owner before taking others' property						
5.0	Asks to use others' property but doesn't return it						
6.0	Asks to use others' property and returns it when reminded						
7.0	Asks to use others' property and returns it voluntarily						
8.0	Accepts legitimate blame when confronted with deed				·		
9.0	Accepts regitimate blame when asked more than once						
10.0	Voluntarily accepts legitimate blame						
11.0	Accurately recounts occurrences (describes situations approximately as they occur; tells truth) less than 25% of the time						
12.0	Accerately recounts occurrences between 25-50% of the time						



		1	2	3	4	5	6
13.0	Accurately recounts occurrences between 50-75% of the time						
14.0	Accurately recounts occurrences between 75-100% of the time						
15.0	Produces work (claimed as own) without written or verbal assistance from other pupils or sources less than 25% of the time .						
16.0	Produces own work without help between 25-50% of the time						
17.0	Produces own work without help between 50-75% of the time						
18.0	Produces own work without help between 75-100% of the time						

30 Social Speech

IDENTIFYING BEHAVIORS:

Stutters, stammers, mumbles • Speaks rapidly, nervously • Speaks rapidly with short lapses of time between words • Speaks slowly with long lapses of time between words • Speaks using inappropriate volume (yells, whispers, etc.) • Speaks in a muffled, garbled, unclear manner • Uses verbal obscenities and vulgarities • Rarely participates in class discussions • Doesn't follow verbal rules of etiquette (doesn't say "please", interrupts, prevents others from speaking, etc.) • Continually changes subject without closure on any one area • Stands too near/far when speaking to another • Becomes stiff or moves in involuntary manner when trying to speak • Forgets previously-used word needed to complete sentence often

	Date of observation						
		1	2	3	4	5	6
1.0	Maintains appropriate social distance when speaking to another						
2.0	Responds to and makes verbal greetings and farewells		,,,		, ,		
3.0	Asks for what is desired				,		
4.0	Says "thank you", "you're welcome", or "please" when reminded		,				
5.0	Says "thank you", "you're welcome", or "please" after some hesitation						
6.0	Says "thank you" for compliments or service. Says "please" with requests						
7.0	Makes excuses for interruption			,			
8.0	Looks up/says "oh" while interrupting				·		
9.0	Raises hand while interrupting					С	
10.0	Hesitates or stops self while interrupting	,					
11.0	Says "excuse we" when interrupting						



	· · · · · · · · · · · · · · · · · ·	1	2	3	4	5	6
	gesture before speaking						
13.0	Remains quiet when others are talking						
14.0	Uses correct titles when addressing people						
15.0	Laughs at slapstick comedy						
16.0	Laughs at comments intended to be humorous						
17.0	Answers telephone and carries on simple conversation			·			
18.0	Speaks using appropriate volume in different situations						
19.0	Speaks using appropriate pitch in different situations						
20.0	Speaks at appropriate speed for the situation						,
21.0	Speaks using appropriate tone in different situations						
22.0	Speaks without stuttering or stammering				<u> </u> }		
23.0	Speaks without pausing between words or word groups - flowing speech				·		
24.0	Speaks clearly without mumbling						
25.0	Requests food or other items appropriately in public						
26.0	Participates in class discussions		ļ. 				
27.0	Uses acceptable language - does not use obscenities or vulgarities					ĵ. -	
28. <i>j</i>	Initiates or pursues topics in conversation consistent with place, role, social situation.						
29.0	Pauses to allow others to speak					_\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	Adjusts responses or actions to type of call at door or on phone		<u> </u>				3
31.0	Models speech/tone after others in group			<u> </u>			
32.0	Speaks on one subject long enough to obtain closure	B.E.					

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•		1	2	3	4	5	6
33.0	Concludes or accepts conclusion of conversation in a polite manner						
34.0	Intentionally makes appropriate humorous remarks					,	
35.0	Makes introductions						
36.0	Takes message given on telephone						
37.0	Orders service or goods by telephone						
38.0	Carries on complex conversation over extended period of time						
39.0	Participates in class discussions using average vocabulary for peer group						
40.0	Tells story/joke						
41.0	Gives oral reports, speeches						
42.0	Expresses a concept verbally						
43.0	Converses with people in various classes/ situations, making self clear and understand- able						,



31 Social Eating

IDENTIFYING BEHAVIORS:

Eats too fast(bolts) or too slow (dawdles) • Eats/grabs another's food • Chews/eats with mouth open • Requires bib when eating • Holds head too close to plate • Eats with two hands at once • Eats without keeping hand in lap • Sits with feet on chair • Refuses to taste new foods • Eats only one type of food • Eats without keeping napkin in lap • Eats without using napkin to wipe hands/face • Talks with mouth full • Smacks lips • Takes abnormal portions of foods • Leaves table before others are finished • Confuses knife, fork, spoon when setting table • Leaves lunchroom without cleaning/disposing of dishes • Leaves messy eating area

	Date of observation	1	2	3	4	5	6
1.0	Retrieves lunch pail or bag						
2.0	Sets or prepares table				,		
3.0	Sits at table during mealtime	-					
4.0	Maintains upright position at table						
5.0	Handles only own food/drink						
6.0	Uses utensils/food for their intended purposes	-					
7.0	Leaves plate/bowl/glass on table when finished eating						
8.0	Keeps food and utensils on plate/in bowl						
9.0	Requests aid for spills	,		,			
10.0	Chews and swallows quietly with lips closed						
11.0	Eats most foods in a tidy manner		,		, i		
12.0	Requescs food/drink be passed at the table						
13.0	Passes food/drink on request			1,5			
14.0	Cleans up spills		ينگور :	Y			
15.0	Eats at reasonable pace without bolting or dawaling					,	

		1	2	3	4	5.	6
16.0	Uses napkin to wipe hands, mouth during and after meal						
17.0	Keeps napkin in lap						
18.0	Eats with one hand in lap						
19.0	Keeps elbows off the table						
20.0	Obtains replacement if utensil drops to floor.						
21.0	Chews and swallows to empty mouth before speaking		2				
22.0	Eats items of a meal in standard order (e.g., desserts last)						
23.0	Samples new foods		 				
24.0	Eats without supervision				,		
25.0	Waits until designated time to leave table (e.g., when excused, when others are finished, at 11:00, etc.)				·		
26.0	Puts lunch pail away		 				
27.0	Throws garbage in can		<u> </u>				
28.0	Takes dirty dishes to designated area		<u> </u>			ļ	
29.0	Cleans off dishes, disposes of left-over food .		 		-		
30.0	Sorts dishes into proper places		Щ				
31.0	Washes dishes	ļ	 	-			
32.0	Cleans up eating/drinking area			7		-	
33.0	Sweeps floor under eating area	<u> </u>	<u> </u>			<u> </u>	
34.0	Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house, bar, etc						
35.0	Selects portions of foods according to appetite, number of persons eating, nutritional value						
36.0	Selects foods according to time of day, nourishment, compatibility						



ATTENTION SPAN

IDENTIFYING BEHAVIORS:

Remains at task only when distractions are not present • Ignores teaching-oriented classroom stimuli (e.g., stares, looks out window, doesn't pay attention to teacher) • Attends to task only with continual direction and/or assistance • Displays bored behavior during classroom activities (e.g., yawns, rubs eyes, doodles, etc.) • Attends to others' activities rather than own tasks • Substitutes another activity for assigned task.

			1		1	 1	·
	Date of observation	1	2	3	4	5	6
1.0	Attends to easy/familiar written, motor, verbal or listening task from G to 5 seconds when supervised						
2.0	Attends to easy/familiar task without supervision from 0 to 5 seconds						
3.0	Attends to easy, familiar task for 5 to 10 seconds when supervised						
4.0	Attends to easy/familiar task without super- vision for 5 to 10 seconds					.	
5.0	Attends to easy/familiar task for 10 to 15 seconds when supervised						
6.0	Attends to easy/familiar task without super- vision for 10 to 15 seconds	·					
7.0	Attends to easy/familiar task for 15 to 30 seconds when supervised						
8.0	Attends to easy/familiar task without super- vision for 15 to 30 seconds						
9.0	Attends to easy/familiar task for 30 to 45 seconds when supervised						
10.0	Attends to easy/familiar task without super- vision for 30 to 45 seconds						
11.0	Attends to easy/familiar task for 45 seconds to 1 minute when supervised						



		<u>. </u>		·			
		1	2	3	4	5	6
12.0	Attends to easy/familiar task without super- vision for 45 seconds to 1 minute						
13.0	Attends to easy/familiar task for 1 minute to 5 minutes when supervised				e •-		·
14.0	Attends to easy/familiar task without super- vision for 1 minute to 5 minutes			·			
15.0	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised						
16.0	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes						
17.0	Attends to easy/familiar task for 10 to 25 minutes when supervised						
18.0	Attends to difficult/novel task for 30 seconds to 1 minute when supervised						
19.0	Attends to difficult/novel task for 30 seconds to 1 minute without supervision	 					
20.0	Attends to difficult/novel task for 1 to 5 minutes when supervised						
21.0	Attends to difficult/novel task for 1 to 5 minutes without supervision						
22.0	Attends to easy/familiar task without supervision for 10 to 25 minutes						
23.0	Attends to difficult/novel task for 5 to 10 minutes when supervised				·		
24.0	Attends to difficult/novel task for 5 to 10 minutes without supervision						
25.0	Attends to difficult/novel task for 10 to 25 minutes when supervised						
26.0	Attends to difficult/novel task for 10 to 25 minutes without supervision	ļ 					,
27.0	Works in small group for 0 to 5 minutes						
28.0	Works in small group for 5 to 10 minutes						
29.0	Attends to task(s) for full class period when supervised		2				



	· -	1	2	3	4	5	6
30.0	Works in small group for 10 to 25 minutes						
31.0	Attends to task(s) without supervision for one full class period					·	
32.0	Works in small group for full class period assigned time						
33.0	Remains at task for 0 to 5 minutes when distractions present						
34.0	Remains at task for 5 to 10 minutes when distractions present						
35.0	Remains at task for 10 to 15 minutes when distractions present						
36.0	Remains at task for 15 to 25 minutes when distractions present	,					
37.0	semains at task for 25 to 45 minutes when distractions present						
38.0	Remains at task for full class period when distractions present						



33 TASK COMPLETION

IDENTIFYING BEHAVIORS:

Starts or completes assignments rarely • Delays or puts off starting assignments • Works on assignment only when given individual directions/attention • Stops work if any problem or interference is experienced • Completes tasks in non-assigned order • Consistently ignores instructive classroom stimuli (e.g., stares, looks out window, does not pay attention to tasks or teacher)

	Date of observation		<u> </u>		·	-	
1.0	Starts auditory, visual, kinesthetic task/	1	2	3	4	5	6
1.0	assignment only with much reminding/direction from teachercontinual attention/reinforce-ment						
2.0	Starts task before end of class period with little remindingminimal attention/reinforcement						
3.0	Starts task before end of class period with no remindingno attention/reinforcement						
4.0	Starts task (e.g., cleanup) at assigned time with some prompting						
5.0	Starts task at assigned time with no prompting						
6.0	Completes 0-10% of task only with continual attention/reinforcement						
7.0	Completes 0-10% of task with some attention/reinforcement						
8.0	Completes 0-10% of task with little attention/reinforcement						
9.0	Completes 10-25% of task only with continual reinforcement/attention						
10.0	Completes 10-25% of task with some attention/reinforcement						
11.0	Completes 10-25% of task with little attention/reinforcement						
12.0	Completes 25-50% of task only with continual attention/reinforcement						



		1	2	3	4	5	6
13.0	Completes 25-50% of task with some attention/reinforcement						
14.0	Completes 25-50% of task with little attention/reinforcement						
15.0	Completes 50-75% of task only with continual attention/reinforcement						
16.0	Completes 50-75% of task with some attention/reinforcement						
17.0	Completes 50-75% of task with little attention/reinforcement						
18.0	Completes 75-100% of task only with continual attention/reinforcement						
19.0	Completes 75-100% of task with some attention/reinforcement						
20.0	Completes 75-100% of task with little attention/reinforcement			ь.			
21.0	Continues to work or seeks help with task when faced with problems or potential failures						
22.0	Completes 100% of task						
23.0	Determines realistically when task is complete						
24.0	Completes tasks in assigned order 0-25% of time		;				
25.0	Completes tasks in assigned order 25-50% of time						
26.0	Completes tasks in assigned order 50-75% of time						
27.0	Completes tasks in assigned order 75-100% of time						
28.0	Reviews or checks own work before handing it in as complete						
29.0	Completes 100% of task and proofreads or checks work to ensure completion						
30.0	Completes 100% of task, proofreads and corrects						
31.0	Checks work against model or standard	<u>.</u>					



		1	I	2	3	4	5	6
32.0	Completes 100% of task with corrections and begins new task when reminded							
33.0	Completes 100% of task and begins new task independently			,				
34.0	Independently evaluates quality of work product consistent with teacher's evaluation .							



IDENTIFYING BEHAVIORS:

Holds paper at other than 90-degree angle to read Reverses letters Moves eyes irregularly when reading (other than smooth, left-to-right progression) Incorrectly answers questions based on written material Substitutes, omits or adds words when reading written material aloud Points to individual words as they are being read Usually loses place in group reading Does not follow written directions Moves lips while reading silently Doesn't phonetically attempt to read new words Reads with lack of expression Reads at below average rate for peer group

	Date of observation	1	2	3	4	5	6
1.0	Plays with book as toy						
2.0	Opens book, turns right side up	·					
3.0	Turns pages two-three at a time						
4.0	Points to picture of familiar object						
5.0	Turns pages one at a time		ļ. 				
6.0	Matches objects by color/size/shape						
7.0	Reproduces pegboard designs in terms of number, color, direction				-		
8.0	Places five pictures in logical sequence left to right						
9.0	Visually matches identical words in group of grossly different written words (e.g., cat, house, ball, cat, boy)						
10.0	Visually matches identical words in group of similar written words (e.g., cat, hat, rat, cat, car)						
11.0	Names capital and lower case consonants when shown written letter						
12.0	Names capital and lower case vowels when shown written letter						



		1	2	3	4	5	6
13.0	Says what sound capital and lower case consonants make when shown the written letter						
14.0	Says how the following consonant blends sound when shown the letters: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn						
15.0	Reads simple three-letter words paired with picture		·				
16.0	Says what sounds capital and lower-case vowels make when shown the written letter						,
17.0	Sight reads the following words: are, jump, from, long, fly, after, help, ask, down, blue, sleep, pretty, walk, round, green, two, when, soon, look, in, eat, one, old, before, red						
18.0	Sight reads the following words: thank, which, please, both, drink, pick, must, try, bring, show, know, wish, start, eight, warm, write, right, small, want, hold, always, once, laugh, work, first	·					`
19.0	Says how the following consonant digraphs sound ft, nk, lk, nt, ng, nd, ld, gh, mb, mp, rd, rt, rk, rn, rm, rp, ct, wn, rl, lp,nc, gl, gn, sw, kl, rb, kr, ph, sc, wd, dw, rs, tw, sq	-					
20.0	Says how the following trigraphs sound: spr, str, thr, sch, ght, rst, spl, tch, shr,						
21.0	Says how the following vowel diphthongs sound: ou, oi, oo					-	
22.0	Scans letters of word left to right		-	 	-	 	
23.0	Blends letter sounds to say the word as a unit	-	<u> </u>	-	 	₩	
24.0	Sight reads familiar meaningful units (e.g., blends, consonant and vowel digraphs, trigraphs					 	
25.0	Decodes multi-syllabic words by breaking them into familiar meaningful units (e.g., to-geth-er)						
26.0	Blends letter and meaningful unit sounds to say the multi-syllabic word as a unit		<u> </u>			-	
27.0	Reads by sight 100 words				╢	11	11



20 - 0	Carra constant and many lasts to winds. Carra	1	2	3	4	5	6
28.0	Scans words on page left to right. Scans page top to bottom						
29.0	Reads phrases/sentences						
30.0	Correctly answers questions related to previously read sentence						
31.0	Reads and follows simple written directions (e.g., enter, exit, pull)						
32.0	Reads simple paragraphs			-		-	
33.0	Reads pre-primer (less than 50 words)						
34.0	Reads primer to self/aloud						
35.0	Reads story to self and tells, illustrates, or acts out events in sequence						
36.0	Reads aloud in meaningful phrases. Uses punctuation as a guide. Uses appropriate expression						
37.0	Reads silently - moving lips OK - using finger to keep place on page						
38.0	Turns page at correct time when story being read aloud by another						
39.0	Reads silently without using finger to keep place						
40.0	Answers questions on material read aloud or silently to self						
41.0	Reads to obtain information to answer questions. Picks out pieces of information from newspapers, etc						
42.0	Selects items based upon written description.			-1			
43.0	Selects main idea of simple paragraph						
44.0	Reads books. Chooses own books						
45.0	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject						
46.0	Reads stories/books to others						



		1	2	3	4	5	6
47.0	Uses independent reading to initiate activities (e.g. hubbies)						
48.0	Researches given topic. Locates books in library using card catalogue						
49.0	Follows written instructions in sequence to complete an activity (e.g., arrives at location using written directions)		,		5		
50.0	Reads at average rate for peer group						

35 MATH

IDENTIFYING BEHAVIORS:

Does not add or subtract correctly

Does not multiply or divide correctly

Has difficulty solving word problems

Forgets sequence of steps in long division

Carries and/or borrows from wrong direction in addition, subtraction

	Date of observation	1	2	3	4	5	6
1.0	Sorts according to shape, size and length						
2.0	Locates big and little, large and small in groups of two objects						
3.0	Arranges objects in order of size from smallest to largest						
4.0	Determines which of two groups has more and less, many and few						
5.0	Locates big, bigger, biggest and small, smaller, smallest in group of objects		:				
6.0	Locates first, middle and last in group of objects						
7.0	Constructs set of one object						ļi
8.0	Constructs set of two objects						
9.0	Constructs set of three objects						
10.0	Counts orally to three						
11.0	Constructs set of four, five, sixten objects	7					
12.0	Counts orally to ten						
13.0	Locates object of given number in group of ten (e.g., fourth object)						
14.0	Matches groups having equal numbers of objects up to ten						
15.0	Locates front and back, left and right				<u> </u>		
16.0	Determines when there are enough, not enough, too many objects in a group to match specified number (up to ten)						



	,			 -		,	
17.0		1	2	3	4	5	6
17.0	Finds group having more, less, same number of objects as given group (up to ten)						
18.0	Reads and writes numerals $(1, 2, 3)$ to 3						
19.0	Matches numbers (0-10) with appropriate points on a number line						
20.0	Identifies what number comes before and after a given number or between two numbers (up to 10)						
21.0	Counts orally to 19						
22.0	Counts backward from 10						
23.0	Reads and writes numerals to 19						
24.0	Performs addition facts of three with actual objects (e.g., increases number of objects in one group to make it equal another)				•		·
25.0	Performs subtraction facts of three with objects (e.g., decreases number of objects in one group to equal another)					ŕ	
26.0	Counts orally to 49/to 100		,				·
27.0	Reads and writes numerals to 49						
28.0	Places >, =, < between two numbers (up to 25) to make a true statement						
29.0	Constructs set of 100 objects		<u> </u>				
30.0	Counts orally over 100		ļ	 			
31.0	Reads and writes numerals to 100/over 100						
32.0	Performs addition and subtraction facts to 9.			<u> </u>			
33.0	Performs addition and subtraction facts to 19			<u> </u>			
34.0	Counts orally by tens to 100/fives to 100/threes to 99						
35.0	Carries in addition using right to left movement. Borrows in subtraction using left to right movement	•					
36.0	Performs all addition and subtraction facts to 100						



		1	2	3	4	5	6
37.0	Performs all addition and subtraction facts to 1,000						
38.0	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4						
39.0	Performs multiplication combinations to 3 (e.g., $3 \times 9 = 27$)						
40.0	Solves practical word problems requiring addition and subtraction						
41.0	Performs division facts to 3 (e.g., 15 ÷ 3 = 5)						
42.0	Performs multiplication combinations and division facts to 9 (9 x 6 = 54; 54 \div 9 = 6)/to 12						
43.0	Multiplies and divides two-place numbers by one place numbers						
44.0	Multiplies and divides three - or four-place numbers by one-place numbers						
45.0	Solves practical word problems requiring multiplication and division						
46.0	Multiplies and divides two-place numbers by two-place numbers						
47.0	Multiplies and divides three or four-place numbers by two-place numbers						
48.0	Equates fraction and decimal notation (3/4 = .75)						
49.0	Adds and subtracts fraction and decimal quantities				. 1		
50.0	Multiplies and divides fractions and decimals. Computes simple percentages (5% of \$2.25)					N.	



36 Practical Maja

IDENTIFYING BEHAVIORS:

Confuses value of coins Confuses days of week, months of year Tells time incorrectly Counts out change incorrectly Uses measuring tools ineffectively (e.g., scale, ruler, yardstick)

	Date of observation	1	2	3	4	5	6
1.0	Looks at/for clock when asked, "Is it recess, lunch, bed time?"	·					
2.0	Selects long, longer, longest from group of objects						
3,0	Selects heavier, lighter, same weighted object from group of objects						
4.0	Exchanges coins for desired item - no value concept						
5.0	Matches coins (e.g., quarter to quarter, dime to dime)		~				
6.0	Adds items to balance a pre-set balance scale						
7.0	Names penny						
8.0	Selects penny when presented with penny, nickel, dime	·					
9.0	Names nickel and dime						
10. 0	Selects nickel/dime when presented with penny, nickel, dime						,
11.0	Names quarter and half-dollar						
12.0	Selects a quarter/half dollar from group of coins						
13.0	Compares value of coins (e.g., dime is worth more than nickel)						
14.0	Reads numerals on clock face. Associates hand placement with routine activity						
15,0	Measures using tool same length as line (e.g., uses ruler to measure 12-inch line)						



		1	2	3	4	5	6
16.0	Adds items to attain a pre-marked point on scale of weights						
17.0	Uses evenly spaced markings on tool to measure a line shorter than the tool (e.g., uses ruler to measure 6-inch line)					·	
18.0	Measures liquid to capacity of container. Measures liquids to marked line on container. tainer						
19.0	Names days of week in succession				-		_
20.0	Relates "today, tomorrow, yesterday" to days of the week						
21.0	Tells time using before and after		ļ				
22.0	Locates day of week on calendar				1		
23.0	Locates date on calendar - number and day						
24.0	Uses morning, afternoon, night to describe parts of the day						
25.0	Tells time at the hour - minute hand on 12		ļ				
26.0	Tells time at the quarter hour - 15, 30, 45 minutes						
27.0	Measures using tool shorter than the line and counting the lengths (e.g., uses ruler to measure 15-inch line)	t					
28.0	Names bill denominations and compares values (\$1, 5, 10)						
29.0	Combines coins to equal larger one (e.g., 2 nickels = one dime)						
30.0	Tells counting facts (e.g., 12 eggs = 1 duzen)			<u></u>			
31.0	Tells linear measurement facts (e.g., 12 inches = 1 foot)						
32.0	Measures liquids to specified line in container having several marked lines		 				
33.0	Adds items to attain a requested weight on a numbered scale of weights						



· · · · · · · · · · · · · · · · · · ·		1	2	3	4	5	6
34.0	Combines coins to equal an odd total up to 24¢						
35.0	Combines coins to equal an odd total up to 49¢						
36.0	Combines coins to equal an odd total up to 99¢						
37.0	Names month: a succession and current month. Locates month on calendar						
38.0	Tells time to 5-minute intervals						-
39.0	Counts out correct change up to one quarter .						
40.0	Counts out correct change up to half-dollar .						
41.0	Counts out correct change up to one dollar						
42.0	Counts out correct change from over one dollar	<u> </u>		_			
43.0	Tells linear and liquid measurement facts using fractions (e.g., 1/2 yd = 18 in., 4 quarts = 1 gallon)						
44.0	Tells weight of item to nearest pound and ounce on scale						
45.0	Matches coins and/or bill to decimal and symbol (e.g., dime = \$.10, one dollar and a quarter = \$1.25)					_	
46.0	Tells time to the minute	<u> </u>	₩		₩		
47.0	Measures using inch, foot, yard	<u> </u>		<u> </u>		<u> </u> -	
48.0	Tells exact weight of item (fractions of unit)						
49.0	<pre>l'ses measurement facts (e.g., 16 oz.= 1 lb.) to compute weight</pre>				 		
50.0	Selects items of total price under amount possessed. Counts change from a purchase						



37 WRITING

IDENTIFYING BEHAVIORS:

Forms letters from right to left rather than from left to right lacktriangle Dissociates letters into separate parts (b = io) lacktriangle Reverses letters in words (saw = was) lacktriangle Mirrors letters/numbers (b for d, p for q, Γ for 7, lacktriangle for 4) lacktriangle Perseverates letters (mn for n) lacktriangle Writes cramped, uneven, large letters lacktriangle Holds pencil with fist, rather than fingers lacktriangle Copies from blackboard incorrectly lacket Writes slowly lacket Writes using varied slant, pencil pressure or spacing between letters

	Data of shapmention						
	Date of observation	1	2	3	4	5	6
1.0	Makes marks (e.g., chicken scratch, random lines) with pencil or crayon held in fist						
2.0	Scribbles (e.g., circular, horizontal or vertical strokes) with pencil or crayon held in fist						
3.0	Draws a vertical line, imitating adult						
4.0	Draws a horizontal line, imitating adult						1 1
5.0	Performs push-pull strokes (e.g., \vee , \wedge), imitating adult						
6.0	Draws circle, imitating adult			║			
7.0	Draws line between two parallel lines			 			· .
8.0	Draws recognizable face with eyes, nose, mouth						
9.0	Holds pencil or crayon in fingers		<u> </u>	Щ	 		
10.0	Draws horizontal/vertical line, copying model .			<u> </u>			
11.0	Draws oblique lines (, ,), copying models						
12.0	Draws vertical cross, imitating adult (+)				 		
13.0	Draws square, imitating adult			<u> </u> -			
14.0	Draws oblique cross, imitating adult (X)						
15.0	Draws triangle, imitating adult		<u> </u>				

		1	2	3	4	5	6
16.0	Draws diamond, imitating adult						
17.0	Colors within heavy outlines/within faint outlines						
18.0	Draws three-part man, six-part man (head, body, two arms, two legs)						
19.0	Draws letter/number shapes, copying models (e.g., C , D , O , O , O , V , Λ , $>$, L , \bot , \bigcap , \bigcup						
20.0	Prints/writes letters, numbers, imitating adult						
21.0	Draws circle, crosses, square, triangle, diamond, copying model						
22.0	Prints/writes numbers and letters, copying model			Í			
23.0	Draws circle, crosses, square, triangle, diamond without model						
24.0	Prints/writes the following numbers and letters without models: e.g,9, 4, 3, 2; b, d, u, n, t, j						
25.0	Forms numbers and letters from left to right						
26.0	Prints/writes all letters in the alphabet, all numbers 0-9, correctly without models						
27.0	Prints/writes own first name, copying model			<u> </u>			
28.0	Prints/writes own first name without model	<u> </u>					
29.0	Prints/writes own first name using a capital first letter						
30.0	Prints/writes simple words, copying models]	<u> </u>	<u> </u>			
31.0	Prints/writes simple words, without models · · ·			 			
3 2.0	Prints/writes own last name, copying model		 	<u> </u>	<u> </u>		.
33.0	Prints/writes simple sentences, copying model			_		<u> </u>	
34.0	Prints/writes own first and last name without model						
3 5.0	Prints/writes simple sentences, without model			 - -]	

		1	2	3	4	5	6
36.0	Prints/writes father's/mother's first and last name, without model						
37.0	Prints/writes number and street in address without model						
38.0	Prints/writes simple paragraphs, without model .						
39.0	Copies letter(s) or word(s) that is on left of same page						
40.0	Copies letter(s) or word(s) that is above on same page						
41.0	Copies letter(s) or word(s) that is on separate paper to the left or above						
42.0	Copies six-inch letters from board located one foot away from pupil/three feet away/six feet away						
43.0	Copies some letters of word from board in front of room						
44.0	Copies all letters and words from board in front of room						
45.0	Prints/writes personal letters. Prints/writes full address						
46.0	Prints/writes letters with appropriate saluta- tions, closings and placement. Addresses envelope. Fills out application forms						·
47.0	Prints/writes legibly using consistent slant, pencil pressure, spacing between letters						
48.0	Holds pencil in relaxed fashion; writes for extended period of time without stopping because of tired hand						
49.0	Writes own signature						
50.0	Prints and writes all written communication (e.g., factual, creative, persuasive, personal).					٠	



IDENTIFYING BEHAVIORS:

Spells according to own rules Pairs sounds to letters incorrectly Blends sounds incorrectly • Gives up when asked to spell Date of observation 1.0 Says what sound the written letters m, p, b Points out which letter in a word makes a given sound (e.g., points to p in pat) 3.0 Verbalizes which letter in a word makes a given Writes letter when its name is spoken (e.g., 4.0 writes p). 5.0 Writes letter when its sound is spoken Says what sound the written letters h, w, wh 6.0 make Points out which letter(s) in a word makes a 7.0 given sound (e.g., points to h in hat) Verbalizes which letter(s) in a word makes a 8.0 given sound (e.g., says "h" in hat). . . . Writes letter(s) when its name is spoken (e.g., 9.0 10.0 Writes letter(s) when its sound is spoken. . . . 11.0 Says what sound the written letters t, d, c, 12.0 Points out which letter in a word makes a given sound. . . . Verbalizes which letter in a word makes a given 13.0 Writes letter when its name is spoken (e.g., 14.0



15.0 Writes letter when its sound is spoken

		1	2	3	4	5	6
16.0	Says what sound the written letters 1, r, n, j, y, s, z, x make						
17.0	Points out which letter makes a given sound (e.g., r in rat)						
18.0	Verbalizes which letter makes a given sound (e.g., says "r" in rat)						
19.0	Writes which letter makes a given sound (e.g., writes r)			ż			
20.0	Writes letter when its sound is spoken						
21.0	Says what long sound the written letters a, e, f, o. u, y make (see Articulation)						
22.0	Says what short sound the written letters a, e, i, o, u, y make (See Articulation)						
23.0	Points out which letter in a word makes a given sound (e.g., points to a in pat, a in paper)						
24.0	Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat, paper)						
25.0	Writes letter when its name is spoken (e.g., writes a)						
26.0	Writes letter_when its sound is spoken (e.g., writes a for a, ă)						
27.0	Says what sound the following written blends make: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn						
	Points out which letters in a word make a given sound (e.g., points to sp in spat)						
29.0	Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat)						
30.0	Writes letters when their sound blend is spoken		<u> </u>		ļ		
31.0	Says what sound vowel diphthongs ou, oi, oo make					<u>'</u>	
32.0	Points out which letters in a word make a given sound (e.g., points to ou in out)		-				



		1	2	3	4	5	5
33.0	Verbalizes which letters in a word make a given sound (e.g., says "ou" in out)						
34.0	Writes letters when diphthong sound is spoken						
35.0	Decodes initial consonant of a word						
36.0	Decodes initial and final consonants of a word						
37.0	Decodes initial, final and medial consonants of a word			. 4			
38.0	Decodes initial, final and medial vowels of a word				,		<u>. </u>
39.0	Spells familiar one-syllable words						
40.0	Spells meaningful units				i		
41.0	Decodes familiar multi-syllabic words by break- ing them into meaningful unit and letter sounds	·					
42.0	Blends letters and meaningful units to spell the familiar multi-syllabic word as a unit						
43.0	Spells unfamiliar (unknown spelling) one-syllable words						
44.0	Spells unfamiliar multi-syllabic words						
45.0	Spells words which are similar in consonant sounds						
46.0	Spells words which are similar in vowel sounds .					-	
47.0	Spells similar words correctly when context provided						
48.0	Spells homonyms (e.g., ate, eight) correctly when context provided						
49.0	Spells aloud or writes according to conventional standards		e e				
50.0	Uses dictionary to locate spelling of unfamiliar words						



39 REASONING

IDENTIFYING BEHAVIORS:

Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences Has difficulty making judgments in sequence, size, weight, situation

3146,	weight, situation				7 7		
	Date of observation	1	2	3	4	5	6
1.0	Sorts objects by color/shape/size/length						
2.0	Points to or places object up, down/on, in, out/under, over/top, bottom/by, beside, behind/before, after/above, below/in, front, back/around, through						,
3.0	Draws picture to illustrate one piece of information (e.g., draws a man)						
4.0	Locates which out of five objects or pictures doesn't belong in same class/category (e.g., slipper, cowboy boot, baby shoe, apple, high heel)						
5.0	Gives one reason why object or pictured object doesn't belong with other four		<u> </u>				
6.0	Sorts five multiply-classed objects or pictures according to class/category (e.g., doctor, mailman, car, truck, barber)						
7.0	Names classes/categories of sorted objects						
8.0	Sorts five multiply-classed pictured objects according to function						
9.0	Matches like objects/pictures of objects				 		
10.0	Matches like letters/words		<u> </u>				
11.0	Places three simple pictures in sequence				<u> </u>		
12.0	Orders three written or verbal sentences in sequence						
13.0	Makes judgments in size (e.g., determines which of three similarly-sized pictured objects is largest/smallest in reality)						



		1	2	3	4	5	6
14.0	Makes judgments in length (e.g., determines which of three similarly-sized pictured objects is longest/shortest in reality)						
15.0	Makes judgments in weight (e.g., determines which of three pictured objects is heaviest/lightest)						
16.0	Makes judgments in distance (e.g., determines which of three objects in a room is closest to/farthest from self)						·
17.0	Makes judgments in temperature (e.g., determines which of three objects/locations is hottest/coldest)						
18.0	Makes judgments in time (e.g., determines which of three time periods is longest/shortest)						
19.0	Makes judgments in speed (e.g., determines which of three objects/animals moves fastest/slowest)						
20.0	Draws picture to illustrate two pieces of information (e.g., draw a sad man)						
21.0	Determines three ways in which objects are similar						
22.0	Determines three ways in which objects are different		·				
23.0	Draws a picture to illustrate three pieces of information (e.g., draws a sad man with a green hat)						
24.0	Finds the incongruous/out-of-place/misdirected object (e.g., points to missing ear on picture of a man)		7		,		
25.0	Places four pictures in sequence		 	<u> </u>	<u> </u>		ļ
26.0	Orders four written or verbal sentences in sequence						
27.0	Completes sequential pattern of four objects (e.g., groups of five blocks, six blocks, blocks, eight blocks)						
28.0	Places five or more pictures in sequence						



		1	2	3	4	5	6
29.0	Orders five written or verbal sentences in sequence						
30.0	Completes sequential pattern using abstract media (e.g., infant, old man, toddler, teenager, adult)						
31.0	Makes judgments in sequence (e.g., determines what might happen next after shown two sequenced pictures)						
32.0	Matches objects, pictures, words, sounds that belong together (e.g., draws line to match the word cow with milk, dog with bark, bat with ball)						
33.0	Matches opposites (e.g., hot and cold, fat and skinny, laugh and cry						
	Completes analogies when given three of the four words/concepts/pictures (e.g., airplane is to sky as boat is to, comb is to hair and toothbrush is to)						
35.0	Sorts numbers into piles of ones, tens, hundreds, etc						_
36.0	Sorts letters into piles of vowels and consonants						
37.0	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc						
38.0	Alphabetizes a group of words by first letter of word						ļ
39. 0	Alphabetizes a group of words using all letters in word				<u> </u>		
40.0	Locates familiar (known meaning and spelling) words in the dictionary (e.g., cat, good, black, small, work)						
41.0	Locates unfamiliar (unknown meaning and spelling) words in dictionary						
42.0	Uses index to find page on which specific information is located						
43.0	Determines possible effect(s) of a given cause (e.g., what might happen if a match is put to paper)						



.]		1	2	3	4	5	6
44.0	Determines possible cause(s) of a given effect (e.g., what could cause a flood)						
45.0	Determines possible consequence(s) of a given action in a choice of two						
46.0	Determines possible consequences of both actions in a choice of two						
47.0	Compares consequences of both actions						
48.0	Makes decision based upon the consequences of the two actions						
49.0	Determines possible consequences of three or more actions in a multiple-choice situation .						
50.0	Explains meaning or moral of fairy tales, fables, proverbs, sayings, popular songs, news events, etc						



40 Music & Rhythms

IDENTIFYING BEHAVIORS:

Moves to music in non-rhythmic way ● Marches/dances ignoring beat●Uses rhythm instrument but produces no pattern

	Date of observation	1	2	3	4	5	6
1.0	Mimics simple gross rhythmic hand movements (e.g., claps with music)						
2.0	Entertains self playing with musical toys (e.g., push/pull type toy)						
3.0	Mimics simple gross rhythmic foot movements (e.g., marks time with feet)						
4.0	Moves in circular pattern						
5.0	Sways and rocks whole body using simple rhythmic movement						
6.0	Makes fine hand/foot rhythmic movements (e.g., snaps fingers, taps foot)						
7.0	Plays rhythm instruments						
8.0	Marches in time to repetitious beat						
9.0	Shifts body rhythm when music tempo changes .			·			
0.0	Participates in group songs with singing voice						
11.0	Follows/mimics others' play activities						
12.0	Hums/sings parts of familiar songs						
13.0	Plays simple rhythmic patterns on rhythm sticks						
14.0	Sings phrases of songs						
15.0	Reproduces some actions to familiar songs						
16.0	Claps to beat of familiar songs or to speech cadence/patterns				 		
17.0	Bounces ball (rhythmically)						



		1	2	3	4	5	6
18.0	Matches notes or tones						
19.0	Imitates high and low notes or tones vocally.						
20.0	Plays records at appropriate speeds						
21.0	Plays rhythm instrument in simple pattern						
22.0	Improvises body movements to follow tempo/						
23.0	Sings whole songs by rote						-
24.0	Plays rhythm instrument in various rhythm patterns						
25.0	Sings parts of contemporary songs from memory						
26.0	Plays accent beat of music on rhythm instrument			a	-		
27.0	Plays a few bars of music on melody instrument		-				
28.0	Dances using simple steps (e.g., modern dance or waltz)			-			
29.0	Sings simple rounds taking one part		 				
30.0	Performs square dancing			<u> </u>			
31.0	Plays rhythm counterpoint on rhythm instrument.	<u> </u>	<u> </u>	<u> </u>	<u> </u>		
32.0	Plays instrument or sings following conductor's direction in group (e.g., loud, soft)						
33.0	Carries simple harmony to melody		<u> </u>				
34.0	Participates in social dances with a partner.						



41 ART & CRAFTS

IDENTIFYING BEHAVIORS:

Scribbles but does not draw lacktriangle Tears/rips paper but produces no designs lacktriangle Uses paste ineffectively lacktriangle Has difficulty cutting with scissors

	Date of observation	1	2	3	4	5	6
1.0	Entertains self looking at picture books						
2.0	Makes one-color drawings						
3.0	Finger paints						
4.0	Colors picture using a variety of colored crayons/pencils						
5.0	Paints pictures using a variety of colors						
6.0	Makes simple shapes from clay						
7.0	Draws/paints, telling or showing what he is doing						
8.0	Relates color to objects (e.g., colors apples red)			,			-
9.0	Entertains self with resources at hand						
10.0	Cuts/tears paper to make designs/shapes				9		
11.0	Pastes materials to make a collage						
12.0	Forms geometric shapes with connecting (e.g., tinker or lego) or stack toys (e.g., blocks, rings)						
13.0	Draws simple recognizable forms on request (e.g., man, dog)						
14.0	Uses art skills to make a craft product (e.g., cut, paste)						
15.0	Cuts/pastes a variety of materials to make 3D design				·		
16.0	Pastes colored cutouts to make a complete picture						
17.0	Divides pictures into different areas (e.g., ground, sky)						



							~
		1	2	3	4	5	6
18.0	Makes simple product by weaving						
19.0	Models with clay						
20.0	Builds objects with common materials (e.g., twigs, paperclips)						
21.0	Designs and constructs collages		·				
22.0	Uses arts and crafts skills during leisure time						
23.0	Scales objects in drawings (e.g., car larger than man)						
24.0	Carves soap, balsa wood						
25.0	Entertains self with solitary games						
26.0	Uses a variety of art techniques for effect (e.g., shading)						
27.0	Expresses movement in drawings			<u> </u>	<u> </u>	<u> </u>	<u> </u>
28.0	Uses wood-working skills to make a product					<u> </u>	
29.0	Assembles plastic or wood kits					<u> </u>	<u> </u>
30.0	Uses sewing skills to make a product						
31.0	Draws simple perspectives				<u> </u>		
32.0	Copies simple art motifs/geometric designs		<u> </u>			<u> </u>	
33.0	Makes decorative house accessories						



42 Pre-vocational skills

IDENTIFYING BEHAVIORS:

Neglects to determine information about potential job(s) ● Prepares inadequately for job interviews and jobs ● Gets lost when going to work ● Appears inept/awkward on the job ● Arrives late for work/appointments ● Spends money on inappropriate items and has an inadequate amount left for necessities

	Date of observation	1	2	3	4	5	6
1.0	Determines own skills possessed						
2.0	Determines job area interests after participating in a number of training settings						
3.0	Reads newspaper to locate jobs or training						
4.0	Contacts Department of Human Resources to locate jobs or training						
5.0	Determines job possibilities in the community						
6.0	Identifies skills needed for jobs in community						
7.0	Determines need for additional training based on interest and current skills						
8.0	Determines tools or equipment needed for each job, if possible						
9.0	Role plays job interviews - demonstrates variety of roles applicants can play						
10.0	Discusses the consequences of choosing job/company unwisely						
11.0	Role plays on-the-job behavior: how to address or interact with boss, co-workers, others						
12.0	Fills out job applications		<u> </u>				
13.0	Determines how to get to potential job/interviews						
14.0	Uses elevators or steps to get to higher						



		1	2	3	4	5	6
15.0	Determines job-related information: duties, hours, location, pay and pay period, benefits, tools required, type of dress, number of people to be worked with and skill levels required						
16.0	Acquires necessary tools for obtained job						
17.0	Determines method and route for travel						
18.0	Describes his location by street signs						
19.0	Rides bus to one specific location						
20.0	Travels to and from work						
21.0	Uses the community public transportation system with no change of bus		·				
22.0	Uses the community public transportation system with bus change required			·			
23.0	Uses alternate method(s) of transportation if one is unavailable						
24.0	Uses public transportation for unfamiliar journeys						
25.0	Arrives at work on time and follows daily lunch/break schedule						
26.0	Demonstrates value of coins to dollar	<u> </u>					
27.0	Pays for lunches and transportation, making correct change, if required						
28.0	Records number of hours spent on job						
29.0	Calculates wages for hours worked			· 	-		
30.0	Calculates wages for hours worked minus approximate deductions						
31.0	Accepts criticism and attempts to implement suggestions						
32.0	Stops work on project when mistake is identified						
33.0	Asks for advice after identifying mistake					-	<u> </u>
34.0	Identifies and corrects mistake on project						

이번 살을 즐기고 말을 때 방법을 다른 동안 한 경우 회장에서 다른 이 이 영어와 되고 있다.



		1	2	3	4	5	6
35.0	Accepts and follows directions						
36.0	Participates in group projects					+	
37.0	Works alone						
38.0	Maintains tools in proper condition with supervision						
39.0	Maintains tools without supervision						
40.0	Uses approximate amount of material required for project (after training) - some waste						
41.0	Uses only amount of material required for project - little waste						
42.0	Evaluates own performance based on company or supervisor standards						
43.0	Works slowly - has to be reminded of speed required or schedule to be met						
44.0	Works steadily at reasonable speed to get job done						
45.0	Identifies banking deposit slips, withdrawal slips and checks						
46.0	Makes bank deposits/withdrawals and writes checks						
47.0	Determines necessities for living and approximates costs of rent, food, clothing, transportation, etc						
48.0	Works out a simple budget and budgets pay- check						
49.0	Follows budget						
50.0	Discusses and role plays appropriate behaviors relative to different social and work situattions. Participates in group work evaluations. Provides recommendations						



43 KITCHEN SKILLS

IDENTIFYING BEHAVIORS:

Washes dishes ineffectively • Puts dishes away in wrong places • Neglects cleaning of kitchen and appliances • Spills while stirring, carrying liquids • Burns food • Burns self when removing food from oven • Needs help in preparing shopping list, selecting food items • Has difficulty reading and following menus • Neglects to refrigerate frozen foods • Neglects to set table completely

	Date of observation						
1.0		1	2	3	4	5	6
1.0	Evidences desire to help another cook or pre- pare food - asks or communicates in some other fashion						
2.0	Scrapes and rinses dishes						
3.0	Measures detergent for soapy hot water						
4.0	Washes dishes with another person		ļ				<u> </u>
5.0	Washes dishes alone						
6.0	Dries dishes or arranges dishes in proper places in drying rack						
7.0	Puts dishes away in proper places						ļ
8.0	Cleans up kitchen (picks up dishes, cleans table, kitchen area)						
9.0	Cleans sink						
10.0	Cleans stove						
11.0	Cleans refrigerator			<u> </u>			
12.0	Cleans cupboards, cleans drawers						
13.0	Sweeps floors				·		
14.0	Uses common available kitchen utensils (e.g., knives, spoons, etc.)		,				
15.0	Cleans produce						
16.0	Cuts food into large pieces when preparing food for meals						



		1	2	3	4	5	6
17.0	Peels and grates food for meals						
18.0	Shells and dices foods						İ
19.0	Identifies different foods (meats, fish, poultry, vegetables, fruits, cereal grains, dairy)			1			
20.0	Stirs food without spilling						
21.0	Carries filled container without spilling					-	-
22.0	Obtains ingredients for recipe when told/ shown what they are						
23.0	Carries out operations called for in recipe when those operations are explained and demonstrated						
24.0	Follows recipe with supervision						
25.0	Uses standard solid and liquid measures (cups, teaspoons, etc.)						
26.0	Tells when a unit of time has passed. Sets oven timer				<u> </u>		
27.0	Set oven/burners to given temperature		 	 			
28.0	Regulates heat of oven/burners as cooking progresses		<u> </u>				
29.0	Uses pot holders to put items in oven or remove them						
30.0	Uses available kitchen appliances (e.g., can opener, egg beater, blender, mixer, toaster, coffee maker)						
31.0	Follows oral recipe (prepares and cooks). Follows written recipe						
32.0	Compiles shopping list from recipe(s)			 	 		₩
33.0	Compiles shopping list from items missing from home stock			 	<u> </u>		-
34.0	Determines approximate amount of money required for amount of food to be purchased		 	 		 	
35.0	Picks food off shelves in store using shopping list for choices						



		1	2	3	4	5	6
36.0	Pays for food. Determines correct amount of change (if any) to be received						
37.0	Places food in home refrigerator/freezer that was in store's refrigerator/freezer						
38.0	Places opened food in refrigerator						
39.0	Places appropriate foods in refrigerator or on shelves						
40.0	Chooses food for a simple meal (main dish, vegetable, dessert) - plans a simple menu						
41.0	Plans simple menus for entire day's meals						
42.0	Prepares simple meals from previously prepared menus			,			
43.0	Prepares meal which includes complex dish requiring multiple steps (e.g., casserole, cake, cookies, etc.)						
44.0	Cleans up kitchen after preparing food (includes storing left-over food and returning ingredients to shelves/storage)						
45.0	Identifies four basic food groups (meat, vegetables and fruits, cereals, dairy). Prepares meals so that all groups are represented during day				-		
46.0	Places dishes/glasses on the table	ļ					
47.0	Places silver on the table						
48.0	Places tablecloth or placemats on the table. Places napkins at each place						
49.0	Sets entire table by self				,		
50.0	Serves food by self						



44 Homemaking Skills

IDENTIFYING BEHAVIORS:

Leaves bed unmade • Uses vacuum ineffectively • Neglects to clean house • Attempts to use iron but does not remove wrinkles • Needs reminders to wash clothes • Leaves dust on furniture • Lets garbage, trash, ash trays overflow

	Date of observation	1	2	3	4	5	6
1.0	Mimics adult's concern about spill or dirt						
2.0	Mimics adult's cleanup behavior						
3.0	Evidences concern about or pays attention to spills or dirt						
4.0	Cleans up spills or dirt by cloth, mop or broom when told it is necessary						
5.0	Picks up paper and trash						
6.0	Places trash in proper receptacle						
7.0	Plays house, performing duties that parents or other adults have been observed to do						
.8.0	Plays house, performing role-differentiated duties; girl plays mother's role, boy plays father's role				,		
9.0	Dusts furniture						
10.0	Empties wastebaskets, ashtrays, garbage can .						
11.0	Vacuums small room						
12.0	Vacuums more than one room						
13.0	Cleans up entire house using vacuum cleaner .						
14.0	Determines when vacuuming is necessary						
15.0	Cleans or washes sinks, toilets, floors, walls, mirrors, chalk boards, erasers, etc., with supervision			,			
16.0	Cleans or washer sinks, toilets, floors, walls, mirrors, chalkboards, erasers, etc. without supervision						



		1	2	3	4	5	6
17.0	Waxes floors with supervision						
18.0	Waxes floors without supervision	·					
19.0	Cleans house when reminded it is necessary						
20.0	Independently determines when to clean house.						
21.0	Cleans or dusts using appropriate tool (e.g., broom, mop, vacuum, rag, brush)		-				
22.0	Waters indoor plants			 			-
23.0	Hand washes clothes in sink		 	₩	-		
24.0	Helps another wash clothes in machine	-		-	-		
25.0	Helps another dry clothes in machine or on line						
26.0	Sets water/air temperature of washer/dryer	<u> </u>		₩	╢	₩	
27.0	Washes clothes when collected and sorted by color, fabric, amount by another person using pre-measured washing products						
28.0	Washes previously sorted clothes using correct amounts of washing products		 	-			
29.0	Identifies clothes in need of washing	-	<u> </u>	₩	-		
30.0	Collects, sorts and washes clothes	<u> </u>	₩	#-	#-	₩	+
31.0	Dries clothes - hangs or machine dries		—	₩—	#-	#-	+-
32.0	Helps fold, put away clothes		$+\!\!\!\!+\!\!\!\!-$		#-		#
33.0	Folds and puts away clothes		₩-	#-		+	
34.0	Helps with ironing	<u> </u>	₩	-}-	-		-
35.0	Irons small flat clothes			#-		#-	+
36.0	Irons simple blouses	•	₩	- -		#-	
37.0	Irons shirts, dresses, pants, etc. and hangs or folds them				_		
38.0	Puts away ironed garments	•	#-	#			
39.0	Determines when clothes need ironing (appearance, situational use)	-		_ _			



	Control of the contro	<u> </u>	T		1	7 7	1
		1	2	3	4	5	6
40.0	Irons clothes when necessary						
41.0	Helps another straighten bed						
42.0	Identifies name, function and position of top sheet, bottom sheet, blanket, spread, pillow and pillow case						•
43.0	Helps another to change bed		 	 			
44.0	Puts on flat or fitted bottom sheet						-
45.0	Straightens bed alone when told to do so						
46. 0	Changes bed alone when told to do so (Includes: lining up sheets to be even, making corners, laying blankets on bed, putting on spread, putting on pillowcase, putting pillow in place)						
47.0	Straightens and changes bed when necessary			<u> </u>	 		
48.0	Determines when an appliance is inoperative and in need of repair					 	
49.0	Arranges for minor repairs to be accomplished on appliances						
50.0	Sews buttons, patches clothing						



45 OUTDOOR SKILLS

IDENTIFYING BEHAVIORS:

Waters lawn, missing large areas ■ Has difficulty using lawnmower ■ Cleans car/house exterior/lawn poorly ■ Lacks gardening skills

	Date of observation	1	2	3	4	5	6
1.0	Waters lawn/ground plants/seedbeds with hose.						
2.0	- Waters lawn with automatic sprinkler						
3.0	Cuts lawn with hand mower						
4.0	Cuts lawn with power mower						
5.0	Rakes lawn for grass/leaves						
6.0	Identifies and uses common gardening tools .						
7.0	Cleans, maintains garden tools and returns them to their storage area						
8.0	Digs hole for tree/bush						
9.0	Turns ground over						
10.0	Rakes ground to level and clean						
11.0	Digs furrows for seeds						
12.0	Plants seeds at regular intervals or broad-casts them						
13.0	Covers seeds with correct amount of soil		_				
14.0	Identifies weeds						
15.0	Pulls weeds		L				
16.0	Identifies plant disease or insect problems .						
17.0	Obtains advice on garden problems				-		
18.0	Prunes trees/shrubs using appropriate tools .						
19.0	Starts/stops power mower						
20.0	Sprays plants for insects, disease						
21.0	Places plants/bushes, trees in ground around house						



		1	2	3	4	5	6
22.0	Prepares cuttings using appropriate tools						
23.0	Mixes soil						
24.0	Prepares soil flats						
25.0	Propagates seeds						
26.0	Transplants sprouts to cans						
27.0	Stacks and stores flats and cans						
28.0	Pots trees						
29.0	Washes flats and cans				·		
30.0	Trims lawn						
31.0	Trims hedges				·		
32.0	Shapes trees/bushes - advanced pruning			,			
33.0	Fertilizes container plants						
34.0	Sets and maintains gopher traps						
35.0	Operates rototiller			-			
36.0	Operates tractor						
37.0	Operates or works in roadside fruit and vegetable stand						
38.0	Hauls appropriate trash and cuttings to compost pile						
39.0	Irrigates large areas						
40.0	Picks field crops						
41.0	Sorts picked crops for ripeness, edibility						
42.0	Sacks and loads picked crops for shipment						
43.0	Mixes paint						
44.0	Paints house						
45.0	Cleans house windows						
46.0	Cleans car interior and car windows						



		1	2	3	4	5	6
47.0	Washes car						
48.0	Washes and dries car						H
49.0	Washes, dries and polishes car						



SIGN LANGUAGE

IDENTIFYING BEHAVIORS:

Uses only gestures and facial expressions to communicate Identifies a limited number of signs Does not produce signs on own Uses one sign for many words Reads and signs only single words Neglects to interpret face, body of speaker to get clues Neglects to use own body to give clues Signs using gross movements Signs only noun and verb in sentence Neglects to sign prepositions, conjunctions, articles, plurals, suffixes, etc Uses one sign for all tenses of verb Signs using inconsistent rhythm Signs using incorrect syntax

	Date of observation	1		2	3	4	5	6
1.0	Communicates by pulling another to show him object, person or situation		1					
2.0	Uses gestures (facial, arm, feet) to make wants or needs known.							
3.0	Watches face and body of speaker to get clues as to meaning of signed communication		_					
4.0	Responds to single signs pertaining to own wants or needs when signed by another (e.g., more, mama, no, water)							
5.0	Imitates single signs expressing own wants or needs signed by another.							
6.0	Produces single signs expressing own wants or needs without a model							
7.0	Uses one sign for many related things or for similarly formed signs							
8.0	Uses face and body to give clues as to meaning of signed communication							



			\$a.b			e. Page	
		1	2	3	4	5	6
9.0	Smiles and frowns to give clue to meaning of signed communication				-		
10.0	Uses hands, arms, feet, shoulders, knees to add expression to signs (e.g., tiptoes, stamps, shrugs)				·		
11.0	Uses speed and vigor of signing to express haste, fear, anger, laziness, etc						
12.0	Responds to sign for own name when signed by another						
13.0	Imitates sign for own name when signed by another	·					
14.0	Produces signs for own name without a model						
15.0	Pairs siblings, classmates, friends with their name signs when shown their signs by another.					·	
16.0	Imitates signs for siblings, etc., when signed by another						
17.0	Produces sign for siblings, etc., without a model	·					
18.0	Points to 5 familiar objects when shown their signs by another						
19.0	Imitates signs for 5 familiar objects when signed by another						
20.0	Produces sign for 5 familiar objects without a model						
21.0	Points to 10 familiar objects when shown their signs by another						
22.0	Imitates signs for 10 familiar objects when signed by another						
23.0	Produces signs for 10 familiar objects without a model						



			1	2	3	4	5	6
24.0	Pairs 10 adjective signs signed by another with appropriate pictures, objects							
25.0	Produces 10 adjective signs without a model				-			
26.0	Pairs 10 action verbs signed by another with their appropriate actions .			 				
27.0	Produces signs for 10 action verbs without a model							
28.0	Reads and signs 2-word phrases	-			₩-	 	 	
29.0	Points to 20 familiar objects when shown their sign by another. Points to 50. Points to 100	-						
30.0	Produces signs for 20 familiar objects without a model. Produces signs for 50, for 100							
31.0	Pairs 20 verb signs signed by another with their appropriate actions. Pairs 50							
32.0	Produces signs for 20 action verbs without a model. Produces signs for 50		•					
33.0	Pairs 20 adjective signs signed by another with appropriate pictures, objects. Pairs 50 signs							
34.0	Produces 20 adjective signs without a model. Produces 50 adjective signs		_	<u> </u>	-			
35.0	Reads and signs 3-word phrases			₩.		₩	-	
36.0	Reads and signs 4-word phrases			#	#-	-	-	#
37.0	Reads and signs kernel sentences with nou and verb phrase	ın		#	#-			<u> </u>
38.0	Signs using precise rather than gross movements							



		1	2		3	4	5	6
39.0	Reads and signs pronouns and possessive pronouns							
40.0	Reads and signs present forms of the verb to be (e.g., am, are, is)			\prod	_			
41.0	Reads and signs prepositions, articles, conjunctions, prefixes, suffixes, numbers and plurals							
42.0	Reads and signs questions. Uses facial expressions to give clue that question is being signed				•			
43.0	Reads and signs conversations. Initiates signed conversations		 -				 	
44.0	Reads and signs described events in the past tense		·	_		 	 	
45.0	Reads and signs described events in the future tense						-	
46.0	Reads and signs compound sentences		- -			₩	₩	₩-
47.0	Reads and signs complex sentences	_	#	\dashv		₩—	₩-	₩
48.0	Signs conversations with consistent shythm	-	\parallel	_		 - 	 	 -
49.0	Converses with signs using fingerspelling only to communicate words which have no sign or for which the sign is not known							
50.0	Signs conversations simultaneously as they are spoken							



47 FINGERSPELLING

IDENTIFYING BEHAVIORS:

Neglects to watch fingerspeller to get clues as to meaning of communication Fingerspells using only general configurations of words Imitates letters but does not produce independently Fingerspells only first letter of names Identifies only first letter of words, names Fingerspells using imprecise movements Fingerspells letters with rigid fingers Fingerspells letters within word in inconsistent rhythm Fingerspells words within sentence in its sistent rhythm Reglects to pause between words Reglects to use abbreviations

	Date of observation	1	2	3	4	5	6
1.0	Watches face and body of fingerspeller to get clues as to meaning of communication						
2.0	Recognizes the distinctive finger movement of a particular fingerspelled letter as the symbol for own name						
3.0	Relates general configuration of own name to self						
4.0	Recognizes the distinctive finger movement of particular fingerspelled letters as the symbol for names of classmates and siblings						
5.0	Relates general configurations of names of classmates and siblings to them						
6.0	Recognizes the distinctive finger movement of particular fingerspelled letters as the symbol for familiar 3 and 4 letter words .	·					
7.0	Relates general configuration of familiar 3 and 4 letter words to their pictures or other symbols		Þ				
8.0	Uses face and body to give clues as to fingerspelled communication						
9.0	Imitates first letter of own name when fingerspelled by another						



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10.0	Imitates first letter of names of class- mates and siblings when fingerspelled by another						
11.0	Imitates general configuration of letters in own name when fingerspelled by another						
12.0	Imitates general configuration of letters in names of classmates and siblings when finger-spelled by another						
13.0	Relates general configuration of own name to printed name						
14.0	Relates general configuration of names of classmates and siblings to printed names						
15.0	Imitates general configuration of letters in familiar 3 and 4 letter words when fingerspelled by another						
16.0	Relates general configuration of familiar 3 and 4 letter words to pictures or to the printed words						
17.0	Produces isolated letters as symbols for familiar 3 and 4 letter words without a model						·
18.0	Produces general configuration of own name without a model						
19.0	Produces general configuration of names of classmates and siblings without a model						
20.0	Produces general configuration of familiar 3 and 4 letter words without a model						
21.0	Recognizes double letters in a word when fingerspelled by another						
22.0	Relates general configuration of 5, 6, 7 and 8 letter words to pictures or to the printed words						:
23.0	Follows 2 and 3 word directions when fingerspelled by another						
24.0	Responds appropriately to 2 and 3 word phrases when fingerspelled by another						



		1	2	3	4	5	6
25.0	Recognizes all letters of own name when fingerspelled by another						
26.0	Imitates all letters of own name when fingerspelled by another						
27.0	Produces all letters of own name without a model						
28.0	Imitates familiar 3 and 4 letter words fingerspelled by another						
29.0	Points to all letters of the alphabet when fingerspelled by another		,				
30.0	Imitates all letters of the alphabet fingerspelled by another						
31.0	Fingerspells double letters correctly						
32.0	Produces all letters of the alphabet without a model						
33.0	Produces 3 and 4 letter words without a model						
34.0	Imitates 5, 6, 7 and 8 letter words finger-spelled by another						
35.0	Produces 5, 6, 7 and 8 letter words without a model						
36.0	Relates words with more than 8 letters to pictures or to the printed words					_	
37.0	Imitates words with more than 8 letters when fingerspelled by another						
38.0	Produces words with more than 8 letters without a model						
39.0	Relates phrases when fingerspelled by another to pictures or to the printed phrase						
40.0	Relates sentences of 4 and 5 words to pictures or to the printed sentence						



		1	2	3	4	5	6
41.0	Identifies punctuation when fingerspelled in a sentence						
42.0	Identifies questions when fingerspelled by another						
43.0	Fingerspells phrases. Fingerspells 4 and 5 word sentences						
44.0	Relates sentences of more than 5 words to pictures or to the printed sentence						
45.0	Fingerspells sentences of more than 5 words						
46.0	Relates conversations fingerspelled slowly by another to pictures or to the printed conversation						
47.0	Fingerspells questions correctly						
48.0	Fingerspells conversations slowly						
49.0	Relates conversations fingerspelled rapidly by another to pictures or to the printed conversation.						
50.0	Fingerspells conversations as rapidly as they are spoken						



SPEECHREADING

IDENTIFYING BEHAVIORS:

Neglects to watch lips and eyes of speaker Reads only words paired with clues Follows verbal commands only when paired with clues Reads only known words Reads lips only of familiar person Reads lips of speakers in a gr. with great difficulty Neglects to ask speaker to repeat or rephrase misunderstood communication Does not watch entire message of speaker Acts on incomplete reading of message Participates only in short conversations Participates only in conversations about known topics

	Date of observation	1	2	3	4	5	6
1.0	Watches facial and bodily expressions of speaker to get clues as to meaning of communication						
2.0	Watches lips and eyes of speaker to get clues as to meaning of communication	a 16 24 Ze					
3.0	Reads own name on lips when paired with physical, facial, visual, tactile clues .						
4.0	Reads own name on lips with no clues						
5.0	Locates orally requested object when identical object is offered as clue						
6.0	Imitates action, requested orally, when shown action as clue				,		
7.0	Locates orally requested object when picture of object is offered as clue						
8.0	Imitates action, requested orally, when picture of action is offered as clue	-					
9.0	Locates orally requested object when outline of object is offered as clue	_					
10.0	Imitates action, requested orally, when silhouette of action is offered as clue						



		1	2	3	4	5	6	
11.0	Locates orally requested object with no visual clues							
12.0	Imitates action, requested orally, with no visual clues							
13.0	Points to orally described object when visual clues are given (e.g., pictures of described object)					,		
14.0	Points to orally described object when physical gestures are given as clues (e.g., points to round block as sees circle made in air)							
15.0	Points to orally described object when tactile clues are given (e.g., points to the <u>furry</u> animal as feels fur hat) .							
16.0	Points to orally described object when facial expressions are given as clues (e.g., points to happy girl as sees teacher smile)			 				
17.0	Points to orally described object with no clues	<u> </u>	-	#-	╫-	╢-	<u> </u> -	$\left\{ \right.$
18.0	Watches speaker give entire 1-step verbal command	<u> </u>	 -	-	-		-	$\left\{ \right.$
19.0	Follows 1-step verbal command with physical, facial, visual and tactile clues							
20.0	Follows l-step verbal command with 3 types of clues (e.g., physical, facial, and visual)	-						
21.0	Follows 1-step verbal command with 2 types of clues	_		_	-		 	-
22.0	Follows 1-step verbal command with 1 type of clue			#-	#-	#		
23.0	Follows 1-step verbal command with no clues][_	_]]	



		1	2	3	4	5	6
24.0	Watches speaker give entire 2-step verbal command						
25.0	Follows 2-step verbal command with some physical, facial, visual, tactile clues						
26.0	Follows 2-step verbal command with no clues						
27.0	Watches speaker give entire 3-step verbal command						
28.0	Follows 3-step verbal command with some clues						
29.0	Follows 3-step verbal command with no clues	,					
30.0	Follows verbal command containing known words						
31.0	Follows verbal command containing lunknown word						
32.0	Follows verbal command containing 2 unknown words						
33.0	Follows verbal command containing more than 2 unknown words						
34.0	Differentiates sentences which differ only in 1 visible, non-look-alike word (e.g., pan, far)						
35.0	Differentiates sentences which differ only in 1 visible, look-alike word (e.g., pan, map)						
36.0	Participates in short (e.g., 3 - 4 sentences) conversation about a known topic						
37.0	Participates in lengthy (e.g., 10 - 20 sentences) conversation about a known topic	·					



		1	2	3	4	5	6
38.0	Participates in lengthy conversation about an unknown topic						
39.0	Participates in conversation using lip- reading to understand communication of familiar person						
40.0	Participates in conversation using lip- reading to understand l unfamiliar person, 2 unfamiliar people						
41.0	Participates in conversation using lip- reading to understand group of familiar people, group of unfamiliar people						
42.0	Reads any speaker from full-face position.	<u>.</u>		-			
43.0	Reads any speaker from less than full-face position (e.g., profile)				·		
44.0	Reads any speaker in well-lighted position						
45.0	Reads any speaker in less than well-lighted position						
46.0	Asks speaker to repeat words which were not understood						
47.0	Asks speaker to rephrase misunderstood communication.						
48.0	Asks speaker to face the light, move closer, remove sunglasses, etc., to make speechreading easier.						
49.0	Asks speaker to refrain from putting his hand in front of his mouth	_					
50.0	Asks group what was said to cause laughter						



49 ORIENTATION 1 +

IDENTIFYING BEHAVIORS:

Locates left, right and compass directions incorrectly Becomes disoriented while traveling Fails to tactually identify land textures, characteristics and features Describes street layout, building placement inaccurately Estimates distances, times and rates inaccurately Fails to locate land features Neglects to use sun and wind to orient self Identifies types, source, direction of sounds with difficulty Fails to detect the approach of an object Fails to detect size and characteristics of room Reverses route just traveled with difficulty Requires another's help to reorient self Crosses street at incorrect time according to traffic signal

	Date of observation	1	2	3	4	5	6
	Date of Observation						
1.0	Locates north, south, east, west		_	-	╂─┤	╂╌╂	
2.0	Demonstrates relationship of 4 directions to each other						
3.0	Uses sun to orient self and to aid in determining direction of travel						
4.0	Uses shade to orient self and to aid in determining direction of travel						
5.0	Locates NE, NW, SE, SW						
6.0	Determines whether object, person is north, south, east or west of self						
7.0	Determines which direction is being faced after making I turn (initial reference provided)	÷.			;		
8.0	Determines which direction is being faced after making 2 turns, more than 2 turns (initial reference provided)						



		1	2	3	4	5	6
9.0	Describes the meaning of various road signs (e.g., stop, detour, RR crossing, walk)						
10.0	Locates objects in the following positions using own body as reference point: above, across, around, away, back, backward, behind, below, beneath, beside, between, bottom, center, close, down, facing, far, forward, front, high, horizontal, inside, low, middle, near, next, outside, over, parallel, perpendicular, sideways, top, under, underneath, up vertical	-					
11.0	Locates objects in the preceding positions using another's body or another object as reference point	,					
12.0	Locates left and right of own body, another's body, an object						
13.0	Determines whether object, person is to left or right of self						
14.0	Extends right hand in proper location to shake hands with sighted person. Shakes hands with blind person						
15.0	Follows directions requiring multiple left and right turns					·	
16.0	Travels straight line and reverses route to end in beginning location						
17.0	Turns to left or right once while traveling and reverses route	. :					
18.0	Turns twice while traveling and reverses route						
19.0	Turns more than 2 times while traveling and reverses route						
20.0	Indicates from memory location of the following in familiar rooms: door, window, hallway, lobby, stairs or steps, radiator or heater, fire extinguisher, fan, sink, cabinet, shelf, bookcase, ramp, clock, cloakroom, closet, ceiling, floor, boards (e.g., bulletin or chalk)						



		1	2	3	4	5	6
21.0	Describes familiar room from different positions within it						
22.0	Tells content of typical rooms, (e.g., bedroom, bathroom, classroom)						
23.0	Undertakes systematic investigation of unfamiliar room					-	
24.0	Indicates location of items in 20.0 after investigation of an unfamiliar room				•		
25.0	Orients body correctly for the use of doors, elevators, escalators, revolving and automatic doors						
26.0	Describes unfamiliar room from different positions within it after investigation of the room						
27.0	Describes the relationship of a given room to other rooms in the building (e.g., my bedroom is next to the bathroom, my classroom is next to the cafeteria)						
28.0	Indicates which direction familiar rooms, buildings are facing (e.g., north, south, east, west), (initial reference provided)						
29.0	Describes the directional relationship of a given room to other rooms on the site (e.g., my classroom is south of the gym).					·	
30.0	Describes the relationship of a given building to sites in the surrounding area (e.g., my school is across the street from the post office)						
31.0	Describes the directional relationship of a given building to sites in the surrounding area (e.g., my house is north of the rail-road tracks)						



	•					E	C
		-	1	3	4	5	6
		Ì					
21.0	Describes familiar room from different positions within it						
22.0	Tells content of typical rooms, (e.g., bedroom, bathroom, classroom)	1				-	
23.0	Undertakes systematic investigation of unfamiliar room.						
24.0	Indicates location of items in 20.0 after investigation of an unfamiliar room.				•		
25.0	Orients body correctly for the use of doors, elevators, escalators, revolving and automatic doors						
26.0	Describes unfamiliar room from different positions within it after investigation of the room						
27.0	Describes the relationship of a given room to other rooms in the building (e.g., my bedroom is next to the bathroom, my classroom is next to the cafeteria)						
28.0	Indicates which direction familiar rooms, buildings are facing (e.g., north, south, east, west), (initial reference provided)						
29.0	Describes the directional relationship of a given room to other rooms on the site (e.g., my classroom is south of the gym).						
30.0	Describes the relationship of a given building to sites in the surrounding area (e.g., my school is across the street from the post office)						
31.0	Describes the directional relationship of a given building to sites in the surrounding area (e.g., my house is north of the rail-road tracks)						



		1	2	3	4	5	6
32.0	Identifies various indoor floor textures and materials (e.g., carpet, wood, cement, tile) through tactile clues				·		
33.0	Uses indoor floor textures and materials to help orient self						
34.0	Identifies various outdoor ground textures and materials (e.g., pavement, gravel, earth, grass, brick) through tactile clues						
35.0	Uses outdoor ground textures and materials to help orient self						
36.0	Identifies various outdoor land characteristics (e.g., incline, slope, level, bumpy, downgrade)						
37.0	Uses outdoor land characteristics to help orient self						
38.0	Identifies the following outdoor features through tactile clues: bush, curb, driveway, flowerbed, handrail, leaf, ramp, sidewalk, stair, storm sewer, street, tree, fence, post.						
39.0	Uses outdoor features to help orient self		 	 			
40.0	Describes (verbally or pictorially) the layout of streets, sidewalks, crosswalks, drives and the placement of buildings around own home.						
41.0	Describes the layout of streets, sidewalks, crosswalks, drives and the placement of buildings around own school						
42.0	Describes the street layout and building placement of familiar residential areas						
43.0	Describes the street layout and building placement of familiar business areas			3			



		1	2	3	4	5	6
44.0	Describes the location of familiar businesses (e.g., post office, laundromat, bakery, grocery, pharmacy, etc.)						
45.0	Describes the location of exits, window displays, aisles, stairs, escalator, clevator in familiar businesses	-					

^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Orientation II is a continuation of Orientation I.



ORIENTATION 11 **

IDENTIFYING BEHAVIORS:

Locates left, right and compass directions incorrectly Becomes disoriented while traveling Fails to tactually identify land textures, characteristics and features Describes street layout, building placement inaccurately Estimates distances, times and rates inaccurately Fails to locate land features Neglects to use sun and wind to orient self Identifies types, source, direction of sounds with difficulty Fails to detect the approach of an object Fails to detect size and characteristics of room Reverses route just traveled with difficulty Requires another's help to reorient self Crosses street at incorrect time according to traffic signal

		1	2	2	3	4	5	6	
	Date of observation		F	Ħ					·
1.0	Describes buildings, intersections, etc., by the shapes C, D, I, L, O, S, T, U, V , Y .								
2.0	Draws grid pattern of usual city, showing numbering of streets and of blocks								
3.0	Names corners of intersections according to their compass directions when provided with initial reference								
4.0	Locates designated building in city using numbering of blocks and even-odd sequencing of buildings								
5.0	Estimates units of measurement accurately while traveling (e.g., inch, foot, yard, mile or metric measurement)								
6.0	Estimates distances accurately while traveling (e.g., long, short, city blocks) .								,
7.0	Estimates time accurately (e.g., minute, hour, noon, midnight)								



		1	2	3	4	5	6
8.0	Estimates rate accurately while traveling (e.g., fast, slow, lag, pause, stop, units per hour)						
9.0	Uses wind and its absence to orient self and to indicate types of structures being passed						
10.0	Uses odors of common places (e.g., kitchen, bathroom, gym) to orient self and to aid in determining direction of travel			·			
11.0	Identifies familiar people by their voices.		-				
12.0	Identifies animals by the sound they make .						
13.0	Identifies modes of travel by the sounds they make (e.g., car, truck, bus, bicycle, footsteps)						
14.0	Identifies musical instruments by the sounds they make (e.g., drum, piano, etc.,)						
15.0	Identifies signals (e.g., bell, buzzer, fire siren, whistle)						
16.0	Identifies mechanical sounds (e.g., fan, lawn mower, can opener)						
17.0	Identifies other environmental sounds (e.g., echoes, door closing, water running)						
18.0	Identifies all above sounds at moderate intensities						
19.0	Identifies all above sounds at low intensities	ž.					
20.0	Identifies all above sounds when masking or white noise is of equal intensity to sounds						
21.0	Identifies all above sounds when masking or white noise is of greater intensity than sounds						



		1	2	3	4	5	6
22.0	Points to direction of all above sounds						
23.0	Estimates distance all above sounds are from self						
24.0	Estimates height of above sounds						
25.0	Uses auditory clues to help locate dropped object						
26.0	Determines whether sound is moving or stationary						
27.0	Tracks a moving sound by defining its path in relation to self (e.g., parallel, at angle, etc.,)						
28.0	Determines whether sound is closer or further than another sound						
29.0	Detects and reports the approach of a moving sound						
30.0	Uses direction, height and distance of all above sounds to orient self		 				
31.0	Determines direction of streets by auditory clues	· 	i i				
32.0	Determines layout of streets at intersection by the sound and direction of traffic movement			 			
33.0	Determines color of traffic light by the sound and direction of traffic movement				 		
34.0	Determines size and dimensions of a room using sensory clues						
35.0	Determines whether a room is furnished or empty using sensory clues						
36.0	Detects location of opened doors in room using sensory clues						
37.0	Detects openings in buildings such as alleys, street corners using sensory clues						



		1	2	3	4	5	6
38.0	Detects an object being approached and avoids, using sensory clues				·		
39.0	Detects an object being passed on the side using sensory clues	ļ		<u> </u>			
40.0	Detects veering walking pattern and corrects using sensory clues						
41.0	Orients self inside public transportation (e.g., puts money in correct location, finds seat, finds exit, etc.,)						
42.0	Reorients self when becomes disoriented in familiar areas using tactile, auditory and kinesthetic clues						
43.0	Recrients self when becomes discriented in unfamiliar areas using tactile, auditory and kinesthetic clues						
44.0	Reorients self in unique areas (e.g., gas stations, parking lots) using tactile, auditory and kinesthetic clues						

 $[\]star$ The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Orientation II is a continuation of Orientation I.

51 MOBILITY | +

IDENTIFYING BEHAVIORS:

Inhibits movements of guide by following too close, holding arm incorrectly.

Neglects to use arm techniques to protect body. Leans forward when using cane. Trips others with cane. Neglects to stop immediately when detecting obstacle with cane. Holds cane too tightly or too loosely. Moves cane with arm movement, not wrist. Makes explorative movements with cane. Has difficulty switching cane from one hand or position to the other. Has difficulty synchronizing steps with cane or guide. Stumbles when stepping up, down curbs. Takes extra step at top of stairs. Shuffles or stumbles at bottom of stairs. Walks down steps placing both feet on each step. Boards and deboards buses hesitantly. Travels in residential or business areas only with the help of a sighted guide

	Date of observation	1	2	3	4	5	6
1.0	Seats self properly in chair using back of chair, table, desk, or rows of chairs as reference points						
2.0	Solicits aid from sighted person appropriately. Declines and accepts unsolicited aid courteously	,					
3.0	Grasps correct arm of sighted guide above the elbow						
4.0	Assumes correct 1/2 step position behind sighted guide						
5.0	Synchronizes step with that of guide, walking in a relaxed manner.						
6.0	Turns when guide turns without hanging back or crowding guide						
7.0	Passes safely through doorways and narrow openings with sighted guide						



		1	2	3	4	5	6
8.0	Opens and closes doors when accompanied by					,	
	guide	1	-	-			
9.0	Travels through congested areas safely with sighted guide	ļ					
10.0	Ascends stairs and curbs with sighted guide without stumbling or falling						
11.0	Descends stairs and curbs with sighted guide without stumbling or falling						
12.0	Resumes walking after being guided up or down stairs without taking an extra step or shuffling						
13.0	Boards and deboards transportation facili- ties safely and efficiently with guide						
14.0	Travels safely on escalators and elevators with guide				-		
15.0	Maintains composure when left temporarily by guide						
16.0	Uses upper arm (hand forearm) technique to protect upper body when moving about in unfamiliar or obstructed surroundings .	•					
17.0	Squats and uses arm to protect head and face when retrieving lost object						
18.0	Uses lower arm (cross body) technique to protect lower body. Modifies technique for lowest protection	-			•		
19.0	Uses a combination of upper and lower arm techniques to protect self	•					
20.0	Uses protective technique appropriate to situation and place						
21.0	Uses the proper arm, hand, fingers and feet position to follow a parallel surface (trailing)						
22.0	Uses protective techniques while trailing						<u> </u>



		1	2	3	4	5	6
23.0	Uses the trailing technique to find a given destination, series of destinations						
24.0	Uses trailing and landmarks of exact and known location to find a given destination, series of destinations						
25.0	Uses trailing and sounds, odor, temperature, or stimulus clues to find a given destination, series of destinations			 -	·		
26.0	Uses trailing and location of direction of sound (direction taking) to find a given destination, series of destinations						
27.0	Uses trailing, direction taking and aligning of body with an object of known location (squaring off) to find a given destination, series of destinations						
28.0	Uses techniques of trailing, landmarks, direction taking and squaring off to travel in familiar environment						
29.0	Makes 45° (diagonal), 90° (quarter), 180° (half), 270° (three-quarter) and 360° turns .		-				
30.0	Finds destination following verbal directions containing references to left and right						
31.0	Finds destination following verbal directions containing references to north, south, east and west						
32.0	Grasps shaft of cane securely using correct thumb and index finger position for indoor (diagonal) method						
33.0	Holds arm straight and at a proper angle to the body when grasping cane for indoor method						
34.0	Keeps hand and wrist relaxed while grasping cane for indoor method						
35.0	Keeps cane tip close to the floor (1 - 2 inches) for indoor method						
36.0	Moves tip of cane side to side without over or under extending width of the body while traveling indoors						



		1	2	3	4	5	6
37.0	Holds and uses cane correctly when walking with sighted guide. Switches cane hand easily.	· · ·					
38.0	Uses cane properly while traveling in elevator, on escalator, revolving doors						
39.0	Uses cane to travel safely indoors in familiar and unfamiliar environment		, 				
40.0	Grasps shaft of cane using proper thumb and finger positioning for rhythm (Hoover or touch) technique						
41.0	Holds cane using proper arm estension for rhythm technique						
42.0	Holds cane using proper elbow extension and placement for rhythm technique		 	 			
43.0	Holds cane using proper hand centering and positioning for rhythm technique			<u> </u>	<u> </u>		
44.0	Holds cane securely in hand using wrist to produce all cane movements for rhythm technique						
45.0	Taps ground with cane using proper amount of pressure to detect surface types and changes in terrain						
46.0	Moves tip of cane in an arc the width of the shoulders and low enough to the ground to detect obstacles						
47.0	Moves cane in narrower arc in congested areas, wider arc in unfamiliar areas		-				
48.0	Maintains arc movement of cane in proper rhythm with each step. Corrects self when out of step with cane						
49.0	Uses cane to detect obstacles. Stops immediately when detected. Travels around object using cane						
50.0	Uses cane properly to establish contact with an object to be tactually explored (e.g., doorknob, counter, benches, etc.)						

^{*} The amount of behavioral characteristics in this area is too great to be ontained in one behavioral strand. Mobility II is a continuation of ERIC bility I.

52 MOBILITY 11

IDENTIFYING BEHAVIORS:

Inhibits movements of guide by following too close, holding arm incorrectly

Neglects to use arm techniques to protect body Leans forward when using cane

Trips others with cane Neglects to stop immediately when detecting obstacle

with cane Holds cane too tightly or too loosely Moves cane with arm movement,

not wrist Makes explorative movements with cane Has difficulty switching

cane from one hand or position to the other Has difficulty synchronizing steps

with cane or guide Stumbles when stepping up, down curbs Takes extra step

at top of stairs Shuffles or stumbles at bottom of stairs Walks down steps

placing both feet on each step Boards and deboards buses hesitantly Travels

in residential or business areas only with the help of a sighted guide

į	Date of observation	1	اً	2	3	4	5	6
1.0	Uses free arm as bumper against suspended obstructions not detected using the rhythm technique							
2.0	Uses cane properly in following a guideline or shoreline (e.g., building, fence or grassline)							
3.0	Shifts hand position between rhythm and indoor cane techniques as situation requires							
4.0	Walks down street in relatively straight line using cane							
5.0	Maintains upright body position while traveling with cane							
6.0	Carries body, head, arm not in use in normal position while traveling with cane							
7.0	Maintains constant pace when traveling with cane							



		1	2	3	4	5	6
8.0	Walks steadily without shuffling while traveling with cane						
9.0	Maintains proper gait while traveling with cane and carrying large object (e.g., brief-case)						
10.0	Positions cane so as not to interfere with passers-by when not in use (e.g., held close in perpendicular position, hung on chair or placed next to wall)						
11.0	Controls cane in various social situations (e.g., doorways, restaurants, theaters, inside automobile)						
12.0	Uses cane to detect intersecting sidewalks .						
13.0	Uses cane to detect drops, inclines and down curbs		1				
14.0	Uses cane to align body to cross street in desired direction						
15.0	Uses cane to determine and verify whether curb is square, round, or blended			<u> </u>			
16.0	Asks public for assistance when needed to cross street			<u> </u>		·	
17.0	Uses cane to detect obstruction in path before stepping onto street	· 		 			
18.0	Uses cane to travel around vehicle in line of travel				<u> </u>		
19.0	Uses indoor cane technique to cross street in a straight line		<u> </u>				
20.0	Uses cane to measure height of opposite curb before stepping onto sidewalk			<u> </u>			
21.0	Uses indoor cane technique to detect obstructions on sidewalk before resuming rhythm technique						
22.0	Crosses street safely and effectively where traffic is controlled by stop lights .						



		1	2	3	4	5	6
23.0	Crosses street safely and effectively where traffic is controlled by stop sign						
24.0	Crosses railroad crossings safely and effectively		<u> </u>				
25.0	Performs multiple street crossings safely .		-			 	
26.0	Uses cane to locate ascending and descending flights of steps						
27.0	Uses cane to determine height and depth of ascending and descending steps						
28.0	Uses cane to position self to right side of steps. Grasps handrail. Holds cane correctly for ascent and descent						
29.0	Uses cane to tap each ascending step and to clear top of each descending step						
30.0	Uses cane to indicate last step in flight of ascending or descending stairs			1			
31.0	Uses cane to detect tripping hazards on or in front of the steps, landings and continuations of the steps						
32.0	Resumes walking using appropriate cane technique immediately after having completed ascending and descending steps						
33.0	Uses cane to safely ascend and descend steps without handrail and at a steady pace						
34.0	Uses cane to enter and exit automobile	<u> </u>	₩_		₩	 	
35.0	Uses cane to safely board and deboard transportation facilities			Ш.	-	<u> </u>	
36.0	Travels safely and efficiently around home, school and work grounds						
37.0	Travels safely and efficiently in residential areas with sidewalks and curbs				1		
38.0	Travels safely and efficiently in residential areas without sidewalks and curbs						



		1	2	3	4	5	6
39.0	Travels to specific destinations of known location in residential areas (e.g., school, post office, church)					,	
40 .0	Travels to specific destinations of unknown location in residential areas						
41.0	Travels safely and efficiently in rural areas without paved streets and sidewalks						
42.0	Travels safely and efficiently in small business areas						
43.0	Travels to specific destinations of known location in small business areas (e.g., stores, restaurant, cleaners or laundromat) .						
44.0	Travels to specific destinations of unknown location in small business areas						
45.0	Travels safely and efficiently in large business areas	. :	1 -				
46.0	Travels to specific destinations of known location in large business areas (e.g., department stores, banks, gas stations, bus and train stations, airports)			-			
47.0	Travels to specific destinations of unknown location in large business areas						
48.0	Travels on public transportation (e.g., taxi, bus, train, subway, plane). Enters and leaves safely. Pays fare. Finds seat				,		
49.0	Travels safely in inclement weather (e.g., rain, snow, wind)						
50.0	Travels safely in congested pedestrian traffic						



^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Mobility II is a continuation of Mobility I.

WHEELCHAIR USE

IDENTIFYING BEHAVIORS:

Sits only with support Displays poor equilibrium in sitting position Requires more than 1 support strap to remain in wheelchair Drops head when sitting Lacks strength to grip wheel Lacks strength to move wheels of wheelchair Moves wheelchair with feet rather than with wheel Moves wheelchair forward or backward only a short distance Stops wheelchair with feet rather than with brake Turns left when wants to turn right and vice versa Makes only wide turns in wheelchair Travels with much difficulty using wheelchair in small or narrow areas Scratches walls, doors, etc., during wheelchair travel Transfers in and out of wheelchair only with much difficulty Forgets to set brake when working at desk, table

waiis, uc	fors, etc., during wheelchair travel — Iran	151615	111 6	ina ou	i UI V	meerc	παιτ
only with	n much difficulty 🜑 Forgets to set brake wh	nen wo	rking	g at d	esk, t	able (•
Neglects	safety rules during wheelchair travel	1	2	3	4	5	6
	Date of observation						
1.0	Lifts head while lying on stomach						
2.0	Reaches for, grasps and releases objects while lying on stomach						
3.0	Sits with maximum support (e.g., prone sitters, car seats)			<u>.</u>		11 D J	
4.0	Sits with minimum support (e.g., 1 body strap)						
5.0	Holds head up when sitting with support			·			
6.0	Maintains sitting position when placed using hands to support self						
7.0	Touches feet to floor in saddle or sling walker						
8.0	Moves walker in any manner						
9.0	Moves walker in any manner to designated location						
10.0	Stands in maximum supportive standing table						
11.0	Sits in wheelchair when supported by 2 straps (e.g., chest strap and seat belt)						

		1		2	3	4	5	6
12.0	Sits in wheelchair when supported by one strap (e.g., seat belt)			Ì				
13.0	Grips rim of wheel on wheelchair		\prod					
14.0	Releases grip on rim of wheel		$\downarrow \downarrow$					
15.0	Moves wheelchair in any manner	_	\parallel	_				
16.0	Stops wheelchair in any manner	<u> </u>	\prod	_	ļ			
17.0	Moves wheelchair forward using 1 push forward and release movement		╢		·			
18.0	Moves wheelchair backward using 1 pull back and release movement				·			
19.0	Turns wheelchair in a circle to the right.		\parallel					
20.0	Turns wheelchair in a circle to the left .		\parallel					
21.0	Sets brake on wheelchair to stop or remain stationary							
22.0	Releases brake on wheelchair to resume movement							
23.0	Travels forward 10 feet in wheelchair		\parallel					
24.0	Travels backward 10 feet in wheelchair		\parallel					
25.0	Travels length of classroom (e.g., 30 feet) in wheelchair							
26.0	Travels length of classroom in wheelchair in 1 minute							·
27.0	Travels using wheelchair in roomy areas to go forward, backward, and to turn at will							
28.0	Travels using wheelchair in compact areas to go forward, backward, and to turn at will							
29.0	Travels forward through doorway							
30.0	Travels backward through doorway		\parallel	_			 	
31.0	Opens door, travels through doorway and closes door	L						



		1	2	3	4	5	6
				·			
32.0	Places foot rests in down position			+ 1		╂╼╂	
33.0	Places foot on rest			+ -			
34.0	Takes foot off rest and places foot rests in up position						
35.0	Transfers from floor to wheelchair						-
36.0	Transfers from wheelchair to floor					1	
37.0	Transfers from bed to wheelchair						
38.0	Transfers from wheelchair to bed						ļ
39.0	Transfers from chair to wheelchair						
40.0	Transfers from wheelchair to chair						
41.0	Transfers from toilet to wheelchair						
42.0	Transfers from wheelchair to toilet				-		
43.0	Transfers from bathtub to wheelchair						
44.0	Transfers from wheelchair to bathbut						
45.0	Transfers from car seat to wheelchair		-				
46.0	Transfers from wheelchair to car seat		 	 			
47.0	Travels up and down incline using wheel-chair						
48.0	Travels up and down curbs using wheelchair .		 	₩	 	 	<u> </u>
49.0	Follows safety rules using wheelchair (e.g., sets brakes at desk)						



AMBULATION

IDENTIFYING BEHAVIORS:

Sits only with external support Needs hands to support self when sitting Walks forward on knees only with support Transfers weight from one side of body to other with difficulty Walks between parallel bars only with assistance Uses rollater to walk with difficulty Uses pick-up walker with difficulty Uses critches to walk with difficulty Falls while trying to use crutches Requires special equipment to walk Stands only with support Takes excessive amount of time to walk across classroom Walks up and down inclines, curbs and steps with difficulty

		1	2	3	4	5	6
Di	ate of observation						
1.0	Lifts head while lying on stomach		 				
2.0	Reaches for, grasps and releases objects while lying on stomach						
3.0	Sits with maximum support (e.g.,prone sitters, car seats)						
4.0	Sits with minimum support (e.g., one body strap)						
5.0	Holds head up when sitting with support		<u> </u>				
6.0	Maintains sitting position when placed in position using hands to support self .						
7.0	Assumes sitting position on own using hands to support self						
8.0	Sits using no hands for support		<u> </u>				
9.0	Maintains side-sitting position when placed in position using hands to support self						
10.0	Assumes side-sitting position on own using hands to support self						



		1		2	3	4	5	6
11.0	Side-sits using no hands for support							
12.0	Maintains kneeling position when placed in that position							
13.0	Assumes kneeling position on own		\prod					
14.0	Walks forward on knees with maximum support (e.g.,trunk support)				-			
15.0	Walks forward on knees with minimum support (e.g., hand support)							
16.0	Walks forward on knees on own	<u> </u>	\parallel	•				
17.0	Maintains standing position when placed at parallel bars for support							
18.0	Pulls self to standing position using bars for support							
19.0	Transfers weight from one side of body to the other while standing at bars for support							
20.0	Transfers weight to one side of body, lifts opposite foot and replaces on floor (at bars)							
21.0	Transfers weight to one side of body, lifts opposite foot and moves foot forward (at bars)							
22.0	Walks sideways on parallel bars leading with one foot and following with the other			_				
23.0	Takes a few steps forward between parallel bars with assistance from another			·				
24.0	Takes a few steps forward between parallel bars on own							
25.0	Walks length of parallel bars							
26.0	Turns around between the parallel bars .		\prod					
27.0	Walks backward between parallel bars							



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28.0	Takes a few steps forward using rollater								
29.0	Turns around using rollater								
30.0	Walks through doorways using rollater			\prod					
31.0	Walks length of classroom (approximately 30 feet) in 1 minute using rollater								
32.0	Takes a few steps forward using a pick-up walker		, ·						
33.0	Turns around and walks through doorways using a pick-up walker								
34.0	Walks length of classroom in 1 minute using pick-up walker								
35.0	Stands using crutches for support		<u> </u>	\parallel					
36.0	Transfers weight to one side of body, lifts crutch and takes 1 step forward								
37.0	Takes a few steps forward using crutches		<u> </u>			 			
38.0	Turns around and walks through doorways using crutches	Ŀ							
39.0	Walks length of classroom in 1 minute using crutches								
40.0	Transfers safely from a standing position to the floor using crutches				<u>-</u>				
47.0	Transfers safely from the floor to a standing position using crutches							<u> </u>	
42.0	Opens closed doors and walks through using crutches	_				 			
43.0	Walks up and down inclines, curbs, bus steps using crutches. Enters and exits from car using crutches								
44.0	Ascends and descends stairs using crutches								



45.0	Stands without support	 2	3	4	5	6
46.0	Transfers weight from 1 side of body to the other without support. Balances on 1 foot momentarily					
47.0	Takes a few steps forward without support.					
48.0	Walks length of classroom in 1 minute without support					
49.0	Balances on each foot for 3 - 5 seconds without support					
50.0	Walks up and down curbs and steps without support				·	

55 POSTURE

IDENTIFYING BEHAVIORS:

Bends head, neck, or shoulders forward while walking Bends knees or hip while walking Toes in or out (pigeon toe or duck waddle) while walking Walks on tiptoes Shuffles feet while walking Sways, pitches or veers to one side while walking (lurches) Crosses feet while walking Walks with wide-based strides Walks with hesitant or accelerated gait Walks with poor rhythm and timing of gait Moves arms unnaturally while walking Displays poor balance Evidences flat feet

	Date of	Observation	l				
(Object	tives to be	filled in f	or one p	oupil)	•		
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2.0							
3.0					· -		
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5.0				-			
6.0							
_							
8.0							•
9.0			•				



IDENTIFYING BEHAVIORS:

Drops head forward Tilts head, shoulders, pelvis or body to one side Slumps shoulders Displays humpback, round or twisted back, sway back Displays symptoms of a curved spine Displays bulging or protruding abdomen Stands in unnatural-appearing positions Displays rigidity when sitting, standing Displays limited range of motion Evidences muscular weakness Displays symptoms of spastic, athetoid or ataxic cerebral palsy Complains of back and neck, leg and foot pain

jectives to be filled in for one pupil) O O O O O O O O O O O O O	• Date	of (Obser	vatio	n			_					
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IDENTIFYING BEHAVIORS:

Weaves or rocks forward and backward while sitting Whirls around repeatedly while sitting, standing Displays involuntary, spasmatic muscle contractions (tension tics) Displays bizarre hand or arm movements: socking, flailing, waving, shaking, flapping Displays bizarre facial movements: twitching, wrinkling Displays bizarre tongue or mouth movements: twitching, pursing, yawning Puts fingers or fist in eyes Rolls, blinks, crosses or oscillates eyes in unusual manner Displays bizarre tongue or mouth movements: twitching, pursing, yawning Displays bizarre facial movements: twitching, wrinkling

Date of	Observa	tion						
ctives to	be fille	ed in for o	ne pupil).		^		
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56 SWIMMING

IDENTIFYING BEHAVIORS:

Does not go near water or put face in water Neglects to hold breath underwater Does not open eyes underwater Floats only with support Recovers from floats with difficulty Glides only short distances Performs ineffective kick or stroke Swims without breathing rhythmically Breathes unnaturally while floating on back Swims only in shallow water Treads water ineffectively Changes position or direction while swimming with difficulty Does not jump or dive into water Does not follow safety rules

		1	2	3	4	5	6
	Date of observation						
1.0	Sits on first step of pool and kicks in water.						
2.0	Sits on second step of pool and kicks in water						
.3.0	Sprinkles self with water						
4.0	Stands in water		1 1 2 -				
5.0	Walks across width of pool with help	·					
6.0	Walks across width of pool unassisted						
7.0	Allows self to be carried about in water .						
8.0	Blows bubbles in water						
9.0	Puts face in water						
10.0	Bobs in and out of water 5 times, holding breath						
11.0	Ducks head under water, holding breath for 10 seconds						
12.0	Opens eyes underwater						
13.0	Retrieves object underwater						



		1		2	3	4	5	6
14.0	Bobs in and out of water 5 times, breathing rhythmically							
15.0	Performs jelly-fish float. Recovers to standing position		\prod			 		
16.0	Performs turtle float and recovers	.	\prod		ļ			
17.0	Performs dog paddle (body stroke)	.	\parallel		-	 		
18.0	Performs front (prone) float		\prod			₩	 	
19.0	Performs back float		\coprod			II	 -	
20.0	Recovers to standing position from front and back floats							
21.0	Performs front glide for 2 feet, 5 feet .		11		 	 	 	
22.0	Performs front glide with fluste kick for 2 feet, 5 feet							<u> </u>
23.0	Performs back glide for 2 feet 5 feet.		\parallel		 	₩	<u> </u>	
24.0	Performs back glide with fluting kick for 2 feet, 5 feet						<u> </u>	<u> </u>
25.0	Jumps into water from deck with legs abart so head does not become submerged		Щ					
26.0	Jumps into water from deck with leg to- gether, pushes off bottom and glides				<u> </u>		<u> </u>	
27.0	Performs front glide with kick and stroke		_		║_	\parallel	1	II
28.0	Performs back glide with kick and stroke.	•			Щ_	1	1	II
29.0	Rolls over from front to back and back to front while gliding			Ŀ				<u> </u>
30.0	Performs various combinations of arm and leg movements with front glide				$\prod_{i=1}^{n}$			
31.0	Performs various combinations of arm and leg movements with back glide		·					



		1	2	3	4	5 8
32.0	Swims 20 feet on front (head above water) in shallow water					
33.0	Swims 20 feet on back in shallow water					
34.0	Dives into water from deck in sitting position					
3 5. 0	Dives into water from deck in kneeling position					The state of the s
36.0	Dives into water from standing position and swims across pool		7			A CANADA A MARINE CANADA A CAN
37.0	Performs surface dives					
38.0	Swims 20 feet on front using rhythmic breathing in shallow water					
39 .0	Changes position from front to back and back to front while swimming in shallow water	e !				
40.0	Changes direction while swimming in the front and back positions					
41.0	Treads water 1 minute. Treads water 5 minutes	ļ. 		-		
42.0	Swims length of pool using 1 or 2 different strokes					
43.0	Dives into water from low springboard	Ì				
44.0	Performs spring dive off board	<u> </u>	<u> </u>	 		
45.0	Swims length of pool using various strokes (e.g., crawl, breast stroke, side stroke, back stroke)		Ì,			
46.0	Swims length of pool underwater			<u> </u>		
47.0	Swims 20 yards, 100 yards, 220 yards, 440 yards					
48.0	Uses life jacket and other flotation equipment correctly					
49.0	Swims with clothes on, disrobes and uses clothing for support					15
50.0	Uses several means to aid another swimmer in trouble (e.g., extends hand or leg, throws a line, uses a reaching pole,etc.)					

ARTICULATION 1 * + °

IDENTIFYING BEHAVIORS:

Omits sounds in words Substitutes 1 sound for another in words Distorts sounds in words Nasalizes sounds Diphthongizes sounds Neutralizes sounds Slurs sounds Lisps Fails to recognize omitted, substituted or distorted sounds in own or others' speech Fails to distinguish between voice and breath consonants Speaks in too high or too low pitch Speaks in too loud or too weak voice Speaks in a monotone Speaks using stereotyped voice inflections Speaks in a vocally or visibly unpleasant manner Speaks in a harsh, grating or shrill manner Speaks in muffled garbled, unclear manner Speaks unintelligibly or inaudibly Speaks using abnormal rhythm Uses incorrect resounding chamber (note, mouth, larynx) to produce sounds Demonstrates sluggishness of the tongue tip Produces sounds in a labored fashion Demonstrates cluttered speech Produces sounds incorrectly in spontaneous speech

	Date of observation	1	1	2	3	4	5	6
1.0	Makes all long vowels in isolation							
2.0	Makes all short vowels in isolation							
3.0	Makes all diphthongs in isolation							
4.0	Makes all long vowels in single words						·	
5.0	Makes all short vowels in single words							
6.0	Makes all diphthongs in single words							
7.0	Makes m sound in isolation							
8.0	Makes m sound in the initial position in single words or nonsense syllables (e.g., monkey)				·			



	•						
		1	2	3	4	.5	6
9.0	Makes m sound in the final and medial positions in single words (e.g., comb and hammer)						
10.0	Makes h sound in isolation	 	ļ	₩			
1,1.0	Makes h sound in the initial position in single words or nonsense syllables (e.g., horse)						
12.0	Makes h sound in the medial position in single words (e.g., doghouse)			-			
13.0	Makes w sound in isolation	ļ	-	#	-		
14.0	Makes w sound in the initial position in single words or nonsense syllables (e.g., window)						
15.0	Makes w sound in the medial position in single words (e.g., flower)						
16.0	Makes n sound in isolation		 	<u> </u>			
17.0	Makes n sound in the initial position in single words or nonsense syllables (e.g., <u>nail</u>)		`				
18.0	Makes n sound in the final and medial positions in single words (e.g., can, penny)						
19.0	Makes p sound in isolation			1			
20.0	Makes p sound in the initial position in single words or nonsense syllables (e.g., pig)						
21.0	Makes p sound in the final and medial positions in single words (e.g., cup, apple)						100
22.0	Makes f sound in isolation]	 	1			
	Makes f sound in the initial position in single words or nonsense syllables (e.g., fork)						



		4	2	3	4	5	6
24.0	Makes f sound in the final and medial positions in single words (e.g., knife, elephant)						
25.0	Makes b sound in isolation						
26.0	Makes b sound in the initial position in single words or nonsense syllables (e.g., boat)					,	
27.0	Makes b sound in the final and medial positions in single words (e.g., tu <u>b</u> , ba <u>b</u> y)			·			
28.0	Makes k sound in isolation						١٠
29.0	Makes k sound in the initial position in single words or nonsense syllables (e.g., cat)						·
30.0	Makes k sound in the final and medial positions in single words (e.g., book, chicken)				·		
31.0	Makes g sound in isolation		-				
32.0	Makes g sound in the initial position in single words or nonsense syllables (e.g., girl)						
33.0	Makes g sound in the final and medial positions in single words (e.g., dog, wagon)						
34.0	Makes v sound in isolation						
35.0	Makes y sound in the initial position in single words or nonsense syllables (e.g., yellow)						
36.0	Modes y sound in the med all position in single words (e.g., thank-you)						
37.0	Makes d sound in isolation						
38.0	Makes d sound in the initial position in single words or nonsense syllables (e.g., doll).					,	

	\cdot	[]	3	4	3	0
39.0	Makes d sound in the final and medial positions in single words (e.g., head, ladder)					
40.0	Makes t sound in isolation					
41.0	Makes t sound in the initial position in single words or nonsense syllables(e.g., table)					
42.0	Makes t sound in the final and medial positions in single words (e.g., coat, potato)				} }	
43.0	Makes ng sound in isolation	· · · · · ·				
44.0	Makes ng sound in final position in single words (e.g., ri <u>ng</u>)					
45.0	Makes ng sound in the medial position in single words (e.g., finger)					

1 2 2 4 5 6

This behavioral strand is sequenced developmentally. Users are encouraged to modify sequence according to pupil's individual needs.



^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Articulation II is a continuation of Articulation I.

⁺ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #19 for alternative.

ARTICULATION 11 *+*

IDENTIFYING BEHAVIORS:

Omits sounds in words Substitutes 1 sound for another in words Distorts sounds in words Nasalizes sounds Diphthongizes sounds Neutralizes sounds Slurs sounds Lisps Fails to recognize omitted, substituted or distorted sounds in own or others' speech Fails to distinguish between voice and breath consonants Speaks in too high or too low pitch Speaks in too loud or too weak voice Speaks in a monotone Speaks using stereotyped voice inflections Speaks in a vocally or visibly unpleasant manner Speaks in a harsh, grating or shrill manner Speaks in muffled garbled, unclear manner Speaks unintelligibly or inaudibly Speaks using abnormal rhythm Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds Demonstrates sluggishness of the tongue tip Produces sounds in a labored fashion Demonstrates cluttered speech Produces sounds incorrectly in spontaneous speech

	Date of observation	1	2	3	4	5	6
1.0							
1.0	Makes L sound in isolution		╂┈╌┨	1 - 1	} 	+ +	 —
2.0	Makes L sound in the initial position in single words or nonsense syllables (e.g., ladder)						
3.0	Makes L sound in the final and medial positions in single words (e.g., fa <u>ll</u> , ba <u>ll</u> oon)	<i>.</i>					
4.0	Makes L blends in isolation			.			
5.0	Makes L blendr in initial position in single words or nonsense syllables (e.g., clock, black, glass, flock).	,					
6.0	Makes r sound in isolation						



		1	2	3	4	5	6
7.0	Makes r Sound in the initial position in single words or nonsense syllables (e.g., rabbit)						
8.0	Makes r sound in the final and medial positions in single words (e.g., car, carrot)						
9.0	Makes r blends in isolation						
10.0	Makes r blends in the initial position in single words or nonsense syllables (e.g., train, crayon, drum, broom)						
11.0	Makes j sound in isolation						
12.0	Makes j sound in the initial position in single words or nonsense syllables (e.g., \underline{j} ump)						
13.0	Makes j sound in the final and medial positions in single words (e.g., orange, angel)						
14.0	Makes v sound in isolation						
15.0	Makes v sound in the initial position in single words or nonsense syllables (e.g., <u>v</u> acuum)						
16.0	Makes v sound in the final and medial positions in single words (e.g., stove, television)						
17.0	Makes ch sound in isolation						<u> </u>
18.0	Makes ch sound in the initial position in sing e words (e.g., <u>ch</u> air)						
19.0	Makes ch sound in the final and medial positions in single words (e.g., witch, matches)						
20.0	Makes sh sound in isolation					<u> </u>	
21.0	Makes sh sound in the initial position in single words or nonsense syllables (e.g., shoe)						-



				•		* ************************************	T
		1	2	3	4	5	6
22.0	Makes sh sound in the final and medial positions in single words (e.g., fish, station)						
23.0	Makes th sound (voiced and unvoiced) in isolation						
24.0	Makes th sound in the initial position in single words or nonsense syllables (e.g., thumb, this)						
25.0	Makes th sound in the final and medial positions in single words (e.g., tee <u>th</u> , ba <u>the</u> , too <u>thbruch</u> , fea <u>ther</u>)						
26.0	Makes wh sound in isolation						
27.0	Makes wh sound in the initial position in single words or nonsense syllables (e.g., whistle)						
28.0	Makes z sound in isolation				<u> </u>		
29.0	Makes z sound in the initial position in single words or nonsense syllables (e.g., zebra)	·					
30.0	Makes z sound in the final and medial positions in single words (e.g., nose, scissors)						
31.0	Makes s sound in isolation						
32.0	Makes s sound in the initial position in single words or nonsense syllables (e.g., sun)						
33.0	Makes s sound in the final and medial positions in single words (e.g., bus, pencil)						
34.0	Makes s blends in isolation						
35.0	Makes s blends in the initial position in single words or nonsense syllables (e.g., slide, scooter, show, star, swing)						



	•	1	2	3	4	5	6
36.0	Makes s blends in the final position in single words (e.g., ne <u>st</u> , de <u>sk</u> , wa <u>sp</u>)						
37.0	Makes all preceeding sounds in 1 syllable words within known vocabulary (spontaneous speech)						
38.0	Makes all preceeding sounds in 2 syllable words within known vocabulary						
39.0	Makes all preceeding sounds in 3 syllable words within known vocabulary						
40.0	Makes all preceeding sounds in 4 syllable words within known vocabulary						
41.0	Makes all preceeding sounds in phrases within known vocabulary						
42.0	Makes all preceeding sounds in sentences within known vocabulary						

This behavioral strand is sequenced developmentally. Users are encouraged to modify sequence according to pupil's individual needs.



^{*} The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Articulation II is a continuation of Articulation I.

⁺ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand # 19 for alternative.

59 HEALTH

IDENTIFYING BEHAVIORS:

Displays symptoms of the Ears, Nose, Throat, Mouth:	Frequent earaches
Ear pulling or rubbing Frequent placement of hands	over ears Discharging
ears TFaulty" articulation Chronic sore throat	Frequent colds Enlarged
glands in neck Excessive nasal discharge Frequent	wheezing Presistent
breathing through the mouth Persistent tight, hacki	ng cough r Imegu ^l ar teeth
and/or bite Inflamed or bleeding gums Cracked lip	os Dental caries

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IDENTIFYING	BEHAVIORS:
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Displays symptoms of the Eyes: Crusts on eyelids among lashes Frequent sties Red or swollen eyelids Red, watery or discharging eyes Persistent squinting or scowling Blurred vision Crossed or turned out eyes Rapid oscillation of the eyes Frequent rubbing of eyes Continuous blinking Reported burning or itching of eyes Dark circles under eyes Frequent shutting or covering of one eye Head tilting or turning Holding reading book in unnatural position

	Date of observation		•	
)bjec	tives to be filled in	for one pupil)	-	•
5.0			·	
5.0		<u>.</u>		
7.0				
3.0	,			
9.0				
0.0				
1.0				
2.0				
3.0				



Displays	symptoms	of the Sk	in, Hair:	Frequent	welts,	bruis e s,	scars 💮	Lingering
scratches	or sores	Body o	dor, dirty	skin 🌑 Dry	skin, r	ashes, so	res 🌑 Fr	equent
scratchin	g 🌑 Bald	spots N	lits on hair	Red spl	otches c	on skin 🌑	Persiste	nt acne
				l beds 🛑 Pa				
Facial ti	cs 🌑 Hair	r twisting	Cheek si	ucking Th	umb suck	cing 🕑 Nai	il biting	J ·

) –	ves to be fille	d in for one	pupil)			
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<u>Dirplays</u>	s symptoms of General U	nhealthiness:	Excessive t	hinness or ov	erweight 🌑
Radical	changes in weight Di	sinterest in ea	ting food	Constant hung	er 🌑
Easy irr	ritability or fatigabil	ity 🌑 Le Chargy,	unresponsiv	eness, drowsi	ness 🕙
Breathle	essness Abdominal cram	ps, stomach pai	ns 🔴 Chronic	diarrhea or	constipation
Frequent	t vomiting, nausea Enu	resis 🌑 Excessi	ve daydreami	ng or inatten	tion 🌑
Constant	t falling asleep 🌑 Conv	ulsions, blacko	uts 🍑 Freque	nt dizziness,	headaches 🚭
Extreme	nervousness 🌑 Excessiv	e activity duri	ng rest time	Body aches	and pains 🌑
Frequent	t crying				
	•			3	
Dat	te of observation		:	•	
(Object	ives to be filled in fo	r one pupil)			
43.0					
44.0				,	
45.0					
46.0					
47.0					·
48.0					
49.0					
					,

⁺ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #1 for alternative.



50.0

PUPIL NAME

START DATE_

DEVELOPED THROUGH E.S.E.A. TITLE V PROJECT NUMBER 44-00000-0000

	IDENTIFYING BEHAVIORS	1.0	2.0	3.0	4.0	
1 HEASTH	Displays symptoms of: O Eczema J Hayfever O Migraines O Foilepsy O Uncleanliness O Malnutrition O Fatigability O Sleep disturbances O School phobia O Battered child O Constant cold C Enuresis O Nervousness O Requires medication to re- main calm O Reads written material incorrectlyvisual problem O Does not follow oral directionshearing problem O Eats pencils, crayons, paste, paper O Requires special equipment to sit, stand	Displays sympt- om(s) or prob- lem health be- haviors 90- 100% of base- line frequency.	Displays sympt- om(s) or prob- lem health be- haviors 80-90% of baseline frequency.	Displays symptom(s) or prob- lem health be- haviors 70-80% of baseline frequency.	Displays symptom(s) or prob- lem health be- haviors 60-70% of baseline frequency.	Distorm() lem hav of fre
2 ATTENDANCE/ PROMPTNESS	O Is often absent/truant from school O Is often late for class or activities O Tells time inaccurately or not at all	Present one out of five days on the average per week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Present two out of five days per week.	Com act aft mon
3 FEEDING/ EATING	O Eats only blended or strained foods O Thrusts food out of mout tongue O Gags on foods O Sucks food instead of chewing it O Bites down on spoon an inserted into mouth O Chews foods only partially before swallowing O Swallows foods w/out chewing them O Chews in other than rotary motion O Takes 1g. pieces of food inth mouth w/out biting O Eats w/fingers O Crumbles food in hand when finger feeding O Droois while eating O Spits out food O Holds spoon/fork in fist rather than fingers	Opens mouth when physically stimulated by spoon held by another.	Opens mouth vc'untarily at the sight of food.	Removes semi- liquid food from spoon with mouth when be- ing fedsome rejection.	Removes semi- liquid food from spoon with lips when being fedsome rejection.	Alli be mou
4 DRINKING	O Dribbles while drinking O Spills liquids while drinking from cup/glass O Spills liquid contents when lifting cup O Sucks straw without obtaining any liquid O Spills liquids while pouring into a cup/glass O Gulps liquids O Tries to dri's from water fountain unsuccessfully	Sucks liquid from straw held by adult.	Takes liquids from cup/glass when cup held by adult.	Swallows liquids from cup/glass.	Retains liquids in mouth w/out dripping or drooling while drinking.	Con gla whe fro by
5 TOILETING	O Wets or soils diapers, pants frequently O Avoids toileting accidents only with reminders O Neglects to flush toilet O Uses toilet tissue improperly O Neglects to wash and dry hands after toileting O rorgets to zip pants after toileting	Maintains dry diapers/pants for at least two hours.	Moves bowels one or two times each lay at generally the same times.	Indicates by gesture, action vocalization when wet and/or soiled.	Sits on toilet when placed and supervised.	Sit whe
6 GROOMING	O Showers/bathes only when reminded O Re'es to use soap in washing or uses only water to wash self O Dries hands/face/boc, ally partially O Neglects deodorant even when needed O Showers/bathes infrequently O Washes self inadequately O Forgets to wash certain areas of body O Uses comb ineffectively O Cleans fingernails only when reminded O Neglects male/female personal hygiene O Uses only cold water in washing O Throws towel on floor when finished drying	Goes to sink when requested/ on own.	Turns water on when requested/ on own.	Rubs hands in water when requested/on own.	Picks up soap when requested/ on own.	Rub han reg own
7 DRESSING	O Requires assistance in dressing O Buttons, snaps, zips ineffectively O Misaligns buttons O Ties hard knot instead of bow O Changes clothing infrequently O Neglects to use protective clothing according to weather	Cooperates pas- sively when be- ing dressed.	Moves limbs to aid in dressing (e.g., holds out foot for shoe).	Assists in get- ting dressed by passing or holding clothing.	Identifies own clothing.	Pary one fas pus hal hol
8 Undressing	O Resists being undressed O Attempts to unbutton, unsnap, unzip unsuccessfully O Pulls at bow instead of end of lace when untying O Neglects to undress at appropriate times O Removes clothing at inappropriate times O Throws clothing on floor when undressing.	Cooperates pas- sively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe,)	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	Pul ove soci to
9 NASAL HYGIENE	O Allows nose to run continuously O Blows nose only when asked/reminded O Sneezes without covering nose and mouth.	Shows indications of being irritated by running nose (e.g., cries, wrinkles nose).	Acknowledges running nose by rubbing nose with hand or arm.	Attempts to clean up all nose drippings or leakage.	Wipes all drip- pings or leakage from around nose with arm or hand.	Wip nos tis chi rem
UHAL	O Swallows rinse water O Applies an excess or inadequate amount of toothpaste to brush O Brushes using improper strokes O Chews on toothbrush O Neglects to turn off water when finished brushing	Tolerates brushing of own teeth by others, but does not brush own teeth.	Locates and takes own toothbrush, paste to bath- room sink.	Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	1 1
11 SELF-IDENTI- FICATION	O Confuses body parts O Fails to name family members, relations, friends O Recites address incorrectly or only partially O Reports phone number incorrectly O Confuses right and left hands O Confuses male-female labels O Omits personal information on job application form	Responds to name when called (e.g., turns nead, moves eyes moves toward speaker).	Points to own mouth, eyes.	Points to own nose, feet.	Identifies self by first name.	Poi hai ear leg:
12 SENSORY PERCEPTION	O Avoids touching, picking up, holding objects O Avoids touching wet objects/substances O Biscriminates shapes, sizes, textures only with the aid of visual cues O Confuses different tastes	Picks up object briefly and drops.	Picks up object and holds.	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Pick and hand
13 AUDITORY PERCEPTION	O Does not react to speech or noise O Attends to all sounds equally (e.g., reports no dominant sounds) O Attends to sounds other than teacher speaking O Repeats verbal sequences incorrectly (stories, poems, symbols) O Does not follow directions O Does not discriminate gross/fine differences in sounds O Categorizes sounds incorrectly O Repeats melodies, rhythms incorrectly	Startles in startl	Turns head toward source of loud sound.	Attends to dom- inant sound while other sounds present.	Stops activity momentarily when sound is made.	Read turn nois behi
	OLoses track of moving object when it crosses midline O Follows objects using both eye and head movements O Grasps using gross movements of one or both hands O Squeezes and releases objects only with assistance O Manipulates blocks ineffectively O Has difficulty stringing Leads O Displays little eye-hand coordination	Responds to light when intro duced into room (e.g., turns head in direction).	Follows moving object with eyes and head. Fixates on object momentarily.	(izontal path	side of body to	1117
ERIC II	O Has difficulty cutting w/scissors, sharpening pencil, folding paper O Dissociates component parts of letters O Reverses letters in words, numbers O Mirrors letters Interchanges foreground, background O Does not identify/match shapes, letters O Confuses letters/words that look alike O Does not report same form when position/setting changes O Visually rotates object, picture, word, design O Fixates on visual detail to exclusion of whole O Copies from model incorrectly	Spreads paste randomly on paper. Places another paper on top to	Paints with large brush.	Folds paper with definite crease.	Cuts paper with scissors.	Roll ball

BEHAVIOR

04	3.0	4.0	5.0	ه.6.0 م	7.0	8. 0	9.0	10.0	11.0	12.0	13
sympt- brob- h be- B-90% he	Displays sympt- om(s) or prob- lem health be- haviors 70-80% of baseline frequency.	Displays sympt- om(s) or prob- lem health be- haviors 60-70% of baseline frequency.	Displays symptom(s) or prob- lem health be- haviors 50-60% of baseline frequency.	Displays symptom(s) or prob- lem health be- haviors 40-50% of baseline frequency.	Displays symp- tom(s) or prob- lem health be- haviors 30-40% of baseline frequency.	Displays symp- tom(s) or prob- lem health be- haviors 20-30% of baseline frequency.	Displays symp- om(s) or prob- lem health be- havior(s) 10-20% of baseline frequency.	Displays sympt- om(s) or prob- lem health be-	Displays sympt- om(s) or prob- lem health be- haviors less than 5% of base line frequency.		
nly or ders.	Comes to activity when called once.	Present two out of five days per week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Present three out of five days per week.	Comes to acti- vity only after two or more reminders.	Comes to acti- vity when called once.	Present four out of five days per week.	Comes to acti- vity only after two or more reminders.	Comes to activity when called once.	Present entire s week.
h yat of	Removes semi- liquid food from spoon with mouth when be- ing fedsome rejection.	Removes semi- liquid food from spoon with lips when being fedsome rejection.	Allows spoon to be removed from mouth.	Removes semi- solid food from spoon with mouth when be- ing fedsome rejection.	Removes semi- solid food from spoon with lips when being fedsome rejection.	Retains all semi-solid and semi-liquid food from spoon w/out spitting, drooling.	Moves food in mouth with tongue.	Squeezes. smears pieces of finger food.	Eats pieces of finger food when offered by adult.	Halds finger foods.	Grasps f foods of by adult carries to mouth
ds ass 1d	Swallows liquids from cup/glass.	Retains liquids in mouth w/out dripping or drooling while drinking.	Contacts cup/ glass w/hand(s) when drinking from cup held by adult.	Helps tip cup to drink when cup held by adult.	Holds cup in two hands	Holds cup to drink when placed in two hands by adult.	Lifts cup off table to drink using two hands some spilling.	Lifts cup off table to drink using two hands without spil- ling.	Drinks from cup held to mouth with two hands without spil- ling.	Lifts cup off table, tips to mouth, drinks, using two hands without spilling	Lifts cu table, t mouth, d replaces ing 2 has out spil
day y mes.	Indicates by gesture, action vocalization when wet and/or soiled.	Sits on toilet when placed and supervised.	Sits on toilet when left alone.	Uses toilet immediately after placed.	Indicates by gesture, action vocalization need to go to toilet.	Flushes toilet as directed.	Goes to, sits on or stands near toilet independently.	Goes to toilet at regular int- ervals without asking (e.g., after recess).	Attends to toilet needs without help except wiping.	Tears toilet tissue as directed.	Flushes uses toil tissue wh necessar,
on ed/	Rubs hands in water when requested/on own.	Picks up soap when requested/ on own.	Rubs soap on hands when requested/on own.	Rinses all soap off hands when requested/on own.	Turns water off when requested/ on own.	Rubs hands in towel when requested/on own.	Hangs towel af- ter using or disposes of towel when requested/on own.	Splashes face or uses cloth to wet when requested/on own.	Washes face with soap when requested/on own.	Rinses soap off face when requested/on own.	Dries fac towel whe requested own.
ing	Assists in get- ting dressed by passing or holding clothing.	Identifies own clothing.	Par ially closes one of 3 front fasteners (e.g., pushes button halfway into hole).	Pulls pullover garments down ower chest after head & arms put in by adult.	Puts one arm into sleeve of t-shirt and pulls over chest.	Puts both arms into sleeves of t-shirt and pulls over chest	Pulls t-shirt down over head, puts arms in sleeves and pulls over chest.	Places head in- to neckhole and puts t- shirt on completely.	Closes one of three front fas- tenerseither buttons, zips, or snaps.	Pulls pants,etc. up from hips to waist after pulled up to that point by adult.	
) 1	over toes after adult removes sock to that point.	after socks removed to that point.	Pulls socks off over heel after socks removed to that point.	Pulls socks off completely.	Pulls shoes off over toes after adult removes shoes to that point.	Pulls shoes off over sole after shoes removed to that point.	Pulls shoes off over heel after shoes removed to that point.	Pulls shoes off completely.	Pulls off front- opened clothing over wrist after adult removes clothing to that point.	Pulls off front- opened clothing over forearm after clothing removed to that point.	
by	clean up all nose drippings or leakage.	Wipes all drip- pings or leakage from around nose with arm or hand.	Wipes around nose using tissue/handker- chief if reminded.	Wipes around nose using tis- sue/handkerchief independently.	Places tissue over bridge of nose and holds one nostril closed.	Blows into tissue.	Pinches tissue off end of nose.	Wipes nose dry with clean part of tissue.	Repeats blowing procedure with other nostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose request.
	from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	Turns on water.	Wets tooth- brush and paste.	Brushes back teeth with horizontal motion.	Bites down and brushes front teeth with vertical motion.	Brushes teeth retaining paste, saliva in mouth.	Spits tooth- paste out.	Fills cup/ glass with water.	Rinses mouth out without swallowing water.	Expells wa into sink.
	Points to own nose, feet. Picks up object	Identifies self by first name.	Points to own hair, hands, ear, head, legs, arms.	Points to own fingers, toes, stomach, back, knees.	Identifies own image in mirror.	Points to teeth, heels, fingernails, chin.	Identifies self in photograph/ in group photograph.	Points to back, front, sides of body.	Points to mouth, eyes, nose, feet on other person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	
ect	and sticks in mouth; licks, sucks.	and bangs it against another object or self.	and turns in hand.	Picks up object and throws it.	Picks up object and rubs, pinches, pats, or smooths it.	Picks up object and takes parts off/out. Puts parts in/oa.	Turns object over and around.	Holds object to light.	Pushes/pulls object.	Sits on/in, stands on/in object.	Sits unde stands un object.
	Attends to dom- inant sound while other sounds present.	Stops activity momentarily when sound is made:	Reaches or turns toward noise made behind head.	Responds within 5 seconds to single speaker by looking directly at him.	Reacts positive- ly (e.g.,smiles, waves arms, goo's) to soft- toned sounds.	Reacts negative- ly (e.g., tem- porarily lessens activity; cries) to harsh-toned sounds.	Points in general direction of source of sound.	Changes activity with change in soundpossibly inappropriate.	/ Imitates physi- cal gestures when word or phrase paired with that ges- ture is spoken.	Matches envir- onmental sounds chooses from group the sound similar to one presented.	into group
	head)on its hor- izontal path from side of bo-	Follows moving obj. (w/eyes & head) on its diag. path from side of body to midline (90°).	obj. (w/eyes & head) on its ho- riz. path from 1 side of body	obj.(w/eyes only no head move- ment) on path from one side of	Follows moving object (with eyes only) un- til it disap- pears from view.	Follows object moving in circular path	Follows moving object held 18 inches from eyes (with oyes only).	Follows moving object along floor ten feet away (with eyes only).	Follows dangling object on string ten feet away (with eyes only).	Fixates eyes on object/picture for 10 seconds.	Extends fi
ER Full Text Provi	i paper definite crease.	Cuts paper with scissors.	Rolls clay into ball.		Strings small beads.	Places small pegs in holes on board	Spreads paste on one side of paper and turns	Builds tower of nine blocks	Builds five- block bridge.	Cuts out pictures	Cuts acros

VIORAL CHARACTERIS

.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	9.0	20.0	21.0	2
s sympt- r prob- lth be- less of base- equency.						·	·				
o acti- ly after more ers:	Comes to activity when called once.	Present for entire school week.	Comes to acti- vity only after two or more reminders.	Comes to acti- vity when called once.	Goes to school without prompting.	Comes to acti- vity only after two or more reminders.	Comes to acti- vity when called once.	Tells time at the hour (minute hand on 12).	Tells time at the quarter hour (15, 30, 15 minutes).	Tells time to five-minute intervals.	Tell: the
eces of food ffered by	Holds finger foods.	Grasps finger foods offered by adult and carries them to mouth.	Reaches for finger foods and carries them to mouth.	Separates finger foods by handpulls off pieces.	Separates finger foods by mouth bites off pieces.	Carries finger foods to mouth and bites off smaller pieces.	Swallows one bite of finger food before adding more to mouth.	Bites off appropriate size pieces of finger foods using teeth.	Reaches for spoon when be- ing fed.	Grasps spoon in fist.	Rubs acros licks
	Lifts cup off table, tips to mouth, drinks, using two hands without spilling	Lifts cup off table, tips to mouth, drinks, replaces cup us- ing 2 hands w/ out spilling.	Holds cup to drink when placed in one hand by adult.	Lifts cup off table to drink using one hand some spilling.	Sucks liquid from straw in glass using one hand.	Lifts cup off table to drink using one hand without spilling.	Drinks from cup held to mouth with one hand without spilling.	Lifts cup off table, tips to mouth, drinks, using one hand without spilling.	Lifts cup off table, tips to mouth, drinks, replaces cup using 1 hand w/out spilling.	Drinks liquids, taking one sip at a time.	Drin from bott
	Tears toilet tissue as directed.	Flushes toilet, uses toilet tissue when necessary.	Goes to toilet when necessary with infre- quent accidents.	Goes to toilet properly by self with no accidents.	Adjusts clothing before leaving bathroom (zips, buttons, etc.)	Washes and dries hands. Disposes of towel if necessary.	Asks location of bathroom in new situation.	Obtains help with any toileting problem.	·		
en ed/on	Rinses soap off face when requested/on own.	Dries face with towel when requested/on own.	Washes hands & face & dries them without having to be reminded or checked.	Washes hands and face when soiled or at regular times.	Gets into bath or shower.	Applies soap to cloth.	Washes neck area with soapy cloth.	Washes top and bottom of arms.	Washes chest, stomach, sides of body.	Washes genital and crotch area.	Wash feet
ront fas- -either s, zips,	Pulls pants,etc. up from hips to waist after pulled up to that point by adult.	Pulls pants up from knees to waist.	Pulls pants up from ankles to waist.	Pulls pants up completely from floor to waist.	Puts hand through arm- hole of front- opened clothing.	Locates second armhole and puts hand and arm through it.	Pushes arm into second sleeve and pulls clothing up to shoulders.	Pulls two sides of front-opened clothing together.	Fastens or at- tempts to fasten front- opened clothing.	Tucks in or straightens front-opened clothing.	Pull from ankl sock to t by a
clothing ist after emoves g to	Pulls off front- opened clothing over forearm after clothing removed to that point.	Pulls off front- opened clothing over elbow after clothing removed to that point.	Pulls off front- opened clothing over shoulder after clothing removed to that point.	Pulls off front- opened clothing over back after clothing removed to that point.	opened clothing from other arm	Pulls front- opened clothing aff completely.	Partially opens 1 of 3 front fasteners (e.g., pushes button halfway through hole).	Opens 1 of 3 front fasteners either unbut- tons, unzips or unsnaps.	Pulls at un- tied lace and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pull othe garm over adul to t
blowing tre with lostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose on request.	Uses tissue to blow nose when reminded.	!ndicates need for handker- chief to blow nose.	Blows nose independently when necessary.	Covers mouth with tissue or hand when sneezing.	Uses tissue at all necessary times.				
tup/ vith	Rinses mouth out without swallowing water.	Expells water into sink.	Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	Replaces cap on toothpaste tube.	Replaces or disposes of cup.	Returns tooth- brush, paste to designated container/ location.	Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brus meal desi time
feet on berson.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to own property (e.g., desk, chair, clothing, pencils, books, cra, ons, toys).	Tells own sex.	Draws picture of own face/ whole body w/ proportional body parts in correct places.	Tells own first and last name.	Tells own age.	Names siblings.	Categorizes fam- ily members in correct sex group (e.g., says mommy is girl, not boy).	Tells names of friends,members of class, aunts uncles, cousins etc.		Tel nam fn
	Sits on/in, stands on/in object:	Sits under/ stands unuer object:	ture, tempera- ture of wet objects/substan- ces.	of body recently touched by another	that are big and small.	Matches through tactile cues like objects that are long and short.	Matches through tactile cues like objects that are straight and curved.	Matches through tactile cues like objects that are square and round.	Matches through tactile cues like obj. that are circular, triangular, rec- tangular shaped		Mat tac lik tha and
es physi- stures ord or paired hat ges- s spoken.	Matches environmental soundsChooses from group the sound similar to one presented.	Sorts environ- mental sounds into groups without identifying class.	Points to specific source of sound when typical sound of that object is made.	Identifies sounds as near or far, up Or down.	Responds appro- priately to sound patterns associated with various activities.	Identifies sounds, words just spoken.	Identifies loud and soft sounds.	Identifies dif- ferent notes as being high or low sounds.	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Rep
dangling On string t away yes	Fixates eyes on object/picture for 10 seconds.	Extends fingers.	Reaches to midline of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and ringers extended.	Grasps rattle, finger, etc., with one hand.	Reaches toward object(s).	Moves hands together (in unison) as in clapping.	Leaves hands predominantly open:	Squeezes items placed in hand.	Use in mer obj
ERIC Full Text Provided by ERIC	Cuts out pictures following	Cuts across paper following straight line/	Cuts out small square/triangle/circle.	Cuts fringe.	Winds thread on spool evenly.	Sharpens pencil.	Folds paper in half with edges meeting	Cuts cloth with scissors.	Cuts out complex pictures following	Places key in lock and opens	Thr sta

TERISTICS PROGRESSION

20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0
Tells time at the quarter hour (15, 30, 45 minutes).	Tells time to five-minute intervals.	Tells time to the minute.	Independently comes to acti- vity at speci- fied time.	Comes promptly, stays in proper area for speci- fied time.	Arrives at scheduled events on time (lunch, dinner appointments).		• .			
Reaches for spoon when be- ing fed.	Grasps spoon in fist.	Rubs spoon across plate and licks spoon.	Chews and swal- lows semi-solid food. Jaw motion begins.	Chews and swal- lows pieces of finger food. Chews in rotary motion.	Brings fist- held spoon to mouth. Inserts spoon.	Fills fist- held spoon.	Fills fist- neld spoon, in- serts spoon in mouth, turns spoon in mouth.	Fills fist-held spoon and in- serts spoon in mouth without turning.	Eats, holding spoon in fist-some spilling.	Eats, holding spuon in finge w/more than on finger indepenent of palm an palm up.
Lifts cup off table, tips to mouth, drinks, replaces cup using 1 hand w/out spilling.	Drinks liquids, taking one sip at a time.	Drinks liquid from soft drink bottle or can.	Refills glass from container holding less than a glass some spilling.	Refilis glass from container holding less than a glass without spilling.	Refills glass from a contain- er holding more than a glass without spilling.	Refills glass from a contain- er using a handle without spilling:	Drinks from water fountain when turned on by adult.	Turns faucet of water fountain.	Turns faucet of water fountain and drinks at same time.	Pushes button to operate water fountain.
•										
Washes chest, stomach, sides of body,	Washes genital and crotch area.	Washes legs and feet.	Washes back.	Washes face and ears while in bath/shower.	Rinses off soap	Uses towel to partially dry body after washing.	Uses towel to dry entire body.	Allows hair to be washed.	Assists while another washes hair.	Washes own hai using fingers to rub/massage scalp.
Fastens or at- tempts to fasten front- opened clothing.	Tucks in or straightens front-opened clothing.	Pulls sock up from heel to ankle after sock pulled up to that point by adult.	Pulls sock up from sole to ankle.	Pulls sock up from toes to ankle.	Puts sock on completely.	Puts shoe on over heel after shoe placed near that position by adult.	Puts shoe on over sole.	Puts shoe on over toes.	Puts shoe on completely.	Closes two of three front fasteners.
Pulls at un- tied lace and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pulls pants & other pull-down garments off over feet after adult removes to that point.	Pulls pants down from ank- les & over feet after pants re- moved to that point.	Pulls pants down from knees & over feet after pants re- moved to that point,	Pulls pants down from hips & over feet af- ter pants re- moved to that point.	Pulls pants down completely from waist and over feet.	Pulls t-shirt, etc., up over head after ad- ult removes t- shirt to that point.	Pulls t-shirt off of one arm and over head after shirt re- moved to that point.	Pulls t-shirt off of both arms and over head after shirt removed to that point.	Pulls t-shirt off completely
	·			••						
Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brushes after meals or at designated times.	Obtains help when tooth hurts, cavity suspected, den- tal floss newded, etc.	Goes for teeth check- ups periodically.		0.	1 1			
Tells names of friends,members of class, aunts, uncles, cousins, etc.	Tells month of birth.	Tells street name and town in address.	Tells father's aid mother's first and last nime.	Points to 25 of the following body parts: ear, eye, hand, leg, arm, chin, (See Booklet).	Tells parents' employer or place of work. Tells parents' occupations.	Tells house number, street, and town.	Recites telephone number.	Tells month and day of birth.	Points to own right and left hands/to right and left on others.	Uses left and right to direc others in con- crete situation
like obj. that are circular,	Matches through tactile cues like objects that are flat/ thin and wide/ fat.	Matches through tactile cass like objects that are wet and dry.	Matches through tactile cues like objects that are hot and cold.	Matches through tactile cues like objects that are sticky and non- adhesive.	Matches through tactile cues like objects that are hard and soft.	Matches through tactile cues like objects that are rough and smooth.	Matches through tactile cues like objects that are wrinkled/bumpy and smooth.	Matches through tactile cues like objects that are sharp and dull.	Matches through tactile cues like objects that are light and heavy.	Chooses throug tactile cues small object o request from group of five objects.
Categorizes Sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Repeats nonsense kords.	Identifies dif- ferences in un- like speech soundsm, g, t, pwhen in isolation.	Identifies dif- ferences in similar speech soundsf, s, v, thwhen in isolation.	Identifies where sound dif- ferences occur in words (e.g., initial, medial, final sounds).	Identifies initial sounds of words.	Identifies initial and final sounds of words.	Identifies initial, medial, and final sounds of words	Repeats tapped rhythms.	Repeats melody
Leaves hands predominantly open.	Squeezes items placed in hand.	Uses fingers in gross move- ments to grasp objects.	Releases or drops objects from grasp.	Transfers objects from hand to hand.	Bangs together two objects held in hands.	Pulls jumbo pegs out of pegboard.	Uses thumb in opposition with all fingers to grasp.	Uses wrist in side-to-side movement (e.g., rings bell).	Places index finger in small hole.	Takes objects out of contain with one hand.
TRIC tures	lock and opens	Threads standard-sized ncedle.	Locates up,down/ in,on,out/under, over/top,bottom/ by_beside/hefore	Matches six colors/over six colors.	Matches objects of various shades from	Matches objects of various intensities from bright to dull	Finds target object from pic- tured group of grossly differ-	Finds target ob- ject from pic- tured group of similar objects	specified object to left/to	Finds two ob- jects in pictuand connects them with a

SSION-BCP1-22

								070	20.0		
29.0	30.0	3.0	32.0	33.0	34.0	35.0	30.0	CAU	الانتات	57.0	L
							: •		•		
s, holding on in fist- e spilling.	Eats, holding spoon in fingers w/more than one finger independent of palm and palm up.	precision: sep- l- arates large-	h held in fingers	Eats holding fork in fist with spilling.	Eats holding fork in fingers in standard positionsome spilling	Uses fork held in fingers with precision: se- parates foods, dips into foods pears foods.	to mouthsome spilling.	Directs food on spoon/fork into mouth without dropping any on way to mouth.	fork with one mouthful of	Swallows food in mouth before taking another bite.	C t.
s faucet of er fountain drinks same time.	f Pushes button	Pushes button to operate wat- er fountain and drinks at the same time.		Carries liquid in open con- tainer without spilling.	Pours liquid from one cup to another without spil- ling.						
									3		
sts while her washes	Washes own hair using fingers to rub/massage scalp.	Uses proper amount of shampoo to wash hair.	Turns water on and off for shower/bath.	Plugs drain when necessary at sink, in bath.	Bathes or showers when reminded.	Adjusts faucets to desired water temperature at sink or shower/bath.	in hair.	Runs comb/brush through hair.	Allows hair to be cut.	Allows hair to be setwomen.	P 0 W
shoe on letely.	Closes two of three front fasteners.	Obtains speci- fied clothing items	Puts shoes on correct feet.	Partially tightens shoe laces.	Obtains speci- fied clothing items and puts some on without being told.	Pulls shoe laces tightvertical pull.		Tightens laceshorizontal pull.	Ties laces into a knot.	Makes a bow.	+,
s t-shirt of both and over after removed nat point.	Pulls t-shirt off completely.	Opens two of three front fasteners.	Unlaces shoes.	Unbuttons, unzips and unsnaps.	Takes off all clothing when told to do so.	Manages to un- fasten and/or take off ties, belts, sashes, bows, watches, jewelry.	Opens all fast- eners even if small or on back or side of garment. Opens safety pins.	times without	right side out (e.g., socks, pants, shirts,	Hangs clothing on hook and/or hanger.	F
								Simple! J.			+
											+
s to own and left /to right eft on	Uses left and right to direct others in concrete situation.	Names 25 body parts (See #24 in Booklet)/ 35 body parts	Tells hobbies, interests.	Tells number, street, City, state, zip code in address.	Tells how 25 body parts are related to one another.	Tells birth- place (state).	Tells month, day, year of birth.	Tells city/ town of birth.	Points to objects in front of, behind, beside self.	Points to objects to the left/to the right of self.	1
nes through ile cues objects are light eavy.	request from	tactile cues long/short obj- ect on request from group of	Chooses through tactile cues straight/curved object on re- quest from group of five objects.	Chooses through tactile cues square/round object on re- quest from group of 5 obj	Chooses through tactile cues tri- angular/rectang- ular/diamond shaped obj. from group of 5 obj.	flat/thin/wide/ fat object on	Chooses through tactile cues wet/dry object on request from group of 5 objects.	hot/cold object	Chooses through tactile cues sticky/non- adhective object on request from group of 5 obj.	tactile cues hard/soft objec on request from	ct
ts tapped ns.		sounds of words.	Identifies consonant sounds of a spoken word.	Identifies vowel sounds of a spoken word.	Identifies consumant blends of separate letters (e.g., b + 1 = b1).	Identifies number of sounds per blend (e.g., 2 sounds in bl).	Identifies number of sounds per word.	Identifies	Identifies fine differences in words (e.g., bat and bad).	Identifies and forms words that rhyme.	i i
	out of container with one hand.	in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Picks up small objects between thumb and index finger.	Reaches across midline of body using thumb and index fing- er to pick up objects:	Builds tower of two blacks.	Places round object in round hole.	Builds tower of 3-4 blocks.	E
TILL	jects in picture and connects.	criminations in sizeto the		Makes discrim- inations in size to the 1/8 inch.	Identifies missing or incongruous element of	Identifies look-alike words correct- ly.	Puts together complex puzzles.	Strings small beads reproduc- ing color and shape sequence.	Scans horizont- al line of objects left to right.	Reproduces num- ber, direction and color of pegboard	Ma ua at 1e

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RICHARD R. FICKEL, SUPERINTENDENT

TEACHER_____ DIS

200										
34.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0
			•		·					
Swallows food in mouth before taking another oite.	Chews food thoroughly before swallowing.	Uses spoon for liquids and semi-solids; uses fork for solids.	Serves self at table.	Spreads with knife (e.g., butter, jam)	Cuts with knife.	Cuts with knife and fork.	Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.).	Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail).	Carries own tray through serving line.	Serves self in cafeteria.
		<u> </u>								
						·				
Allows hair to be setwomen.	Partially sets own hair women.	Cleans finger- nails using fingernail brush.	Files/cuts Own nailshands and feet.	Applies deodor- ant in correct mannerspray, roll-on, pads, etc.	Bathes or showers when necessary or at regular times.	Combs hair when necessary. Checks place- ment in mirror.	Maintains clean, filed, cut finger- nails.	Uses a deodorant when necessary or at regular times.	Cleans grasses, comb, brush when necessary.	Shaves self when necessary or at regular times.
Makes a bow.	Tightens bow.	Buttons, zips, and snaps.	Puts on all clothing when told to do so.	Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry.	Closes all fas- teners even if small or on back or side of garment. Closes safety pins.	Dresses daily at designated times without being reminded (e.g., in the morning).	Selects clean clothing, changes under- clothes regularly.	Selects, uses protective clothing accord- ing to weather location, etc. (e.g., raincoat)	locations	Polishes shoes
langs ciothing on hook and/or nanger.	Puts soiled clothing in designated place.	Folds clothing down middle.	Folds clothing more than once.	Puts clean clothing in de- signated place (e.g., drawer, closet).						
·										5
oints to bjects to the eft/to the ight of self.	Locates self in relation to other objects.	Tells how 35 body parts function (e.g., elbow bends, heart pumps).	Uses left or right to direct other in abs- tract situation.	Tells height and weight.	Tells schooling information. Tells job experience.	Tells parents' birth places.	Tells or locates drivers license number/social security number.	Tells creden- tials,licenses, training certi- ficates, awards held.	Tells referen- ces, names, and addresses.	Discusses own strengths and weaknesses.
actile cues ard/soft object	Chooses thru tactile cues rough/ bumpy/wrinkled/ smooth obj. on request from group of 5 obj.	Chooses through tactile cues sharp/dull object on reque t from group of 5 obj.	Chooses through tactile cues light/heavy object on request from group of five objects.	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects.	Chooses through smell and taste cues burnt substances or abjects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.		
dentifies and forms words that rhyme.	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy).	Tells recently told story maintaining original sequence	Repeats poem just spoken.	Recalls story recited in past (e.g., one per- iod, one day, last year).	Repeats set of symbols back- wards (e.g., digits, let- ters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronunciation when reading aloud.		
uilds tower of 3-4 blocks.	Builds tower of 5-6 blocks.	Strings large beads.	Rolls clay into snake.shape.	Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs,	Matches like objects.	Matches the three primary colorsred, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles squares, triangles, diamonds.	Matches shape at left to proper holes on formboard
num- ERIC; ion) f	Makes fine vis- ual discrimin- ationsmatches letters that	Copies-from model-letters, numbers in correct sequence	Reproduces pre- viously viewed letters, num- bers in correct	Reproduces previously viewed complex pattern /design cor-	Reports domin- ant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 ob- jects after 10- second exposure when more than one minute has	Recalls five objects after 10-second exposure.

ITA CRUZ COUNTY OFFICE OF EDUCATION 1701 OCEAN STREET, ROOM 200 SANTA CRUZ, CALIFORNIA 95060

HARD R. FICKEL, SUPERINTENDENT

TEACHER	
SCHOOL	DISTRICT

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The Control of the Co	Salara Salar							F.
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		j .						
Spreads with knife (e.g.,	Cuts with knife.	Cuts with knife and fork.	Prepares foods for eating	Opens contain- ers. Removes	Carries own tray through	Serves self in	Manages to .ut different types	
butter, jam)		Killie and lork.	(e.g., peels banana, cracks	foods. Unwraps foods (e.c.,	serving line.	Cafeteria.	of foods: liq- uids, crisp	
		Ì	hard-boiled (egg, etc.).	opens lunch		1	foods, slip-	
	·		egg, ecc./.	1		 	pery foods.	
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Applies deodor- ant in correct	Bathes or showers when	Combs hair when necessary.	Maintains clean, filed,	Uses a deodorant when necessary	Cleans glasses, comb, brush	Shaves self when necessary	Cares for pers- onal hygiene	
mannerspray, roll-on, pads,	necessary or at regular	Checks place- ment in mirror.	cut fingers	or at regular	when necessary.	or at regular times.	nceds during - menstrual cy-	- 1
etc.	times.	}					clewomen.	l
Manages to take	Closes all fas-	Dresses daily	Selects clean	Selects, uses	Selects clothing	Polishes shoes	Attempts to	
off and/or put on ties, belts,	teners even if	at designated times without	clothing, changes under-	protective clothing accord-		-	maintain a clean, neat	l
sashes, bows, watches,	back or side of garment. Closes		clothes regularly.	ing to weather, location, etc.			appearance throughout the]
jewelry.	safety pins.	morning).		(e.g., raincoat)			day.	
Puts clean clothing in de-				,				
signated place (e.g., drawer,		1	}					ł
closet).				-				ŀ
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 			7-111		Tall	B.C.	Discussor 517	
Tells height and weight,	Tells schooling information.	Tells parents' birth places.	Tells or locates drivers license number/social	Tells creden- tials,licenses, training certi-	Tells referen- ces, names, and addresses.	Discusses own strengths and weaknesses.	Discusses own hierarchy of values (e.g.,	ļ
	Tells job experience.		security number.	ficates, awards held.	and addresses.	weaknesses.	honesty, app- earance, intel-	- 1
Change At an at	Objective Alle	01	, , , , , , , , , , , , , , , , , , ,			_	ligence, etc.)	
Chooses through smell and taste	Chooses through smell and taste	Chooses through smell and taste	Chooses through	Chooses through		,		
cues (e.g., us-	cues burnt substances or	cues sour substances or	cues Salty substances	cues bitter substances or				
sweet substan- ces or objects.	objects.	objects.	or objects	objects.				
Recalls story recited in past	Repeats set of symbols back-	Recalls poem recited in	Repeats set of mixed symbols	Corrects own mispronuncia-	,			
(e.g., one per-	wards (e.g., digits, let-	past.	(e.g., X, Q, 3, dog).	tion when reading aloud.		1		
last year).	ters, words).		•					. }
Uses wrist in	Matches like	Matches the	Matches long	Matches big	Matches circles,	Matches shapes	Puts together	
twisting motion to screw and	objects.	three primary colorsred,	and short objects.	and little objects.	squares, triangles,	at left to proper holes	simple puzzles.	
unscrew lids, turn doorknobs		blue, yellow.		. , .	diamonds.	on formboard.		. j
etc.			Dananta sikala	Persil- Above	Recalls 3 ob-	Pacalle 62	Recalls ten	
s prev-	Compression of the control of the co	Identifies whole object/	Reports whole picture as well	Recalls three objects after	jects after 10-	Recalls five objects after	objects after	
AFUIL TOOK Provided by ERIC Dr~	visual field as such.	design when part viewed.	as details.	15-second exposure.	when more than	10-second exposure.	exposure.	1
- PCT LV	Such:	<u> </u>	L	A SD SO	one minute has	l.	ı i	ŀ

						1.
හි UNDRESSING	O Resists being undressed O Attempts to unbutton, unsnap, unzip unsuccessfully O Pulls at bow instead of end of lace when untying O Neglects to undress at appropriate times O Removes clothing at inappropriate times O Throws clothing on floor when undressing.	Cooperates pas- sively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe,)	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	over sock to t
9 NASAL HYGIENE	• Allows nose to run continuously • Blows nose only when asked/reminded • Sneezes without covering nose and mouth.	Shows indica- tions of being irritated by running nose (e.g., cries, wrinkles nose).	Acknowledges running mose by rubbing mose with hand or arm.	Attempts to clean up all nose drippings or leakage.	Wipes all drip- pings or leakage from around nose with arm or hand.	Wip nosi tis chid rem
10 ORAL HYGIENE	O Swallows rinse water O Applies an excess or inadequate amount of toothpaste to brush O Brushes using improper strokes O Chews on toothbrush O Neglects to turn off water when finished brushing	Tolerates brushing of own teeth by others, but does not brush own teeth.	Locates and takes wm toothbrusn, paste to bath- room sink.	Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	Turn
11 SELF-IDENTI- FICATION	O Confuses body parts O Fails to name family members, relations, friends O Recites address incorrectly or only partially O Reports phone number incorrectly O Confuses right and left hands O Corfuses male-female labels O Omits personal information on job amplication form	Responds to name when called (e.g., turns head, moves eyes moves toward speaker).	Points to own mouth, eyes.	Points to own nose, feet.	Identifies self by first name.	Poin hain ear, legs
12 SENSORY PERCEPTION	O Avoids touching, picking up, holding objects O Avoids touching wet objects/substances O Discriminates shapes, sizes, textures only with the aid of visual cues O Confuses different tastes	Picks up object briefly and drops.	Picks up object and holds.	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Pick! and hand
13 AUDITORY PERCEPTION	O Does not react to speech or noise O Attends to all sounds equally (e.g., reports no dominant sounds) O Attends to sounds other than teacher speaking O Repeats verbal sequences incorrectly (stories, poems, symbols) O Does not follow directions O Does not discriminate gross/fine differences in sounds O Categorizes sounds incorrectly O Repeats melodies, rhythms incorrectly	Startles in response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dom- inant sound while other sounds present.	Stops activity momentarily when sound is made.	Reac turn nois behi
14 VISUAL MOTOR I	OLoses track of moving object when it crosses midline O Follows objects using both eye and head movements O Grasps using gross movements of one or both hands O Squeezes and releases objects only with assistance O Manipulates blocks ineffectively O Has difficulty stringing beads O Displays little eye-hand coordination	Responds to light when intro duced into room (e.g., turns head in direction).	Follows moving object with eyes and head. Fixates on object momentarily.	Follows moving obj. (w/eyes & head)on its horizontal path from side of body to midline.	Follows moving obj. (w/eyes & head) on its diag. path from side of body to midline (90°).	Follobj. head riz. l si to o
15 VISUAL MOTOR II	O Has difficulty cutting w/scissors, sharpening pencil, folding pape O Dissociates component parts of letters O Reverses letters in words, numbers O Mirrors letters Interchanges foreground, background O Does not identify/match shapes, letters O Confuses letters/words that look alike O Does not report same form when position/setting changes O Visually rotates object, picture, word, design O Fixates on visual detail to exclusion of whole O Copies from model incorrectly	Spreads paste randomly on paper. Places another paper on top to stick.	Paints with large brush.	Folds paper with definite crease.	Cuts paper with scissors.	Roll ball
16 GROSS MOTOR I	O Shows no protective behavior O Shows no reflexive righting behavior O Shows no movement from back, side, stomach positions O Walks only with physical assistance O Walks on tiptoes O Avoids walking up and/or down incline or stairs O Falls off side of chair if not supported O Slides forward on chair if not supported	Holds head up and steady when held against shoulder.	Uses simple hand movements to the side.	Lifts head when lying flat on stomach.	Shows protective behavior (e.g., extends arms when falling).	Uses arm thru tary leg
17 GROSS MOTOR II	O Bumps into objects while walking/running O Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle O Misses a large or small ball thrown to him O Walks, runs with unsteady/clumsy movements O Has difficulty performing simple acrobatic stunts O Performs poorly if at all in team sports O Throws ball in undirected fashion O Has difficulty keeping afloat in water	Tosses a large ball in air and catches it with hands, body.	Counces a large ball on floor and catches it with hands, body.	ball-in general direction inten-	Throws a large ball against wall and catch- es it with hands, body	Catch hands a las thro- anoth feet
18 PRE-ARTICU- LATION	O Drools OUses motion of head, not tongue, to lick O Does not blow O Blows in undirected, uncontrolled fashion O Vocalizes while inhaling O Sucks liquid from straw ineffectively O Does not point or manipulate tongue O Points tongue in specified direction only w/aid of lips O Demonstrates little/no lip movement or control O Does not purse lips to kiss O Uses one- and two-syllable sounds w/out inflections O Maintains open mouth position at inappropriate times	Breathes from diaphragm in imitation or on request.	Maintains es- tablished rhythmic breathing pat- tern from diaphragm.	Produces vocal sound on exhalation.	Sucks liquid from a straw ineffectively (e.g., spilling drooling).	Suck from gett liqu mout
19 ARTICULATION	O Omits sounds in words O Substitutes one sound for another in words O Distorts sounds in words O Uses incorrect resounding champer (nose, mouth, larynx) to produce sounds O Makes unintelligible sounds O Speaks in muffled, garbled, unclear manner.	Makes all long vowels in isolation.	Makes all short vowels in isolation.	Uses all long vowels with m to form consonant-vowel nonsense syllables.	Uses all long vowels with p, b to form consonant-vowel nonsense syllables.	Uses vowel p, b conse nonse sylla
20 LANGUAGE COMPREHEN- SION	O Appears not to understand what is being said O Does not respond to name, words O Does not answer questions correctly O Does not follow verbal directions O Does not locate, place objects according to verbal directions O Does not point to familiar objects/persons on request	Responds to spoken sounds (e.g., Smiles, frowns, changes behavior).	Stops activity upon simple command (e.g., no, stop. don't).	Responds to name by stopping ac- tivity, looking up, or going to speaker.	Gestures appro- priately to simple verbal requests with- out physical model.	Point body posse on re
21 LANGUAGE DEVELOP- MENT	O Indicates needs by gestures O Speaks in fragmentswords, phrases, short sentences O Speaks only in simple sentences O Speaks only using present tense O Uses incorrect pronoun, verb, or both O Uses first name instead of pronoun "I" or "me" O Asks questions using voice inflection rather than complete sentences O Participates rarely in class discussions	Vocalizes feel- ings of pleas- ure or pain (e.g., coos, laughs, whines, grunts, squeals).	Uses facial and arm gestures with vocaliza- tions.	"Talks" to self in mirror using melodic, rhythmic speech patterns words not coherent.		Uses for m relat
22 LISTENING	O Seldom looks at speaker O Doesn't look at teacher while being spoken to O Doesn't maintain eye contact O Doesn't follow teacher directions or instructions O Answers questions incorrectly or not at ali.	Looks in direction of speaker.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks at sp throution

1.0 2.0 3.0 4.0

ERIC **

Afull East Provided by ERIC **

	over toes after adult removes sock to that	after socks	over heel after	completely.	over toes after adult removes	over sole after shoes removed	Pulls shoes off over heel after shoes removed	Pulls shoes off completely.	Pairs of front- opened clothing over wrist after		Pulls or opened cluover elbow
	point.	removed to that point.	to that point. Wipes around	Wipes around	shoes to that point.	to that point.	to that point.		adult removes clothing to that point.	after clothing removed to that point.	after clot removed to point.
ру	clean up all nose drippings or leakage.		nose using tissue/handker- chief if reminded.	nose using tis- sue/handkerchief independently.	over bridge of nose and holds one nostril closed.	Blows into tis- sue.	Pinches tissue off end of nose.	Wipes nose dry with clean part of tissue.	Repeats blowing procedure with other mostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose request.
	from toothpaste tube.	Puts toothpaste on brush (may be inappropriate anwunt).	Turns on water.	Wets tooth- brush and paste.	Brushes back teeth with horizontal motion.	Bites down and brushes front teeth with vertical motion.	Brushes teeth retaining paste, saliva in mouth.	Spits tooth- paste out.	Fills cup/ glass with water.	Rinses mouth out without swallowing water.	Expells was
			Points to own hair, hands, ear, head, legs, arms.	Points to own fingers, toes, stomacii, back, knees.	Identifies own image in mirror.	Points to teeth, heels, fingernails, chin.	Identifies self in photograph/ in group photograph.	Points to back, front, sides of body.	Points to mouth, eyes, nose, feet on other person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to property (desk, chaiclothing, pencils, bcrayons, to
ct	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Picks up object and turns in hand.	Picks up object and throws it.	Picks up object and rubs, pinches, pats, or smooths it.	Picks up object and takes parts off/out. Puts parts in/o.	Turns object over and around.	Holds object to light.	Pushes/pulls object.	Sits on/in, stands on/in obje.t.	Sits under stands und object.
	Attends to dom- inant sound while other sounds present.	Stops activity momentarily when sound is made.	Reaches or turns toward noise made behind head.	Responds within 5 seconds to single speaker by looking directly at him.	Reacts positively (e.g., smiles, waves arms, goo's) to softtoned sounds.	Reacts negative- ly (e.g., tem- porarily lessens activity;cries) to harsh-toned sounds.	Points in general direction of source of sound.	Changes activity with change in soundpossibly inappropriate.	Imitates physical gestures when word or phrase paired with that gesture is spoken.	Matches envir- onmental sounds chooses from group the sound similar to one presented.	Sorts envi mental sou into group without identifyin class.
g 	izontal path		Follows moving obj. (w/eyes & head) on its horiz. path from 1 side of body to other (180°).		Follows moving object (with eyes only) un-til it disappears from view.	Follows object moving in circular path	Follows moving object held 18 inches from eyes (with eyes only).	Follows moving object along floor ten feet away (with eyes only).	Follows dangling object on string ten feet away (with eyes only).	Fixates eyes on object/picture for 10 seconds.	Extends fir
	Folds paper with definite crease.		Rolls clay into ball.	Threads large needle through wide hole.	Strings small beads.	Places small pegs in holes on board.	Spreads paste on one side of paper and turns over to stick it to another paper.	Builds tower of nine blocks or more.	Builds five- tlock bridge.	Cuts out pictures following general shape.	Cuts across paper follo straight l curved line
3	Lifts head when lying flat on stomach.		Uses reflexive arm and leg thrusts/volun- tary arm and leg thrusts.		Creeps from stomach posi- tion using arms together, legs together.	Holds head steady and erect when lifting head.	Turns îrom side to back.	Turns over by self from stomach to back/from back to side.	Supports self on extended elbows.	Sits if supported by pillow, chair, etc.	Uses arms raise trun from stoma position.
ge : ody.	Throws a large ball-in general direction inten- ded-from chest position with two hands.	ball against "	Catches with hands and body a large ball thrown by another from 5 feet.	Catches with hands a large ball thrown by another from 5 feet.	Kicks a sta- tionary ball using a two- step start.	Jumps forward 3-foot distance, feet together/ backward 3 feet.	Balances on one foot for 5 sec., with eyes open, arms out to sides,/arms fol- ded in front.	Balances on one foot for 5 sec., w/eyes closed, arms out to sides/arms folded in front.	Attempts to skip.	Performs complete somersault.	Maintains momentum or swing.
	Produces vocal sound on exhalation.	Sucks liquid from a straw ineffectively (e.g., spilling drooling).	Sucks liquid from a straw getting all liquid into mouth.	Uses teeth for biting.	Uses Leeth for chewing.	Chews in rotary motion.	Moves food from side to side in mouth.	Controls drooling and saliva flow while eating.	Swallows biteful of food after chewing.	Looks at mouth to get cues for sound production.	Blows and vocalizes non-specifi direction.
	Uses all long vowels with m to form consonant-vowel nonsense syllables.	Uses all long vowels with p, b to form consonant-vowel nonsense syllables.	Uses all short vowels with m, p, b to form consonant-vowel nonsense syllables.	Makes all vowel diph- thongs in isolation.	Uses all long vowels with h, w, hw, to form consonant-vowel nonsense syllables.	Uses all short vowels with h, w, hw to form consonant-vowel nonsense syllables.	Uses all long vowels with t, d, k, g to form consonant-vowelnonsense syllables.	Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables.	Uses all diph- thongs w/m, p, b to form con- sonant-vowel nonsense syllables.	Uses all dipn- thongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all di thongs with d, k, g to form consor vowel nonse syllables.
	by stopping ac- tivity, looking up, or going to speaker.		Points to ten body parts or possessions on request.	Points to mem- bers of family, familiar home objects on request.	Follows verbal direction when accompanied by gestures (e.g., come, sit, bring).	Follows one simple verbal command given without gestures.	Performs appro- priate action when self pro- nouns me, my, mine, I are used.	Performs approp. action when giv- en 1-step verbal command using pronouns he, she, it.	Performs appropaction when given l-step verbal command using pronouns him, her, you, they		
	in mirror using melodic,rhythmic speech patterns		Uses one word for many related things.	Refers to self by first name.	Names familiar object, upon seeing it again, using one-syllable word.	Names familiar object, upon seeing it again, using two-three syllable word.	Names five fa- miliar objects/ ten objects/ twenty objects.	Uses one-word verb in present tense (e.g., go, run).	Uses pronouns me, my, mine.	Uses adjectives (e.g., good, big).	Uses noun warticle (e. a dog, the
,	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker through dura- tion of speech.	Maintains eye contact when spoken to or speaking.	Replies to . conversational questions inappropriately.	Replies to conversational questions appropriately.	Performs behav./ tasks designated by verbal ins- tructions when given directly to individual.	Follows directions when- given to group.	Gets required materials (more than are necessary).	Gets required materials (only necessary amount or type) when asked.	Organizes materials t comply with directions.
			EO	40	70	00	00	100	110	100	50 x 308 3043

3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0 12.0 13.



blothing ist after	Pulls off front- opened clothing over forearm after clothing removed to that point.	Pulls off front- opened clothing over elbow after clothing removed to that point.	Pulls off front- opened clothing over shoulder after clothing removed to that point.	Pulls off front- opened clothing over back after clothing removed to that point.	opened clothing from other arm	Pulls front- opened clothing off completely.	Partially opens 1 of 3 front fasteners (e.g., pushes button halfway through hole).	Opens 1 of 3 front fasteners either unbut- tons, unzips or unsnaps.	Pulls at un- tied lace and takes shoe off.	nulls at one lace to untie bow and takes shoe off.	oth gar ove adu to
blowing ure with nostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose on request.	Uses tissue to blow nose when reminded.	Indicates need for handker- chief to blow nose.	Blows nose independently when nevessary.	Covers mouth with tissue or hand when sneezing.	Uses tissue at all necessary times.				
cup/ with	Rinses mouth out without swallowing water.	Expells water into sink.	Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	Replaces cap on toothpaste tube.	Replaces or disposes of cup.	Returns tooth- brush, paste to designated container/ location.	Uses proper amount of toothpaste.	Uses proper brushing strokes.	Bru mea des tim
to eyes, feet on person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to own property (e.g., desk, chair, clothing, pencils, books, crayons, toys).	Tells own sex.	Draws picture of own face/ whole body w/ proportional body parts in correct places.	Tells own first and last name.	Tells own age.	Names siblings.	Categorizes fam- ily members in correct sex group (e.g., says mommy is girl, not boy).	Tells names of friends, members of class, aunts uncles, cousins etc.	Tells month of birth.	Te ¹
/oulls	Sits on/in, stands on/in object.	Sits under/ stands under object.	Explores density resistance, tex- ture, tempera- ture of wet objects/substan- ces.	Points to area of body recently touched by another.	Matches thru tactile cues like objects that are big and small.	Matches through tactile cues like objects that are long and short.	Matches through tactile cues like objects that are straight and curved.	Matches through tactile cues like objects that are square and round.	Matches through tactile cues like obj. that are circular, triangular,rec- tangular shaped.	Matches through tactile cues like objects that are flat/ thin and wide/ fat.	Ma ta li th
tes physi- estures word or e paired cat ges- is spoken.	Matches envir- onmental sounds chooses from group the sound similar to one presented.	Sorts environ- mental sounds into groups without identifying class.	Points to specific source of sound when typical sound of that object is made.	Identifies sounds as near or far, up or down.	Responds appro- priately to sound patterns associated with various activities.	Identifies sounds, words just spoken.	Identifies loud and soft sounds.	Identifies dif- ferent notes as being high or low sounds.	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Re
	Fixates eyes on object/picture for 10 seconds.	Extends fingers.	Reaches to midline of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and fingers extended.	Grasps rattle, finger, etc., with one hand.	Reaches toward object(s).	Moves hands together (in unison) as in clapping.	Leaves hands predominantly open.	Squeezes items placed in hand.	Us in me ob
s five- bridge.	Cuts out pictures following general shape.	Cuts across paper following straight line/ curved line.	Cuts out small square/triangle/circle.	Cuts fringe.	Winds thread on spool evenly.	Sharpens pencil.	Folds paper in half with edges meeting.	Cuts cloth with scissors.	Cuts out complex pictures following outlines.	Places key in lock and couns lock.	Thr sta nee
rts self tended s.	Sits f supported by pillow, chair, etc.	Uses arms to raise trunk from stomach position.	Shifts weight on extended arms to reach. Reaches to one side.	Pulls self to sitting posi- tion & sits al- one w/out aid for 10 sec./30 sec./l minute.	Bounces up and down in sitting position.	Rocks back and forth (e.g., in rocking chair).	Rolls from back to side to stomach using arms for thrust.	creeps recipro- cally from sto- mach position.	Assumes crawl- ing position. Crawls on hands and knees using random movement.	Pulls self to standing posi- tion. Stands with support.	Cry boi ge kno (i'
ipts to	Performs complete somersault	Maintains momentum on swing.	Rides tricycle.	Gallops forward and backward.	Runs a 20-foot distance, breaking stride and rhythm.	Runs through an obstacle course avoiding objects/persons in path.	Walks 10 feet carrying an object which blocks view of floor.	Lifts torso from ground to complete one sit-up.	Walks 12 feet on 4-inch wide beam without stepping off.	Lifts body with knees on floor to complete one girl's push-up.	Tou whi pos out
ows u) of after ng.	Looks at mouth to get cues for sound production.	Blows and vocalizes in non-specific direction.	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower).	Blows in speci- fied direction (e.g., straight out, to side).	Opens and closes mouth in imitation or on request.	Controls saliva. Prevents drooling.	Presses lips together in imitation or on request.	Purses or rounds lips in imitation or on request (e.g., kisses a doll).	Places teeth together in biting posi- tion on imitation or request.	Moves tongue past lip-line in any direction to outside of mouth.	Mo fl mo re po
all diph- s w/m, p, form con- it-vowel ense bles.	Uses all diph- thongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all diph- thongs with t, d, k, g to form consonant- vowel nonsense syllables.	Uses m, p, b, t, d, k, g, h, w, hw in the ini- tial position in one-syllable words.	Uses consonant sounds at left in the initial position in two-syllable words.	Uses all vowels with m, p, b to form vowel-consonant nonsense syllables.	Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables.	Uses m, p, b, t, d, k, g in the final position in one-syllable words.	Uses m, p, b, t, d, k, g in the final posi- tion in two- syllable words.	Uses all vowels with f and v to form consonant-vowel monsense syllables.	Uses all vowels with f and v in initial position in one-syllable words.	Use with for con not sy
rms approp. when giv- step verbal nd using uns him,	Performs approp. action when given l-step verbal command using pro nouns his, hers, yours, theirs.	Responds non- verbally (e.g., nods, points, shakes head) to concrete questions.	Responds cor- rectly and non- verbally to physical state questions.	Points to com- mon objects according to function (e.g., something to sleep on).	Points to or places object up, down.	Points to or places object on, in, out.	Points to or places object under, over.	Points to or places object on top,bottom.	Points to or places object by, beside, behind.	Points to or places object before, after.	Po pl ab
pronouns my, mine.	Uses adjectives (e.g., good, big).	Uses noun with article (e.g., a dog, the car).	Uses noun with possessive (e.g., my dog, Daddy car).	Uses noun with quantifier (e.g., more candy, no car).	Uses nown with adjective (e.g., good dog, big car).	Uses noun with locator (e.g., there dog, here car).	Uses noun with demonstrator (e.g., this dog, that car).	Uses noun with identifier (e.g., it dog, it's a car).	Uses two-word predicate phrases (e.g., dog there, car broken).	Uses verb with noun (e.g., see dog, push car).	Use pri (e fa
are	Gets required materials (only necessary amount or type) when asked.	Organizes materials to comply with directions.	Distinguishes between messa- ges that differ by noun or verb.	Answers speci- fic questions based on spoken material.	Answers quest- ions on mater- ial read aloud by self.	Correctly an- swers questions concerning mes- sage spoken less than one minute before.	Correctly an- swers questions concerning mes- sage spoken more than one minute before.	Distinguishes between messa- ges that differ by ancillary parts of speech (articles, etc.)	Carries out 2 simple related successive com- mands but not in sequential order.	Carries out 2 simple related successive commands in order.	Ca si ed co in

1.0 12.0 13.0 14.0 15.0 16.0 17.0 18.0 19.0 20.0 21.0



	OTA:	220	220	040	25.0	06.0	070	000		
mple related ccessive com- ids but not sequential der	simple related successive commands in order.	ed successive commands but not in sequential order.		Carries out 3 related successive commands but not in sequential order.	Carries out 3 related succes- sive commands in given order.	Carries out 4 related succes- sive commands but not in sequential order.	Carries out 4 related succes- sive commands in given order.	Carries out 3 unrelated suc- cessive commands but not in sequential order.	Carries out 3 unrelated successive com- mands in given order.	Carries out 4 unrelated suc cessive com- mands but not in sequential order.
rases (e.g., g there, car oken).	see dog, push car).	preposition (e.g., go up, fall down).	Uses verb with noun (e.g., dog see, car go).	Uses two-word fragments with locators/with prepositions/ with negatives/ with conjunction.	Uses two-word stereotyped phrases (e.g., don't cry, be careful).	Uses pronouns I, him, he, his, her, she, hers, you, yours appropriately.	Combines article, possessive quantifier and/or adjective w/noun to form 3-word noun phrases.	Conwines article, possessive, quan- tifier and/or adjective w/noun to form 4-word noun phrases.	Combines locat- or, demonstra- tor or identifi- er with noun phrase.	Uses predicate phrases with noun phrases (e.g., my dog there).
ints to or aces object , beside, hind.	Points to or places object before, after.	Points to or places object above, below.	Points to or places object in front, back.	Points to or places object around, through.	Points to per- son/object connected with own school on request.	Points to per- son/object con- nected with own neighborhood or community on request.	Responds corrective anniversally to questions concerning abstracts or concepts.	Answers speci- fic questions based on spoken material.	Chooses main ideas from spoken material.	
es all wels with f d v to form nsonant-vowel nsense Ilables.	Uses all voweis with f and v in initial position in one-syllable words.	Uses all vowels with f and v to form vowel-consonant nonsense syllables.	Uses f and v in final position in one-syllable words.	Uses f and v in initial and final position in two-syllable words.	Uses all vowels and consonants at left in med- ial position in two-syllable words.	Uses all vowels & consonants at left in medial position in three-syllable words.	Uses all vowels with s, z, zh, sh, ch, th, to form consonant-vowel nonsense syllables.	Uses all vowels w/s, z, zh, sh, ch, th in initial position in-one-syllable words.	Uses all vowels w/s, z, zh, sh, ch, th to fo:m vowel-consonant nonsense syllables.	Uses s, z, zh sh, ch, th in final positio in one-syllab words.
gether in ting posi- on on nitation or equest.	Moves tongue past lip-line in any direction to outside of mouth.	Moves tongue flat out of mouth in relaxed position.	Points tongue straight out of mouth in tensed position.	Points tongue up and down with aid of lips to give direction.	Points tongue up and d. n without aid of lips to give direction.	Points tongue side to side with aid of lips to give direction.	Points tongue side to side without aid of lips to give direction.	Licks upper lip with one contin- uous lick keep- ing tongue on lip at all times.	Licks lower lip with one contin- uous lick keeping tongue on lip at all times.	Licks upper ? with short, staccato move ments.
alks 12 feet 1 4-inch wide eam without cepping off.	Lifts body with knees on floor to complete one girl's push-up.	Touches toes while in sitting position, legs outstretched.	Lifts body from floor to com- plete one boy's push-up.	Walks up and down stairs carrying a breakable object.	Hops 3-foot/ 5-foot/15-foot distance on one foot.	Hangs from bar using overhead grip for 5 seconds.	Hangs from laddered bars and swings across.	Strikes with bat a large stationary ball/large rolled ball/lg. bounced ball.	Strikes w/hand a large ball thrown from 5 feet/strikes w/ bat ball thrown from 5 feet.	Propels, ride and steers a wagon.
ssumes crawl- ng position. awis on hands nd knees using andom movement.	Pulls self to standing posi- tion. Stands with support.	Crawls using both hands to- gether, both knees together (i.e., like a rabbit hop).	Crawls recipro- cally using rt. hand & left knee together, left hand & rt. knee together.	Takes simple stepping move- ments with aid.	Sits down from standing posi- tion with aid.	Rolls a large ball when seated on floor.	Uses smooth stepping move- ments to walk with aid (hands held by adult).	Stands alone without aid. Stands from sitting or lying position.	Walks forward alone.	Pushes and pulls doors open and closed.
uts out omplex pictures ollowing otlines.	lock.	Threads standard-sized needle.	Locates up,down/ in,on,out/under, over/top,bottom/ by,beside/before after/above,be- low, etc.	Matches six colors/over six colors.	Matches objects of various shades from dark to light.	Matches objects of various intensities from bright to dull.	Finds target object from pic- tured group of grossly differ- ent objects.	Finds target object from pic- tured group of similar objects	specified object to left/to	Finds two obt jects in pict and connects them with a line.
eaves hands redominantly pen.	Squeezes items placed in hand.	Uses fingers in gross move- ments to grasp objects.	Releases or drops objects from grasp.	Transfers objects from hand to hand.	Bangs together two objects held in hands.	Pulls jumbo pegs out of pegboard.	Uses thumb in opposition with all fingers to grasp.	Uses wrist in side-to-side movement (e.g., rings bell).	Places index finger in small hole.	Takes Object out Of conta with one han
ategorizes ounds (e.g., nimal sounds, echanical, usical, bird, tc.).	Repeats simple words	Repeats nonsense words.	Identifies dif- ferences in un- like speech soundsm, g, t, pwhen in isolation.	Identifies dif- ferences in similar speech soundsf, s, v, thwhen in isclation.	Identifies where sound dif- ferences occur in words (e.g., initial, medial, final sounds).	Identifies initial sounds of words.	Identifies initial and final sounds of words.	Identifies ini- tial, medial, and final sounds of words	Repeats tapped rhythms.	Repeats melo
actile cues ike obj. that re circular, riangular,rec- angular shaped.	tactile cues like objects that are flat/ thin and wide/ fat.	Matches through tactile cues like objects that are wet and dry.	Meches through tartile cues like objects that are hot and cold.	Matches through tactile cues like objects that are sticky and non- adhesive.	Matches through tactile cues like objects that are hard and soft.	Matches through tuctile cues like objects that are rough and smooth.	Matches through tactile cues like objects that are wrinkled/bumpy and smooth.	Matches through tactile cues like objects that are sharp and dull.	Matches through tactile cues like objects that are light and heavy.	Chooses thro tactile cues small object request from group of fly objects
ells names of riends, members f class, aunts ncles, cousins tc. atches through	Tells month of birth. Matches through	Tells street name and town in address	Tills father's aid mother's frst and last	Points to 25 of the following body parts: ear, eye, hand, leg, arm, chin, (See Booklet).	Tells parents' employer or place of work. Tells parents' occupations.	Tells house number, street, and town.	Recites telephone number.	Tells month and day of birth.	Points to own right and left hands/to right and left on others.	Uses left an right to dir others in co crete situat
Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brushes after meals or at designated times.	Otains help when tooth hurts, cavity suspected, den- tal floss needed, etc.	Goes for teeth check- ups periodically.						
ulls at un- led lace and takes shoe ff.	Pulis at one lace to untie bow and takes shoe off.	Pulls pants 5 other pull-down garments off over feet after adult removes to that point.	les & over feet	Pulls pants down from knees & over feet after pants re- moved to that point.	Pulls pants down from hips & over feet af- ter pants re- moved to that point.	Pulls pants down completely from waist and over feet.	Pulls t-shirt. etc., up over head after ad- ult removes t- shirt to that point.	off of one arm and over head after shirt re- moved to that point.	off of both arms and over head after shirt removed to that point.	off complete

20.0 21.0 22.0 23.0 24.0 25.0 26.0 27.0 28.0 29.0 30.0



	unis t-shirt	Opens two of	Unitraces sinces	X	11	J. 1	W / .	7		71	2
bver bved pint.	off completely.	three front fasteners.		unzips and unsnaps.	clothing when told to do so.	take off ties, belts, sashes, bows, watches, jewelry.	small or on back or side of garment. Opens safety pins.	times without being reminded (e.g., at night before shower).	pants, shirts, etc.).	nu tu a vida nangen.	des i plac
d left	Uses left and right to direct others in con- crete situation.	Names 25 body parts (See #24 in Booklet)/ 35 body parts.	Tells hobbies, interests.	Tells number, street, city, state, zip code in address.	Tells how 25 body parts are related to one another.	Tells birth- place (state).	Tells month, day, year of birth.	Tells city/ town of birth,	Prints to objects in front of, behind, beside self.	Points to objects to the left/to the right of self.	Loc in oth
through cues jects e light vy.	Chooses through tactile cues small object on request from group of five objects.	Chooses through tactile cues long/short obj- ect on request from group of five objects.	Chooses through tactile cues straight/curved object on request from group of five objects.	Chooses through tactile cues square/round object on request from group of 5 obj.	Chooses through tactile cues tri- angular/rectang- ular/diamond shaped obj. from group of 5 obj.	Chooses through tactile cues flat/thin/wide/ fat object on request from group of 5 obj.	Chooses through tactile cues wet/dry object on request from group of 5 objects.	Chooses through tactile cues hot/cold object on request/from group of five objects.	Chooses through tactile cues sticky/non- adhesive object on request from group of 5 obj.	tactile cues hard/soft obje	ti ct bur
tapped •	Repeats melody.	Identifies component sounds of words. (P/ă/t).	Identifies consonant sounds of a spoken word.	Identifies vowel sounds of a spoken word.	Identifies con- sonant blends of separate letters (e.g., b + l = bl).	Identifies num- ber of sounds per blend (e.g., 2 sounds in bl).	Identifies number of sounds per word.	Identifies order of wounds in word.	Identifies fine differences in words (e.g., bat and bad).	Identifies and forms words that rhyme.	Rep lik (e. 8; boy
	Takes objects out of container with one hand.	Squeezes object in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Picks up small objects between thumb and index finger.	Reaches across midline of body using thumb and index fing- er to pick up objects.	Builds tower of two blocks.	Places round object in round hole.	Builds tower of 3-4 blocks.	Bùi of
to	Finds two ob- jects in picture and connects them with a line.	Makes fine dis- criminations in sizeto the 1/2 inch.	Makes discrim- inations in size to the 1/4 inch.	Makes discriminations in size to the I/8 inch.	Identifies missing or incongruous element of picture.	Identifies look-alike words correct- ly.	Puts together complex puzzles.	Strings small beads reproduc- ing color and shape sequence.	Scans horizont- al line of objects left to right.	Reproduces num- ber, direction and color of pegboard design.	Make ual atio lett look simi
orward	Pushes and pulls doors open and closed.	Climbs onto chair/onto small wheel toy.	Walks backward for 3 feet/ sideways for 3 feet.	Completes a sideways (log) roll.	Walks up and down stairs us- ing rail, both feet on each step/without rail.	Runs a distance of 10 feet.	Tosses a large ball with both hands under land.	Kicks a large stationary ball without falling.	Begins a simple somersault.	Walks up and down a 15-degree incline.	Star
w/hand ball rom 5 rikes w/ thrown est.	Propels, rides and steers a wagon.	Rides bicycle with training wheels.	Maintains chin- up position while hanging on bar for 5 seconds.	Jumps over 6- inch high rope, feet together.	Hops on each foot two times in place.	Throws small ball 25 feet using cross- lateral shift of body weight	Runs 50-yard dash within 10 seconds.	Strikes with bat a small ball thrown from 5 feet.	Stands up with- in 5 seconds after lying on back without losing balance.	Runs up to and kicks a large moving ball.	Jump inch feet
contin-	Licks urper lip with short, staccato move- ments.	Licks lower lip with short, staccato movements.	Places lower lip under upper teeth.	Places teeth/ jaws in partial- ly opened position.	Places tongue between teeth.	Places tongue behind upper teeth.	Places tongue against roof of mouth.	Maintains closed mouth position except for eat- ing, drinking, talking, etc.	Imitates speech movements with- out sound pro- duction.	Cries using sounds that change in pitch to indicate change in bodily state.	sque
vowels zh, sh, o form nsonant	Uses s, z, zh, sh, ch, th in final position in one-syllable words.	Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words.	Uses all vowels w/n, r, l, j, y to form consonant-vowel nonsense syllables.	Uses all vowels with n, r, l, j, y in initial position in one-syllable words.	Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables.	Uses n, ng, r, l, j, y in fin- al position in one-syllable words.	Uses n, ng, r, l, j, y in initial and final position in two-syllable words.	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y, in medial position in one-syllable words.	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words.	Uses all conson ant and vowel sounds in all positions with- in one-syllable words.	ant soun pos i
main om								;			
locat- nstra- dentifi- noun	Uses predicate phrases with noun phrases (e.g., my dog there).	Uses verb with noun phrase (e.g., see the big dog, ride in a car).	Uses three- and four-word stereotyped phrases (e.g., reach the top).	Uses noun plurals (e.g., dogs). Uses yerb plurals (e.g., runs, goes).	Uses pivot verb "is" to form kernel sentences (e.g., it is a dog).	Combines noun phrase and verb phrase to form kernel senten- ces (e.g., I see a dog).	Asks questions using "is" and "have" forms (e.g., is that a dog?).	Asks questions using "wh" (e.g., where is the dog?).	Uses negatives in sentences. Uses contrac- tions.	Uses conjunc- tions in sen- tences.	Uses veri sent
out 3 ed ive com- n given	Carries out 4 unrelated suc- cessive com- mands but not in sequential order.	Carries Out 4 unrelated suc- cessive Com- mands in given order.	Carries out more than 4 commands in specified order.	Rephrases what happened in story previous- ly read by another.	Rephrases others' com- ments in a discussion.	Does task impliednot specifically statedin spoken message.	Distinguishes between spoken, messages differ- ing only in tone.	Chooses pre- viously speci- fied details from spoken material.	Makes facial ex- pressions appro- priate to spoken material.		
20	30.0	31.0	32.0	33.0	340	35.0	36.0	370	380	30 U	



processes through classes through classes through classes through conservations of the process o	100	lams clothing	Puts solied	Folds clotning	Foids clothing	rous cream			1134	7-:	<u> </u>	
segment to the product of self-or product of self-o			designated	down middle.	more than once.	signated place (e.g., drawer,				-		
## Additional Control of the control												
## Additional Control of the control	e de											-
to calcular come of a common o	side	objects to the left/to the	in relation to	body parts function (e.g., elbow bends;	right to direct other in abs-	and weight.	information. Tells job		drivers 1 cense number/social	tials, licenses, training certi- ficates.	ces, names,	Discuss strengt weaknes
to from woods that they were the control of the con	es	tactile cues hard/soft object on request from group of five	tile cues rough/ bumpy/wrinkled/ smooth obj. on request from	tactile cues sharp/dull object on re- quest from	tactile cucs light/heavy ob- ject on :equest from group of	smell and taste cues (e.g., us- ing blindfold) sweet substan-	smell and taste cues burnt substances or	smell and taste cues sour substances or	smell and taste cues salty substances	smell and taste cues bitter substances or		
of 3-4 blacks. of 3-6 blacks.	s in ., d).	forms words	like symbols (e.g., 1, 5, 9, 8; dog, cat,	told story maintaining original		recited in past (e.g., one per- iod, one day,	symbols back- wards (e.g., digits, let-	recited in	mixed symbols (e.g., X, Q, 3,	mispronuncia- tion when		
ber, direction and color of the and color of places and the page of the and color of places and the page of the and color of places and the page of the and color of places and the page of the page of the places and the places and the places are t	nd		of 5-6 blocks.			twisting motion to screw and unscrew lids, turn doorknobs,		three primary colorsred,	and short	and little	squares, triangles,	Matcher at left proper on for
foom a 15-degree for holding support. with- with- discline. with the first of the proper form of the prope		ber, direction and color of pegboard	ual discrimin- ationsmatches letters that look very	model-letters, numbers in correct	viously viewed letters, num- bers in correct	iously viewed complex pattern /design cor-	ant object in visual field as	whole object/ design when	picture as well	objects after 10-second	jects after 10- second exposure when more than one minute has	Recall: object 10-sec exposu
by this position with the constraint of the cons		down a 15-degree	foot holding	down ladder one	pick up objects	maintaining	pushing and pulling a wagon	ball thrown from 5 feet by pushing it with arms against	bottom step (12 inches high)	tiptoe for 10	on 4-inch wide paper line/on 4-inch wide	Walks diamet stayin path.
with-pro-pro-pro-pro-pro-pro-pro-pro-pro-pro	ids ig on out a	kicks a large	inch high rope,		objects in obstacle		ball thrown		5-foot distance, feet together/ backward 5-foot distance, feet	ternate feet forward/back- ward. Completes 10 jumping	Swims using	Partic active team s requir varied
ant and yowel sounds in all positions with- orsyl-lable words. ant and yowel sounds in all positions with- orsyl-lable words. ant and yowel sounds in all positions with- in one-syllable words. ant and yowel sounds in all positions with- in one-syllable words. ant and yowel sounds in all positions with- in one-syllable words. ant and yowel sounds in sonant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in spontaneous speech w/75% intelligibility. ant and yowel sounds in all positions with in younds in all	with-	sounds that change in pitch to indicate change in bodily	ings of pleasure or pain (e.g., squeals, coos,	vowel-like	like sound with high-low or up-	peating a vowel and consonant sound over and over (e.g.,	and vowel sound		of objects/ani- mals (e.g., bow-wow, choo-	syllables (jar- gon speech) as though they were	syllable sound for an object/ person (e.g.,	Uses a syllab for an person wa-wa water)
tions in sentences. verb forms in sentences. verbs "am", "is", "are" with present participle. lial ex-appropriate for relationship to speaker. verbs "am", "is", "are" with present participle. verbs "am", "is", "are" with present participle. conversation. Initiates	i, n, j, y posi- vo-syl-	ant and vowel sounds in all positions with- in one-syllable	ant and vowel sounds in all positions with-in two-syllable	ant and vowel sounds in all positions within three-syllable	ant and vowel sounds in all positions with-in four-syllable	and three-syl- lable words on correct	ant and vowel	sonant and vowel sounds	sonant and vowel sounds in spontaneous speech w/75%	sonant and vowel sounds in spontaneous speech w/100%	in up to four- syllable words with 100%	
tions in sentences. verb forms in sentences. verbs "am", "is", "are" with present participle. lial ex-appropriate for relationship to speaker. verbs "am", "is", "are" with present participle. verbs "am", "is", "are" with present participle. conversation. Initiates												
appro- appropriate for relationship to terial. speaker.	es.	tions in sen-	verb forms in	verbs "am", "is", "are" with present	conversation. Initiates con-	action in a picture using the present	by adding "ed" to verb (e.g., skipped,	iciple to form past tense (e.g., he ran	to form past tense (e.g.,	form future tense (e.g.,	ents of past and future ex- perience in logical, sequen-	Uses c senten tainin than c clause
0 200 400 410 400 420 440 450 450 470 400	appro- erial.	appropriate for relationship to speaker.										
0.0 39.0 40.0 41.0 42.0 43.0 44.0 43.0 40.0 47.0 48.0	.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	4



de- lace wer,			.				,	
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7. F.					•			
yht 	Tells schooling information. Tells job experience.		Tells or locates drivers license number/social security number.	Tells creden- tials,licenses, training certi- ficates, awards held.	Tells references, names, and addresses.	Discusses own strengths and weaknesses.	Discusses own hierarchy of values (e.g., honesty, app-earance, intelligence, etc.)	
rough taste , us- lold) stan- lects.	Chooses through smell and taste cues hurnt substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.				
ory past per- iay, .	Repeats set of symbols back-wards (e.g., digits, let-ters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronuncia-tion when reading aloud.				
t in motion and ids, knobs,	Matches like objects.	Matches the three primary colors,ed, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles, squares, triangles, diamonds.	Matches shapes at left to proper holes on formboard.	Puts together simple puzzles.	
prev- ewed attern	Reports domin- ant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 ob- jects after 10- second exposure when more than one minute has elapsed	Recalls five objects after 10-second exposure.	Recalls ten objects after 10-second exposure.	
ng	Walks 10 feet pushing and pulling a wagon type object.	Catches a large ball thrown from 5 feet by pushing it with arms against body.	Jumps from bottom step (12 inches high) feet together.	Stands on tiptoe for 10 seconds.	Walks two steps on 4-inch wide paper line/on 4-inch wide beam.	Walks 20-foot diameter circle staying on- path.	Walks up and down stairs using rail, alternate feet/without rail.	
ndard- ycle.	Catches a small ball thrown from 20 feet.	Throws a small ball 50 feet.	Jumps forward 5-foot distance, feet together/ backward 5-foot distance, feet together.	Skips using al- ternate feet forward/back- ward. Completes 10 jumping jacks.	Floats in water. Swims using arms and legs.	Participates actively in team sports requiring varied skills.	Performs gym- nastic feats (e.g., back- ward roll, head stand, backbend, cartwheel, etc.)	
y re- vowel nant r and	Makes consonant and vowel sound with inflection.	without meaning.	Imitates sounds of objects/ani-mals (e.g., bow-wow, choc-choo, moo).	Uses meaningless syllables (jar- gon speech) as though they were meaningful).	syllable sound for an object/	Uses a two- syllable sound for an object/ person (e.g., wa-wa for water).	Says first intelligible, spontaneous word.	
wo- -syl- ds on	Uses all conson- ant and vowel sounds in phrases.	Uses all con- sonant and vowel sounds in sentences.	Uses all con- sonant and vower sounds in spontaneous speech w/75% intelligibility.	Uses all con- sonant and vowel sounds in spontaneous speech w/100% intelligibility.	Says all sounds in up to four- syllable words with 100% intelligibility.		·	,
·								
a using ent	Uses past tense by adding "ed" to verb (c.g., skipped, jumped).	Uses past participle to form past tense (e.g., he ran to the car).	Uses verb "have" to form past tense (e.g., he has run far).	Uses "will" to form future tense (e.g., he will run far)	Describes events of past and future experience in logical, sequential order.	Uses compound sentences con- taining more than one main clause.	Uses complex sentences with one main clause and one or more subordinate clauses.	
								\
1.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	

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DESCRIPTION OF THE BCP

THE BEHAVIORAL CHARACTERISTICS PROGRESSION (BCP) IS PART OF SANTA CRUZ COUNTY'S SPECIAL EDUCATION MANAGEMENT PROJECT FUNDED UNDER E.H.A. TITLE VI-B AND E.S.E.A. TITLE III. WITHIN THIS PROJECT, THE BCP SERVES AS THE MAJOR ASSESSMENT, INSTRUCTIONAL AND COMMUNICATION TOOL. AS AN ASSESSMENT TOOL, THE BCP PROVIDES THE TEACHER AND/OR DIAGNOSTICIAN WITH A COMPREHENSIVE CHART OF PUPIL BEHAVIORS TO ASSIST IN IDENTIFYING WHICH BEHAVIORAL CHARACTERISTICS A PUPIL DISPLAYS AND WHICH HE DOES NOT. AS AN INSTRUCTIONAL TOOL, THE BCP AIDS THE SPECIAL EDUCATION TEACHER IN DEVELOPING INDIVIDUALIZED AND APPROPRIATE LEARNER OBJECTIVES FOR EACH PUPIL. AS A COMMUNICATION TOOL, THE BCP OFFERS A HISTORICAL RECORDING DEVICE WHICH CAN BE USED THROUGHOUT THE SCHOOLING OF THE PUPIL TO DISPLAY HIS PROGRESS AND TO HELP COMMUNICATE THIS INFORMATION TO ALL THOSE CONCERNED WITH THE PUPIL'S EDUCATIONAL PROGRAM.

THE BEHAVIORAL CHARACTERISTICS PROGRESSION IS A NONSTANDARDIZED CONTINUUM OF BEHAVIORS IN CHART FORM. IT CONTAINS 2400 OBSERVABLE TRAITS REFERRED TO AS BEHAVIORAL CHARACTERISTICS. AGES AND LABELS HAVE BEEN DISCARDED AND BEHAVIORAL CHARACTERISTICS HAVE BEEN GROUPED INTO CATEGORIES OF BEHAVIOR CALLED BEHAVIORAL STRANDS. BEHAVIORAL STRANDS GENERALLY BEGIN AT # 1.9 ON THE BCP WITH THE MOST PRIMARY CHARACTERISTICS AND PROGRESS TOWARD MORE COMPLEX CHARACTERISTICS. THE STRANDS GENERALLY END AT # 50.0 WITH CHARACTERISTICS WHICH APPROXIMATE WHAT SOCIETY CONSIDERS "APPROPRIATE" OR "ACCEPTABLE" ADULT BEHAVIORS. THE BCP HAS IDENTIFYING BEHAVIORS DESCRIBING SOME OF THE HANDICAPPING BEHAVIORS WHICH MENTALLY AND BEHAVIORALLY EXCEPTIONAL CHILDREN MIGHT DISPLAY IN EACH OF THE BEHAVIORAL STRANDS. THESE IDENTIFYING BEHAVIORS ASSIST THE TEACHER IN FOCUSING ON THE BASIC NEED AREAS OF THE PUPIL AND IN DETERMINING PRIORITIES OF LEARNER OBJECTIVES.

THE COLUMNS ARE NUMBERED ACROSS THE TOP OF THE BCP CHART BUT MAY NOT REFLECT EXACT DEVELOPMENTAL SEQUENCING OR SPACING. THOSE WHO TEACH EXCEPTIONAL PUPILS KNOW THAT ALL CHILDREN DO NOT FOLLOW THE SAME DEVELOPMENTAL SEQUENCE. THE DEVELOPMENTAL TIME BETWEEN INCREMENTS # 15.0 AND # 16.0 ON ONE STRAND MAY VARY FROM THE TIME BETWEEN THE SAME INCREMENTS ON ANOTHER STRAND OR FOR INCREMENTS # 16.0 AND # 17.0 ON THE SAME STRAND. THE NUMBERING SYSTEM IS USED PRIMARILY TO ASSIST IN LOCATION OF CHARACTERISTICS AND ALSO TO DENOTE THAT # 15.1, # 15.2, # 15.3, ETC., CAN BE ADDED BY THE TEACHER IF IT IS DETERMINED THAT THERE ARE BEHAVIORAL STEPS BETWEEN # 15.0 AND # 16.0 NOT PRESENTLY INCLUDED IN THE BCP.

THE BCP IS A GUIDE FOR SPECIAL EDUCATORS: IT IS A NONSTANDARDIZED, CRITERION-REFERENCED FOOL. IF THE BCP SHOULD BE STANDARDIZED IN THE FUTURE, THE PURPOSE WILL BE TO INCREASE THE RELIABILITY OF 1TS CONTENT AND SEQUENCE, NOT TO DEVELOP NORMS FOR EACH BEHAVIORAL CHARACTERISTIC. THEREFORE, USE OF THE BCP SHOULD NOT PRECLUDE GATHERING DATA ON A PUPIL THROUGH NORMATIVE TESTING WITH THE W.I.S.C., THE STANFORD BINET, THE I.T.P.A. AND OTHER SUCH TESTS.

BCP Procedures

PRELIMINARY PREPARATION

- 1.0 Print the pupil's name in the space provided at the top of his BCP chart(s). Do this for all pupils to be assessed.
 - Study the BCP charts to become familiar with the content of each. BCP 1-22 contains the self-help, perceptual-motor and language

- Decide who will be available to aid in is capable of doing the BCP assessment speech, physical and occupational ther school psychologists be consulted to d willing to assist in their respective therapists have been found to be espec Pre-Articulation and Articulation stra offering guidance concerning observati Language Comprehension, Language Devel (Strands 13, 20, 21, 22). Physical ad often willing to assess pupils in the Equipment Use. Swimming and Posture st Nurses are helpful in the assessment d strands as well as the self-help strai psychologists can offer assistance in tested (e.g., Visual-Motor I & II stra Bender-Gestalt, Interpersonal Relation Vineland Social Maturity Scale [Stran be noted that the pupil himself might assessment. Teachers of high school the pupil reagarding which behavioral not display. Teacher observation is
- 7.0 Determine at which behavioral charact observation of the pupil should begin more advanced pupil, it is not necess suggested that the teacher approximate and begin observation at this point. whether a pupil does or does not disphowever, he should be observed for it

self-perceptions that might be inaccu

- 8.0 Establish an observation schedule for nurses, psychologists, and other obse assess pupil behavior. The schedule recess, naps, toileting, bus loading, instructional periods. The following
 - 8.1 On what days will observation 10/6/72).
 - '8.2 Who will observe (e.g., the t
 - 8.3 What strand(s) will be observ Drinking, Social Eating, Soci Interpersonal Relations, Kito 15, 25, 30, 31, 43, respective
 - 8.4 Which pupil(s) will be obserincluding...).
 - 8.5 During what time period will lunch time: 11:30-12:45).

It is suggested that a schedule such for each day of observations and post advance preparation done by those ass will be required for pupil observation

9.0 Determine what materials/activities/ day's observations. In an attempt t utilizing whatever equipment they ha materials are offered with the BCP.

> Time spent in observation may be les observer watches for many behavioral



THE COLUMNS ARE NUMBERED ACROSS THE TOP OF THE BCP CHART BUT MAY NOT REFLECT EXACT DEVELOPMENTAL SEQUENCING OR SPACING. THOSE WHO TEACH EXCEPTIONAL PUPILS KNOW THAT ALL CHILDREN DO NOT FOLLOW THE SAME DEVELOPMENTAL SEQUENCE. THE DEVELOPMENTAL TIME BETWEEN INCREMENTS # 15.0 AND # 16.0 ON ONE STRAND MAY VARY FROM THE TIME BETWEEN THE SAME INCREMENTS ON ANOTHER STPAND OR FOR INCREMENTS # 16.0 AND # 17.0 ON THE SAME STRAND. THE NUMBERING SYSTEM IS USED PRIMARILY TO ASSIST IN LOCATION OF CHARACTERISTICS AND ALSO TO DENOTE THAT # 15.1, # 15.2, # 15.3, ETC.. CAN BE ADDED BY THE TEACHER IF IT IS DETERMINED THAT THERE ARE BEHAVIORAL STEPS BETWEEN # 15.0 AND # 16.0 NOT PRESENTLY INCLUDED IN THE BCP.

THE BCP IS A GUIDE FOR SPECIAL EDUCATORS; IT IS A NONSTANDARDIZED, CRITERION-REFERENCED TOOL. IF THE BCP SHOULD BE STANDARDIZED IN THE FUTURE, THE PURPOSE WILL BE TO INCREASE THE RELIABILITY OF ITS CONTENT AND SEQUENCE, NOT TO DEVELOP NORMS FOR EACH BEHAVIORAL CHARACTERISTIC. THEREFORE, USE OF THE BCP SHOULD NOT PRECLUDE GATHERING DATA ON A PUPIL THROUGH NORMATIVE TESTING WITH THE W.I.S.C., THE STANFORD BINET, THE I.T.P.A. AND OTHER SUCH TESTS.

BCP Procedures

PRELIMINARY PREPARATION

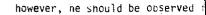
- 1.0 Print the pupil's name in the space provided at the top of his BCP chart(s). Do this for all pupils to be assessed.
- 2.0 Study the BCP charts to become familiar with the content of each.

 BCP 1-22 contains the self-help, perceptual-motor and language strands. BCP 23-45 contains social, academic, recreational, vocational strands. BCP 46-59 contains strands particularly appropriate for the deaf, blind and orthopedically handicapped.
- 3.0 Study the Identifying Behaviors on the BCP charts to determine which of these problem behaviors the pupil displays. If desired, color those circles which precede Identifying Behaviors descriptive of the pupil. Use of a light-colored felt-tipped pen is suggested for this purpose.
- 4.0 Choose strands from the BCP charts which are most important for each pupil's assessment. The number and severity of Identifying Behaviors colored per signal (Step 3.0) can assist the teacher in making this choice.

As few as one or u... rands may be chosen or as many as twenty-five or thirty. The number of strands as well as the specific strands chosen may vary with each pupil in the class. Such a choice depends upon the pupil's needs, the amount of time available for observation, the number of people participating in the pupil assessment and the number of pupils in the class.

It should be noted that the greater the number of strands a pupil is assessed on, the more complete picture the teacher will have of his educational needs.

Assign each pupil being assessed in the class to a column in the BCP Observation Booklet. To do so, enter each pupil's name or initials above one of the numbers (1-6) on each booklet page. Since not all pupils will be assessed in all fifty-nine strands, only enter the name on pages corresponding to strands in which the pupil will be assessed. If more than six pupils will be observed on a given behavioral strand, additional BCP Observation Booklets or pages will be required. See example booklet page following Step 13.0.



- nurses, psychologists, and other assess pupil behavior. The sche recess, naps, toileting, bus loa instructional periods. The foll
 - 8.1 On what days will observed
 10/6/72).
 - 8.2 Who will observe (e.g.,
 - 8.3 What strand(s) will be of Drinking, Social Eating, Interpersonal Relations, 15, 25, 30, 31, 43, resp
 - 8.4 Which pupil(s) will be dincluding...).
 - 8.5 During what time period lunch time: 11:30-12:45)

It is suggested that a schedule for each day of observations and advance preparation done by thos will be required for pupil obser

Determine what materials/activit day's observations. In an attem utilizing whatever equipment the materials are offered with the B

Time spent in observation may be observer watches for many behaviousing the same equipment. For example can observe all the following chapter box:

- Grasps rattle, finger, etc.
 Increment #17.0)
- Reaches toward object (Visu
- Squeezes items placed in ha
- Releases or drops objects t
- Transfers objects from hand
- Puts object in container wi
- Builds tower of 2 blocks (\)
- Build's tower of 3-4 blocks
- Builds tower of 5-6 blocks
- Builds tower of 9 blocks or
- Builds 5-block bridge (Visu

Observing behavioral characterist offered in the booklet is recomme organized in the same sequence as of information from booklet to chorder of observation.

10.0 Set up observation materials/situto be an observation tool, not a behavioral characteristics on the pupils in a school program over a assessment must generally be commany behaviors must be actively a be asked to demonstrate behaviors the daily school program. Teacher attempt to make all directions un



- 6.0 Decide who will be available to aid in pupil observations. A teacher is capable of doing the BCP assessment alone, but it is suggested that speech, physical and occupational therapists, school nurses, and school psychologists be consulted to determine whether they would be willing to assist in their respective areas of expertise. Speech therapists have been found to be especially helpful in assessing the Pre-Articulation and Articulation strands (Strands 18, 19, 58, 59) and in offering guidance concerning observation of the Auditory Perception, Language Comprehension, Language Development, and Listening strands (Strands 13, 20, 21, 22). Physical and Occupational therapists are often willing to assess pupils in the Wheelchair Use, Orthopedic Equipment Use, Swimming and Posture strands (Strands 53, 54, 55, 56). Nurses are helpful in the assessment of the Health and Posture strands as well as the self-help strands (Strands 1, 56, 57). School psychologists can offer assistance in areas which they have previously tested (e.g., Visual-Motor I & II strands as tested by the Frostig or Bender-Gestalt, Interpersonal Relations strand as tested by the Vineland Social Maturity Scale [Strands 14, 15, 25]). It should also be noted that the pupil himself might be able to assist in his BCP assessment. Teachers of high school aged pupils often confer with the pupil reagarding which behavioral characteristics he does or does not display. Teacher observation is still encouraged to verify pupil self-perceptions that might be inaccurate.
- Determine at which behavioral characteristic on the BCP chart
 observation of the pupil should begin. In observing an older or
 more advanced pupil, it is not necessary to begin at #1.0. It is
 suggested that the teacher approximate the pupil's behavioral level
 and begin observation at this point. If there is any doubt as to
 whether a pupil does or does not display a behavioral characteristic,
 however, he should be observed for it.
- Establish an observation schedule for all teachers, aides, therapists, nurses, psychologists, and other observers whose input will be used to assess pupil behavior. The schedule should include observation during recess, naps, toileting, bus loading, and meal times as well as during instructional periods. The following decisions should be made:
 - 8.1 On what days will observation take place (e.g., 9/25/72 to 10/6/72).
 - 8.2 Who will observe (e.g., the teacher).
 - 8.3 What strand(s) will be observed (e.g., Feeding/Eating, Drinking, Social Eating, Social Speech, Visual-Motor I & II, Interpersonal Relations, Kitchen Skills [Strands 3, 4, 14, 15, 25, 30, 31, 43, respectively]).
 - 8.4 Which pupil(s) will be observed (e.g., class of ten pupils
 including...).
 - 8.5 During what time period will observation take place (e.g., lunch time: 11:30-12:45).

It is suggested that a schedule such as the above sample be devised for each day of observations and posted in the classroom. The more advance preparation done by those assessing the pupil, the less time will be required for pupil observation.

9.0 <u>Determine what materials/activities/situations will be needed</u> for each day's observations. In an attempt to allow teachers flexibility in utilizing whatever equipment they have available to them, no standard materials are offered with the BCP.

Time spent in observation may be lessened considerably if the server watches for many behavioral characteristics at one time ERIC ing the same equipment. For example, at the same time the teacher

OBSERVATION AND RECORDING

Observe pupil behavior according to the established in Step 8.0. Offer the pup display a given behavioral characterist istic to be considered part of the pupi it is suggested that he display it at le given the opportunity to do so. This me he is presented with the opportunity to at least three times. For example, a p and asked to build a tower (rocket, tall for him to be given credit for demonstr Motor I strand, "Builds a 5-6 block tow 5-block vertical structure three times. helpful to keep a tally in the BCP book offered and number of times behavior was The observer should understand that this helps ensure that the behavior observed is part of the pupil's typical behavior confident that the pupil will display to varied situations or environments, with different times of the day or week. If dependability of a pupil's behavior, the opportunities to display the behavior o However, if the pupil's performance remains beneficial to the pupil and the teacher vatively. In this case, the pupil is no the behavioral characteristic.

The 75% incidence level is offered as a are certain behavioral strands (e.g., Tor therapist might require nearly 100% is considered to have mastered the behateacher may vary the required incidence

Time spent in observation can be reduced automatically gives the pupil credit for istics if he already has demonstrated mo same skills. For example, if the pupil (Visual Motor I, #40.0), he should also tower of 2 blocks" (Visual Motor I, #37. blocks" (Visual Motor I, #39.0).

12.0 Record behavioral characteristics on eac by marking the observation results for e column of the BCP Observation Booklet. characteristics as they are observed rat time or after school. This means that the observer's possession and marked as throughout the day. Since older pupils observation booklet and might behave err they be informed of the assessment. The accustomed to the procedure. Following which might be used in recording observathe Personal Welfare strand, #4.0, "Boar approaching the procedure."

however, he should be observed for it.

- Establish an observation schedule for all teachers, aides, therapists, nurses, psychologists, and other observers whose input will be used to assess pupil behavior. The schedule should include observation during recess, naps, toileting, bus loading, and meal times as well as during instructional periods. The following decisions should be made:
 - 8.1 On what days will observation take place (e.g., 9/25/72 to 10/6/72).
 - 8.2 Who will observe (e.g., the teacher).
 - 8.3 What strand(s) will be observed (e.g., Feeding/Eating, Drinking, Social Eating, Social Speech, Visual-Motor I & II, Interpersonal Relations, Kitchen Skills [Strands 3, 4, 14, 15, 25, 30, 31, 43, respectively]).
 - 8.4 Which pupil(s) will be observed (e.g., class of ten pupils including...).
 - 8.5 During what time period will observation take place (e.g., lunch time: 11:30-12:45).

It is suggested that a schedule such as the above sample be devised for each day of observations and posted in the classroom. The more advance preparation done by those assessing the pupil, the less time will be required for pupil observation.

9.0 Determine what materials/activities/situations will be needed for each day's observations. In an attempt to allow teachers flexibility in utilizing whatever equipment they have available to them, no standard materials are offered with the BCP.

Time spent in observation may be lessened considerably if the observer watches for many behavioral characteristics at one time using the same equipment. For example, at the same time the teacher can observe all the following characteristics using blocks and an open box:

- Grasps rattle, finger, etc., with one hand (Visual Motor I, Increment #17.0)
- Reaches toward object (Visual Motor I, #18.0)
- Squeezes items placed in hand (Visual Motor I, #21.0)
- Releases or drops objects from grasp (Visual Motor I, #23.0)
- Transfers objects from hand to hand (Visual Motor I, #24.0)
- Puts object in container with one hand (Visual Motor I, #32.0)
- Builds tower of 2 blocks (Visual Motor I, #37.0).
- Builds tower of 3-4 blocks (Visual Motor I, #39.0)
- Builds tower of 5-6 blocks (Visual Motor I, #40.0)
- Builds tower of 9 blocks or more (Visual Motor II, #10.0)
- Builds 5-block bridge (Visual Motor II, #11.0)

Observing behavioral characteristics out of the developmental sequence offered in the booklet is recommended. The Observation Booklet is organized in the same sequence as the chart only for ease in transfer of information from booklet to chart (Step 13.0), not to indicate order of observation.

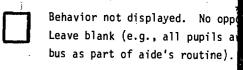
10.0 Set up observation materials/situations/activities. The BCP is meant to be an observation tool, not a testing instrument. Most of the behavioral characteristics on the BCP are usually demonstrated by pupils in a school program over a year's time. However, since assessment must generally be completed within a given time frame, many behaviors must be actively elicited (tested for). Pupils will be asked to demonstrate behaviors perhaps not previously a part of the daily school program. Teachers should be aware of this and attempt to make all directions understandable to the pupil.

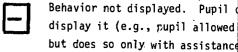
However, if the pupil's performance ic. beneficial to the pupil and the teacher vatively. In this case, the pupil is no the behavioral characteristic.

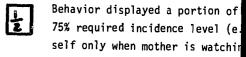
The 75% incidence level is offered as a are certain behavioral strands (e.g., To or therapist might require nearly 100%; is considered to have mastered the behavioral teacher may vary the required incidence

Time spent in observation can be reduced automatically gives the pupil credit for istics if he already has demonstrated mosame skills. For example, if the pupil (Visual Motor I, #40.0), he should also tower of 2 blocks" (Visual Motor I, #37... blocks" (Visual Motor I, #39.0).

12.0 Record behavioral characteristics on each by marking the observation results for experience column of the BCP Observation Booklet. Characteristics as they are observed ration time or after school. This means that the observer's possession and marked as throughout the day. Since older pupils observation booklet and might behave errobe they be informed of the assessment. The accustomed to the procedure. Following which might be used in recording observation booklet are strand, #4.0, "Boar unassisted."







Behavior displayed at the require without any physical or verbal a on and off bus by self at least

Physical handicap prevents demon (e.g., pupil with severe cerebra off bus by self). Used only if authorities are consulted and th be able to display the behavior.

The equipment/materials required unavailable (e.g., pupil in a redoes not have access to a bus). expensive pieces of equipment. required to assess a pupil on the classroom, the school or the



BCP PRO

according to the observation schedule

Offer the pupil several opportunities to ral characteristic. In order for a characterpart of the pupil's behavioral repertoire, display it at least 75% of the time he is do so. This means that of every four times opportunity to display a behavior, he does so for example, a pupil is given a set of blocks ver (rocket, tall building, etc.). In order lit for demonstrating #40.0 on the Visual \$5-6 block tower," he would have to build a re three times. The observer might find it in the BCP booklet of numbers of opportunities mes behavior was displayed.

rstand that this required 75% incidence level havior observed does not occur by chance, but ypical behavior. The observer should feel will display the behavior 75% of the time in ironments, with different observers, and at ay or week. If the observer doubts the 's behavior, the pupil should be given more the behavior over a longer period of time. Performance remains inconsistent, it is most and the teacher to judge the pupil conserthe pupil is not considered to have mastered stic.

s offered as a guideline to observers. There rands (e.g., Toileting) in which a teacher e nearly 100% performance before the pupil tered the behavioral characteristic. A ired incidence level if desired.

can be reduced considerably if the observer upil credit for displaying simpler character-demonstrated more complex ones using the , if the pupil "Builds tower of 5 blocks" he should also be given credit for "Builds al Motor I, #37.0) and "Builds tower of 3-4 #39.0).

eristics on each of the strands being assessed.

n results for each pupil in the appropriate tion Booklet. It is most accurate to record re observed rather than waiting until a free is means that the BCP booklet should be in and marked as the behavior is observed e older pupils might be distracted by the ight behave erratically, it is suggested that seessment. They should soon become re. Following are some of the notations

bservations, using an example from ERIC, "Boards, deboards school bus

13.0 Designate in the space provided on each booklet page the date the class was observed on each behavioral strand. If pupils were observed on different dates encompassing more than one month's time, date each pupil's column (1-6) individually.

Following is a sample BCP Observation Booklet page. It has been filled out for a group of six pupils. Note the differences in behavioral characteristics.

4 Drinking

IDENTIFYING BEHAVIORS: Oribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup Sucks straw without obtaining any liquid Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink S from water fountain unsuccessfully Date of observation 1-71 3 1.0 Sucks liquid from straw held by adult 2.0 Takes liquids from cup/glass when cup held by 3.0 Swallows liquids from cup/glass 4.0 Retains liquids in mouth without dripping or drooling while drinking 5.0 Contacts cup/glass with hand(s) when drinking from cup held by adult 6.0 Helps tip cup to drink when cup held by adult 7.0 Holds cup in two hands. 8.0 Holds cup to drink when placed in two hands 9.0 Lifts cup off table to drink using two hands - some spilling 11.0 Drinks from cup held to mouth with two hands 12.0 Lifts cup off table, tips to mouth, drinks, using two hands without spilling 13.0 Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling 14.0 Holds cup to drink when placed in one hand 15.0 Lifts cup off table to drink using one hand

formance remains inconsistent, it is most the teacher to judge the pupil conserie pupil is not considered to have mastered ic.

offered as a guideline to observers. There ands (e.g., Toileting) in which a teacher nearly 100% performance before the pupil ered the behavioral characteristic. A red incidence level if desired.

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results for each pupil in the appropriate
ion Booklet. It is most accurate to record
cobserved rather than waiting until a free
means that the BCP booklet should be in
and marked as the behavior is observed
older pupils might be distracted by the
ght behave erratically, it is suggested that
sessment. They should soon become
e. Following are some of the notations
ording observations, using an example from

layed. No opportunity offered to pupil.
, all pupils are assisted aboard school
de's routine).

d, #4.0, "Boards, deboards school bus

layed. Pupil offered opportunities to pupil allowed to get off bus by self, with assistance).

a portion of the time but less than the lence level (e.g., pupil gets off bus by ther is watching).

at the required 75% incidence level cal or verbal assistance (e.g., pupil gets self at least 75% of the time).

prevents demonstration of this behavior severe cerebral palsy does not get on and Used only if medical records and/or posulted and they indicate pupil will never the behavior.

erials required to observe the behavior are pupil in a residential facility which ess to a bus). Use only for large and/or of equipment. Most of the materials a pupil on the BCP are available from eschool or the district or county office.

					_		
	adult	V	8		1	ī	V
3.0	Swallows liquids from cup/glass	✓	V	~	'	_	V
4.0	Retains liquids in mouth without dripping or drooling while drinking	✓	1	立	~	-	_
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult	✓	1	-	V	_	V
6.0	Helps tip cup to drink when cup held by adult	1	8	-	~		~
. 7.0	Holds cup in two hands	-	\		1		/
8.0	Holds cup to drink when placed in two hands by adult	1	\	-	1		✓
9.0	Lifts cup off table to drink using two hands - some spilling	-	V		V		_
10.0	Lifts cup off table to drink using two hands without spilling	-	1		~		-
11.0	Drinks from cup held to mouth with two hands without spilling		J		/		-
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling		1		~		
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling		1		1		
14.0	Holds cup to drink when placed in one hand by adult		12		/		
15.0	Lifts cup off table to drink using one hand some spilling		-		✓		
		-	-				

- 14.0 <u>Verify the pupil's behavioral characteristics with those identified by other observers</u>. If there are significant discrepancies, either re-observe the pupil for behaviors in question or consider the simplest characteristic recorded for the pupil to be his behavioral characteristic. Combine all verified behavioral characteristic descriptions into one BCP Observation Booklet. It should be noted that the more observers there are recording a pupil's behavioral characteristics, the more complete the picture of his overall performance will be.
- 15.0 Transfer all information from the BCP booklet to the BCP chart. It is suggested that minimal time elapse between completion of observation and transfer of this information onto the chart. A light-colored (so printing can still be read), wide, felt-tipped pen can be used to color the identified increments. Behavioral characteristics should be colored according to the following guidelines:
 - 15.1 <u>Leave the increment blank</u> if the pupil does not display the behavioral characteristic.
 - 15.2 <u>Fill in a portion of the increment</u> (e.g., 1/2) if a behavior is displayed with some type of aid or only in certain situations or below the required incidence level.
 - 15.3 <u>Color in the increment completely</u> if a pupil displays a behavior unassisted and at the predetermined incidence level.
 - 15.4 Record an "H" in the increment if the pupil's physical handicap prohibits him from ever demonstrating the characteristic.
 - 75.5 <u>Record an "E" in the increment</u> if the equipment needed to assess the pupil on the characteristic is "permanently" unavailable.



PROCEDURES

age the date the pupils were observed hth's time, date each

It has been filled ices in behavioral

om cup/glass 🛡 Spills

aining any liquid									
ids T	Trie S M	drink B T	CW						
2	3	4	5	6					
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/	1	1	노	~					
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/	-	1		~					
1	_	V		1					
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>		V		_					
/	3	1		-					
1		1		-					
		/							
1		1							
12									
_									

- 15.6 Record the date of observation vertically in the last colored characteristic of each strand using a black pen. If characteristics are skipped, record the date in the last characteristic before each group of skipped characteristics. See sample chart following Step 23.0.
- Follow one of the suggestions offered to ease charting if there is difficulty in this information transfer.
 - 16.1 Use the shaded area to ensure staying on one strand as reading across from increment 1.0 to 50.0 is attempted.
 - 16.2 <u>Involve two people</u> in the information transfer: one to read the number and/or behavioral characteristic to be colored in and the second to do the coloring.
 - 16.3 Transfer the information from booklet to chart as observation of each strand is completed. This means only one or two strands are charted at a time.
 - 16.4 Compile index cards which summarize booklet information. Such a system can be very helpful for programs on modular scheduling in which the pupil is assessed by many different teachers on different strands. Using a card system such as this would allow a non-observer (e.g., school secretary) to transfer booklet information to the chart. See sample of card below:

Pupil Na	ame Pek	er Pu	<u>ં</u>	Strand #11
Date of	Observat	tion	9-71	
1. 🗸	11.✓	21.	31.	41.
2. ✔	12	22.	32.	42.
3. ✔	13	23.	33.	43.
4	14. -	24.	34.	44.
5. 2	15	25.	35.	45.
6. 🗸	16.	26.	36.	46.
7. 🕏	17.	27.	37.	47.
8. 👠	18.	28.	38.	48.
9	19.	29.	39.	49.
10. ✓	. 20.	30.	40.	50.

Correct any charting grrors by cutting out increment(s) from extra chart and pasting over miscolored increment.

OBJECTIVES DETERMINATION

- Conduct meeting to discuss pupil's BCP chart with teacher, aide, speech, physical and occupational therapist, nurse, psychologist, head teacher, principal, consultant and any others who instruct the pupil (e.g., the ward personnel or caretakers in a residential facility or state hospital). Study the pupil's chart, noting how far he has progressed along each strand, which behavioral characteristics have been skipped, his Identifying Behaviors, his strong and weak areas.
- Determine which behavioral strand(s) indicate greatest pupil need(s).
- Decide whether any specific Identifying Behaviors in Health and Posture 20.0 (Strands 56 and 57) will be remediated at this time. Write up pro-

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23.0

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1	~	✓	-	V
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	-	V	_	V
	-	~		V
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	1	>		V
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n those identified crepancies, either consider the be his behavioral characteristic t should be noted il's behavioral his overall per-

the BCP chart. It
pletion of obserchart. A lightt-tipped pen can be
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1/2) if a
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pil's physical rating the

ripment needed t is

Pupil N	ame Pek	er Pu	ونرا	Strand # 11
Date of	Observat	ion	9-71	
1. V 2. V 4. V 5. V 6. V 7. 8. V 10. V	11. • 12. — 13. — 14. — 15. — 16. 17. 18. 19. 20.	21. 22. 23. 24. 25. 26. 27. 28. 29.	31. 32. 33. 34. 35. 36. 37. 38.	41. 42. 43. 44. 45. 46. 47. 48. 49.

17.0 Correct any charting errors by cutting out increment(s) from extra chart and pasting over miscolored increment.

OBJECTIVES DETERMINATION

- Speech, physical and occupational therapist, nurse, psychologist, head teacher, principal, consultant and any others who instruct the pupil (e.g., the ward personnel or caretakers in a residential facility or state hospital). Study the pupil's chart, noting how far he has progressed along each strand, which behavioral characteristics have been skipped, his Identifying Behaviors, his strong and weak areas.
- 19.0 Determine which behavioral strand(s) indicate greatest pupil need(s).
- 20.0 <u>Decide whether any specific Identifying Behaviors in Health and Posture</u>
 (Strands 56 and 57) will be remediated at this time. Write up progressive objectives to minimize or eliminate these Identifying Behaviors and insert them into the blank increments on the BCP closest to the description of the problem behavior.
- 21.0 <u>Determine learner objectives for the pupil based upon his needs as illustrated on the BCP chart</u>. Look at increments to the right (closer to #50.0) of the pupil's behavioral level or to skipped increments for possible relevant objectives. Consider the following variables in objectives determination:
 - 21.1 Age The pupil's age can influence the selection of objectives. For example, a pupil who is eighteen years of age will probably need more emphasis on social and vocational skills. A younger pupil might need more emphasis on less developmentally complex behaviors such as Auditory Perception or Visual Motor I (Strands 13 and 14).
 - 21.2 <u>Physical disabilities</u> This factor might influence the choice of certain behavioral strands for learner objectives. For example, it may be considered inappropriate for a pupil with muscular dystrophy to have an objective in Gross Motor II (Strand 17).
 - 21.3 Learning rate A pupil's learning rate influences the amount of development in a given time. If he has been observed to learn quickly, a short-term objective encompassing many behavioral characteristics might be suitable for him (e.g., from #12.0 to #16.0 in 2 weeks). If he learns slowly, a long-term objective advancing him only one or two increments on a behavioral strand might be most appropriate (e.g., from #12.0 to #13.0 in 6 months).

21.7

21.8

- 22.0 Estima
 object
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 object
- 23.0 Displate felt properties pupil be colline de appropri

PUPIL (Sam H
	IDENT
1 HEALTH	Displays symptoms of: O Melmutritton O Fat child O Constant cold main calm O Reads arts oral directions swear special equipment to
2 ATTENDANCE/ PROMPTNESS	O Is often absent/tro O Sells time inaccure
3 FEEDING/ EATING	● East only blended on Foods O Sucis food woush O Chews foods whith O Chews in other biting O Easts w/finger eating O Spics out fo
4 ORINKING	Oribbles while driving the second of the sec
5 TOILETING	• Hets or soils dident reminders of Reglects with and dry hands 45
6 GROOMING	O Showers/bathes on! uater to wash self O when needed O Showers uash Certain areas of when reminded O Regie washing O throws Cover
7 ORESSING	Requires assistance buttons O lies hard in to use protective (lo
8 UNDRESSING	O Resists being undr O Pulls at how inste appropriate times O R floor when undressing
9 NASAL HYGIENE	# Allows nose to run without covering Aose
Ц	



- 21.4 Availability of resources The resources (including materials, staff, time) needed to meet an objective, compared to those resources available, also help to determine what a pupil's objectives will be. For example, if teaching a pupil a certain skill requires individual instruction ten minutes per day for six months, but the staff to provide such attention is not available, then this might not be a realistic objective. Time and materials affect attainment of objectives in a like manner.
- 21.5 Grouping The grouping of pupils with like or similar behavioral characteristics might permit determination of objectives which are the same for several pupils, thereby permitting more efficient use of resources and time. Grouping pupils for instruction could possibly mean achieving objectives further along the progression than would occur if each pupil were taught individually. A plastic overlay summarizing behavioral characteristics of all pupils could be helpful to determine which pupils could be grouped for instruction. Also, a "master BCP chart" for all pupils in the class can be used for this purpose.
- 21.6 Previous experience Experience with other pupils, especially ones with behavioral characteristics similar to that of the pupil in question, can help the teacher determine realistic objectives for him. For example, knowing how long it took previous pupils to learn to pedal and steer a tricycle might give some indication of what to expect from present pupils.
- 21.7 Pupil participation The older or more advanced pupil may be able to offer assistance in determining appropriate learner objectives for himself.
- . 21.8 Number of objectives The teacher should decide how many objectives are determined for each pupil and how many behavioral increments are advanced per objective. It is suggested that each pupil be evaluated individually and that no general policies dictating numbers of objectives per pupil be made. Uniformity in numbers of objectives attained or in numbers of increments advanced defeats the purpose of individualizing education to meet the specific needs of each pupil.
- 22.0 Estimate a date of attainment for each of the pupil's learner objectives. It is suggested that, at first, dates be gross estimates (e.g., six months or one year) and become more specific as the teacher's knowledge of how long it takes to achieve a given objective becomes more precise.
- Display learner objectives on the BCP chart using a different colored felt pen than that used for characteristics. It is suggested that a vertical line be drawn at the end of the increments which are the

- 24.0 Complete the Learner Objectives Wor for each pupil assessed: Clerical transferring all information on the Include:
 - 24.1 The pupil's name.
 - 24.2 The strand.
 - 24.3 The number and description
 - 24.4 The estimated date of atta
 - 24.5 Any particular method(s)/m the objective.

Following is a worksheet completed

BCP LEARNER OBJEC RIVER COUNTY OFFI PLEASANT VALLEY

PUPIL Sam More **ADDRESS** ll Maple St., Sp

TEACHER Terry	Johns	SCHOOLRiver_County [СН
STRAND	#	OBJECTIVE	ES AT ME
Feeding/ Eating	6.0	Removes semi-solid food from spoon with mouth when being fed-some rejection.	2,
Drinking	4.0	Retains liquid in mouth without dripping or drooling while drinking	2,
Drinking	5.0	Contacts cup with hands when drinking from cup held by adult.	4/
Toileting	4.0	Sits on toilet when placed and supervised.	11
Undressing	5.0	Pulls socks off over heel after socks removed to that point.	11
Undressing	6.0	Pulls socks off completely.	2/
Neal Hygiene	5.0	Wipes around nose, using tissue if reminded.	3/
	-		
, i	1		

PARENT CONFERENCE Mrs. More MOHM HTIM LOCATION 11 Discussed Sam's objectives with Mrs. More. She see made in the last month, especially in the areas of and dribble his food less often. She was interested (kangaroo cup, zoo mobile, mirror for awareness of Also, she asked about what kinds of toys to give Sa suggested colorful nesting blocks since Sam seemed Smith, the physical therapist discussed Sam's physi Pam is trying to schedule some time for Sam and hop Mrs. More was very pleased to hear this. I provide so she could work on Sam's objectives at home.

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- 22.0 Estimate a date of attainment for each or the pupil's learner objectives. It is suggested that, at first, dates be gross estimates (e.g., six months or one year) and become more specific as the teacher's knowledge of how long it takes to achieve a given objective becomes more precise.
- 23.0 <u>Display learner objectives on the BCP chart using a different colored felt pen than that used for characteristics</u>. It is suggested that a vertical line be drawn at the end of the increments which are the pupil's objectives. When objectives are attained, the increments can be colored in. Enter the estimated date of attainment on the vertical line using a black pen. The following are a few behavioral strands appropriately marked for a sample pupil, Sam More.

	IDENTIFYING BEHAVIORS	1.0	2.0	43.0	4:0	5.0	6.0
1 HEALTH	Display symptoms of: O Icrems O Hayfem () Rigra Into O Epilepsy O Ducleanliness O Ruincintion of Fall publicly O Steep Liturances O Stoop Indust o Distrement amin cale O Based written material incorrectly-riskual object of One fact for India oral directions-hearing problem O Lets pencils, crayons, paste, paper O Requires special populment to 11, status	Displays sympt- om(s) or prob- lem health be- haviors 90- 1001 of base- line frequency.	Displays sympt- om(s) or prob- lem health be- haviors 80-901 of baseline frequency.	Disulays sympt- om(s) or prob- lem health be- haviors 70-80t of bateline frequency.	Displays Ayept- om(s) or prob- lem health be- haviors 60-70% of baseline frequency.	Displays sympt- om(s) or prob- lem health be- haviors 50-60t of baseline frequency.	Displays sympt- om(s) or prob- iem health be- haviors 40-501 of baseline frequency.
2 ATTENOANCE/ PROMPTNESS	Q is often absent/trush free school Q is often late for class or activities O Tells time inaccurately or not at all	Present one out of first days on the average per week.	Comes to activity only after two or more reminders.	Cours to activity when called once,	Present two out of first days per west.	Comes to activity only after two or more reminders.	Comes to activity when called once.
3 FEEDING/ EATING	Betti only blende or strained foots @hmosts food out of must witness@dispositions foots Glocks food instant of country (G Bittis down in soon when instraint to most (G) from foots only partially before seallowing C wellows foods what Covering these GOvers in other than making motion G lates 1, p. stores of food into such bitting Clast wiftingers (C mobiles foot in hand when finger feeding O Broots while eating G jots out food (W) is spoonfort in first rather than fingers.	Opens morth when physically atimulated by speem held by amether.	Opens mouth volunterly at the eight of feed:	Nonves sund- liquid food from apoon with mouth when be- ing fodsame rejection.	Ramoves sent- liquid food from apour with lips when being fed-some rejection.		Removes sent- solid food from spoon with mouth when be- ing fedsome rejection.
4 Drinking	Britishes while drinking O Spills Illevids while drinking from cop/giers O Spills Illevid contents when Illiftim com Blocks strew without obtaining any liquid O Spills Illevids while powring into a cop/glass O Golps liquids O frees to drink from water fountils unstreets folly	Sucks liquid from a triu held by a suck	Takes liquids from com/glass whom com held ; by adult:	Sun lieut Liquids from cup/glass,	Retated liquid a merta v/ou 2 dripping problem of the problem of t	Contacts cup/ glass w/hand(s when drinking from cup held by adult.	Helps tip Cup to drink when cup held by adult.
5 TOILETING	• Wets or soils dispers, pants frequently Otheries toileting accidents only with reminders Otherlects to flush toilet Obies toilet tissue improperly Otherlects to wash and ory hands after toileting Oforgets to 210 pants after toileting Oforgets to 210 pants after toileting	Heinteins dry dispers/pasts for at least the heart.	Haves benefit and or time times wach day at generally the same times.	indicates by mature, actiff worningthin unt annual setled	Sits on toild when placed a supervised.	Sits on toilet when left alone,	Uses toilet immediately after placed.
6 Grooming	O Showers/batther; only when resinded B feffices to vice soap (it wishing or uses only water to use soap (it wishing or uses only water to use soap (it wishing or uses only search of the order to be used to be	ond Cainh	Turns ater on whom Pursted/	Rubs Bods in unter Both reseasted/on on 750	Picks up soap when requested/ on own.	Rubs steap on hands when requested/on own.	Rinses all soap off hands when requested/on out.
7 DRESSING	B Regules assistance in destine B Botton, sites, also ineffectively O Misalign botton O lies hard test instead of Dow O Changes clothing infrequently O Reglects to use protective clothing according to weather	Comporates par- aiwly when be- ing dressed.	terior links to aid to dresting (a.g., halds yet foot for shor).	Annists in opt- ting dressed by passing ar- solding Clathing.	clothine.	Partially closes one of 3 front fasteners (e.g., pushes button halfway into hole).	Pulls pullorent garments dead y or chest affage head & arms pul in by adult:
8 Unoressing	O Resists being undressed datempts to unbutton, unansp, untip unsuccessfully O Pulls at box instead of rod of lace when untying D Reglects to undress at appropriate times O Removes clothing at insperioriste times O Throws clothing on floor when undressing.	Conservator pas- a lunity sheet being understand.	Moves limbs to gid in respect of clothing (n.g., holds out fue for shee a)	Pells sacks off over took after adult reserve sack to shot point	off over sole of ofter socks of remode to 11 that point.	to that point	7
9 NASAL HYGIENE	Billows nose to run continuously O Blows nose only when asked/remanded O Sneezes without covering nose and mouth.	Show indica- tions of being irritated by running nose (e.g., cries, urinking nose)	Actaon orges reacting note by rubbing note with hand or orm.	Attacpts to clean up all spee drippings or lookage.	tipes all drip- place or last from proted note with art y ay head.	Wipes around nose using tissue/handle chief if reminded.	dipes around hose using tis- sum/handkerchie independently.

| Drinking 2/ |
|--|-----|
| Drinking 4.0 without dripping or drooling while drinking Contacts cup with hands when drinking from cup held by adult. | H |
| Drinking 5.0 when drinking from cup held by adult. | 4/ |
| Sits on toilet when | [] |
| Toileting 4.0 placed and supervised. | 11 |
| Undressing Pulls socks off over heel after socks removed to that point. | 11 |
| Undressing 6.0 Pulls socks off completely. | 2/: |
| Neal Hygiene 5.0 tissue if reminded. | 3/7 |
| | L |
| | |
| | |

PARENT CONFERENCE
WITH WHOM Mrs. More LOCATION 11
Discussed Sam's objectives with Mrs. More. She see made in the last month, especially in the areas of and dribble his food less often. She was intereste (kangaroo cup, zoo mobile, mirror for awareness of Also, she asked about what kinds of toys to give Sa suggested colorful nesting blocks since Sam seemed Smith, the physical therapist discussed Sam's physical through the for Sam and hop Mrs. More was very pleased to hear this. I provide so she could work on Sam's objectives at home.

- 25.0 Review Learner Objectives Worksheet of principal, curriculum consultant, prostrative evaluator. The administrate objectives and dates of attainment at methods or materials to attain these specify what types of support staff aneed to attain these objectives. Again objectives for each pupil should be administrator may sign this worksheet
- 26.0 Post the Learner Objectives Workshee who enters the room and comes in conlearn his objectives. It is suggested
 - 25.1 Sent to the pupil's parents progress report.
 - 26.2 Filed in the pupil's cum or
 - 26.3 Given to appropriate adminite teacher's objectives of the
 - 26.4 Given to any specialists (e psychologist) instructing the
 - 26.5 Shown and explained to the
 - 26.6 Explained to the bus drivers secretarial staff who have of pupil. This list can be expersonnel and/or the pupil's residential facility or sta

es Worksheet or another similar form rical staff can complete this step by on the BCP chart to this form.

iption of the objective. fattainment of the objective. d(s)/materials being used to attain

leted for our sample pupil, Sam More.

OBJECTIVES WORKSHEET

OFFICE OF EDUCATION ALLEY, CALIFORNIA

, Springfield ty DCHM

5-14-65 BIRTHDATE

DATE

			DAIC
	EST.	IACTUAL	METHODS, MATERIALS,
		ATTAIN-	· · · · · · · · · · · · · · · · · · ·
		MENT	03/1/2/10/ 1.101
	1111	7 1 2 1 1	11- 155 - midden
nen			Use jello or pudding.
۱.	2/72	12/72	
	0.70		Icing & brushing 15 min/day,
	2/72		might try Nuks to prevent
		1	Use red Kangaroo cup to keep
	4/72	ļ	Sam's attention. Start with
<u> </u>		<u> </u>	Kool-Aid or chocolate milk. Hang zoo mobile in bathroom so
	11/72	11/72	Sam can see while at toilet.
l		;	•
1	11.70	10/70	Use swimming pool as motivator
naτ	11/72	12/72	for undressing himself. Puint to sock and give spoken direction to
ly.	 	 	remove. Gradually eliminate
''.	2/72	Ì	physical and then verbal cue.
		Ĺ	
	3/72	-	Make Sam aware of teacher's nose, Own nose. Put masking
	3/12	\	tape on end of teacher's and Sam's nose. Remove teacher's
		1	Sam's nose. Remove teacher's tape. Ask Sam to remove his.
	} ,	1	Use mirror to show Sam when his
	T -		nose is running. Wipe it with
	ŀ	} *	Kleenex. Later give Sam Kleenex to use.
	 	1	
	1	1	<u> </u>

iference report

11 Maple St., Springland

DATE 10-71 he seemed very pleased with the progress Sam has

as of Feeding and Drinking. He seems to spit out erested in the techniques we are using at school. ss of nose) and talked about using them at home. ive Sam while he was playing in his crib. eemed to respond well to these at school. physical limitations due to his cerebral palsy.

; to start working with him in December. Mrs. More with her copy of this worksheet

- Confer with the pupil's parents to solicit aid in assessment of strands not taught at school or which might be related to home activities (e.g., Grooming, Kitchen Skills [Strands 6, 43]). Inform parents of pupil's learner objectives. Since many exceptional pupils' behavioral problems or deficiencies are heightened by home conditions, communicating to the parent the pupil's objectives can help to increase parental cooperation and agreement in objective attainment. Assist parents in determining objectives for strands in which home training is given.
- 28.0 Post the pupil's chart on wall, punch holes in top of chart and hang on flip chart or bind in booklet form and store in large envelope. Whichever method is chosen, charts are best used if accessible and easily read.

CONTINUED CHARTING

- Instruct pupil toward his learner objectives. Select instructional 29.0 methods most compatible with time, staff, and materials available as well as those which are most likely to attain the desired objectives.
- 30.0 Observe pupil on a continuous basis to determine his progress in attaining his learner objectives. If continual observation is not possible, re-observe pupil routinely according to a specified schedule to determine whether objectives have been met. The objectives must be accomplished without any physical or verbal assistance and must meet the required 75% incidence level to be considered attained. During this re-observation stage, the BCP Observation Booklet need not be used. If the BCP chart is readily accessible as suggested, it can be consulted to determine which behavioral characteristics a pupil now demonstrates.
- Update the BCP chart when the learner objective is attained by coloring the appropriate increments with the light-colored, felt-tipped pen. Note date of actual attainment vertically on the objective in black pen.
 - 31.1 Color over the colored circle preceding any Identifying Behaviors that the pupil no longer displays. A red or blue felt pen can be used to denote that this behavior ceases to be descriptive of this pupil.
 - 31.2 Record any regression to earlier behavioral characteristics on the BCP chart. It is suggested that a one-way arrow be drawn from the previously learned but no longer demonstrated behavior to the present behavioral characteristic of the pupil. The date of observation should also be recorded vertically on the present behavioral characteristic of the pupil.
 - 31.3 Update the BCP chart when pupil relearns previously regressed behavioral characteristics. Convert the one-way arrow into a two-way arrow and redate the last relearned characteristic.
 - 32.0 Fill in actual date of attainment on the Learner Objectives Worksheet.
 - 33.0 Determine a new learner objective for the pupil based on the undated

, -		:
2/72	12/72	
2/72		Icing & brushing 15 min/day, might try Nuks to prevent drooling.
/72		Use red Kangaroo cup to keep Sam's attention. Start with Kool-Aid or chocolate milk.
11/72	11/72	Hang zoo mobile in bathroom so Sam can see while at toilet.
11/72	12/72	Use swimming pool as motivator for undressing himself. Point to sock and give spoken direction to
2/ 72		remove. Gradually eliminate physical and then verbal cue.
3/72		Make Sam aware of teacher's nose, own nose. Put masking tape on end of teacher's and
·		Sam's nose. Pemove teacher's tape. Ask Sam to remove his. Use mirror to show Sam when his
		nose is running. Wine it with Kleenex. Later give Sam Kleenex to use.
•		

INCE REPORT

Maple St., Springland

eemed very pleased with the progress Sam has f Feeding and Drinking. He seems to spit out ted in the techniques we are using at school. If nose) and talked about using them at home. Sam while he was playing in his crib. I d to respond well to these at school. Pam sical limitations due to his rerebral palsy. Opes to start working with him in December. ded Mrs. More with her copy of this worksheet

tor each pupil with school program manager or other adminiator can offer input on whether are realistic and on possible se objectives. The teachers can and materials he or she will greement regarding appropriate obtained. Both the teacher and set to record this agreement.

et in the classroom so that everyone ontact with the pupil may readily sted that copies of this listing be:

ts (See Step 27.0) as a

or confidential folder. histrator for him to summarize he program.

(e.g., therapists, nurse,
the pupil.

e pupil, if appropriate.

ers, custodial, kitchen and e close contact with the

expanded to include the ward

's caretakers in a

ate hospital.

ERIC

possible, re-observe pupil routinely according to a specified schedule to determine whether objectives have been met. The objectives must be accomplished without any physical or verbal assistance and must meet the required 75% incidence level to be considered attained. During this re-observation stage, the BCP Observation Booklet need not be used. If the BCP chart is readily accessible as suggested, it can be consulted to determine which behavioral characteristics a pupil now demonstrates.

- 31.0 Update the BCP chart when the learner objective is attained by coloring the appropriate increments with the light-colored, felt-tipped pen.

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 - 32.0 Fill in actual date of attainment on the Learner Objectives Worksheet.
 - 33.0 <u>Determine a new learner objective</u> for the pupil based on the updated chart (Steps 18.0-28.0). Look to following increments, skipped increments, and regressed increments for possible relevant objectives.
 - 34.0 Repeat Steps 18.0-33.0 throughout schooling of pupil.
 - 35.0 <u>Keep records of successful methods used</u>, if desired, and resources (staff, time, materials/equipment) required per method. It is suggested that 5" X 8" index cards be used for this purpose and that the format be similar to the following example.

CTIVITY:	Ask pupil to make a group of a given number of shell macaroni (e.g.
4, 5, 6, 7	, 8, 9, 10). Reward if correct by letting pupil string macaroni for
own neckla	ce.
_	

INDIVIDUAL	x SMALL GROUP (2-4) x LARGE GROUP (5-7) x
L-5 MIN	5-10 MIN × 10-20 MIN > 20 MIN
MATERIALS:	Shell macaroni with holes to string through.
	Heavy string.

PUPIL NAME_____

START DATE _____

DEVELOPED THROUGH E.S.E.A. TITLE VI-PROJECT NUMBER 44-00000-0000-

	IDENTIFYING BEHAVIORS	1.0	2.0	3.0	4.0	
23 ADAPTIVE BEHAVIORS	O Uses object in ritual manner O Performs previously mastered task repetitiously- perseverates O Does not approach or manipulate new objects O Resists learning new skills O Stops work, withdraws or gets confused when unexpected change occurs O O Initiates interaction with peers rarely O Performs task/activity only in struc- tured, well-defined situations O Will not attempt new activities or become involved in new situations/change in rouline.	Looks at hands.	Moves hands in front of face separately.	Brings hands together in front of face, looking at them.	Plays with hands while looking at them.	Put mou
24 IMPULSE CONTROL	O Displays self-stimulating behaviors O Displays self-destructive behaviors O Blows up, becomes excited, loss s self-control when he cannot do or get what he desires, encounters problems, etc. O Withdraws or becomes aggressive for long per- iods when scolded, criticized, teased O Overreacts to the slightest provocation O Blows up, gets excited, etc., when offered constructive, helpful criticism O Displays inappropriate affect O Displays inappropriate facial expressions	Sits quietly for 30 seconds when group is listening to stories, music.	Sits quietly for one minute when group is listening to stories, music.	Takes turns in game activity 25% of time or less.	Sits in seat, stands in line, etc., without fidgeting, mov- ing for 25% or less of activit	ing
25 INTER- PERSONAL RELATIONS	O Rarely plays with other children O "Negative" contrilutions to class discussions & activities O Rarely speaks, leads activities or volunteers O Plays w/objects rather than people O Uses others to gain own ends, reward while depriving them of same chance O Alienates peers by teasing, arguing or being cruel O Rarely shares w/others O Rarely participates in group activities O Plays with younger children instead of peers O Fights, hits, bullies, bosses peers O Considered wierd by peers	Smiles, looks up when another person enters the room.	Reaches for familiar people.	Becomes quiet when carrssed.	Holds head up in group acti- vities such as eating, games, etc.	Ret whe
26 RESPONSIBLE BEHAVIORS	O Performs mischievous activities O Performs destructive acts O Destroys obj. by breaking, tearing, crush(), etc. O Disregards school rules 5 authority O Physically verbally acts out when asked to perform an activity by an authority figure C Responds negatively, not at all, or does the opposite when asked to perform an activity O Ignores teacher requests for quiet or ceasing activity O Does not make decisions; extreme reliance on adult guidance, support, reassurance O Criticizes work of others	Claims ownership of items and defends own possessions physically.	Claims owner- ship of items and defends own possess- ions verbally.	Follows directions/performs activities given by authority, teacher.	Makes own decisions about activities with adult supervision.	
27 PERSONAL WELFARE	O Does not fear common danger: O Injures self/others often ODdes not care for wounds O Does not follow safety directions O Acts carelessly near dangerous materials O Does not follow traffic rules	Remains seated in car or bus.	Keeps seat belt fastened while in car or bus.	Fastens own seat belt.	Boards, de- boards school bus unassisted	Loc doc whe
28 SELF- CONFIDENCE	O Hesitates to express opinions O Gives excuses, rationalizations for failures O Does not attempt to answer most questions—responds with "I don't know" O Verbalizes feelings of poor self-image, self-confidence O Deprecates school workindicates dislike of end product O Does not attempt activity or task O Becomes panicky when asked questions O Does not initiate interaction with teachers/peers	Responds as briefly as pos- sible to peer/ teacher initia- ted interaction.	Participates in class activities when required to do so.	Answers person- al questions.	Takes part in class discus- sions concernin feelings when asked.	Yolu pers g mati clas sion
29 HONESTY	O Takes another's property and does not return itsteals O Inaccurately recounts occurrenceslies O Copies or takes another's work and claims it as his owncheats O When observed as causative agent of a disturbance, denies his role or blames others for it O Borrows property of others w/out asking owner, but returns it O Takes item when it is hidden from view O Rationalizes dishonest behavior	Takes an item only if that item is openly displayed.	Asks permission of owner after taking others' property.	Asks permission of owner while taking others' property.	Asks permission of owner before taking others' property.	
30 SOCIAL SPEECH	O Stutters, stammers, mumbles O Speaks rapidly, nervously OSpeaks rapidly w/short lapses of time between words O Speaks slowly w/long lapses of time between words O Speaks using inappropriate volume O Speaks in a muffled, garbled, unclear manner O Uses verbal obscenities and vulgarities O Rarely participates in class discussions O Does not follow verbal rules of etiquate O Continually changes subject w/out closure of any one area O Stands too near/far when speaking to another	Maintains ap- propriate social distance when speaking to another.	Responds to and makes verbal greet- ings and farewells.	Asks for what is desired.	Says "thank you "you're wel- come", or "please" when reminded.	Say: you' weld "ple some
SOCIAL	O Eats too fast or too slow O Eats/grabs another's food O Chews/eats w/mouth open O Requires bib when eating O Holds head too close to plate O Eats w/two hands at once O Eats w/out keeping hand in lap O Sits w/feet on chair O Refuses to taste new foods O Eats only one type of food O Eats w/out keeping napkin in lap O Eats w/out using napkin to wipe hands/face O Talks w/mouth full O Smacks lips O Takes abnormal portions of foods O Leaves table before others are finished	Retrieves lunch pail or bag,	Sets or prepares table.	Sits at table during mealtime.	Maintains upright position at table.	Handown
32 ATTENTION SPAN	O Remains at task only when distractions are not present O Ignores teaching- oriented classroom stimuli O Attends to task only with continual direction and/or- assistance O Displays bored behavior during classroom activities O Attends to others' activities rather than own tasks O Substitutes another activity for assigned task	Attends to easy/ familiar task from 0 to 5 seconds when supervised.	Attends to easy/familiar task without supervision from 0 to 5 seconds.	Attends to easy/familiar task for 5 to 10 seconds when supervised.	Attends to eacy/familiar task without supervision for 5 to 10 seconds	
33 TASK COMPLETION	O Starts or completes assignments rarely O Delays or puts off starting assignments O Works on assignment unly when given individual directions/attention O Stops work if any problem or interference is experienced O Completes task in non-assigned order O Consistently ignores instructive classroom stimuli	Starts task on- ly w/much re- minding from teachercon- tinual rein- forcement.	Starts task be- fore end of class period w/ little remind- ingminimal reinforcement.	Starts task be- fore end of class period w/ no reminding- no attention/ reinforcement.	Starts task (e.g., cleanup) at assigned time with some prompting.	Star assi with prom
34 READING	O Holds paper at other than 90-degree angle to read O Reverses letters O Moves eyes irregularly when reading O Incorrectly answers questions based on written material O Substitutes, omits or adds words when reading written material aloud O Points to individual words as they are being read O Usually loses place in group reading O Does not follow written directions O Moves lips while reading silently O Does not phonetically attempt to read new words O Reads w/lack of expression	Plays with book as toy.	Opens book turns right side up.	Turns pages two-three at a time.	Points to pic- ture of familiar object.	Turr
35 MATH	O Does not add or subtract correctly O Does not multiply or divide correctly O Has difficulty solving word problems O Forgets sequence of steps in long division O Carries and/or borrows from wrong direction in addition, subtraction	Sorts according to shape, size and length.	Locates big and little, large and small in groups of two objects.	Arranges objects in order of size from smallest to largest.		Loca bigg and smal lest of o
36 PRACTICAL MATH	O Confuses value of coins O Confuses days of week, months of year O Tells time incorrectly O Counts out change incorrectly O Uses measuring tools ineffectively	Looks at/for clock when asked "Is it recess, lunch, bed time?"	Selects long, longer,longest from group of objects.	Selects heavier, lighter, same weighted object from group of objects.	Exchanges coins for desired itemno value concept.	Match (e.g. to qu to di
ERÍC	O Forms letters from right to left rather than from left to right O Dissociates letters into separate parts O Reverses letters in words (saw = was) O Mirrors letters/numbers (b for d, p for q) O Perseverates letters O Writes cramped, uneven large letters O Holds pencil with fist, rather than fingers O Copies from black-board incorrectly O Writes slowly O Writes using varied slant, pencil pressure, or	Makes marks with pencil or crayon held in fist.	Scribbles with pencil or crayon held in fist.	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Perfo pull imita adult

GH E.S.E.A. TITLE VI-B FUNDING MBER 44-00000-0000-925

BEHAVIORAL

4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0
Plays with hands while looking at them.	Puts hands in mouth.	Tolerates new object's presence in room.	Moves toward new object.	Touches new object.	Manipulates new object for short time.	Uses object in usual manner, but exchanges it for another.	Experiments with new object using more than one sense.	Uses new object differently than other objects.	Talks while playing.	Uses new object for designed purposes.
	Sits quietly for more than I minute when group is listen- ing to stories, music.	Displays self- destructive be- haviors 75 to 10D% of baseline.	Changes activi- ty without emo- tional outburst when change cue is well-defined.	Changes routine without emotion- al outbursts when alterna- tives are pre- sented.	Sits quietly for more than 5 minutes when group is listen- ing to stories, music.	Quiets down after active period (e.g., recess) if re- minded frequently.	Takes turns in game activity 25-50% of time.	Sits in seat, etc., without fidgeting, moving for 25- 50% of the activity.	Withdraws or be- comes verbally aggressive for short periods when scolded, criticized,etc.	Displays self- destructive be haviors 50-75% of baseline.
Holds head up in group acti- vities such as eating, games, etc.	Returns smile when smiled at.	Watches the movements of othersshows interest.	Demands person- al attention by making noises.	Seeks attention of others (e.g. repeats perfor- mances that are laughed at).	Moves near others during free play.	Accepts help from others (e.g., when working on task).	Plays alone in presence of others.	Shares when told to do so but complains.	Hits another, making excuses to teacher when confronted with deed.	Exchanges item for play.
Makes own decisions about activities with adult super- vision.	Follows previ- ously defined rules and reg- ulations when authority fig- ure is present.	viewed as un- fair.	al disappoint- ment or disa- greement.	Obeys newly- delegated authority fig- ure (e.g., substitute teacher).	Follows previ- ously defined rules when auth- ority figure not physically present.	Cooperates with teacher request for quiet, etc.	Returns objects or materials to their assigned or appropriate place.	Treats others' property as he would his own.	Behaves accord- ing to ex- pressed or im- plied desires of othersis considerate.	Volunteers for tasksaccepts responsibility
Boards, de- boards school bus unassisted.	Locks nearest door in car when asked.	Identifies ges- turally or verb- ally dangerous situations or objects.	Avoids or main- tains distance from dangerous situations or objects.	Tells/gestures/ reports to adult about any danger/injury.	Keeps foreign objects out of eyes, ears, nose and mouth.	Attempts to protect self from attack.	Reports injury of other to adult.	Seeks out adult when an unfamil- iar animal approaches.	Identifies danger signal, stops activity and seeks adult.	Follows teacher's directions in fire or civil defense drill.
sions concerning feelings when	Volunteers personal infor- mation during class discus- sions.	Verbalizes opin- ions or performs activity/task in previous success situations.	ions on material	ious indivi-	Chooses to participate in class activities.	Verbalizes suc- cess at task performed, opinions pre- sented or acti- vity engaged in.	Participates in conversa- tions with teachers/peers.	Verbalizes opin- ions/performs task in new sit- uations resemb- ling previous successes.	Answers ques- tions on mater- ial while it is being presented to group.	Answers ques- tions on prev- ious group- presented material.
Asks permission of owner before taking others' property.	Asks to use others' . property but doesn't return it.	Asks to use others' property and returns it when reminded.	Asks to use others' property and returns it voluntarily.	Accepts legiti- mate blame when confronted with deed.	Accepts legiti- mate blame when asked more than once.	Voluntarily accepts legitimate blame.	Accurately re- counts occur- rences (tells truth) less than 25% of the time.	Accurately re- counts occur- rences between 25-50% of the time.	Accurately re- counts occur- rences between 50-7%% of the time.	Accurately re- counts occur- rences between 75-100% of the time.
Says "thank you" "you're wel- come", or "please" when reminded,	Says "thank you", "you're welcome", or "please" after some hesitution.	Says "Thank you" for com- pliments or service. Says "please" with requests.	Makes excuses for interruption	Looks up/says "oh" while interrupting.	Raises hand while interrupting.	Hesitates or stops self while interrupting.	Says "excuse me" when interrupting.	Waits to be acknowledged verbally or by gesture before speaking.	Remains quiet when others are talking.	Uses correct titles when addressing people.
Maintains upright position at table.	Handles only own food/drink.	Uses utensils/ food for their intended purposes.	Leaves plate/ bowl/glass on table when finished eating.	Keeps food and utensils on plate/in bowl.	Requests aid for spills.	Chews and swallows quietly with lips closed.	Eats most foods in a tidy manner.	Requests food/ drink be passed at the table.	Passes food/ drink on request.	Cleans up spills.
Attends to easy/familiar task without supervision for 5 to 10 seconds.	Attends to easy/familiar task for 10 to 15 seconds when supervised.	Attends to easy/familiar task without supervision for 10 to 15 seconds.	Attends to easy/familiar task for 15 to 30 seconds when supervised.	Attends to easy/familiar task without supervision for 15 to 30 seconds.	Attends to easy/familiar task for 30 to 45 seconds when supervised.	Attends to easy/familiar task without supervision for 30 to 45 seconds.	Attends to easy/familiar task for 45 seconds to l minute when supervised.	Attends to easy/familiar task without supervision for 45 seconds to 1 minute.	Attends to easy/familiar task for 1 minute to 5 minutes when supervised.	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.
Starts task (e.g., cleanup) at assigned time with some prompting.	Starts task at assigned time with no prompting.	Completes 0-10% of task only with continual attention/reinforcement.	Completes 0-10% of task with some attention/reinforcement.	Completes 0-10% of task with little attention/reinforcement.	Completes 10~25% of task only with continual reinforcement/ attention.	Completes 10- 25% of task with some attention/ reinforcement.	Completes 10- 25% of task with little attention/ reinforcement.	Completes 25- 50% of task only with continual attention/ reinforcement.	Completes 25- 50% of task with come attention/ reinforcement.	with little attention/ reinforcement.
Points to pic- ture of familiar object.	Turns pages one at a time,	Matches Objects by color/size/ r.ape.	Reproduces peg- board designs in terms of number, color, direction.	Places five pictures in logical sequence left to right.	Visually matches identical words in group of grossly different words.	Visually matches identical words in group of similar written words.	Names capital and lower case consonants when shown written letter.	Names capital and lower case yowels when shown written letter.	Says what sound capital & lower case consonants make when shown the written letter.	Says how the following consonant blends sound when shown the ltrs (See Booklet)
hich of two roups has more nd less, many nd few.	bigger, biggest and small,	Locates first, middle, and last in group of objects.	Constructs set of one object.	Constructs set of two objects.	Constructs set of three objects.	Counts orally to three.	Constructs set of four, five, sixten objects.	Counts orally to ten.	Locates object of given number in group of ten. (e.g., fourth object)	Matches groups having equal numbers of objects up to ten.
r destred emno value	e.g.,quarter	Adds items to balance a pre- set balance scale.	Names penny.	Selects penny when presented with penny, nickel, dime.	Names nickel and dime.	Selects nickel/ dime when pre- sented with penny, nickel, dime.	Names quarter and haif-dollar.	Selects a quarter/half dollar from group of coins.	Compares value of coins (e.g., dime is worth more than nickel).	Reads numerals on clock face. Associates hand placement with routine activit
	oull strokes imitating	Draws circle, imitating adult.	Draws line between two parallel lines.	Draws recog- nizable face with eyes,	Holds pencil or crayon in fingers.	Draws horizont- al/vertical line, copying	Draws oblique lines, copying models.	Draws vertical cross, imitating adult.	Draws square, imitating adult.	Draws oblique a cross, imitating

L CHARACTERISTICS

	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.
	Uses new object for designed purposes.	Engages in interaction(s) with another person.	Role plays (e.g., tea parties; dress-up, play house).	Discusses possible new activities/ tasks.	Plays game by selfalways same game.	Plays different games by self.	Plays game with another person.		Performs new activities/ tasks when required/forced.	Tries again when change or disappointment occurs if a recovery period has elapsed.	Tries aga when chan disappoin occurs if reassured
e~	Displays self- destructive be- haviors 50-75% of baseline.	Calls or acts out while raising hand for attention.	Accepts change in routine with- out emotional outbursts when reasons are explained.	Raises hand for attention.	Sits quietly for more than ten minutes when group is listen- ing to stories, music.	Takes turns in game activity 50-75% of the time.	Sits in seat, stands in line, etc.,w/out fid- geting, moving for 5u-75% of the activity.	Sits quietly for a full per- iod when group is listening to stories, music.	Takes turns in game activity 75% or more of the time.	Sits in seat, stands in line, etcw/out fid- geting, moving 75% or more of the activity.	Oisplays destructi haviors 2 of baseli
s en	Exchanges items for play.	Watches others play and may join in for a few minutes.	Plays individually with adult.	Hits another, voluntarily making excuses to third party (e.g., goes to teacher).	Plays with one or two others.	Responds to and makes verbal greetings.	Plays coopera- tively with another child.	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.).	Accepts and shows affection appropriate to home, school, street.	Hits another, afterwards verbalizing reasons to the one hit.	Hits anot verbalize hitting.
d- -	Volunteers for tasksaccepts responsibility.	Performs assigned responsibili- ties.	Performs undes- irable task when restructured so as to be viewed as desirable.	Comments on work of others by bringing out good points or suggesting improvements.	Acts upon help- ful criticism offered by authority (e.g., corrects mistake).	Performs undes- irable task when given choice of doing less des- irable task in its place.	Sacrifices im- mediate satis- faction on the promise of a later privilege- delayed reward.	Performs undes- irable task when payoff for task is increased.	Organizes daily activities using lists, naming, etc.	Makes own decisions con- cerning activi- ties with mini- mal adult supervision.	Orders ac ties acco to some rational priority.
y	Follows teacher's directions in fire or civil defense drill.	Walks to designated area(s) without supervision no running.	Reads and fol- lows directions on safety signs (e.g., stop, walk, don't walk, etc.)	Recognizes items he has been told are dangerous (e.g., electric- al outlets, knives, etc.)	Avoids danger areas (e.g., swing paths, tether ball arc, swimming pool).	Remains in designated play areas.	Avoids follow- ing unknown people from yard/in crowd.	Approaches/ leaves swing with caution.	Handles Sharp objects carefully.	Opens/closes windows care- fully when requested.	Carries c with its facing forward.
r- is ed	Answers ques- tions on prev- ious group- presented material.	Answers ques- tions on self- read material just after it has been read.	Answers questions on previous self- read material.	Expresses opin- ions/performs task in new sit- uations in which success is questionable.	Initiates conversation with teacher/ peers.	Answers questions not explicit in material.	Leads group in simple class routines.	Verbalizes success and failure (e.g., I'm doing O.K. in math.).	Remains calm when asked questions and attempts answers.	Verbalizes suc- cess and failure and suggests way to reduce future failure situations.	Leads gro class dis sions.
en e	Accurately re- counts occur- rences between 75-100% of the time.	Produces work w/out written or verbal as-sistance less than 25% of the time.	Produces own work without help between 25-50% of the time.	Produces own work without help between 50-75% of the time.	Produces own work without help between 75-100% of the time.	·					
	Uses correct titles when addressing people.	Laughs at slapstick comedy.	Laughs at com- ments intended to be humorous.	Answers tele- phone and car- ries on simple conversation.	Speaks using appropriate volume in different situations.	Speaks using appropriate pitch in different situations.	Speaks at appropriate speed for the situation.	Speaks using appropriate tone in different situations.	Speaks without stuttering or stammering.	Speaks without pausing between words or word groupsflowing speech	Speaks cl without mumbling.
	Cleans up spills.	Eats at reasonable pace without bolting or dawdling.	Uses mapkin to wipe hands, mouth during and after meal.	Keeps narkin in lap.	Eats with one hand in lap.	Keeps elbows off the table.	Obtains replacement if utensil dreps to floor.	Chews and swallows to empty mouth before speaking.	Eats items of a meal in standard order (e.g., desserts last).	foods.	Eats with supervise
r	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes.	Attends to easy/familiar task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute without supervision.	Attends to difficult/novel task for 1 to 5 minutes when supervised.	Attends to difficult/novel task for 1 to 5 minutes without supervision.		Attends to difficult/novel task for 5 to 10 minutes when supervised.	Attends to difficult task for 10 minute without supervisi
n/	with little attention/ reinfurcement.	Completes 50- 75% of task only with continual attention/ reinforcement.	Completes 50- 75% of task with some attention/ reinforcement.	Completes 50- 75% of task with little attention/ reinforcement.	Completes 75- 100% of task only with continual attention/ reinforcement.	Completes 75- 100% of task with some attention/ reinforcement.	Completes 75- 100% of task with little attention/ reinforcement.	Continues to work or seeks help w/task when faced with problems/poten- tial failures.	Completes 100% of task.	Determines realistically when task is complete.	Completes in assign order 0-2 the time.
wer nts own	following con- sonant blends sound when shown the ltrs. (See Booklet)	Reads simple three-letter words paired with picture.	Says what sounds capital and lower-case vowels make when shown the written letter.	Sight reads the following words: are, jump,fly, aftor, two, before, eat, in, (See Booklet).	Sight reads the following words: thank, eight, once, laugh, try, know, (See Booklet).	Says how the following con- sonant digraphs sound: ft, ng, gh, lp, nc, gl, (See Booklet).	Says how the following tri- graphs sound: spr,str,thr,sch, ght,rst,spl, tch, shr, spl.	Says how the following vowel diph- thongs sound: ou, oi, oo.	Scans letters of word left to right.	Blends letter sounds to say the word as a unit.	Sight rea iliar mea units (e. blends, q ant/vowel graphs, e
ber ten. h	Matches groups having equal numbers of objects up to ten.		Determines when enough, not en- ough, too many obj. in a group to match speci- fied number.	Finds group hav- ing more, less, same number of objects as giv- en group (up to ten).	Reads and writes numerals (1, 2, 3) to 3.	Matches numbers (0-10) with ap- propriate points on a number line.	Identifies what number comes be- fore & after a given number or between two num- bers (up to 10).	Counts orally to 19.	Counts backward from 10.	Reads and writes numerals to 19.	Performs tion fact three wit actual ob
g. ,	on clock face. Associates hand placement with routine activity	as line (e.g., uses ruler to measure 12-inch line).	attain a pre- marked point on scale of weights.	on tool to mea- sure a line shorter than the tool.	Measures liquid to capacity of container, to marked line on container.	Names days of week in succession.	Relates "today, tomorrow, yes- terday" to days of the week.	Tells time using before and after.	Locates day of week on calendar.	tocates date on calendar number and day.	Uses more afternooi night to cribe pa the day.
	(3)	Draws triangle, imitating adult.	Draws diamond, imitating adult.	Colors within heavy outlines/ within faint outlines.	Draws three- part man, six- part man.	Draws letter/ number shapes, copying models.	letters, num- bers, imitating adult.		Prints/writes numbers and letters, copy- ing model.	Draws circle, crosses, square, triangle, dia- mond without model	Prints/wi the folld numbers t letters v

S PROGRESSION-BC

0	24.0	25.0	26.0	270	28.0	290	30.0	31.0	32 O	330	2
in ge or tment a re- riod	Tries again when change or disappointment occurs if reassured.	Remains calm if disappointment occurs and no remedy is possible.	Changes routine when alternatives are presentedaccepts change.	Changes routine /tries new activities when reasons are explained.	Tries again when change or disap- pointment occurs w/out a recovery period, reassur-	Performs new activities/ tasks voluntar-	Behaves according to peer group norm in moderately structured/defined situation.	Follows class routine when there are changes in teacher's dress,	Performs acti- vities/tasks in presence of or when led by new person (e.g.,	Follows class/ school rules after two-day absence (e.g., weekend Or	Follo school after abser weeks
eat, line, fid-	Displays self- destructive be- haviors 25-50% of baseline.	Quiets down im- mediately after active period and awaits instructions.	Leaves provoking situation.	Controls physical res- ponses when angered.	Accepts most criticism with no emotional outbursts.	Changes activi- ty without emo- tional outburst when change is announced.	Displays self- destructive be- haviors 0-25% of baseline.	Displays affective behavior appropriate for the situation/place.	Acts according to social rules in work & play situations. Does not cry when loses game.	Avoids disrup- tive actions in public places.	Contn well: feeli manne ble t
ng p the	Hits another and verbalizes while hitting.	Verbalizes feelings to another, then hits him.	Takes turns.	Plays with group of three or more.	Plays coopera- tively in group activity.	Bargains with other children.	Verbalizes feelings to another without hitting.	Plays group cooperative games with loose rules.	Interacts with others, keeping fighting or quarreling to minimum.	Plays competi- tive active games such as hide and seek.	Apolc withd remin
on .	Orders activi- ties according to some rational priority.	Schedules activities by time.	Plans for future activities.	Performs indes- irable tasks on request; obvious positive/nega- tive consequen- ces absent.	Plays active group games following rules (e.g., dodge- ball, circle games).	Plays simple table games following rules (e.g., cards, checkers, board games).	Behaves accord- ing to stated social/school rules in work and play situations.	Persuades teacher or group to change activity in ap- propriate man- ner.	Conforms to stated & implied rules of con- duct for school/ play/home/work situations.		
ses Are 1	Carries chair with its legs facing forward,	Keeps safe dis- tance from matches, stove and open flame.	Refuses ride and/or gifts offered by stranger.	Goes to and from school bus unassisted.	Walks on sidewalk doesn't go into street.	Removes wet clothing.	Avoids approaching or touching unfamiliar animals.	Seeks nearest known adult upon advances of stranger.	Looks both ways before leaving sidewalk, crossing street.	Uses play equipment without endangering others.	Foll duri dril adul
allure	Leads group in class discus- sions.	Displays clean, neat appearance.	Shows neatness in school work.	Oisplays creativity in art, music, writing, etc.		-					•
tween	Speaks clearly without mumbling.	Requests food or other items appropriately in public.	Participates in class discussions.	Uses acceptable languagedoes not use obscenities or vulgarities.	Initiates/pur- sues topics in conversation consistent with place, role,so- cial situation.	Pauses to allow others to speak.	Adjusts res- ponses or actions to type of call at door or on phone.	Models speech/ tone after others in group.	Speaks on one subject long enough to obtain closure.	Concludes or accepts conclu- sion of conver- sation in a polite manner.	Intermake: appri humo rema
	Eats without supervision.	Waits until designated time to leave table.	Puts lunch pail away.	Throws garbage in can.	Takes dirty dishes to designated area.	Cleans off dishes, disposes of left-over food.	Sorts dishes into proper places	Washes dishes.	Cleans up eating/ drinking area.	Sweeps floor under eating area.	Eats, manne ate school ant, fries
novel to when	Attends to difficult/novel task for 5 to 10 minutes without supervision.	Attends to difficult/novel task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 10 to 25 minutes without supervision.	Works in small group for 0 to 5 minutes.	Works in small group for 5 to 10 minutes.	Attends to task(s) for full class period when supervised.	Works in small group for 10 to 25 minutes.	Attends to task(s) without supervision for one full class period.	Works in small group for full class period assigned time.	Remains at task for 0 to 5 minutes when distractions present.	Rema for minu dist pres
illy is	Completes tasks in assigned order 0-25% of the time.	in assigned order 25-50%	Completes tasks in assigned order 50-75% of time.	Completes tasks in assigned order 75-100% of time.	Reviews or checks own work before handing it in as complete.	Completes 100% of task and proofreads or checks work to ensure completion.	Completes 100% of task, proof- reads and corrects.	Checks work against model or standard.	Completes 100% of task with corrections and begins new task when reminded.	Completes 100% of task and begins new task independently.	Independent in the production tent evaluation
say s a	Sight reads fam- iliar meaningful units (e.g., blends, conson- ant/vowel di- graphs, etc.)	Decodes multi- syllabic words by breaking them into fam- iliar meaning- ful units.	Blends letter and meaningful unit sounds to say the multi- syllabic word as a unit.	Reads by sight 100 words.	Scans words on page left to right; scans page top to bottom.	Reads phrases/ sentences.	Correctly an- swers questions related to previously read sentence.	Reads and fol- lows simple written direc- tions (e.g., enter, exit, pull).	Reads simple paragraphs	Reads pre- primer (less than 50 words).	Reads to se
merals	Performs addi- tion facts of three with actual objects.	Performs sub- traction facts of three with objects.	Counts orally to 49/to 100.	Reads and writes numerals to 49.	Places <, =, > between two num- bers (up to 25) to make a true statement.	Constructs set of 100 objects.	Counts Orally over 100.	Reads and writes numerals to 100/over 100	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 19.	Count by to five three
date dar nd day.	Uses morning, afternoon, night to des- cribe parts of the day.	Tells time at the hour minute hand on 12.	Tells time at the quarter hour15, 30, 45 minutes.	Measures using tool shorter than the line and counting the lengths.	Names bill denominations and compares values (\$1, \$5, \$10).	Combines coins to equal larger one (e.g., 2 nickels = one dime).	Tells counting facts (e.g., 12 eggs = one dozen).	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Measures liq- uids to speci- fied line in container hav- ing several marked lines.	Adds items to attain a re- quested weight on a numbered scale of weights.	Comb to e odd to 2
S ER	Prints/writes following bers and ters without els: (See	Forms numbers and letters from left to right.	Prints/writes all letters in the alphabet, all numbers 0-	Prints/writes own first name, copying model.	Prints/writes own first name without model.	Prints/writes own first name using a capital first letter.	Prints/writes simple words, copying models.	Prints/writes simple words, without models.	Prints/writes own last name, copying model.	Prints/writes simple senten- ces, copying model.	Prid own last with

CP 23-45

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SANTA CRUZ, CALIFORNIA	9506
RICHARD R. FICKEL, SUPERIN	TEND

0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44.
s lay g.,	Follows class/ school rules after three-day absence (e.g., weekend or illness).	Follows class/ school rules at beginning and end of school week (e.g., Monday & Friday)	Independently tries out new activities, puts ideas or things into new combinations.	Creates own task/activity with new objectuses object in different ways.	Adjusts behav- ior to fit rules and routines of different situations.	Schedules own activities to fit within specified time	Behaves according to peer group norm in minimally structured or defined situations.				` :
s in the second	well: verbalizes feelings in a	Heeepes	Plays and works without interfering with or disrupting work of others.	Recognizes own lack of self- control and works with other to improve self.	Plans/considers action before carrying it out.	school, neigh-	Maintains self- control when faced with failure, prob- lems, disap- pointments.				
.	Apologizes without being reminded.	Plays simple competitive table games such as "fish", "old maid", dominoes.	Offers help to others voluntarily.	Protects other children and animals.	Shares toys with other children.	Comforts play- mates in distress.	Plays difficult games requiring skills, scoring and knowledge of rules.	Behaves in a courteous man- ner to peers and staff.	Contributes to class discus- sions and acti- vities.	Participates in peer-group acti- vities when not asked.	Disapprovo offensive behavior noring of tively di aging it.
	·			×							
	Follows rules during fire drill without adult help.	Treats minor injuries (e.g., wash/bandage).	Crosses street at corners or crosswalks. Crosses on green/walk, stands on red.	Operates machinery when supervised. Uses safety devices.	Rides bicycle on side of road with traffic.	Unplugs electric cords by plug (not cord). Re- ports damaged cord to adult.	Walks bicycle a- cross street at comer or cross- walk. Pushes button at corner for light.	side facing traffic when no sidewalks.	Phones doctor/ dentist for help/advice.	Reports fire to fire dept. by phone;contacts police;contacts hospital/ ambulance.	Avoids kn dangerous animals, Recognize mon harmi substance
											,
	,							·			
clu- ver-	Intentionally makes appropriate humorous remarks.	Makes introductions.	Takes message given on telephone.	Orders service or goods by telephone.	Carries on com- plex conversa- tion over extended period of time.	Participates in class discus- sions using average vocab- ulary for peer group.	Tells story/ joke.	Gives oral reports, speeches.	Expresses a concept verbally.	Converses with people in various classes/situations, making self clear and understandable.	•
g	manner appropri-	Selects portions of foods accord. to appetite,num- ber of persons eating, nutri- tional value.	according to								
) }	for 5 to 10 minutes when distractions	Remains at task for 10 to 15 minutes when distractions present.	Remains at task for 15 to 25 minutes when distractions present.	Remains at task-for 25 to 45 wiffutes when districtions present.	Remains at task for full class period when distractions present.						
tly.	Independently evaluates qual- ity of work product consis- tent w/teacher's evaluation.						;			Selection media	Reads
	to self/aloud.	Reads story to self and tells, illustrates, or acts out events in sequence.	Reads aloud in meaningful phra- ses. Uses punc- tuation as a guide, approp.	Reads llentlymoving lips OKusing fing- er to keep place on page.	Turns page:atticorrect time when story being read aloud by other.	Reads siTently without using finger to keep place.	Answers ques- tions on mater ial read aloud or silently to self.	info. from newspapers,etc.	description.	Selects main idea of simple paragraph.	Choose books.
hd	Counts orally by tens to 100/ fives to 100/	Carries in addition using rt. to left movement Borrows in subtraction using left to rt.	expression. Performs all addition and subtraction facts to 100.	Performs all addition and subtraction facts to 1,000.	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4.	Performs multiplication combinations to 3.	Solves practical word problems requiring addition and subtraction.	Performs division facts to 3.	plication com- binations and division facts to 9.	divides two- place numbers by one-place numbers.	divide or fou number one-pl number
to - ght ed	Combines coins to equal an odd total up to 24¢.	Combines coins to equal an odd total up to 49¢.	Combines coins to equal an odd total up to 99¢.	Names months in succession and current month; locates month on calendar	Tells time to 5-minute intervals.	Counts out correct change up to one quarter.	Counts out correct change up to half- dollar.	Counts out correct change up to one dollar.	Counts out correct change from over one dollar.	Tells linear and liquid measurement facts.	Tells of ite neares and ou scale.
e:ER	ts/writes first and name	Prints/writes simple senten- ces without model.	Prints/writes father's/moth- er's first and last name	Prints/writes number and street in address without	Prints/writes simple para- graphs, without model.	Copies letter(s or word(s) that is on left of same page.		s) Copies letter(s or word(s) that is on separate paper to the left or above		Copies some letters of word from board in front of room.	Copies letter words t board of roo

CRUZ COUNTY OFFICE OF EDUCATION OCEAN STREET, ROOM 200 TA CRUZ, CALIFORNIA 95060 (DR. FICKEL, SUPERINTENDENT

TEACHER	
SCHOOL	DISTRICT

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to 5- cti-	Participates in peer-group acti- vities when not asked.	Disapproves of offensive peer behavior by ig- noring or ac- tively discour- aging it.	Verbalizes feel- ings of anger with other students/ teacher.	Initiates a compromise to resolve con-flict with peer.	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts).	Takes part in peer group activities such as clubs, teams, dances, parties.	Participates in peer-group activities when asked.	Leads peer group in various play and work activities.	
				·		·			
br/	Reports fire to fire dept. by phone;contacts police;contacts hospital/ ambulance.	Avoids known dangerous plants animals, insects. Recognizes common harmful substances.	Follows water safety rules.	Follows safety signs and signals (e.g., red lights, exit signs).	Tells and/or de- monstrates fire prevention rules use of fire alarm and extinguisher.	Identifies and locates source. of odor of gas leak. Warms others or seeks help.	Identifies flammable li- quids. Follows label precau- tions when storing/using.	Observes safety precautions in building and extinguishing a fire.	
					-				
	Converses with people in vari- ous classes/sit- uations,making self clear and understandable.								
				·					
	Selects main idea of simple paragraph.	Reads books. Chooses own books.	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject.	Reads stories/ books to others.	Uses independ- ent reading to initiate activities.	Researches giv- en topic. Loc- ates books in library using card catalogue.	Follows written instructions in sequence to complete an activity.	Reads at average rate for peer group.	
lti- om- nd cts	Multiplies and divides two- place numbers by one-place numbers.	Multiplies and divides three- or four-place numbers by one-place numbers.	Solves practi- cal word prob- lems requiring multiplication and division.	Multiplies and divides two-place numbers by two-place numbers.	Multiplies and divides three- or four-place numbers by two-place numbers.	Equates fract- ion and decimal notation (e.g., 3/4 = .75).	Adds and sub- tracts frac- tion and decimal quantities.	Multiplies and divides fractions and decimals. Computes simple percentages.	
inge one	Tells linear and liquid measurement facts.	Tells weight of item to nearest pound and ounce on scale.	Matches coins and/or bill to decimal and symbol (e.g., dime = \$.10).	Tells time to the minute.	Measures using inch, foot, yard.	Tells exact weight of item (fractions of unit).	Uses measure- ment facts (e.g., 16 oz = 1 lb.) to compute weight.	Selects items of total price under amount possessed. Counts change from purchase.	
ER	Copies some letters of 1 from rd in front room.	Copies all letters and words from board in front of room.	Prints/writes personal let- ters. Prints/ writes full address.	Prints/writes letters w/ap- prop. saluta- tions,closings, placement. Ad- dresses envelope	Prints/writes legibly using consistent slant, pencil pressure,spac- ing between ltrs	Holds pencil in relaxed fashion.	Writes Own signature.	Prints and writes all writen communication (e.g., factual, creative, personal).	

30 SOCIAL SPEECH	O Stutters, stammers, mumbles O Speaks rapidly, nervously O Speaks rapidly w/short lapses of time between words O Speaks slowly w/long lapses of time between words O Speaks using inappropriate volume O Speaks in a muffled, garbled, unclear manner O Uses verbal obscenities and vulgarities O Rarely participates in class discussions O Does not follow verbal rules of etiquette O Continually changes subject w/out closure of any one area O Stands too near/far when speaking to another	Maintains ap- propriate social distance when speaking to another.	Responds to and makes verbal greet- ings and farewells	Asks for what is desired.	Says "thank yo "you're wel- come", or "please" when reminded.	y 51 y 96 "1
31 SOCIAL EATING	O Eats too fast or too slow O Eats/grabs another's food O Chews/eats w/mouth open O Requires bib when eating O Holds head too close to plate O Eats w/two hands at once O Eats w/out keeping hand in lap O Sits w/feet on chair O Refuses to taste new foods O Eats only one type of food O Eats w/out keeping napkin in lap O Eats w/out using napkin to wipe hands/face O Talks w/mouth full O Smacks lips O Takes abnormal portions of foods O Leaves table before others are finished	Retrieves lunch pail or bag.	Sets or prepares table.	Sits at table during mealtime.	Maintains upright position at table.	Ha
32 ATTENTION SPAN	O Remains at task only when distractions are not present Olignores teaching- oriented classroom stimuli O Attends to task only with continual direction and/or assistance O Displays bored behavior during classroom activities O Attends to others' activities rather than own tasks O Substitutes another activity for assigned task	Attends to easy, familiar task from 0 to 5 seconds when supervised.	Attends to easy/familiar task without supervision from 0 to 5 seconds.	Attends to easy/familiar task for 5 to 10 seconds when supervised.	Attends to easy/familiar task without supervision for 5 to 10 seconds	
TASK COMPLETION	O Starts or completes assignments rarely O Delays or puts off starting assignments O Works on assignment only when given individual directions/attention OStops work if any problem or interference is experienced O Completes task in non-assigned order O Consistently ignores instructive classroom stimuli	Starts task on- ly w/much re- minding from teachercon- tinual rein- forcement.	Starts task be- fore end of class period w/ little remind- ingminimal reinforcement.	Starts task be- fore end of class period w/ no reminding no attention/ reinforcement.	Starts task (e.g., cleanup) at assigned tim with some prompting.	
34 READING	O Holds paper at other than 90-degree angle to read O Reverses letters O Moves eyes irregularly when reading O Incorrectly answers questions based on written material O Substitutes, omits or adds words when reading written material aloud O Points to individual words as they are being read O Usually loses place in group reading O Does not follow written directions O Moves lips while reading silently O Does not phonetically attempt to read new words O Reads w/lack of expression	Plays with book as toy.	Opens book turns right side up.	Turns pages two-three at a time.	Points to picture of familiar object.	Tun one
35 MATH	O Does not add or subtract correctly O Does not multiply or divide correctly O Has difficulty solving word problems O Forgets sequence of steps in long division O Carries and/or borrows from wrong direction in addition, subtraction	Sorts according to shape, size and length.	Locates big and little, large and small in groups of two objects.	Arranges object in order of size from smallest to largest.		Loca big and sma les of
36 PRACTICAL MATH	O Confuses value of coins O Confuses days of week, months of year O Tells time incorrectly O Counts out change incorrectly O Uses measuring tools ineffectively	Looks at/for clock when asked "Is it recess, lunch, bed time?"	Selects long, longer,longest from group of objects.	Selects heavier lighter, same weighted object from group of objects.	for desired	Matc (e.g to q to d
37 WRITING	O Forms letters from right to left rather than from left to right O Dissociates letters into separate parts O Reverses letters in words (saw = was) O Mirrors letters/numbers (b for d, p for q) O Perseverates letters O Writes cramped, uneven, large letters O Holds pencil with fist, rather than fingers O Copies from black-board incorrectly O Writes slowly O Writes using varied slant, pencil pressure, or spacing between letters	Makes marks with pencil or crayon held in fist.	Scribbles with pencil or crayon held in fist.	Draws a vertical line, imitating adult.	Draws a horizontal line imitating adult	Perf pull imit adul
38 SPELLING	O Spells according to own rules O Pairs sounds to letters incorrectly O Blends sounds incorrectly O Gives up when asked to spell	Says what sound the written letters m, p, b make.	Points out which letter in a word makes a given sound.	Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat).	Writes letter when its name is spoken (e.g., writes p).	Writ when is s
39 REASONING	O Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences O Has difficulty making judgments in sequence, size, weight, situation	Sorts objects by color/shape/ size/length.	Points to or places object up, down/on,in, out/under,over, top, bottom/by, beside, etc.	Draws picture to illustrate one piece of information (e.g., draws a man).	Locates which out of five ob- jects or pic- tures doesn't belong in same class/category.	Give on w pict does with
40 MUSIC AND RHYTHMS	O Moves to music in non-rhythmic way O Marches/dances ignoring beat O Uses rhythm instrument but produces no pattern	Mimics simple gross rhythmic hand movements. (e.g., claps with music)	Entertains self playing with musical toys (e.g., push/pull type toy).	Mimics simple gross rhythmic foot movements (e.g., marks time with feet).	Moves in circular pattern.	Sways whole using rhyth ment
41 ART AND CRAFTS	O Scribbles but does not draw O Tears/rips paper but produces no designs OUses paste ineffectively O Has difficulty cutting with scissors	Entertains self looking at picture books.	Makes one-color drawings.	Finger paints.	Colors picture using a variety of colored crayons/pencils.	Paint using of Co
42 PRE VOCATIONAL SKILLS	O Neglects to determine information about potential job(s) O Prepares inadequately for job interviews and jobs O Gets lost when going to work O Appears inept/awkward on the job O Arrives late for work/appointments O Spends money on inappropriate items and has an inadequate amount left for necessities	Determines own skills possessed	Determines job area interests after a number of training settings.	Reads news- paper to locate jobs or training.	Contacts De- partment of Human Resourc- es to locate jobs or training.	Dete poss in t ity.
43 KITCHEN SKILLS	O Washes dishes ineffectively O Puts dishes away in wrong places O Neglects cleaning of kitchen and appliances O Spills while stirring, carrying liquids O Burns food O Burns self when removing food from oven O Needs help in preparing shopping list, selecting food items O Has difficulty reading and following menus O Neglects to refrigerate frozen foods O Neglects to set table completely	Evidences de- sire to help another cook or prepare food.	Scrapes and rinses dishes,	Measures detergent for soapy hot water.	Washes dishes with another person.	Washe alone
44 HOMEMAKING SKILLS	O Leaves bed unmade O Uses vacuum ineffectively O Neglects to clean house O Attempts to use iron but does not remove wrinkles O Needs reminders to wash clothes O Leaves dust on furniture O Lets garbage, trash, ash trays overflow	Mimics adult's concern about spill or dirt.	Mimics adult's cleanup behavior.	Evidences con- cern about or pays attention to spills or dirt.	Cleans up spills or dirt by cloth, mop or broom when told it is necessary.	Picks paper trash
45 OUTDOOR SKILLS	O Waters lawn, missing large areas O Has difficulty using lawnmower O Cleans car/house exterior/lawn poorly O Lacks gardening skills	Waters lawn/ ground plants/ seedbeds with hose.	Waters lawn with automatic sprinkler.	Cuts lawn with hand mower.	Cuts lawn with power mower.	Rakes grass

ERIC

Full text Provided by ERIC

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"you're wel- come", or "please" when reminded.	Says "thank you", "you're welcome", or "please" after some hesitation.	Says "Thank you" for com- pliments or service. Says "please" with requests.	Makes excuses for interruption.	Looks up/says "oh" while interrupting.	Raises hand while interrupting	Hesitates or stops self while interrupting.	Says "excuse me" when interrupting.	Waits to be acknowledged verbally or by gesture before speaking.	Remains quiet when others are talking.	Uses correct titles when addressing people.
Maintains upright position at table.	Handles only own food/drink.	Uses utensils/ food for their intended purposes.	Leaves plate/ bowl/glass on table when finished eating.	Keeps food and utensils on plate/in bowl.	Requests aid for spills.	Chews and swallows quietly with lips closed.	Eats most foods in a tidy manner.	Requests food/ drink be passed at the table.	Passes food/ drink on request.	Cleans up spills.
Attends to easy/familiar task without supervision for 5 to 10 seconds.	Attends to easy/familiar task for 10 to 15 seconds when supervised.	Attends to easy/familiar task without supervision for 10 to 15 seconds.	Attends to easy/familiar task for 15 to 30 seconds when supervised.	Attends to easy/familiar task without supervision for 15 to 30 seconds.	Attends to easy/familiar task for 30 to 45 seconds when supervised.	Attends to easy/familiar task without supervision for 30 to 45 seconds.	Attends to easy/familier task for 45 seconds to 1 minute when supervised.	Attends to easy/familiar task without supervision for 45 seconds to 1 minute.	Attends to easy/familiar task for 1 minute to 5 minutes when supervised.	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.
Starts task (e.g., cleanup) at assigned time with some prompting.	Starts task at assigned time with no prompting.	Completes 0-10% of task only with continual attention/reinforcement.	Completes 0-10% of task with some attention/ reinforcement.	of task with	Completes 10-25% of task only with continual reinforcement/ attention.	Completes 10- 25% of task with some attention/ reinforcement.	Completes 10- 25% of task with little attention/ reinforcement.	Completes 25- 50% of task only with continual attention/ reinforcement.	Completes 25- 50% of task with some attention/ reinforcement.	with little attention/ reinforcement
Points to pic- ture of familiar Object.	Turns pages one at a time.	Matches objects by Color/size/ shape.	Reproduces peg- board designs in terms of number, color, direction.	places five pictures in logical sequence left to right.	Visually match- es identical words in group of grossly different words.	Visually matches identical words in group of similar written words.	Names capital and lower case consonants when shown written letter.	Names capital and lower case vowels when shown written letter.	Says what sound capital & lower case consonants make when shown the written letter.	Says how the following consonant blends sound when shown the ltr: (See Bookle
which of two groups has more and less, many and few.	bigger, biggest and small,	Locates first, middle, and last in group of objects.	Constructs set of one object.	Constructs set of two objects.	Constructs set of three objects.	Counts orally to three.	Constructs set of four, five, sixten objects.	Counts orally to ten.	Locates object of given number in group of ten. (e.g., fourth object)	Matches groups having equal numbers of objects up to ten.
for desired (itemno value t	(e.g.,quarter to quarter, dime	Adds items to balance a pre- set balance scale.		Selects penny when presented with penny, nickel, dime.	Names nickel and dime.	Selects nickel/ dime when pre- sented with penny, nickel, dime.	Names quarter and half-dollar.	Selects a quarter/half dollar from group of coins.	Compares value of coins (e.g., dime is worth more than nickel).	Reads numerals on clock face. Associates han placement with routine activi
norizontal line, initating adult.	pull strokes	Draws circle, imitating adult:	between two	Draws recog- nizable face with eyes, nose, mouth.	Holds pencil Or crayon in fingers	Draws horizont- al/vertical line, copying model.	Draws oblique lines, copying models.	Draws vertical cross, imitating adult.	Draws square, imitating adult.	Draws Oblique cross, imitating adult.
when its name	Writes letter when its sound is spoken.	the written letters h. w.	in a word makes	Verbalizes which letter(s) in a word makes a given sound.	Writes letter(s) when its name is spoken.	Writes letter(s) when its sound is spoken.	Says what sound the written letters t, d, c, k, g, f, v make.	Points out which letter in a word makes a given sound.	Verbalizes which letter in a word makes a given sound.	Writes letter when its name is spoken.
out of five ob- jects or pic- tures doesn't	on why object or pictured object doesn't belong with other four.	Sorts five mult- iply-classed ob- jects or pic- tures according to class/cate- gory.	Names classes/ categories of sorted objects.	Sorts five multiply-classed pictured objects according to function.	Matches like objects/pic- tures of objects.	Matches like letters/words.	Places three simple pictures in sequence.	Orders three written or verbal senten- ces in sequence.	Makes judgments in size.	Makes judgment in length.
circular pattern.	Sways and rocks whole body using simple rhythmic move- ment.	Makes fine hand/ foot rhythmic movements (e.g., snaps fingers, taps foot).	Plays rhythm instruments.	Marches in time to repetitious beat.	Shifts body rhythm when music tempo changes.	Participates in group songs with singing voice.	Follows/mimics others' play activities.	Hums/sings parts of familiar songs.	Plays simple rhythmic patterns on rhythm sticks.	Sings phrases of songs.
using a variety	Paints pictures using a variety of colors.	Makes simple shapes from clay.	Draws/paints, telling or showing what he is doing.	Relates color to objects (e.g., colors apples red).	Entertains self with resources at hand.	Cuts/tears paper to make designs/shapes.	Pastes mater- ials to make a collage.	Forms geometric shapes with connecting or stack toys.	Draws simple recognizable forms on request (e.g., man, dog).	Uses art skill to make a craf product (e.g., cut, paste).
Contacts De- partment of Human Resourc- es to locate jobs or training.	Determines job possibilities in the commun- ity.	skills neaded for jobs in the community.	for additional training based on interest and	Determines tools or equip- ment needed for each job, if possible.	Role plays job interviews demonstrates variety of roles applicants can play.	Discusses the consequences of choosing job/company unwisely.	Role plays on- the-job behav- ior: how to ad- dress/interact w/boss, co- workers, others.	Fills out job applications.	Determines how to get to potential Job/ interviews.	Uses elevators or steps to get to higher floors.
	alone.	Dries dishes or arranges dishes in proper places in drying rack.	Puts dishes away in proper places.	Cleans up kitchen (picks up dishes, cleans table, kitchen area).	Cleans sink.	Cleans stove.	Cleans refrigerator.	Cleans cupboards, cleans drawers.	Sweeps floors.	Uses common available kitchen uten- sils (e.g., knives, spoons etc.).
spills or dirt	Picks up paper and trash.	in Proper receptacle.	Plays house, performing du- ties that par- ents or other adults have been seen to do.	Plays house, performing role-differen- tiated duties.	Dusts furniture.	Empties waste- baskets, ash- trays, garbage can.	Vacuums small room.	Vacuums more than one room.	Cleans up entire house using vacuum cleaner.	Determines when vacuuming is necessary.
Cuts lawn with power mower.	Rakes lawn for grass/leaves.	Identifies and uses common gardening tools.	Cleans, main- tains garden tools & returns them to their storage area.	Digs hole for tree/bush.	Turns ground over.	Rakes ground to level and clean.	Digs furrows for seeds.	Plants seeds at regular inter- vals or broad- casts them.	Covers seeds with correct amount of soil.	Identifies weeds.
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		tine.		,			, V.				\
ř	Uses correct titles when addressing people.	Laughs at slapstick comedy.	Laughs at com- ments intended to be humorous.	Answers tele- phone and car- ries on simple conversation.	Speaks using appropriate volume in different situations.	Speaks using appropriate pitch in different situations.	Speaks at appropriate speed for the situation.	Speaks using appropriate tone in different situations.	Speaks without stuttering or stammering.	Speaks without pausing between words or word groupsflowing speech.	Speaks without mumbling
	Cleans up spills.	Eats at reasonable pace without bolting or dawdling.	Uses mapkin to wipe hands, mouth during and after meal.	Keeps napkin in lap.	Eats with one hand in lap.	Keeps elbows off the table.	Obtains replacement if utensil drops to floor.	Chews and swallows to empty mouth before speaking	Eats items of a meal in standard order (e.g., desserts last).	foods.	Eats wit supervis
ar	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to easy/familiar task without supervision for S minutes to 10 minutes	Attends to easy/familiar task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute when supervised.	Attends to difficult/novel task for 30 seconds to l minute without supervision.	Attends to difficult/novel task for 1 to 5 minutes when supervised.	Attends to difficult/novel task for 1 to 5 minutes without supervision.	task without	Attends to difficult/novel task for 5 to 10 minutes when supervised.	Attends difficula task for 10 minute without supervise
with on/ t.	Completes 25- 50% of task with little attention/ reinforcement.	Completes 50- 75% of task only with continual attention/ reinforcement.	Completes 50- 75% of task with some attention/ reinforcement.	Completes 50- 75% of task with little attention/ reinforcement.	Completes 75~ 100% Of task only with continual attention/ reinforcement.	Completes 75- 100% of task with some attention/ reinforcement.	Completes 75- 100% of task with little attention/ reinforcement.	Continues to work or seeks help w/task when faced with problems/poten- tial failures.	Completes 100% of task.	petermines realistically when task is complete.	Completes in assign order 0-2 the time.
und wer ints own	Says how the following consonant blends sound when shown the ltrs. (See Booklet).	Reads simple three-letter words paired with picture.	Says what sounds capital and lower-case vowels make when shown the written letter.	Sight reads the following words: are, jump,fly, after, two, before, eat, in, (See Booklet).	Sight reads the following words: thank, eight, once, laugh, try, know, (See Booklet).	Says how the following consonant digraphs sound: ft, ng, gh, lp, mc, gl, (See Booklet).	Says how the following tri- graphs sound: spr,str,thr,sch, ght,rst,spl, tch, shr, spl.	Says how the following vowel diph-thongs sound: ou, oi, oo.	Scans letters of word left to right.	31ends letter sounds to say the word as a unit.	Sight rea iliar mea units (e. blends, c ant/vowel graphs, e
nber ten.	Matches groups having equal numbers of objects up to ten.	and right.	Determines when enough, not en- ough, too many obj. in a group to match speci- fied number.	Finds group hav- ing more, less, same number of objects as giv- en group (up to ten).	Reads and writes numerals (1, 2, 3) to 3.	Matches numbers (0-10) with ap- propriate points on a number line.	Identifies what number comes be- fore & after a given number or between two num- bers (up to 10).	Counts orally to 19.	Counts backward from 10.	Peads and writes numerals to 19,	Performs tion fact three wit actual ob
g., h	on Clock face. Associates hand placement with	Measures using tool same length as line (e.g., uses ruler to measure 12-inch line).		Uses evenly spaced markings on tool to measure a line shorter than the tool.	Measures liquid to capacity of container, to marked line on container.	Names days of week in . succession.	Relates "today, tomorrow, yes- terday" to days of the week.	Tells time using before and after.	Locates day of week on calendar.	Locates date on calendar number and day.	Uses morn afternoon night to cribe par the day.
	Draws oblique cross, imitating adult.	Draws triangle, imitating adult.	Draws diamond, imitating adult.	Colors within heavy outlines/ within faint outlines.	Draws three- part man, six- part man.	Draws letter/ number shapes, copying models.	Prints/writes letters, num- bers, imitating adult.	Draws circle, crosses, square, triangle, diamond, copy- ing model.	Prints/writes numbers and letters, copy- ing model.	Draws circle, crosses, square, triangle, dia- mond without model.	Prints/wr the follo numbers a letters w models: Booklet)
akes nd.	Writes letter when its name is spoken.	Writes letter when its sound is spoken.	Says what sound the written letters 1, r, n, j, y, s, z, x make.	Points out which letter makes a given sound.	Verbalizes which letter makes a given sound (e.g., says "r" in rat).	Writes which letter makes a given sound (e.g., writes r).	Writes letter when its sound is spoken.	Says what long sound the written letters a, e, i, o. u, y make.	Says what short sound the written letters a, e, i, o, u, y make.	Points out which letter in a word makes a given sound (e.g., points to a in pat).	Verbalize which let a word ma given sou (e.g., sa in pat).
ents		Makes judgments in weight.	Makes judgments in distance.	Makes judgments in temperature.	Makes judgments in time.	Makes judgments in speed.	Draws picture to illustrate two pieces of information (e.g., draw a sad man).	Determines three ways in which objects are similar.	Determines three ways in which objects are different.	Draws a picture to illustrate three pieces of information.	Places for pictures sequence.
e ks.	Sings phrases of songs.	Reproduces some actions to familiar songs.	Claps to beat of familiar songs or to speech cadence/ patterns.	Bounces ball (rhythmically).	Matches notes or tones.	Imitates high and low notes or tones vocally.	Plays records at appropriate speeds.	Plays rhythm instrument in simple pattern.	Improvises body movements to follow tempo/ rhythm.	Sings whole songs by rote.	Plays rhy instrumen Various r patterns.
e e g. ,	to make a craft	Cuts/pastes a variety of materials to made 3D design.	Pastes colored cutouts to make a complete pictore.	Divides pictures into different areas (e.g., ground, sky).	Makes simple product by weaving.	Models with clay.	Builds objects with common materials.	Designs and constructs collages.	Uses art and crafts skills during leisure time.	Scales objects in drawings (e.g., car larger than man).	Carves sa balsa woo
ob/	or steps to get to higher floors.		Acquires neces- sary tools for obtained job.	Determines method and route for travel.	Describes his location by street signs.	Rides bus to one specific location.	Travels to and from work,	Uses the com- munity public transportation system with no change of bus.	Uses the com- munity public transportation system with change of bus required.	Uses alternate method(s) of transportation if one is unavailable.	Uses pub transpor for unfar journeys
	Uses common available kitchen uten- sils (e.g., knives, spooms, etc.).	Cleans produce.	Cuts food into large pieces when preparing food for meals.	Peels and grates food for meals.	Shells and dices foods.	Identifies dif- ferent foods (meats, fish, fruits, dairy, cereal grains, vegetables).	Stirs food without spilling.		Obtains ingred- ients for recipe when told or shown what they are.	Carries out op- erations called for in recipe when operations are explained & demonstrated.	Follows r with supe
e [yacuuming is necessary.	floors, walls,		Waxes floors with super- vision.	Waxes floors without supervision.	Cleans house when reminded it is neces- sary.	independently determines when to clean house.	Cleans or dusts using appropriate tool.	Waters induor plants.	Hand washes clothes in sink.	Helps and wash claimachine.
s t oil.	Identifies weeds.		Identifies plant disease or insect problems.	Obtains advice on garden problems.	Prunes trees/ shrubs using appropriate tools.	Starts/stops power mower.	Sprays plants for insects, disease.	Places plants/ bushes, trees in ground around house.	Prepares cut- tings using appropriate tools.	Mixes soil.	Prepares flats.
	recording to the control of the cont	N. P. Collins - Control Programme Services for the Action	CATTANAMA CANAMA MANAMA MANAMA	M.S. Albert L. & Company Commence of the	eri e in la comunicación de serv	Secretary States and Marketine	A Section 1			·	

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ord owing	Speaks clearly without mumbling.	Requests food or other items appropriately in public.	Participates in class discussions.	Uses acceptable languagedoes not use obscenities or vulgarities.	Initiates/pur- sues topics in conversation consistent with place, role,so- cial situation.	Pauses to allow others to speak	Adjusts res- ponses or actions to type of call at door or on phone.	Models speech/ tone after others in group.	Speaks on one subject long enough to obtain closure.	Concludes or accepts conclusion of conversation in a polite manner.	ma ap hu re
W	Eats without supervision.		Puts lunch pail away.	Throws garbage in can.	Takes dirty dishes to designated area.	Cleans off dishes, disposes of left-over food.	Sorts dishes into proper places	Washes dishes.	Cleans up eating/ drinking area.	Sweeps floor under eating area.	Ea ma at sc an fr
/novel 5 to 5 when d,	Attends to difficult/novel task for 5 to 10 minutes without supervision.	Attends to difficult/novel task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 10 to 25 minutes without supervision.	Works in small group for 0 to 5 minutes.	Works in small group for 5 to 10 minutes.	Attends to task(s) for full class period when supervised.	Morks in small group for 10 to 25 minutes.	Attends to task(s) without supervision for one full class period.	Works in small group for full class period assigned time.	Remains at task for 0 to 5 minutes when distractions present.	Rei fo mii di: pro
ally is	Completes tasks in assigned order 0-25% of the time.	in assigned order 25-50% of time.	Completes tasks in assigned order 50-75% of time.	Completes tasks in assigned order 75-100% of time.	Reviews or checks own work before handing it in as complete.	Completes 100% of task and proofreads or checks work to ensure completion.	Completes 100% of task, proof- reads and corrects.	Checks work against model or standard.	Completes 100% of task with corrections and begins new task when reminded.	Completes 100% of task and begins new task independently.	Inc eva 1ty pro ten eva
say as a	Sight reads fam- iliar meaningful units (e.g., blends, conson- ant/vowel di- graphs, etc.)	Decodes multi- syllabic words by breaking them into fam- iliar meaning- ful units.	Blends letter and meaningful unit sounds to say the multi- syllabic word as a unit.	Reads by sight 100 words.	Scans words on page left to right; scans page top to bottom.	Reads phrases/ sentences.	Correctly an- swers questions related to previously read sentence.	Reads and fol- lows simple written direc- tions (e.g., enter, exit, pull).	Reads simple paragraphs.	Reads pre- primer (less than 50 words).	Rea
merals	tion facts of		Counts orally to 49/to 100.	Reads and writes numerals to 49.	Places <, =, > between two num- bers (up to 25) to make a true statement.	Constructs set of 100 objects.	Counts orally over 100.	Reads and writes numerals to 100/over 100.	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 19.	Co by fi th
	Uses morning, afternoon, night to des- cribe parts of the day.	Tells time at the hour minute hand on 12.	Tells time at the quarter hour15, 30, 45 minutes.	Measures using tool shorter than the line and counting the lengths.	Names bill denominations and compares values (\$1, \$5, \$10).	Combines coins to equal larger one (e.g., 2 nickels = one dime).	Tells counting facts (e.g., 12 eggs = one dozen).	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Measures liq- uids to speci- fied line in container hav- ing several marked lines.	Adds items to attain a requested weight on a numbered scale of weights.	Co to od to
cle, square, dia- lout	Prints/writes the following numbers and letters without models: (See Booklet).	and letters from left to right.	Prints/writes all letters in the alphabet, all numbers 0- 9, correctly without models.	Prints/writes own first name, copying model.	Prints/writes own first name without model.	Prints/writes own first name using a capital first letter.	Prints/writes simple words, copying models.	Prints/writes simple words, without models.	Prints/writes own last name, copying model.	Prints/writes simple senten- ces, copying model.	Pr On la wi
it iter in ikes a und pints pat).	Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat).	Writes letter when its name is spoken.	Writes letter when its sound is spoken (e.g., writes a for ā, ă).	Says what sound the following written blends make: th, pl, st, gr, bl, kn, (See Booklet).	Points out which letters in a word make a given sound (e.g., points to sp in spat).	Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat).	Writes letters when their sound blend is spoken.	Says what sound vowel diphthongs ou, oi, oo make.	Points out which letters in a word make a given sound (e.g., points to ou in out).	Verbalizes which letters in a word make a given sound (e.g., says "ou' in out).	Wr wh so sp
trate	Places four pictures in sequence.	Orders four written or verbal senten- ces in sequence.	Finds the incon- gruous/out-of- place/misdirect- ed object.	Completes sequential pattern of four objects.	Places five or more pictures in sequence.	Orders five written or verbal senten- ces in sequence.	Completes sequential pat- tern using abstract media.	Makes judgments in sequence.	Matches objects, pictures, words, sounds, that belong together.	Matches opposites (e.g., hot and cold).	Con gie thr for cer
ole rote.	Plays rhythm instrument in various rhythm patterns.	Sings parts of contemporary songs from memory.	Plays accent beat of music on rhythm instrument.	Plays a few bars of music on melody instrument.	Dances using simple steps (e.g., modern dance or waltz).	Sings simple rounds taking one part.	Performs square dancing.	Plays rhythm counterpoint on rhythm instrument.	Plays instru- ment or sings following con- ductor's direction in group.	Carries simple harmony to melody.	Pa in da pa
bjects ngs ar han	Carves soap, balsa wood.	Entertains self with solitary games.	Uses a variety of art tech- niques for effect (e.g., shading).	Expresses move- ment in drawings.	Uses wood- working skills to make a product.	Assembles plastic or wood kits.	Uses sewing skills to make a product.	Oraws simple perspectives.	Copies simple art motifs/ geometric designs.	Makes decora- tive house accessories.	
ternate b) of tation is able.	Uses Public transportation for unfamiliar journeys.	Arrives at work on time & follows daily lunch/break schedule.	Demonstrates value of coins to dollar.	Pays for lunches and trans- portation, making correct change, if required.	Records number of hours spent on job.	Calculates wages for hours worked.	Calculates wages for hours worked minus approximate deductions.	Accepts criticism and attempts to implement suggestions.	Stops work on project when mistake is identified.	Asks for advice after identifying mistake.	Id ca mi pr
out op- called ecipe erations ained & rated.	Follows recipe with supervision.	Uses standard solid and liquid measures (cups, tea- spoons, etc.)	Tells when a unit of time has passed; sets oven timer.	Sets Oven/ burners to given temperature.	Regulates heat of oven/burners as cooking progresses.	Uses pot holders to put items in oven or remove them.	Uses available kitchen appli- ances (e.g., can opener, egg beater, blender, toaster, etc.)	Follows oral recipe (pre- pares and cooks) Follows writ- ten recipe.	Compiles shopping list from recipe(s).	Compiles shop- ping list from items missing from home stock.	De pr am re am to
shes in	Helps another wash clothes in machine.	Helps another dry clothes in machine or on line.	Sets water/air temperature of washer/dryer.	Washes clothes collected,sort- ed by another using pre- measured wash- ing products.	Washes previously sorted clothes using correct amounts of washing products.	Identifies clothes in need of washing.	Collects, sorts and washes clothes.	Dries clothes hangs or machine dries.	Helps fold and put away clothes	Folds and puts away clothes.	He I t
soil.	Prepares soil flats.	Propagates seeds.	Transplants sprouts to cans.	Stacks and stores flats and cans.	Pots trees.	Washes flats and cans.	Trims lawn.	Trims hedges.	Shapes trees/ bushes advanced pruning.	Fertilizes container plants.	S m g
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24.0 25.0 26.0 27.0 28.0 29.0 30.0 31.0 32.0 33.0

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or nclu- nver- a iner.	Intentionally makes appropriate humorous remarks.	Makes introductions.	Takes message given on telephone.	Orders service or goods by telephone.	Carries on com- plex conversa- tion over extended period of time.	farticipates in class discus- sions using average vocab- ulary for peer group.	Tells story/ joke.	Gives oral reports, speeches.	Expresses a concept verbally.	converses A:Un people in vari- ous classes/sit- uations,making self clear and understandable.	
oor ling	Eats/drinks in manner appropri- ate for home, school, restaur- ant, cafeteria, friend's house.	Selects portions of foods accord. to appetite,num- ber of persons eating, nutri- tional value.				:					
t task 5 yhen ons	Remains at task for 5 to 10 minutes when distractions present.	Remains at task for 10 to 15 minutes when distractions present.	Remains at task for 15 to 25 minutes when distractions present.	Remains at task for 25 to 45 minutes, when distractions present	Remains at task for full class period when distractions present.			:			
s 100% and ew lently.	Independently evaluates qual- ity of work product consis- tent w/teacher's evaluation.				T		·				
ess vords).		Reads story to sel/ and tells, illustrates, or acts out events in sequence.	Reads aloud in meaningful phra- ses. Uses punc- tuation as a guide, approp. expression.	Reads lilentlymoving lips OKusing fing- er to Amep place on page.	Turns page at correct time when story being read aloud by other.	Reads silently without using finger to keep place.	Answers questions on material read aloud or silently to self.	Reads to obtain info. to answer questions.Picks out pieces of info. from newspapers,etc.	Selects items based upon written description.	Selects main idea of simple paragraph.	Read Chook book
and ion	Counts orally by tens to 100/ fives to 100/ threes to 99	Carries in addi- tion using rt. to left movement Borrows in sub- traction using left to rt.	Performs all addition and subtraction facts to 100.	Performs all addition and subtraction facts to 1,000.	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4.	Performs multiplication combinations to 3,	Solves practi- cal word prob- lems requiring addition and subtraction.	Performs divis- ion facts to 3.	Performs multi- plication com- binations and division facts to 9.	Multiplies and divides two- place numbers by one-place numbers.	Mult divi or f numb one- numb
ms to re- weight bered	Combines coins to equal an odd total up to 24¢.	Combines coins to equal an odd total up to 49¢.	Combines coins to equal an odd total up to 99¢.	Names months in succession and current month; locates month on calendar.	Tells time to 5-minute intervals.	Counts out correct change up to one quarter.	Counts out correct change up to half- dollar.	Counts out correct change up to one dollar.	Counts out correct change from over one dollar.	Tells linear and liquid measurement facts	Tell of i near and scal
rites enten- ying	Prints/writes own first and last name without model.	Prints/writes simple senten-ces without model.	Prints/writes father's/moth- er's first and last name without model.	Prints/writes number and street in address without model.	Prints/writes simple para- graphs, without model.	Copies letter(s) or word(s) that is on left of same page.	Copies letter(s) or word(s) that is above on same page.	Copies letter(s) or word(s) that is on separate paper to the left or above.	Copies 6-inch letters from board located 1 foot from pupil/3 feet/ six feet away.	Copies some letters of word from board in front of room.	Copi let: word boal of
es tters rd make sound says "ou"	Writes letters when diphthong sound is spoken.	Decodes initial consonant of a word.	Decodes initial and final con- sonants of a word.	Decodes initial, final and medial conson- ants of a word.	Decodes ini- tial, final and medial vowels of a word.	Spells familiar one-syllable words.	Spells meaningful units.	Decodes famil- iar multi-syl- labic words by breaking them into meaningful unit/ltr.sounds.	Blends Itrs. & meaningful units to spell famil-iar multi-syl-labic word as a unit.	Spells unfam- iliar (unknown spelling) one- syllable words.	Spe un 2 mul wor
oppo- e.g., cold).	Completes analo- gies when given three of the four words/con- cepts/pictures.	Sorts numbers into Piles of ones, tens, hundreds.	Sorts letters into piles of vowels and consonants.	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc.	Alphabetizes a group of words by first letter of word.	Alphabetizes a group of words using all letters in word.	Locates famil- iar words in the dictionary (known meaning and spelling).	Locates unfamil- iar words in dictionary (un- known meaning and spelling).	Uses index to find page on which specific information is located).	Determines possible effect(s) of a given cause.	Det pos cau giv
simple to	Participates in social dances with a partner.						:				
lecora- ouse ories.											
after fying	Identifies and corrects mistake on project.	Accepts and follows directions.	Participates in group projects.	Works alone.	Maintains tools in proper con- dition with supervision.	Maintains tools without supervision.	Uses approxi- mate amount of material re- quired for pro- jectsome waste.	Uses only amount of mat- erial required for project little waste.	Evaluates own performance based on company or supervisor standards.	Works slowly has to be re- minded of speed required or schedule to be met.	Wo at sp jc
s shop- st from nissing nme	Oetermines ap- proximate amount of money required for amount of food to be bought.	Picks food off shelves in store using shopping list for choices.	rect amount of change (if any)	Places food in home refrigera- tor/freezer that was in store's refrigerator/ freezer.	Places opened food in refrigerator.	Places appropriate foods in refrigerator or on shelves.	Chooses food for a simple mealplans a simple menu.	Plans simple menus for entire day's meals.	Prepares simple meals from previously prepared menus.	Prepares meal which includes complex dish requiring multiple steps (e.g.,cookies).	CJ: ki pr (i ur ie
ay	Helps with Ironing.	Irons small flat clothes.	Irons simple blouses.	Irons shirts, dresses, pants, etc. and hangs or folds them.	Puts away ironed garments.	Determines when clothes need ironing (appear- ance, situation- al use).	Irons clothes when necessary.	Helps another straighten bed.	Identifies name, function & posi- tion of top sheet,bottom sheet, blanket, spread, etc.	Helps another to change bed.	Pu Or bo
izes ner	Sets and maintains gopher traps.	Operates rototiller.	Operates tractor.	Operates or works in road- side fruit and vegetable stand.	Hauls appropriate trash and cuttings to compost pile.	Irrigates large areas.	Picks field craps.	Sorts picked crops for ripeness, edibility.	Sacks and loads picked crops for shipment.	Mixes paint.	
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yerses with ple in yari- classes/sit- ions,making f clear and erstandable.		* · · · · · · · · · · · · · · · · · · ·						
·	·							
Pects main ea of simple ragrzph.	Reads books Chooses own books	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject.	Reads stories/ books to others.	Uses independ- ent reading to initiate activities.	Researches giv- en topic. Loc- ates books in library using card catalogue.	Follows written instructions in sequence to complete an activity.	Reads at average rate for peer group.	
ultiplies and ivides two- lace numbers cone-place	Multiplies and divides three- or four-place numbers by one-place numbers.	Solves practical word problems requiring multiplication and division.	Multiplies and divides two-place numbers by two-place numbers.	Multiplies and divides three- or four-place numbers by two-place numbers.	Equates fract- ion and decimal notation (e.g., 3/4 = .75).	Adds and sub- tracts frac- tion and decimal quantities.	Multiplies and divides frac- tions and deci- mals. Computes simple percentages.	
ells linear nd liquid easurement jacts.	Tells weight of item to nearest pound and ounce on scale.	Matches coins and/or bill to decimal and symbol (e.g., dime = \$.10).	Tells time to the minute.	Measures using inch, foot, yard.	Tells exact weight of item (fractions of unit).	Uses measure- ment facts (e.g., 16 oz = 1 lb.) to compute weight.	Selects items of total price under amount possessed. Counts change from purchase.	
opies some etters of ord from pard in front f room.	Copies all letters and words from board in front of room.	Prints/writes personal let- ters. Prints/ writes full address.	Prints/writes letters w/ap- prop. saluta- tions,closings, placement. Ad- dresses envelope	Prints/writes legibly using consistent slant, pencil pressure,spac- ing between ltrs	Holds pencil in relaxed fashion.	Writes own signature.	Prints and writes all written communication (e.g., factual, creative, personal).	·
pells unfam- liar (unknown pelling) one- yllable words.	Spells unfamiliar multi-syllabic words.	Spells words which are similar in consonant sounds.	Spells words which are similar in vowel sounds.	Spells similar words correctly when context provided.	Spells homonyms correctly when context provid- ed (e.g., ate, efght).	Spells aloud or writes according to conventional standards.	Uses dictionary to locate spelling of unfamiliar words.	
etermines issible iffect(s) of a iven cause.	Determines possible cause(s) of a given effect.	Determines possible conse- quence(s) of a given action in a choice of two.	Determines possible consequences of both actions in a choice of two.	quences of both	consequences of		Explains mean- ing or moral of fairy tales, fables, prov- erbs, sayings, news events, etc.	
þ				·				
rks slow	Works steadily at reasonable speed to get job done.	Identifies bank- ing deposit slips, withdraw- al slips and checks.	Makes bank deposits/with-drawals and writes checks.	Determines ne- cessities for living & ap- proximates costs of rent, food, etc.	Works out a simple budget and budgets paycheck.	Follows budget.	Discusses and role plays approp.behaviors relative to different social & work situations.	
repares meal ich includes mplex dish quiring mul-ple steps	Cleans up kitchen after preparing food (includes ret- urning ingred- ients to shelves)	Identifies four basic food groups.	Places dishes/ glasses on the table.	Places silver on the table.	Places table- cloth or place- mats on table. Places napkins at each place.	Sets entire table by self.	Serves food by self.	
elps another o change bed.	tats on flat or fitted bottom sheet.	Straightens bed alone when told to do so.	Changes bed alone when told to do so.	Straightens and changes bed when necessary.	Determines when an appliance is inoperative and in need of repair.	Arranges for minor repairs to be accomp- lished on appliances.	Sews buttons, patches clothing	
ixes paint.	Paints house.	Cleans house windows.	Cleans car interior and car windows.	Washes car.	Washes and dries car.	Washes, dries and polishes car.		

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PUPIL NAME_

START_DATE_

	IDENTIFYING BEHAVIORS	1.0	2.6	3.07	4.0	5.
46 SIGN LANGUAGE	OUses only gestures and facial expressions to communicate Oldentifies a limited number of signs O Does not produce signs on own OUses one sign for many words O Reads and signs only simple words O Reglects to interpret face, body of speaker to get clues O Reglects to use own body to give clues O Signs using gross movements O Signs only noun and verb in sentence O Reglects to sign prepositions, conjunctions, articles, plurals, ("Affixes, etc. O Uses one sign for all tenses of verb (see booklet)	to show him object, person or situation.	Uses gestures (facial, arm, feet) to make wants or needs known.	Watches face and body of speaker to get clues as to meaning of signed communication.	Responds to single signs per taining to own wants or needs when signed by another	Imitates signs exprown wants needs when signed by another.
FINGER SPELLING	O Neglects to watch fingerspeller to get clues as to meaning of communication OFinger spells using only general configurations of words O Imitates letters but does not produce independently OFingerspells only first letter of names O Identifies only first letter of words, names O Fingerspells using imprecise movements OFingerspells letters with rigid fingers OFingerspells letters within word in inconsistent rhythm OFingerspells words within sentence in inconsistent rhythm (see booklet)	body of finger- speller to get clues as to meaning of communication.	Recognizes the distinctive finger movemt. of a part cular fspelled letter as symbol for GWR name.		Recognizes dis- tinctive finger movement of finge spelled letters a symbols for name of classmates etc	configurat rnames of c s mates and s to them.
48 SPEECH READING	One of the state o	Watches facial & bodily expressions of speaker to get clues as to meaning of communication.	Watches lips and eyes of speaker to get clues as to meaning of communication.	Reads own name on lips when paired with physical, facial visual, tactile clues.	Reads own name on lips with no clues.	Locates or requested when ident object is offered as
49 ORIEN – TATION I	O Locates left, right and compass directions incorrectly O Becomes disoriented while traveling O Fails to tactually identify land textures, characteristics and features O Describes street layout, building placement inaccurately O Estimates distance, times and rates inaccurately O Fails to locate land features O Neglects to use sun and wind to orient self O Identifies types, source, direction of sounds with difficulty	Locates north, south, east, west.	Demonstrates relationship of four directions to each other.	Uses sun to orient self and to aid in determining direction of travel.	Uses shade to orient self and to aid in determining direction of travel.	Locates northeast northwest southeast southwest
50 ORIEN – TATION II	O Fails to detect the approach of an object O Fails to detect size and characteristics of room O Reverses route just traveled with difficulty O Requires another's help to reorient self O Crosses street at incorrect time according to traffic signal	Describes build- ings, inter- sections, etc. by the shapes C, D, I, L, O, S, T, U, Y, Y.	Oraws grid pat- tern of usual city, showing numbering of streets and of blocks.	pass directions when provided	Locates designa- ted building in city using numbe ing of blocks an even-odd sequenc ing of buildings	of measurer raccurately dtraveling inch,foot,
	OInhibits movements of guide by following too close, holding arm incorrectly Neglects to use arm techniques to protect body O Leans forward when using cane OTrips others with cane O Neglects to stop immediately when detecting obstacle with cane OHolds cane too tightly or too loosely O Moves cane with arm movement, not wrist O Makes explorative movements with cane OHas difficulty switching cane from one hand or position to the other OHas difficulty synchronizing steps with cane or guide	Seats self pro- perly in chair using back of chair, table, desk as reference point(s).	Solicits aid from sighted person appropriately. Declines/accepts unsolicited aid courteously.	Grasps correct arm of sighted guide above the elbow.	Assumes correct 1/2 step position behind sighted guide.	Synchronia step with of guide, walking in relaxed manner.
52 MOBILITY II	OStumbles when stepping up, down curbs OTakes extra step at top of stairs OShuffles or stumbles at bottom of stairs OWalks down steps placing both feet on each step OBoards and deboards buses hesitantly OTravels in residential or business areas only with the help of a sighted guide	bumper against suspended obstru- ctions not de~	shoreline (e.g. building, fence	Shifts hand position between rhythm and indoor cane techniques as required.	Walks down street in relatively straight line using cane.	Maintains upright bo position w traveling with cane.
53 WHEEL CHAIR USE	OSits only with support ODisplays poor equilibrium in sitting position ORequires more than one support strap to remain in wheelchair ODrops head when sitting Olacks strength to grip wheel Olacks strength to move wheels of wheelchair OMoves wheelchair with feet rather than with wheel OMoves wheelchair forward or backward only a short distance OStops wheelchair with feet rather than with brake OTurns left when wants to turn right and vice versa OMakes only wide turns in wheelchair (see booklet)	Lifts head while lying on stomach.	Reaches for, grasps and releases objects while lying on stomach	Sits with maximum support (e.g. prone sitters, car seats).	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with support.
	OSits only with external support Needs hands to support self when sitting O Walks forward on knees only with support O Transfers weight from one side of body to other with difficulty O Walks between parallel bars only with assistance O Uses rollater to walk with difficulty O Uses pick-up walker with difficulty O Uses crutches to walk O Falls while trying to use crutches O Requires special eguipment to walk O Stands only with support O Takes too much time to walk across classroom (see booklet)	Lifts head while lying on stomach.	grasps and releases objects	Sits with maximum support (e.g. prone sitters, car seats).		Holds head up when sitting with suppor
55 POSTURE	O Bends head, neck, or shoulders forward while walking O Bends knees or hip while walking O Toes in or out (pigeon toe or duck waddle) while walking O Walks on tiptoes O Shuffles feet while walking O Sways, pitches or veers to one side while walking (lurches) O Crosses feet while walking O Walks with wide-based strides O Walks with hesitant or accelerated gait O Walks with poor rhythm and timing of gait O Moves arms unnaturally while walking O Displays poor balance O Evidences flat feet					
56 SWIMMING	Obose not go near water or put face in water ONeglects to hold breath underwater Obose not open eyes underwater O Floats only with support ORecovers from floats with difficulty OGlides only short distances O Performs ineffective kick or stroke OSwims without breathing rhythmically O Breathes unnaturally while floating on back OSwims only in shallow water O Treads water ineffectively O Changes position or direction while swimming with difficulty O Does not jump or dive into water (see bklt)	Sits on first step of pool and kicks in water.	Sits on second step of pool and kicks in water.	Sprinkles self with water.	Stands in water.	Walks acros width of po with help.
LATION I	Omits sounds in words OSubstitutes one sound for another in words ODistorts sounds in words O Nasalizes sounds ODiphthongizes sounds O Neutralizes sounds OSIurs sounds OLisps Fails to recognize omitted, substituted or distorted sounds in own or others' speech O Fails to distinguish between voice and breath consonants OSpeaks in too high or too low pitch Speaks in too loud or too weak voice OSpeaks in a monotone	Makes all long vowels in isolation.	Makes all short vowels in isolation.	diphthongs in	vowels in single	Makes all sh vowels in si words.
58	unpleasant manner O Speaks in a harsh, grating or shrill manner O Speaks in muffled garbled, unclear manner O Speaks unintelligibly or inaudibly O Speaks using abnormal rhythm O Uses incorrect resounding chamber (nose, ncuth, larynx) to produce sounds O Demonstrates sluggishness of the tongue tip O Produces sounds in a labored fashion Demonstrates cluttered speech O Produces sounds incorrectly in spontaneous speech		in the initial position in single words or nonsense syllabl	in the final	blends in isolation.	Makes L blend initial positi in single word or nonsense syllables (e clock, black
HEALTH	Displays symptoms of the Ears, Nose, Throat, Mouth: O Frequent ear aches O Ear pulling or rubbing O Frequent placement of hands over ears O Discharging ears O "Faulty" articulation O Chronic sore throat O Frequent colds O Enlarged glands in neck O Excessive nasal discharge O Frequent wheezing O Persistent breathing through the mouth O Persistent tight, hacking cough O Irregular teeth and/or bite O Inflamed or bleeding gums O Cracked lips O Dental caries			3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
ERIC			20	3.0		

BEHAVIORA

/3/8					•						
		5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14
t clues as aning of d nication.	single signs per taining to own wants or needs when signed by another	own wants or needs when signed by another	own wants or needs without a model.	things or for similarly formed signs.	Uses face and body to give clues as to meaning of signed communication.	Smiles and frowns to give clue to meaning of signed communication.	Uses hands, arms, feet, shoulders,	Uses speed and vigor of signing to express haste	Responds to sign for own name when signed by another.	Imitates sign for own name	Produce for own without model.
ral guration vn name	tinctive finger movement of finger	configurations of names of class- mates and sibling to them.	distinctivefinger movement offinger spelledlettersas the symbol for	familiar 3 & 4	Uses face and body to give clues as to fingerspelled communication.		lmitates first letter of names of classmates and siblings when fingerspelled by another.	Imitates general configuration of letters in own name when fingerspelled by another.	Imitates general configuration of letters in names of classmates when fspelled by another.	Relates general configuration of own name to printed name.	Relate config of nam classm siblin printe
s own name ips when ed with ical, facial al, tactile		when identical object is	requested orally, when shown action as clue.	when picture of object is offered as clue.	requested Orally, when Dicture of action is Offered as clue.	a.	Imitates action, requested orally when silhouette of action is offered as clue.	with no visual clues.	requested orally with no visual clues.	Points to orally described object when given pictures of described object.	Points descri when pl gesture given a
sun to ent self to aid in emining ection mavel.	Uses shade to orient self and to aid in determining direction of travel.	Locates northeast, northwest southeast, southwest.	whether object, person is north, south,	turn (initial	Determines which direction is being faced after making two turns, more than two turns.	meaning of various road signs (e.g., stop, detour, RR crossing).	point: above, (see booklet).	positions using another's body or another object as reference point.	an object.	of self.	Extends hand in location hands wi sighted blind p
sections ding to com directions provided		of measurement accurately while traveling (e.g. inch,foot,yard,	Estimates distances accurately while traveling (e.g. long, short, city block).	accurately (e.g. minute, hour, noon, midnight).	traveling (e.g. fast, slow, lag pause, stop,	Uses wind & its absence to orient self and to indicate types of structures being passed.	Uses odors of common places to orient self and to aid in determining direction.	Identifies familiar people by their voices.	Identifies animals by the sound they make.	bus, bicycle, footsteps).	Identify cal instruction to the they madrum, pletc.).
of ed guide	Assumes correct 1/2 step position behind sighted guide.	Synchronizes step with that of guide, walking in a relaxed manner.	Turns when guide turns without hanging back or crowding guide.	Passes safely through door- ways and narrow openings with sighted guide.	Opens and closes doors when accompanied by guide.	Travels through congested areas safely with sighted guide.	Ascends stairs and curbs with sighted guide without stumbl- ing or falling.	Descends stairs and curbs with sighted guide without stumbl- ing or falling.	or down stairs without taking an extra step or shuffling.	Board and deboards trans- portation facili- ties safely and efficiently with guide.	Travels on esca and ere with gu
ion between m and or cane	Walks down street in relatively straight line using Cane.	Maintains upright body position while traveling with cane.	Carries body, head, arm not in use in normal position while traveling with cane.	Maintains constant pace when traveling with came.	steadily w/o shuffling while traveling	gait while travel ing with cane and carrying large	Positions cane so as not to inter- fere with passers by when not inuse (e.g. held close and perpendicu}ar	various social situations (e.g. doorways, restau- rants, tneaters,	Uses cane to detect intersecting sidewalks.	Uses cane to detect drops, inclines and down curbs.	Uses c to ali body t cross in des direct
with num support prone ers, car	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with support.	Maintains sitting position when placed using hands to support self.	Touches feet to floor in saddle or sling walker.	Moves walker in any manner.	Moves walker in any manner to designated location.	Stands in maximum supportive standing table.	Sits in wheelchair when supported by two straps (e.g. chest strap and seat belt).	Sits in wheelchair when supported by one strap (e.g. seat belt).	Grips rim of wheel on wheelchair.	Release grip or of whee
with um ort (e.g. sitters. leats).	Sits with minimum support (e.g. one body strap).		Maintains sitting position when placed in position using hands to support self.	Assumes sitting position on own using hands to support self.	Sits using no hands for support.	Maintains side- sitting position when placed in position using hands to support self.		hands for support.	Maintains kneeling position when placed in that position.	Assumes kneeling position on own.	Walks f on knee maximum support trunk support
							should of a c appear	lers O Displays hu curved spine O Dis ring positions O D	OTilts head, show mpback, round or i plays bulging or i isplays rigidity onces muscular weal bral palsy O Comp	twisted back, Sway protruding abdomen when sitting, Stan kness Olisplays s	back L O Stands ding O Di vmptoms d
nkles self water.	Stands in water.	Walks across width of pool with help.	Walks across width of pool unassisted.	Allows self to be carried about in water	Blows bubbles in water.	Puts face in water.	Bobs in and out of water 5 times, holding breath.	Ducks head underwater, holding breath for 10 seconds.	Opens eyes underwater.	Retrieves object underwater.	Bobs in out of 5 times breath rhythm
s all thongs in ation.	Makes all long vowels in single words.	Makes all short vowels in single words.	Makes all diphthongs in single words.	Makes m sound in isolation.	Makes m sound in the initial position in single words or nonsense syllable (e.g. monkey):	Makes m sound in the final and medial positions in single words (e.g. comb and hammer).	Makes a sound in isolation.	the initial position in single words or	the medial position in single words (e.g. doghouse).	in isolation.	Makes w the init position words or syllable window)
s L sound he final medial tions in le words fall).	Makes L blends in isolation.	Makes L blends in initial position in single words or nonsense syllables (e.g. clock, black).		Makes r sound in the initial position in single words or nonsense syllabl (e.g. rabbit).			Makes r blends in the initial position in single words or nonsens syllables (e.g. train, crayon).	sound in isolation.	Makes j sound in the initial position in single words or nonsense syllab (e.g. jump).	angell.	sound isolai
•						-	ORed o scowling OFrequ	r swollen eyelids OBlurred vision ent rubbing of eye circles under eye	Eyes: O Crusts of Red, watery or O Crossed or turnes O Continuous book in unnatural	discharging eyes C led out eyes ORap linking OReported ling or covering o	Persist (id oscill burning
FRIC	2				1. 1		A 9 40				

DRAL CHARACTERISTIC

0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23:0
o wm	Imitates sign for own name when signed	Produces signs for own name without a model.	Pairs siblings, classmates, friends with their name signs when shown their signs by another.	Imitates Signs for siblings, etc. when	Produces sign for siblings, etc. without a model.	Points to 5	Imitates signs ifor 5 familiar objects	Produces signs	Points to 10 familiar objects when shown their	Imitates signs for 10 familia	Produces signs for 10 familiar objec without a mode
eneral ion of names les led by	Relates general configuration of own name to printed name.	configuration of names of classmates and siblings to printed names.	Imitates general configuration of letrs in familiar 3 and 4letr wrds when fspelled by another.	configuration of familiar 3 and 4 letter words to pictures or to the printedwrds.	letters as symbols for familiar 3 and 6 letter words without a model.	dProduces genera configuration of own name without a model	Produces general configuration of names of classmates and siblings without a model.	configuration of familiar 3 and 4 letter words without	Recognizes double letters in a word fingerspelled by another	Relates general configuation of 5, 6, 7 and 8 letter words to pictures or to the printed wrds	Follows 2 and word direction when finger-spelled by another.
rally ual	when given pictures of described object.	described object when physical gestures are	Points to orally described object when tactile clues are given (see booklet for example).	described object when facial ex- pressions are	Points to orally described object with no clues.	Watches speaker give entire one step verbal command.	Follows one step verbal command with physical, facial, visual and tactile clues.	Follows one ste verbal command with three types of clues (e.g. physical, facial and visual).	verbal command with two types of clues.	Follows one ster verbal command with one type of clue.	Follows one st verbal command with no clues.
ft of body,	whether object, person is to left or right	sighted and	Follows directions requiring multiple left and right turns.	Travels straight line and reverses route to end in beginning location.	Turns to left or right once while traveling and reverses route.	Turns twice while traveling and reverses route.	Turns more than two times while traveling and reverses route.	Indicates from memory location of the following in familiar rooms: door, wir dow (see booklet	ipesitions Luithin it.	Tells content of typical rooms, (e.q., bedroom, bathroom, classroom).	Undertakes systematic investigation of unfamiliar room.
	sounds they make (e.g. car, truck,	by the sounds	bell, buzzer, fire siren,	Identifies mechanical sounds (e.g. fan, lawn mower, can opener).	Identifies other environmental sounds (e.g. echoes, door closing, water running).	Identifies all previous sounds at moderate intensities.	Identifies all previous sounds at low intensities.	Identifies all previous sounds when masking or white noise is of equal intensity to sounds.	Identifies all previous sounds when masking noise is greater intensity than sounds.	Points to direction of all previous sounds.	Estimates distance all previous sounds are from self.
ed up airs king tep	Board and deboards trans- portation facili- ties safely and efficiently with guide.	Travels safely on escalators and elevators with guide.	Maintains composure when left temporarily by guide.	Uses upper arm technique to protect upper body when moving about unfamiliar areas.	Squats and uses arm to protect head and face when retrieving lost object.	Uses lower arm technique to protect lower body. Modifies technique for lowest protection	Uses a combin- ation of upper and lower arm techniques to protect self.	Uses protective techniques appropriate to situation and place.	Uses the proper arm,hand,fingers and feet posi- tion to follow a parallel surface (trailing).	techniques while trailing	Uses the trailing technique to find a given destination, series of destinations.
hg	Uses cane to detect drops, inclines and down curbs.	Uses cane to align body to cross street in desired direction	Uses cane to determine and verify whether curb is square, round, or blended.	Asks public for assistance when needed to cross street.	Uses cane to detect obstruc- tion in path before stepping onto street.	Uses cane to travel around vehicle in line of travel.	Uses indoor cane technique to cross street in a straight line.	Uses cane to measure height of opposite curb before stepping onto sidewalk.	Uses indoor cane technique to de- tect obstructions on sidewalk before resuming rhythm technique	Crosses street safely and effectively where traffic is controlled by stop lights.	Crosses street safely and effectively where traffic is controlled by stop sign.
WITE II	Grips rim of wheel on wheelchair.	grip on rim of wheel.	Moves wheelchair in any manner.	Stops wheelchair in any manner.	Moves wheelchair forward using one push forward and release movement.	Moves wheelchair backward using one pull back and release movement.	orns wheelchair in a circle to the right.	Turns wheelchair in a circle to the left.	Sets brake on wheelchair to stop or remain stationary.	Releases brake on wheelchair to resume movement.	Travels forward ten feet in wheelchair.
	position on own.	Walks forward on knees with maximum, support (e.g. trunk support).	Walks forward on knees with minimum support (e.g. hand support).	Walks forward on knees on own.	Maintains standing position when placed at parallel bars for support.	position using bars	Transfers weight from one side of hady to the other while standing at bars for support.	to one side of body, lifts opposite footand	to one side of body, lifts lopposite foot an	Walks sideways on parallel bars leading with one foot and follow- ing with the other.	steps forward between paralle
d or tw g or pr dity wh r weakr	ders, pelvis or bo risted back, sway otruding abdomen (en sitting, stand less ODisplays sy lins of back and n	back Displays s O Stands in unnati ing O Displays li mptoms of spastic	ymptoms ural- mited								
	Retrieves object underwater.	Bobs in and out of water 5 times, breathing rhythmically.	Performs jelly- fish float. Recovers to standing position.	Performs turtle float and recovers.	Performs dog paddle (body stroke).	Performs front (prone) float.	Performs back float.	Recovers to standing position from front and back floats.	Performs front glide for 2 feet, 5 feet.	Performs front glide with flutter kick for 2 feet, 5 feet.	Performs hack glide for 2 feet, 5 feet.
	in isolation.	the initial position in singl words or nonsense	the medial position in	isolation.	the initial	Makes n sound in the final and medial positions in single words (e.g. ca <u>n</u> , pe <u>n</u> ny)	Makes p sound in isolation.	the initial position in single words or	Makes p sound in the final and medial positions in single words (e.g. cup, apple)	Makes f sound in isolation.	Makes f sound in the initial position in single words or nonsense syllab (e.g. fork).
tial ds or yllabl	Makes j sound in the final and medial positions in single words (e.g. orange, angel).	sound in isolation.	in the initial position in single words or nonsense syllabl	in single words	Makes ch sound in isolation.	Makes ch sound in the initial position in single words (e.g. chair).	Makes ch sound in final and medial positions in single words (e.g. witch, matches.	Makes sh sound in isolation.	Makes sh sound in the initial position in single words or nonsense syllabl (e.g. shoe).	Makes sh sound in the final and medial positions in single words (e.g. fish, station).	
y or di turned us blir shuttir	eyelids among las ischarging eyes O d out eyes ORapid king OReported b ng or covering of position	Persistent squint oscillation of t urning or itching	ing or he eyes of eyes								
ER	C 3.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	220	23.0

STICS PROGRESSION -

2.0	23.0		25.0	25.0		28.0	29.0	30.0	31.0	32.0	K
ates signs IC familiar ects when ed by her.	Produces signs for 10 familiar objects without a model.	Pairs 10 adjective signs signe by another with appropriate pictures, objects.	Produces 10 d adjective signs without a model.	Pairs 10 action verbs signed by another with their appro- priate actions.	Produces signs for 10 action verbs without a model:	Reads and signs 2 word phrases.	Points to 20 familiar objects when shown their sign by another. Points to 50. Points to 100.	Produces signs for 20 familiar objects without a model. Produces signs for 50, 100.	Pairs 20 verb signs signed by another with their appro- priate actions. Pairs 50.	Produces signs for 20 action verbs without a model. Produces signs for 50.	Pai adj sig w/a pic Pai
tes general figuation of 5, 7 and 8 er words to ures or to Printed wrds	Follows 2 and 3 word directions when finger- spelled by another.	Responds appropriately to 2 and 3 word phrases when fingerspelled by another.	Recognizes all letters of own name when fingerspelled by another.	Imitates all letters of own name when fingerspelled by another.	Produces all letters of own name without a model.	lmitates familiar 3 and 4 letter words when finger- spelled by another.	Points to all letters of the alphabet when fingerspelled by another.	Imitates all letters of the alphabet when fingerspelled by another.	Fingerspells double letters correctly.	Produces all letters of the alphabet without a model.	Pro 4 1 wit mod
ows one step oal command o one type liue.	Follows one ster verbal command with no clues.	Watches speaker give entire two step verbal command.	Follows two step verbal command with some physi- cal, facial, visual, tactile clues.	Follows two step verbal command with no clues.	Katches speaker give entire three step verbal command.	Follows three step verbal command with some clues	Follows three step verbal command with no clues.	Follows verbal command.contain- ing known words.	Follows verbal command contain- ing one unknown word.	Follows verbal command contain- ing two unknown words.	Foll comming two work
s content of cal rooms, i., bedroom, sroom).	systematic investigation of unfamiliar room.	Indicates location of items in 22.0 after investigation of unfamiliar room.	Urients body correctly for the use of all types of doors, elevators and escalators.	Describes unfa- miliar room from different pos- itions within it after investi- gation of room.	Describes the relationship of a given room to other rooms in the building. (see booklet.)	Describes the directional relationship of a given room to other rooms on the site.	Indicates which direction familiar rooms, build ings are facing (e.g. north, south, east, west)	Describes the relationship of given building to sites in the surrounding area. (see booklet.)	Describes the idirectional relationship of a given building to sites in the surrounding area	carnet) through	mate
nts to ection all vious nds.	Estimates distance all previous sounds are from self.	Estimates height of all previous sounds.	Uses auditory clues to help locate dropped object.	Determines whether sound is moving or stationary.	Tracks a moving sound by defining its path in relation to self (e.g. parallel, at angle, etc.).	Determines whether sound is closer or further than another sound.	Detects and reports the approach of a moving sound.	Uses direction, height and distance of all above sounds to orient self.	Determines direction of streets by auditory clues.	Determines lay- out of streets at intersection by the sound and direction of	Dete of t ligh soun dire traf
nniques while iling	find a given destination, series of destinations.	landmarks of exact & known location to find	Uses trailing & sounds, odor, temperature, or stimulus clues to find a given destination(s).	Uses trailing & location of di- rection of sound (direction taking) to find a given destination(s).	Uses trailing, direction taking and squaring off to find a given destination(s).	lmarks, direction	Makes 90° (quar- ter), 180° (half) 360° (full), 270° (three-quarter), 45° (diagonal) turns.	Finds destination following verbal directions containing references to left and right.	Finds destination following verbal directions containing references to north south, east, west.	cane securely using correct thumb & index	Hold stra a pr to t gras
ses street ely and ectively e traffic controlled stop lights.	where traffic	Crosses railread crossings safely and effectively.	Performs multiple street crossings safely.	Uses cane to locate ascending and descending flights of steps.	Uses cane to determine height and depth of ascending and descending steps	Uses cane toposi- tion selftorigh side of steps. Grasps handrail. Holds cane cor- rectly.	Uses came to tap each ascending step and to clear top of each descending step,	Uses came to indicate last step in flight of ascending or descending stairs.	Uses cane to detect tripping hazards on or in front of steps, landings, etc.	Resumes walking using appropriate cane technique immediately after ascending and descending steps.	desc with
eases brake wheelchair resume ment.	Travels forward ten feet in wheelchair.	ten feet in	Travels length of classroom (e.g. 30 feet) in wheelchair.	Travels length of classroom in wheelchair in one minute.	Travels using wheelchair in roomy areas to go forward, backward, and to turn at will.	Travels using wheelchair in compact areas to go forward, backward, and to turn at will.	Travels forward through doorway.	Travels backward through doorway.	Opens door, travels through doorway and closes door.	Places foot rests in down position.	Plac foot rest
ing with one and follow- with the		Takes a few steps forward between parallel bars on own.	Walks length of parallel bars.	Turns around between the parallel bars.	Walks backward between parallel bars,	Takes a few steps forward using rollater.	Turns around using rollater.	Walks through doorways using rollater.	Walks length of classroom (approximately 30 feet) in one minute using rollater.	Takes a few steps forward using a pick-up walker.	Turn and door pick
		while sit (tension shaking, O Displa	s or rocks forward tting, standing O tics) O Displays flapping ODispla tys bizarre tongue or fist in eyes O	Displays involunta bizarre hand or ar ys bizarre facial Or mouth movement	ary, spasmatic mus om movements: soc movements: twitch is: twitching pu	cle contractions king, flailing, whing, wrinkling	vaving,				
et.	back glide for 2 feet, 5 feet.	flutter kick for 2 feet, 5 feet.	water from deck with legs apart so head does not become	Jumps into water from deck with le_ together, pusnes off bottom and glides.	Performs front glide with kick and stroke,	Performs back glide with kick and stroke.	Rolls over from front to back and back to front while gliding.	Performs various combinations of arm and leg movements with front glide.	Performs various combinations of arm and leg movements with back glide.	Swims 20 feet on front (head above water) in shallow water.	Swim on b shal
ition.	position in single words or nonsense syllab) (e.g. <u>fork</u>).	in the final and medial positions in single words (e.g. knife, alephant).	isolation.	position in single words or	Makes b sound in the final and medial positions in single words (e.g. tub, baby).	Makes k sound in isolation	Makes k sound in the initial position in single words or nonsense syllabl (e.g. cat).		Makes g sound in isolation.	Makes g sound in the initial position in single words or nonsense syllabl (e.g. girl).	Makes the f media in si (e.g.
ne final and Il positions	sound (voiced and unvoiced) in isolation.	in the initial position in single words or nonsense syllabl	Makes th sound in the final and medial positions in single words (e.g. too <u>th</u> brush, tee <u>th</u> , ba <u>th</u> e).	isolation.	Makes wh sound in the initial pusition in single words or nonsense syllabl (e.g. whistle).	Makes Z sound in isolation.	Makes z sound in the initial position in single words or nonsense syllabl (e.g. <u>zebra</u>).	Makes 2 sound in the final and medial positions in single words (e.g. nose, scissors).	isolation,	Makes s sound in the initial position in single words or nonsense syllabl	Makes in the media in si (e.g. penci
0		scratches scratchin O Pickin	symptoms of the <u>Si</u> or sores O Body o g O Bald spots O M g at body O Bluisi tics O Hair twist	odor, dirty skin (Hits on hair ORed I lips and nail be	DDry skin, rashes splotches on ski ds O Pale or flus	 sores O Frequen n O Persistent ac hed color O Drawn 	t ne	•	·	. 1	
ERIC	230	240	250	260	270	290	29.0	200	- 27.0	20.0	R

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0) .	32.0	33.0						39.0	40.0	41.0	42.0
by f	or 20 action a erbs without a odel. Produces w igns for 50.	djective signs a ligned by another w lappropriate lictures, objects a	djective signs without a model Produces 50 djective signs.	signs 3 word phrases.	signs 4 word phrases.	Reads and signs kernel sentences with noun and verb phrases.	Signs using precise rather than gross movements.	Reads and signs pronouns and possessive pronouns.	Reads and signs present forms of the verb to be (e.g. am, are, is).	Reads and signs prepositions, articles, con- junctions, pre- fixes, suffixes, numbers, plurals	Reads and sig questions. U facial expres sions to give clues when si questions.
ers 1	letters of the	Produces 3 and 4 letter words without a model	7 and 8 letter words	7 and 8 letter words without a model.	Relates words with more than 8 letters to pictures or to the printed words.	Imitates words with more than 8 letters when fingerspelled by another.	Produces words with more than 8 letters without a model	Relates phrases when finger- spelled by another to pictures or to printed phrase.	Relates sentences of 4 and 5 words to pictures or to the printed sentence.	Identifies punctuation when fingerspelled in a sentence.	Identifies questions who fingerspelled by another.
tain- c	ommand contain- ing two unknown vords.	command contain- ing more than two unknown	sentences which differ only in	differ only in one visible,	Participates in short (e.g. 3-4, sentences) con versation about a known topic.	10-20 sentences	Participates in lengthy conver- sation about an unknown topic.	Participates in conversation using lipreading to understand communication of familiar person.	Participates in conversation using lipreading to understand one and two unfamiliar persons.	Participates in conversation us- ing lipreading t understand group of familiar and unfamiliar peopl	o full-face position. e
of 1 Iding of the	ous indoor floor	textures and materials to help	ground textures& materials (e.g.	Uses outdoor ground textures and materials to help orient self.	Identifies var- ious outdoor land characteristics (e.g. incline, slope, level, bumpy).	characteristics to help orient	Identifies the following outdoor features through tactile clues: bush,curb,drive-way (see booklet)	to help orient self.	Describes (ver- bally or pictor- ially) the layout of streets, side- walks, crosswalks (see booklet).	walks, drives and placemt, of bldgs.(see bklet	building place ment of famil residential areas
f	Determines lay- out of streets at intersection by the sound and direction of	Determines color of traffic light by the sound and direction of traffic movement	Determines size and dimensions of a room using sensory clues.	Determines whether a room is furnished or empty using sensory clues.	Detects location of opened doors in room using sensory clues.	Detects openings in buildings such as alleys, street corners using sensory clues.	Detects an object being approached and avoids, using sensory clues.	Detects an object being passed on the side using sensory clues.	Detects veering walking pattern and corrects using sensory clues.	Orients self inside public transportation (e.g. puts money in correct place finds seat, exit	using tactile auditory clue
nation erbal ref-	Grasps shaft of cane securely using correct thumb & index finger position	Holds arm straight and at a proper angle to the body when grasping cane for indoor method	Keeps hand and wrist relaxed while grasping cane for indoor method.	Keeps cane tip close to the floor (1-2 inches) for indoor method.	Moves tip of cane side to side without over or under extending width of bodywhe traveling indoor:	Holds and uses cane correctly when walking with sighted guide nSwitches cane shand easily.	Uses cane properly while traveling in elevator, on escalator, revolving doors.	Uses cane to travel safely indoors in familiar and unfamiliar environments.	Grasps shaft of cane using proper thumb and finger positioning for rhythm (Hoover or touch) technique.	rhythm technique	proper elbow extension and placement for rhythm technique.
o ping or in eps.	Resumes walking using appropriate cane technique	Uses cane to safely ascend and descend steps without handrail and at a steady	Uses cane to enter and exit - automobile.	Uses cane to safely board and deboard public transportation facilities.	Travels safely and efficiently around home, school and work grounds.	Travels safely and efficiently in residential areas with sidewalks and curbs.	Travels safely and efficiently in residential areas without sidewalks and curbs.	Travels to specific destinations of known location in residential area (e.g. school, posoffice, church).	ofspecific 1 destination of 5 unknown location 5tin residential	streets and sidewalks.	Travels safel and efficient in small business area
ough	Places foot rests in down position.	Places foot on rest.	Takes foot off rest and places foot rests in up position.	Transfers from floor to wheelchair.	Transfers from wheelchair to floor.	Transfers from bed to wheelchair.	Transfers from wheelchair to bed.	Transfers from chair to wheelchair.	Transfers from wheelchair to chair	Transfers from toilet to wheelchair.	Transfers from the totollet.
th om tely n one	Takes a few steps forward using a pick-up walker.	Turns around and walks through doorways using a pick-up walker.	Walks length of classroom in one minute using pick-up walker.	Stands using crutches for support.	Transfers weight to one side of body, lifts crutch and take one step forward.	few steps forward	Turns around and walks through doorways using crutches	Walks length of classroom in one minute using crutches.	Transfers safely from a standing position to the floor using crutches.	Transfers safely from the floor to a standing position using crutches	Opens closed doors and walks throug using crutch
<u> </u>											
arious ns leg with	Swims 20 feet of front (head above water) in shallow water.	Swims 20 feet on back in shallow water.	Dives into water from deck in sitting position.	Dives into water from deck in kneeling position.	Dives into wate from standing position and swims across pool.	Performs surface dives.	Swims 20 feet on front using rhythmic breathing in shallow water.	Changes position from front to back and back the front while swimming in shallow water.	direction while		Swims length of pool usin 1 or 2 different strokes
und in	the initial position in single words or inonsense syllab	Makes g sound in the final and medial positions in single words (e.g. dog, wagon	isolation.	Makes y sound in the initial position in single words or nonsense syllab (e.g. yellow).	the medial position in single words	n Makes d sound i isolation.	n Makes d sound i the initial position in single words or nonsense syllal (e.g. doll).	the final and medial position in single words	isolation.	n Makes t sound i the initial position in single words or nonsense syllal (e.g. <u>t</u> able).	the final ar medial posit in single wo ol (e.g. coat, potatoe).
	(e.g. girl). Makes s sound in the initial position in single words or nonsense syllab	Makes s sound in the final and medial positions in single words [(e.g. bus, pencil).		,	in Makes s blends i in the final position in se single words (e.g. nest)	Makes all prece ing sounds in c syllable words within known vo cabulary (spon- taneous speech	ne preceeding sounds in two sounds in two sounds in two sounds words within known yoccbulary.	Makes all preceeding sounds in three syllable words within known vocabulary.	syllable words within known vocabulary.	Makes all preceeding sounds in phrases within known vocabulary.	Makes all preceeding sounds in sentences within know yocabulary.
	(e.g. <u>S</u> un).	henici ();		STrue Stooter	, , , , , , , , , , , , , , , , , , , ,		Displays O Radic irritabi O Abdom	symptoms of <u>General</u> cal changes in weight in the state of the state	ity Olethargy, un ach pains O Chroni	responsiveness, d c diarrhea or con dreaming or inatt	rowsiness OBrestipation OFre

32.0 33.0 34.0 35.0 36.0 37.0 38.0 39.0 40.0 41.0 42

© 1973 SANTA CRUZ COUNTY OFFICE OF EDUCATION 701 OCEAN STREET, ROOM 200 SANTA CRUZ, CALIFORNIA 95060 DR. RICHARD R. FICKEL, SUPERINTENDENT

TEACHER	
SCHOOL	DISTRICT

12.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	G 6
tions. Uses al expres- is to give s when signs tions.	conversations. Imitates signed conversations.	Reads and signs described events in the past tense.	Reads and signs described events in the future tense.	Reads and signs compound sentences.	Reads and signs complex sentences.	Signs conversations with consistent roythm.	Converses with signs using fspelling only to communicate word with no sign or unknown sign.	Signs conversations simultaneously	
ntifies stions when perspelled another.	Fingerspells phreses. Fingerspells 4 and 5 word sentences.	Relates sentences of more than 5 words to pictures or to printed sentence	Fingerspells sentances of more than 5 words.	Relates conver- sations finger- spelled slowly by another to pictures or to printed convrstn.	Fingerspells questions correctly.	Fingerspells conversations slowly.	Relates conversations finger- spelled rapidly by another to pictures or prin ted conversation	fingerspells conversations as rapidly as they are spoken.	
any ker from face tion.	less than	Reads any speaker in well-lighted position.	Reads any speaker in less than well-lighted position.	Asks speaker to repeat words which were not understood.	Asks speaker to rephrase misunderstood communication.	Asks speaker to face the light, move closer, re- move sunglasses, to make speech- reading easier.	Asks speaker to refrain from putting his hand in front of his mouth.	Asks group what was said to cause laughter.	
et layoutand ling place-	street layout and building place-	location of famil iar businesses (e.g. post office laundry, grocery,	window displays, aisles, stairs,	Oescribes the location of rail- road tracks, mail boxes, lamp oosts fire hydrants,etc.					
jents self becomes riented in lfar areas g tactile, tory clues.	Reorients self when becomes disoriented in unfamiliar areas using tactile, auditory clues.	Reorients self in unique areas (e.g. gas sta- tions) using tactile, etc. clues.							
s cane using er elbow hsion and ement for hm nique.	Holds cane using proper hand centering and positioning for rhythm technique.	securely in hand using wrist to	cane using proper amount of pressure to detect surface types and changes	of the shoulders	narrower arc in congested areas,, wider arc in	in proper rhythm with each step. Corrects self	detect obstacles Stopsimmediately	contact with an object to be tactually	
rels safely efficiently mall ness areas.	Travels tospecific destinations of known location in small business areas(e.g. stores restaurant, etc.)	specific destinations in unknown location	safely and efficiently in large business	Fravels tospecif- ic destinations of known location in large business areas(e.g. banks, departmentstores)	specific destinations of unknown location in large	Travels on public transportation (e.g. taxi, bus). Enters and leaves safely. Pays fare. Finds seat.		Travels safely and effectively in congested pedestrian traffic.	
isfers from Elchair joilet.	Iransfers from bathtub to wheelchair.	Transfers from wheelchair to bathtub.	Transfers from car seat to wheelchair,	Transfers from wheelchair to car seat.	Travels up and down incline using wheelchair.	Travels up and down curbs using wheelchair.	Follows safety rules using wheelchair (e.g. sets brake at desk).		
	Walks up and down inclines, curbs, bus steps using crutches. Enters and exits from car usingcrutches	Ascends and descends stairs using crutches.		Transfers weight from one side of body to the other without support. Balances on one foot momentarily.	Takes a few _ steps forward without support.	Walks length of classroom in one minute without support.	Balances on each :oot for 3-5 seconds without support.	Walks up and down curbs and steps without support.	
		·							
ns length pool using r 2 ferent okes.	Dives into water from low springboard	Performs spring dive off board.	Swims length of pool using various strokes (e.g. crawl, breast stroke, side stroke).	Swims length of bool underwater.	Swims 20 yards, 100 yards, 220 yards, 440 yards.	Uses life jacket and other flotation equipment correctly.	disrobes and uses clothing for support.	Uses several means to aid another swimmer in trouble (e.g. extends hand Or leg, throwsline)	
s t sound in final and al positions ingle words coat, toe).	Makes ng sound in isolation.	Makes ng sound in final posit in single words (e.g. ring).	Makes ng sound in the medial position in single words (e.g. fi <u>ng</u> er).						
s all eeding ids in ences in known bulary.			÷				i ·		
overweight hunger O Ea s O Breathle n O Frequent D Constant fa	ssness 11ing		·						
ERIC	130	MAO	45.0	46.0	47.0	48.0	49.0	50.0	

ME_____DA

DEVELOPED THROUGH E.S. E.A. TITLE VIB FUNDIN PROJECT NUMBER 44-00000-0000-925

BEHAVIORAL CHA

	IDENTIFYING BEHAVIORS	10	9.0	36.00				<i>y</i>									
		1.0	2.0	<u>'3.0</u>	4.0	5.0		<u></u>		<u>-9.0_</u>	<u> 10.0 </u>	11.0	12.0	13.0	14.0	_15.0	16.0
23 ADAPTIVE SEHAVIORS	C used reject to ritual immore Operations providedly anchored test reportitionly- presentation (Desponsed reported or materialities now object) to destrict learning and still D itspector, utilizines or gets confused when unconcided change active O partitives insection into special report of the provided of the provid	looks at hands.	Moves having in front of loce imporately.	frings hards tagether in iront Cf feta, looking at them,	Plays with hands while looking at them.	Puts hands in moule.	Taliristes new object 's presence in room.	Nove: toward now object.	Touches new object.	Manipulates new object for short time.	Uses object in usual monner, sut e-changes it for another,	Experiments util new object using acre then one sense.	218% new object Oiffer- ontly than other objects.	Tatas write playing "	Usek Apu- object for designed purposes.	ingight to interection(i) with another person	Sule plays (p.g., les perliet, drets-up, play nouse)
24 MPULSE CONTROL		Sits prietly for 30 seconds shee group is instancing to stories, mole,	Sits orietly for one mines when group is listening to stories, and ic.	Taken turns to some activity SEE of time or loss,	Site in sect, stands in line, etc., without fidenting, now- ing for SiE or loss of activity.	fits quistly fee more twen I minute when group in listen- ing to stories, she're.	Hispings tolfo- destructive be- horiors 75 to 1005 of baseline,	Changes activi- ty without om- timel outborst when change can it mili-defined.	Charges resting arthest sention of arthersts shar oligens- tives are pre- pested.	Stis quietly for more than B chatte sham group is listen- ing to obsrice, mails.	Quieta dum ofter settine period (e.g., recess) if re- minded freemently.	Token terms is some activity as-less of time.	Sits to seet, etc., without fidgeting, seeing for 25- bid of the activity.	Hithdram or be- mus writelly sepressive for there periods when sortest, criticized, etc.	Hispings to 17- decreative ho- beriors 50-755 of bessiles,	della or acta out shile relates black for atlantion.	Accepts change in reacting or children or
25 INTER- PERSUNAL RELATIONS	D here's plays with other decisions O'Ampailes' Contrastions to class discussions a state of the property of t	Salles, Incel up when another parken enter; the rece.	Reather for feetliar people.	Become I quiet when Circised,	Molds here up in group scil- willes such as esting, games, etC.	Rejume senia when softed at.	watches the movements of pthers-shows incorest.	Demands person- sl attention by mosting noises.	Seeks Situration of others (e.g. repeals perfor- mences (hat ere isophed at).	Spes hear shers during Pres play.	Accepts help from others (e.g., when working on tssk).	Fleys alone in presence of placers.	Shares when tell to do so but comitains.	Hits amorer, waiting accuses is teacher when confronted with deed.	Exchanges flows for play.	ustines athers play and may join in for a few athetes.	Piggs individually usin adult.
DENATION DESPONSIBLE SE	O parform an unite some activation of headers destination acts of better just, by sending tearing, excelled-set Collections and the collection of the destination of the parform on activity by an extendity filter of the pages emptition, and at all 1,00 acts to expect the send that the page of the pages o	Clotte meterable of them and defends can yes sessions physically.	Cloiss quar- phip of Itam, and defends that possess. loss writelly,	Pellant direc- time/perform activities grown by seth- ority, teacher.	Phine con doctrions about activities with adult ouper- vision.	Pullous previ- ously defreed rates and rep- elsians when detherity fig- ure to present.	Accepts or fol- less real-seat to school authority Protests roles visued as so-	Configure to group decision; despite person- at disappoint- tent or disa- proment.	Shays teady-; do legated outherity fig- ure (r.g., substitute teacher),	net physically	Compareton with toocher request for quiet; etc.	Returns shipets or meterials to their setimed or appropriate place.	Sreats others' property as he would his man,	of others ()	telurtours for tasil eccupts responsibility.	Perform gail pred responsing [1]. 2101.	Perform undes- lest to test stan restructured so as 18 to visual an detiral is,
27 . PERSONAL WELFARE	D Does Mil Pear common dingers O Injures saffyllners offer Oboes not care for sponds O Does not dollow stelly atrections O Acts carelessly may damperous patrials O Does not dollow sraftic rules	hemains leaded th Car or but.	Keeps sssi beli fastomed white th car or bus.	fastens out east bels.	Soards, de- boards school Dus uneasibled.	social negrets door in car amen alled.	lowetifies pre- turally or werb- elly democrous sisuations or objects.	Arctan or mains	triis/gestures/ reports to edult about any danger/injury.	Breas familia	Attempts to protect self from ectage	Report Injury of other to edult.	Seets out adult unen an unfgell- ter antmel approaches.	dentifies denpr signal, tops activity and sreit adult.	follows fractions in draggerians in firm or civil defense drift	salat to designated areass) without supervision no running	Reads and ici- form directions on making mights [r q , alon] male, don't
28 MLF- COMFIDENCE	O melitate le coprest seriales (D'étres escenes, retinesfections der failures O cen son attampt le ommer mot question-responde uits "I cen't have O tres for a bringe of pare seriales, self-continence Disponsition s'one hert c'indicates distillat of one product (D bon not attempt activity or test O become protuct when solte questions (D bon not attempt activity or test O become protuct when solte questions (D bon not faitfait affairection stit beckenippers	Responds as briefly as pos- sible tr peer/ seather initia- ted briefsetten.	Forticipetes in class activities when required to do ee.	Answers person- al questions,	Takes part 10 class discus- sions tencerating facilings years eated.	Televisors personal infer- mation during class discus- elons,	Perhalizes upto- lane or perform activity/task to reviews success ittentions	Assume destrict lane un sotarist while it is be- ing individually tolored,	Accepts queco tions on propo- lors indirio thelly tutared	Descrite participate is class activities.	tortalises suc- cess et test perfermed, colliens pre- sented or acti-	Participates in converse- tions with teachers/poors.	PART DATE TELEPORT	Amounts ques- sions on unter- to) units to in boing presented	intuors quit- tions on prov- tous promp- presented miterial,	fernors ques- tions on pelfo- rapi material just ofter to	Reserve questions on province solf- reed meterial.
אונ	O fairs apotent's property and does not return it-citait () inscriniting recommits your retained and fair in a fair in the property of the second of the sec	lates on stem only of that lies is openly displayed.	Asks permission of pumer after taking others' property.	Asks permission of owner shills liking others' property	Aits permission of owner before sering others' property.	Ases to use	Asts to usr others' property and returns by show restrated.	Ass to use others' property and returns it	Accepts lactions to form the blare when confronted with deed.	Accapts legits- mate older when asked more than once.	vity empaged in, voluntarily accepts legitimate plame.	Accurately Fe- rounts octor- rences (tells truth) less than 25s of the	Iting previous IUCCELSES Scruptely re- counts occur- rectus believen 25-50% of the	Accurately re- county occur- rence; between 50-75E of the	Accurately re- towns occur- reaces between /5-1005 of the	Produces some whose stringen or rettel ga- tistence less then 25% of she	Freduces own word without help between 25-5CS of the
aL,	O Stattlins, stammers, mabbet O Speaks registly, expressive OSpeaks registly eyishayi layes of title betturn work O Speaks slowly eview, layes of title betturn work O Speaks slowly eview, layes of title betturn work O Speaks with responsive the volume O Speaks is a worlfeld, speaked, worked makes of Outer written o Stately participates in class disconsisten O Outer the colour services of situation of Continue in class of states, also O Outer that claims event origins of situation of Continue in claims event without	Relations ap- propriate social distance when speaking to imother,	Responds to and makes verbel greet- ings and farmedis.	Asks for white is desired.	Sage "thank you' "you're upl- come", or "plate" when reminded.	Says "thank you", 'pou're no loome", or 'pirase' after some healtstion,	Says "Thank you" for com- pliments or service. Says "slasse" with	voluntarily. Nates ascuses for interruption.	tooke up/says "oh" while interrupting,	Releas hand shild interrupting.	Mositatos or staps oalf unile interrupting.	Says "excuse se" when interrupting.	inite to be ectrocladed surbally or by gesture before	instinc quiet plus others ore talking.	Uses correct titles show addressing people,	togo 25% of the time. Loughe st slapetick comments.	Lingto ot cam- marts intended to be improve.
1 JCIAL ATING	what Clavers of any own trea O Slame too want/far when speaking it describes. O List Not rest or hos LeO Clarifyerable interfer, food O Cheerfers in Manuals come. O mayorist in the O Clarifyerable interfer, food O Cheerfers in Manuals come. O Manuals in the O Clarifyerable	Retrieves luncs pall or bag.	Soll De prepares table.	Site at Estile during mealtime.	Hains Bins upright perition at table.	Handles only sum food/drins.	requests. Uses stensills/ food for their intensed purposes.	finished	deep! food and utenilis on plair/in boul.	Requests and for spills,	Chows and [set long out of ly else lines lines out of ly else lines out of ly else lines out out of lines out of lines out of lines out out of lines out out of lines out out of lines out out out of lines out	tats most foods in a 11dy manner.	Requests food/ crint be passed at the table.	Pastra fond/ drint on request.	Cleant up spilly,	Edia at reasonable page attnovi beline or deedling.	Uses Maps in Io sipe Nards, enuth during and after end?
32 ATTENTION	Described in at least mally when extractions are not present Olympres teaching- pricated clustress situally detends to test only with continual direction and/or suitablesco Displicy borned behaviors during clustrons actifeities Oktomot to splane" octificiples rather than page 19310 Unividual souther activity for antiqued splane" octificiples rather than page 19310 Unividual souther activity for antiqued	Attends to wasp femiliar task from 0 to 5 seconds when superpiped.	Attends to Ossy/familiay task without Supervision from D to S	Altends to essy/feedlier test for 8 to 30 seconds phon autoryland.	Altende ta essy/familiar task wilhout aspervision for 8 to 10 seconds,	Attends to sopyrestilar test for 10 to 15 seconds when	Attends to basy/familier task without deperment for 10 to 15	Attends to susy/furillar task for IS to 30 seconds when supervised.	Attends to easy/femiliar task without supervision for	Attends to easy/feetitar test for 30 to 65 seculo when	Actumbs to orsy/fumiliar tank without supervision for 30 to 45		Attends to sesy/familian task without supervision	Attends to Obsy/familiar less for 1 prouts to 5	Attend to naty/131 ar task without supervision for i minute	Attends to pery/footifier tool for 8 pinetes to 18	Attends to many/femillor test orthood supervision
	Citarts or complete astipments rarely O belos or puts off starting assignment of mans on assignment only owner given individual direction/rationism Ostoos our if my problem or interference is apprilated O (deplete, tas in non-essignid arm O (consistently Symons inclusive in classing stand):	Starts lask on- ly w/much re- einding from teachercon- tiquel rein-	starts task De- fore end of tlass period of little remind- inc-motologi		Starts task (8.g., classup) at extigned from	Starts lask at aseigned time with no prompting.	Secondi. Completes 0-10s of 511s only with conlinut! stiention/ ruinforcement.		Completes 0-101 of last with lisib attention/ reinforcement,	Completes 10-25s of Eash only with continual relefercement/ attention.	seconds. Complets 10- 752 of last with some astention/ relaffercount.	minute when supervised. Completes 10- 25t of test with lissic atlention/	for 45 seconds to 1 sinuta. Complete: 25+ 503 of sess only with continual situation/	Photos when supervised. Completes *- 50s of task alsh loop attention/ reinforcement.	to 8 minutes, Completes 25- 508 of task with little attention/	emertes plan apportised, Completes 50- 75s of test only with continual	for 9 senutes to 10 senutes. Complete: 50- 25s of Lask with some stionites/
	O helds began at other than 90-begins ongle to mad O begins a little O Rosel get Transplanty does meriting Officerrectly arisent positions based on written grant transplanty and made the week for married prefits matterials and the order of the second prefit and th	forcement.	reinforcempt. Opans book * Lurss right mide up.	reinforcement. Turns pages tue-three et a time.		Tierns pages one ot a time,	Patches shjects by color/size/ shape.	Reproduces pog- beard designs in term of humber, color,	Places five: sictures is legical secution laft		Viewily match- es identical words in group of similar	Rems capital and lower case consonants when shown written latter.	reinforcement. Remo capital and lamer case venels shoel shoen settem latter.	Says whet round capital & lour Case consensate mis when them	Egys how the deligating con- spent blands short show	attention/ reinforcement, Small simple three-inter- words peired with picture,	Says what sounds capital and lower-case vanils make them the
35 HATH	Obust Not phymetically atlangs to mad "no words @ Bands orlack of eigenstion" Obust Not and or subtract correctly @ Boss not multiply or divide correctly One of intents, sainting word problems of corpets second or states in long intents of Cerry and for borrows into words of correction is calculation, sabtraction	Sorts according to shape, size and length,	Locates big and little, large and small in groups of Iwo objects.		Detarmines which of two groups has more and less, many and less,	locates big, bigges, biggest and small, smeller, bml- last in group	Locates first, eredie, and last in group or objects.	Constructs set of one objets.	to right, Continues set of two objects.	Constructs set of three objects.	prition words, Counts arally to Chree.	Constructs set of four, five, sta tem objects.	Course orally so sen.	the arritten letter. Locates object of given number in smoop of ten- ir g , fourth object!	shown the lirs; (See Booklet; Matches arrops having equal numbers of objects up to ten.	Locales front and back, lift and right.	Detarating when a cough, not en a cuph, too men, a cuph, to a group
36 PRACTICAL BATH	O Contract value of coins O Contract days of uses, souths of year Ofelis time iscorrectly O Counts out charge incorrectly O Uses measuring zools herifactively	keets et/for clock yeen soled "In it recess, lunch, bed time,"	Selects long, longer,longest from proup of shjects,	Selecte heavier, lighter, som colghized shject from group of shjects.	furbanes mint	o ourcu.	Soir 15.ms to balance & pro- set belance ocals.	lance poory.	Selects pump when presented with pleny, rictel, dime,	Names a loke!	Selects Otchel/ dim when pre- sented with paney, wittely dim.	Name quarter and helf-doller,	Selects e querter/kulf deltar from proup of colos.	Comment with	Rupds numerals an Clack face, Associates hand miscount with rawtine activity	Restures esting tool same length as like (e.j., uses Puller to	to mitch spect- Fied number Apple Stone to ettain a gra- marted point on scale of
37 WRITING	Oform listers from eight to left rather than from left to right Obstactates listers that stocking officers having some services of the services and the services of the servic	Mutes marks with	Scribbles oith pencil or crayon held in fist.	Draws & vertical line ; ieliating adult.	Grava 8	Perform push- pult strokes lettesing adulc.	Drawk Circle, soitating Bdull.	Draws time between two parallel times.	Uraws recog- nizable face with eyes, nose, wouth.	Holds pencil or crayon in fingers.	Draws Nortzons- el/wertical ling.copying model.	Draws oblique lines, copying models.	Drawn vertical cross- imitating adult.	Dreet square, sostating adult.	Deart oblique cross, tostating souls.	Orans treample, Iniciting soult.	Draws dismond.
38		Stys what sound the neritten letters m, m, b main,	Points out which latter in B word makes a pivon sourd,	Turbalizes which letter- is a serd makes a given sound [0.8 lays "" lo pat),	Writes inter- uses its same is appear. (a.g., writes p),	Unites letter when its sound is speken,	lays what sound the written lotters h, w, wh make.	Pot's put unics letter(s) in a spord makes a given sound,	ferhall see unick letter(s) to a word must a gloom tound,	urfles Tettor(s) when its same is epoken,	brites letter(s) when fix sound is spoten,	Says what sound the written inters t, d, c, k, g, f, y make,	Prints out unich letter in a mad Cakes o green pound.	Torkalizes which lotter in a word makes a given sound.	Mrites fetter phon its name in spoken,	Mrites "etter seen 1ts seund 1s spekken,	Says what sound the written 1, r. e. j. y. s. J. j. note.
39 . REASONING	Observed, not conjects reprectly according to color, length, ster, shape, clais, correct, stallanties, elf-served Ohar difficult, saxing judgments in sequence, size, ed (%), situation	Sorts solecis by telor/shape/ stre/length.	Points to cr places object up, down/on,in, out/under.over- top, bottom/by, beilde, elc.	Dears picture to illustrate one place of information (e.g., draws, a man).	jects or pic-	on may abject or	Sorts five walt- iply-clessed po- jects or pic- tures according to class/cito-	tames (lastes/ categories of sorted objects,	Sorts fave multiply-classed pictured objects according to runstion,	Matches late Dijects/ptc- Lures of Dijects	Patches Illia Tellers/words	Places three simple pictures in sequence,	Orders three written or works! senten- ces in sequence.	Autos Judgmunts In Stie	Mases judgments in langth.	Males Judgments In weight	Mases judgment! In distance.
40 NUSIC AND NEYTHINE	O have to make in non-mythode may O herehas/dances importing buil O like. Nythin testiment but produces no pattern	W-1 1		Minits simple gross Phythadic fact Howamants (e.g., marks time with reat),	Nove in circular pattern.	lears and racks	Notes fine hand/ foot shythetc movements (8.9., image fingers, tape foot).	Flays rhythm instruments,	Harches to time to repotitions : best,	Shifts body rhytim shen mulic temps changes.	Participates in group songs with einging voice,	Fallows/stoics others' play activities.		Plays risple rhytholic petterns on rhythm sticks.	Sings phreses of sangs,	Seproduces some actions to fomiliar somps.	Claps to best of feeding somps or to speck coduces/ patterns,
41 ART AND CRAFTS	Olicitaliss but does not draw Olicital/Max paper but products no designs Olicis place invidenting of the selection of Olicis of Michigan Commission of the selection of the sele		Hates pre-Color Gravings.	"Finger palett.	Colors picture using a veriety of colored crayons/pencils.	Paints pictures using a variety of Calors.	Mass implo snapes from clay.	Desws/peints, trising or showing what he is doing.	Relates Color to objects (e.g., colors opplet red).	intertoing solf with resources at hand.	Euts/lears paper to make deligns/shapes.	Pastes malay- ight to make a collage.	forms grownists shapes with connecting or stack tays	Dears simple recognizable forms on request (r.g., man, dog).	uses art skills to make a craft product (d.g., cut, paste).		Pastes tolored Cutouts to make a complete ptcCure.
42 TRE- TOCATIONAL MILLS	O implicit to determine information about potential jobis! O repaired interviews and join O feet has when pairs toward O Appetration and join O feet has when pairs toward O Appetration and John Control of the pair of the p	Daterenes our shifts position	Datarwines job ares interests after a number of training settings	heads more- paper to locate jobs or truining.	Cantocts (h- parlamit of Huma Besourc- is Le Tecata Suis or Erstalog,	Detarations Job possibilities in the commun- cty,	Identifies seils needed for Just in the community.	on interest and	Determines too to the entirement Medded for back jib, 18 possible.	Rols plays job interviews descentrated restory of reles applicants can play.	Discusses the consequences of choosing job/ company ameldaly.	hale plays on- the-job behav- for: how to bd- dress/late mact e/boxt, co- morkers, others,	Frits out jefr isolications,	Determines how to get to potentian job/ in misus.	or staps to get to higher fleam.	Data ratings jub- related tate: detles, hours, location, pay & pay period, be- nefits, etc.	Acquirse metes- sary tools for enteined jab, r
43 LITCHEN SKILLS	Osinhi dithe isoffettirely Obet dishel may in among place Obeplats items of a latent of a	Evidences de- sire to help empter cost or prepare food.	Scrapes and rinses dillers,	Measures detergent for scapp Pot eater.		unites distes alone,	Dries dishes or arranges dishes in proper places in drying rack.	Puts dishes away in proper places.	Cleans up sitchen [picke up elshes, clians teble, baschen aret].	Cleans sans.	Cleans store.	Cleans refrigerator.	Cleans cupboards, cleans drawers,	Sweeps floors.	Jses Common evailable sticken aten- stis (e.g. halves, spoons, etc.).		Cuts food into large places when preparing food for meals
44 ROMENAKING SKILLB		Himiss adult's concern seest spill or airt.	Minics odult's classes hearter.	Estdences con- cern about up post ettention to igills or dirt.	Cleans up spills for dirt by cloth, mos or droom when teld it is necessary.	Picks up paper and treek,	Places trush in proper receptacia.	Plays Moute, performing du- tion Enait pir- enis or other adults have been seen to do.	riays house, performing rule-differen- tiated duties,	Desta Ferniture,	Emption wastr- baptints, sch- trage, perbaga com.	Friend and?	Fatures Mire than one room.	Cleans up ensire house using encour classer,	Determines when encumning is necessary.	El-ani/weshes sints, totisss. floors, walls, strore, etc., with supervision.	Cleans/weshes sinks, telluts, Floors, walls, signors, calls- boards m/sat supervision,
45 E D I	ATT Ton., prissing large areas O are districtly using Tourseuer O Claims tar/ efforter/laws poorly O Laiss parenting titlle	ers laun/ ground plants/ sentbeds with home,	baters lown with automatic sprinsler.	Euts lawn with hand moute.	rute lam aith	Ranes lawn for grass/leaves.	terniffes and usel comon permining tools.		Digs Adle for tree/bush.	lums ground over:	Rains ground to lavel and clays.	Digs furrowl for seeds.	Plants smeds at regular inisr- eals or broad- casts them.	Corers smeds with correct amount of coil,	(dent (f) es weedt .	Pulls meds.	lortiflas glant distore or theo() groblems.
Ell Provided	WERD TO THE TOTAL PROPERTY OF THE TOTAL PROP	1.0	2.0	3.0	4.0	5.0	6.0	7.0	0.8	9.0	10.0	11.0	12.0	13.0	14.0	15.0	16.0

AL CHARACTERISTICS PROGRESSION-BCP23

				437 (19)			الا الخاب	414				B /8.									_	
1:0-	<u> 14-0</u>	_	<u> 16.0-</u>		<u> 18.0</u> -			<u> </u>	22.0			25.Q		27.0	28.0		30,0		į	<u>33.0</u> -	<u>34.0 </u>	35.0 - (-
"	Uses from object for destyred purposes.	Engages in interaction(s) with shother person.	Role plays (e.g., tea partiel, dress-up, 51sy houte).	Discusses possible new activities/ teams.	Flays game by palf-value): same game.	games by saif.	Olays pans utt? snother person.	Discusses pre- viously mas- tored attivi- ties tasks and relates them to how ones.	Perform non ectivities/ lases when re- quired/forced.	fries equ's when thang of disappointmel accure if i re- courry period has elapson	Tries again when thorigo or all appointment occurs if reassured,	action and on	when alterna-		tries win when thange or sleap- printment occurs w/out a uccovery pariod, regiser- ance, reasons.		Enhaves actord- ing to peer group nome in moderataly atructured/de- fined atlustion.	rouline when there are changes in learner's dress.	vitigs/tass in it presence of or unen led by now person (e.g.,	chool rules ifts Tuo-day ibsense (d a .	fler three day t	ollows class/ choci rules at seginning and nind of school seet (r g , konday & friday) co
Birthing	Himilare unif- description be- hariors \$0.755 of bessitm,	Calls or acts out while relating bland for at buntion.	Accepts though in resting with- onl metional outlearnia when reasons are emplained.	Retain land for attention,	Site quietly for more than be principle when proop in listen- ing to alories, mail.	Takes terms to game activity 50-795 of the time.	TOP 80-79% BY	Sits quietly for a full per- ied when group is listening to staries, emit.	Takes turns in grown activity	SIN to out, stands to line, ote, m/ost Fid- secting, moint fell or sen at the activity.	Displays self- destructive be- harists 25-50% of baseling.	Delets down to- tendrately after active period and aceit; instructions.	Leavet preveting a layetfum.	Controls physical res- poners when pagered.	Accept: mot crisition with an emptional authorsis.	Changes activi- ty without om- alosel sutherst when change is presenced.	Jan 1	91 ml a 69m.	to secial relies in	tive actions is a paint of the party of the	mili: werbeilens]!	recepts friend. If teesting In teesting
ther, cuses r when rd	Eachanges tloms for play.	play and day		Nits another, voluntarily Making excuses to third party is g , goes to teather).	Plays with one or two others.		Plays coopera- tively wiin another child.	Shows affection for fautiliar person (e.g.,	shows affection	mere another	Hits another and verbalices while hitting	terbe" tees fortings to another, then hits him.	fales tums,	Plays with aroup of three or agre.	Plays coopera- tively in group activity,	Sargains with other thildren.	terbeffces fuelings at another without nitting.	Plays group cooperative same with loost rules.	Interects with		hologress sithout being realneed	Plays stocks of the control of the c
occord- r- or in- tires ti-is	tolsomers for treas—accepts outpost to fitty,	Portures perigned responsibilis- ties.	Performs under- truble tast when restructured to so to be viewed as desirable.		Acto spen (idlp- ful criticism offered by authority (e.g., corrects statute).	trable task to	Secrifices im- mediate satis- faction on the promise of a later privilega- dulayed resert.	forform ander- trable test when payoff for task is incressed.	Grunnisms dujly activities uning lists, maring, etc.	Pulpe Cat decisions am- corpling activi- tion with stal- activities.	Broom activia tim according to sets rational priority.	Schedules activities by time.	Flams for future activities.	TIM TOLISONS			social/school relet is work and etty	Persuping toocher or group to change octivity in op- propriate mon-	Conform to stated 8 toplis a ryles of con- duct for acheel/ glay/home/work			•
ignal, livity	Follows leacher's directions in fire Or civil defense drill.	orsignated area(s) utlnovt superrition	laws dispettans	Recognices Items he has been told are dangerous (e.g., electric- al outlets.	Art as danger	Sengins in designated play areas.	Aroids follow- ing unknown people from yard/in troud.	Approximes/ leaves swing with tawtion.	Handlet therp objects tarefully,	Supervision. Opens/Elsers elsedows tire- rully unor requestes.	Carries cheir with its lags facing forward,	faces tafé éta- lanté from monthes, slove and open flame.	befores rice ana/or gifts offered by stranger.	Goes to and from school bus ungstitted.	9 100 4).	Remitted set clothing.	Avoids	Seess nescrist Anoun adult upon advances of strunger.	icoss both earth before learing	Uses play equipment extends andengering ethers.	Follows rules during firm drill without adult melp	Treels Bindr 11 11 12 12 12 13 14 15 15 15 15 15 15 15
uby- mater- 11 1g sented	Accustry desti- tions on previ- lous group- presented anterial,			which success is	inisiates conversation with teacher/ poers.	Ammore quin- time not explicit in exterist.	Leeds group in stepla eless routiess,	Works Tigue success and failure (e.g., I'm doing D.K. in math.).	Remajor cells when myted quartities and attempts seasons,	terhalites sec- cast and fallyro and suggests sety to reduce future fallers	Leads group in class discon- stand,	Plaplays closs, most appearance,	Show mortross in achesi work,	Displays erectifity in art. desit, uriting, etc.		·						
	Accurately re- counts Ottur- rentes between 75-1001 of the time.	or merbal as-	Produces own work without help between 25-503 of the time.	Produces must wore without help paymen 50-75t of the time,	Produces own wore without help between 75-100% of the time.		**			attuetiem.			,							_		
colot ero ing	Uses correct cities when addressing people.	than 25s of the time Laughe at alayetick comments.		Answers tolo- phone and car- ries un eligie conversation,	Smooth using appropriate using in different alternate.	Speaks in Ing appropriate pitch to different attustions.	Speaks at appropriate apped for the altuetion.	Spooks unling oppropriate tame in different offunctual.	Speaks without atotaring or olassering.	Epitols ofthest passing interest under or word graups Floring sparch,	Speaks clearly without combling.	Requests food or other times appropriately in public.	Porticipates in Class discussions,	Date acceptable languagedate not see abscortifes or sulgerities,	place, mie.se-	Passas to allow others to speak,	Adjusts pos- pensos or actions to type of call ot door or on phone,	Hodelt speech/ tome after others in group,	subject long enough to soteln clasure.	Concludes or accepts conclu- sion of concru- action in o polite manner,	Intentions Ip makes appropriate homerous remrss.	Nakos Introductions, 8'
vod/	Cleans up spills.	tats at reasonable pace ishout boising cr dawdling.	uses maplify to expenseds, mouth during and after smal.	Arers napkin in lap.	tats with one nand to lap.	Reeps albows off the twois,	Obtains replacement of utental drops to floor.	Chews and swellows to swellows to swellows to swellows before speaking	tats stom of a meal in standard order (e.g., desiorts last).		Ests wilhout supervision.	Maits until designated time to leave table.	Puts lunch pall dway.	Inrows garbage In can,	tales dirty dishel to designated area.	Cleans orf dashes, disposel of laft-over food.	Sarts dishes into proper places	Vasnes dijhes.	Cleans up eating/ drinking area.	Sweeps floor under soling great.	school, restaur-	to appetite, num. It
	Attends to many/familiar task without amporation for a minute to 8 minutes;	Attends to easy/feet 1 for total for 5 win ites to 10 win toe when grannited,		Attends to masy/familior task for 10 to 25 minutes when sapervised.	Attends to difficult/news task for 30 zoconds to 1 minute when saperrised.	MANCO PICAGOE	Actuado be difficult/novel cost for 1 to 5 dinetes when augorvised.	Attende to difficult/nevel tesh for 1 to 9 dinutes without augoraliton,	Attends to many/familiar task without asperviales for 16 to 25	Attende to difficult/novel took for 5 to 10 intents when supervised.	Attends to enfficult/movel task for 8 to le shortes without	Attends to eifficelt/movel task for 10 to 25 shortes when supervised.	Attands to SIFFicolt/Nevel task for 16 to 25 winning without	torts to smil group for 5 to 5 allertes.	Morks to small group for a to 10 minutes.	Attends to tassis) for full class parted shea shear	Morks in smilt group for 10 to 25 plautes.	Attends to test(1) without Superviles for one full class period,	Morte to small group for full class parind- assigned (inc.	for 0 to 5 plantes when distractions	Remains of Cost	homins of task for 10 to 15 for instructions of instructions o
75. 1 uith	Completes 25.	Completes 50- 751 of sess only with toni 'nusi attention/ win forcement.	to 18 minutes. Completes 50- 755 of test with some attention/ reinforcement.	Completes 53- 751 of test with little attention/ reinforcement.	Completes 75- 1001 of task only with tontinual attention/ reinforcement,	completes 75- 100t of test with some eltention/ reinforcement.	Completes 75- 1005 of test with little attention/ reinforcement.	Continues to work or speks help w/tasa when fated with problems/poten- tial failures.	minutes. Completes 1005 of test.	Deservines realistically when tast is complete.	amperulates. Completes tests in essigned erder 0-25t of the time.	Completes tasts	supervision, Completes tests in astigned order 50-75t of time.	Completes table in assigned order 75-1005 of time.	Reviews or chetil own wore before heading it in as tomplete,	Completes 1001 of test and proofreads or thetis wore an ensure tompletion.	Completes 1003 of task, proof- reads and corrects.	Cheras work against model or standard.	Completes 1001 of Lask with torrettions and begins now last when reminded.	Completes 1001 of task and begint new task independently.	Independently evaluates qual- ity of work product consis- tent m/teather's avaluation.	
tond loor marts then t	(See Beatlet)	Reads simple three-letter words palred with gictors.	erittes letter.	Sight reads the following service: one, jump.fly. after, two, Se- fore, eat, in, (See Sectlet).	St/st reads the fr/lawing words: plant, olght, (nce, lamp, ty, book, (s. lamater)	Says her the Pollowing con- senant diprophe acoud: ft. ng. gt., ip., st., gf., (See Bootlet).		Says how the Pollowing vous1 diphother sound diphother sound:	Score letters of word left to right.	Sloods letter societs to say the word as a unit.	Stort reeds fan- illar meaningful Dito (s.g., bloods, consen- art/weel di- graphs, etc.)	Decedes milet- syllable words by breaking than into fun- illar ar ylan- ni mile	Sleads letter and Ameningful unit sounds to any the mulai- tyllabic mard an e-mit.	Swads by tight 100 words.	Same words on page left to right; score page to to botton.	Imode phrases/ sentences	Correctly an- sure questions related to previously rood sentence.	Peads and Pol- lors simile writtes direc- tions (a.p., miter, calt, pull).		Brods pro- primer (loss phon 60 words).	Seeds virtuer to self/sload.	Reads story to he saif and tells, mail tells, mail tells, se or acts det to pursuents.
JELL Sambar of Len. Urth	Matchel groups maring equal numbers of objects up to ton.	and back, left and vight.	Determines when enough, not en- ough, too many : obj. in a group to match speci- fled number.	Tinds group har- ing more. lest, same number of objects os gir- en group tup to ten).	Reads and write; numerals {1, 2, 3} to 3.	Nationes numbers (0-10) with ap- propriate oniats on a number line.		Counts orally to 10.	Counts betweend from 10.	Arads and uritos numerals to 19.	Perform addi- ilon facts of three with actual objects.	Parforms sub- limition ficts of three with objects.	Counts craily to 49/10 100.	Reads and writes numerals to 49.	places < . *, > between two numbers (up to 25) to hale a true statewart.	Constructs set of 100 objects	Counts prailly over 100	Areds and	derrorms addition and subtraction facts to \$,	Performs addition and subtraction facts to 19	Counts orally by tens to 100/ fires to 100/ threes to 99.	Carries in addition using it to laft enverent su- garrows in sub- traction using laft to rt.
	Regdo numerals on clock face. Ausociates hand placement with routine activity	Resource using tool same tength on Zine (a.g., unat rular to measure 12-inch 11mg).	Adds them to attain a pre- marked point on scole of unights.	Uses evenly seaced markings on teel to me- sure a line shorter than the tool.	Heatures liquid to capacity of curtainer, to merked line us container.	Barrs days of	Colates "Lucky.	Tolls time using before and ofter,	Located day of seek ,). Colones.).	Locates data on Columber member and day,	Burs morning, ofternoon, night to dos- cribe parts of the day.	Tolis time et the hour pinete hand en 12.	Tolts tim at the quarter hour-15, 30, 40 plantes.	Pleasures using tool charter than the line and counting the lengths.	homes bit! decrementians and compares mises (\$1, \$5, \$10).	Combines coins to squal larger one (a.g., 2 michola w one dim),	Totle counting facts (e.g., 12 seps to one dozen).	Tells linner mesureums facts (e.g., 12 taches = 1 foot).	Masseres liq- vide to oper- fied lim in container her- ing serversi mrked lines,	Adds thome to ottoth a ve- quested weight on a numbered scale of unights,	Combines opios to equal an eri total m to 244.	Combines coins to seem to paid total up on to
	Draws oblique tross. testating adult.	Draws triangle, imitating adult.	Draws diamond, initating adult,	Colors within heavy outlines/ within faint outlines.	Draws three- part man, siz- part man.	Copying models,	Prints/urtion letters, Rum- bers, Imitaling adult.	Draws tircle, crosses, squere, triengle, diamond, copy- ing model,	Prints/erites numbers and letters, copys- ing model,	Draws tircls', trosses, square, triengle, dis- mond ulineut model,	Prints/urit/a the following numbers and letters without models: (See Bootlat),	Forms numbers and letters i on left to right.	3. correctly	Prints/writes own first name, copying model,	Prints/urites our first name mishout model,	rrints/urites own fires name using a sapital first letter.	Prints/erites simple words, copying models.	Prints/erites simple eards, eithout models.		Prints/urites simple senten- tes, copying model,		Prints/writes imple senten. cel without er. model.
;; } ;	1s species.		Says what sound the written Batters 1, r. m. J. y. s. Z. m moke.		Verbellers which letter makes e given sound (e.g., aget "p" to ret),	irites which letter makes o given second (e.g., urites r).	Hritos letter when its sound is spoken,	Says what long sound the writtee letters 1,0,1,0,0, y mole.	Says what short sound the written betters h, 0, 1, 0, 0, y make,	Points ort which friter in a word makes a gloom assed (e.g., points to e in pal).	Vertel teen which fetter in a word agains a given seem (e.g., tays "a" in pet),	britos letter when its name is speken,		(See Bootle 1).	Points out which letters to a word make a given sound (e.g., points to up in spat).	Verbalizes which letters in a werd make a given Lound (s.g., kays' "sp" in spet).	irritos Tetters when their sound bland is spoken.	Says what sound your! dighthongs ou. of, op make,	Points Out which letters in a word bake a given sound (a.g., points to be in ant).	terbalizee union letters in a word make a piven seemd (0.g.s bays 'ou" in out),	Brites Zetters when diphthong sound to speaken,	
-his	Heles jur nea in lend	Meses judgments in weight.	٠	Masen judgments In A Apperature.	Hases judgments in stee.	Hules judgments in speed.	Drews picture to illustrate two pieces of information (e.g., draw a sad man).	Determines three weys in whith objects are studier.	Determines inroc ways in whith objects are different.	Draws a pitture to illustrate inver pieces of information.	Places four alttures in sequents.	Orders four unities or workel senten- ces in sequence.	Finds the inton- group/aut-of- place/misairett ed object.	Completes sequential pat- term of four objetts.	Places five or some pictures in sequence.	Orders five written or rerbal senion- ces in sequenta.	Completes se- quential pat- term using abstract ordia.	Mates judgments in sequents.	Matthes objetts, pittures, words, accords, shat belong logether,	Reithes oppo- siles (e.g., hot and cold).	Completes analo- gras when girdn three of the four words/con- tepts/pitturet,	Sorts numbers 52 Into piles of 52 boss, tens, 97 hundreds, Ct
	Sings phreses at songs.	Reproduces some actions to familiar soops,	Clair to beet of familiar amout or to speech cadence/ petterns,	(Hythatcally),		imitatur high and low notes or tooss vocatly,	Plays receives at appropriate speeds.	Plays phythm Instrument in simple pattern.	Improvince body mornants to relies temps/ rhythm.	Sides whole pages by rete.	Plays rhythm instrument in various rhythm patterns,	Sings ports of contemporary samps from massery.	Plays occurs best of made - um raythm testrommet.	Plays a for bers of mult on emlody instrument,	Bences uning simple atops (e.g., sepern deca er units),	Sings simple rounds taking one pert.	Perform square descing	Plays rhythe counterpaint or rhythe instrument.	Plays Tattre- nunt of elept fellowing con- dictor's direction in group,	Corries a ligite harmony to maledy.	Participates in secial dances with e pertner.	
	Uses art stills to make a craft product (e.g., tut, poste).		Paties tolored Eufouts 10 moke 6 Complete picture.		Matry simple product by seaving.	Mudels nath clay.	Bullds objects with common materials.	Designs and Constructs tollages.	Uses art one trafts sails during laisure time.	Stales objects in drawings (e.g., ter larger then man).	Cerves soap, Balsa wood,	Entertaing self with goldtary games.	Uses & rariety of art tech- niques for effett (#.0., smading),	Expresses were- ment in drawings,	Uses wood- woreing settis to make a product.	Assembles pless at or wood data.	ujes tening satils to meso a product.	Draws simple perspettions.	lapirs simple get outifs/ growntri; designs.	Hates decora- live house decessories.		
, jeb/ , .	fleeri /	pay period, be- mofits, att.		Determines method and route for travel,	Describes his location by street signs.	Sides has to one specifit location.	Trewit to and from park.	Very the com- monity public transportation system with no change of bur.	there the con- timity public transportation apten with thomps of bus required.	Uses alternate me hood(s) of transportation if one is an aut 100 to.	ters oublic transportation for market high journeys.	Arrive at rork us then a reliant daily inci/break acked/le.	Determinations with of spins to deller.	Pays for Tunch- en and trans- portation, maining correct change, If required.	Records number of house sport on job.	Calculates seggs for hours sorted.	Ca) colates sugges for hears sorted minus approximate doduct lung,	Accepts Criticism and oftempts to Employent supportions.	Stops work on project when unitable is identified,	date for edvice ofter- tentifying states.	I dentifies and serrocts statems on project.	decapts and // Per fellows dr directions; pr
3	Uses tomon arailable litchen uten- eils (e.g., inives, spoons, ett.).		Cuts food into large places when preparing food for modis.	Peels and grates food for wrats.		ldentifies dif- farent foods (meets, fish, fruits, dairy, Carmai groins, wegetables).	Stirs food hithout spilling,			Corries out op- aretims colled for in recipe when operations and explained a demonstrated.	follows recipe with supervision	(tups, lea- spooms, etc.)	Tails when a unit of time has passed; sats even time	SetS even/ burners to given Lemperature,	Regulates heat of over/burners on coping progresses.	Uses pot holders to put itses in even or tempes them,	Uses signishle sitthen applicances (e.g., can opener, egg bester, blender toester, etc.)	ten retipe.		Compiles stop- ping list from item missing from howe stotk.	Determines ap- prosingle amount of money required for amount of food to be bought.	Pits food off sholws in Service using shopping list for tholkes.
1	Dutervikes whom recounting is necessary.	Clams/bosher state, totlets, floors, wellt, mirrors, etc., with supervision,	mirrors, mairs, mirrors,chai;- beards m/owt aupervision.	thms floort with super- vision,	Manes floors without supervision.	Closes home uses reprinted it is neces- sary.	Independently determines when to close house.	Closes or ducts using appropriate tool,	Meters indeer plants.	Hand maries clothers in alak.	helps another such clathes to machine,	Hulps souther dry clothes in machine ur us line.	Sets weter/ofr temperature of seaher/dryer,	taskes elected on locted, seri- ed by another esing pre- moured mask- the products.	toutes preve- toutly serted clother seting correct essents of wasding groducts.	ļ	Callects, sorts and unsters clathes,	Dries elether hangs or machine dries.	telys feld and put away clother	Elether,	maine with free ag.	France small
	RIC	Pulla woods.	lorn; iftas plant discote or imsett problems.	Oblains édaice on garden problems.	frunes trees/ shrubs wilng appropriate tools.	Starta/81095 power sower.	Sprays plents for insetta, elsassa.	riotes glants/ eusles, trees in ground eround house,	Prepares cut- tings using appropriate tools,	Himes toll,	Properts settle	Propagates epebl.	Transplants aprovia te cons.	Stacks and atoms flots and Cane.	Pots (rees.	Heshes flats and Coms.	Trime laws,	Trins Aedges.	Shapei trees/ Busines advanced pruning.	fartilices consider plents.	Sets and mainteins gapher Treps.	Operates g rutetiller. t
	Text Provided by ERIC	15,0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	34.0	35.0
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TEACHER ______ DISTRICT_____

	<u> </u>											RPLHARD R	. FICKEL SUPE	RINTENUENT			SCHOOL			STRICT	
€,0	31.0	32.0	33.0	34.0	35.0	36.0	37.0-	38.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	<u>~47.0</u>	_48. <u>0</u>	49.0	_50 <u>.0</u>	Œ
turra/de-	tracher's Gress, Mair, etc	terforms acti- uities/gasss in presence of Cr when led by new person (e.g., unimiteer)	fultous trass/ echap) rulas after two-day absonce (e.g., weetend or illheas)	follows class? school rules after three-day ablency (e.g., westend or liness)	follows class; school reles at beginning and and of school week (a.g., Monday & Friday)	Independently frief out new activities, outs activities, outs aces or longs into new combinations.	·· uses we year	Adjusts open- tor to ere rules and routines of different situations	Schedules Jum esthaties to fit within specified time from	braset stand- ing to peer group norm in entimally sinuc- lured by defi- ined by using										-	
ractive be- precise be- pre 0-258 meline.	Playleys office tire behavior spongerizin for the siles	Arte occurring to social rules in work 8 play oftwations. Joss set try when loses gums.	deside discip- tive action, is public places.	Controls temper malls verballed thelings in a immine accepta- le to nome, athool, etc.	Accepts friend- ly tessing telles or laughs.	Pides and works settlent joterfor ing with or stirupting sors af others	Recognizes our lack of self, control and	Plans/cont/ders action before carrying it est.	Toucher athers in a namer tuitable for the home, echapl, heigh- torneod, Stc.	Maintains self- control stem facod sits initers, prob- ioms, disag- pointments.							İ	-			
-71 to -71 to -71 to	Plan arms	Interests with	Playe compett.	Apologises o'thout being restaded	Pides simple competitive table quest such as 'righ', 'old weld'.	Green was 10 stand minimizety.		Sname tops onto other children	Confurts pigg- letts in distress.	Pias disercute games requiring saills, accrise and incule de- or rules.	Seleves In a Courteous Man- ner to peem and stafe	Lontr Dutes to class discus- sions and acti- sities.	Particicates in peer-group acti- sities when hot assed.	placerores of offentive ever peterior be lightering or ac-	Terbelizes feet- ings or enger with other students' Searrer	Initiates a compression to 1950'se con- dict with peer	luter actions of lothers as society and ce g. stancs, sneets, writers,	later part in per group ec- listing such a slope, tear, daries, sure la	Perscipates in per-group a detinities unum estad	eads peer group in sardous play and work activities	
une occerni- le stated h1/spinel le sort	proup to change activity in ap- propriets man-	Conform to stated & topics of rules of con- duct for school/ play/agm/wort			BOW FROMS				-				_	aging to			andte/				-
etime, 'u Caching or '1s '1s '1s etime	M*.	altwillens.	Uses play equipment without endangering others	tollow rules ouring free drift oithout educt help.	Tredis elmo- injuries (e g , wash/tendage)	Inusias timet at comers or crostualis (noses or greenragis, stand) on red	vecrates machiners when coperature cors havele mentices	un side of	unclude electric tords by clud (not core) he- borts demigred send to adult	delas bicycle a zrożs street di comer pr cross- ezii Fusnei Extion et corner for light	Yules on rose- sise facing traffig when no sidewales.	Phones dustorf dentits for help educe	Asports fine to fine dest by obone.comiects politic.comiects hospital/ ameulance	Stolds brown derperous plants animals impets Recomface com- nom nerveul substanços	lofloss water serety mulds	tolious satria signs and signs's only and imple entlyings	Talls sector se monstrates fire presention rule insis of fire alarm and salinguisher	- Identifies and focities abunce to our of gas leas Merris others br seets help	Ligantifing elamable 1: a-ds fallow label persu- itons unan sto-ingrusing	Descriptions in building and retrigulating and retrigulating a retrigulating a retrigulating a retrigulating a retrigulating and retrigulating a retrigulating a retrigulating and retrigulating a retrigulating and retrigulating a	-
ets res-	Modelly speech/	Speets on one disject long	Triviania ar	Intencepte()p	Meter	Takes messope	Orders terrise	Carrier on con-	Participates in	lells story/	Gives orel	(spraises a	Converses with								
	others in group.	obtain clasure.	polite sever.	motes sepreprists haderous roomits.		given on telephone.	ar goods by telephone,	BECOMMEN BOTTON	cless stacus— stems using everage speed- ulary for peec group.	jiho.	reports, speeches,	unrielly.	Egyperses with people in vari- bus Eletase/att- uctions, making solf clear and understandable.								
Proper rs		selings dranting eres		ant, sereteria. Triend's house.	Cronel salue.	tompatibility.										:					
· L }	fittends to test(s) yitherd taperyisted for one full class ported.	Miliped Cimb.	prosont.		Hommins at tapk for 10 to 15 minutes show districtions present.	function at test for 15 to 25 printers when statractions present.	as mounted forms	Remotes at tast for full tisss period shon distractions present.													
etes 100% 10 proce- end (6	Checks worm against model or standard.	Completes 1001 or task with corrections and begins new task ween revised.	Completes 100% of tase and begins now tack independently.	independently erelustes qual- ity of wors product conside- tent u/teacher's e-alystion.																	
ectly an- a questions of ta may rest non.	Reads see this - ines simple written disser tions (w.s., seter, anit, pull).			Bod de primpr to seif/alpud.	mode story to self and bells, illustrates, or acts out avents in between.	duade oloud to maningful pers- ses, byes pens- tention at 8 guide, approp. Expression.	Reads alleredymoving lips Officerous fings or to lass place on page,	Turns page of correct time short story being read allow by other.	Notice ellently without using Finger to heep clace.	Answere quati- tiers on mater- tel read elevel or silently to sell.	Needs to obtain info. In minute martions. Picks but places of info. from mouspape resess.	Selects I tous eased upon erition esseription.	Selecti male Idea e# simpla paragraph.	Reads books . Chooses own books .	Adjusts reading rate to type of material, gives, rulty, purpose, familiarity with subject.	Redes Starton/ Books to steers.	Uses tedepend- ent reading to intitiate ectivities.	Reserctors given copie, tec- ates boyes to library using card catalogue.	Follows written Interactions in Sequence to complete or scitcity.	Reeds of average rate for peer group.	
corally iso	e	Pereging addition and subtraction fatts to 8.	Pertorms addition and subtraction tests to 19	Inret to 99.	Carries In addi-	Perform all	Persons all addsten ang subtraction eacts to 1,000	Solves problems using Ir2, 1/4, I/3, 2/3, 3/4,	Performs multiplication Commissions to 3	Solves practi- cel word prob- less requiring addition and labtraction.		Performs multi- plication tom- timetims and distalor, eacts to 9	Multiplies end divides two- place numbers by onritiate numbers	"sultiplies and disides three- or foundate numbers one-place numbers	Solves precti- cal word proci- lems requiring multiplication and division	out place and draffer two- place numbers ty Euboptace numbers	Multiplies and distant three- or courseler humbers be two-place numbers	Equatry Fract- ion and decimal motetion (e v . 3/6 = 75)	Adds and eac- tract) frat- tips and decimal quantities.	Huitro'ies and distans frac- cions and dece- mals Computas simple percentages	
c count fag t (0.0). ept r und e).	Tells limber mesurement facts (o.g., 12 teches * 1 feet).	olds to speci- Fled like in Container hav- ing several	Add: 11ams to attain 5 re- quested unight on a numbered scale of unights.	Commines appear to equal an odd total up to 24g,		Combines colors to repost on odd total up to 1964.	names wonths on succession and surrent worth; locates wonth on calendar,	Tel) i eine ce Summete Intervels.	Eounis set Estruct change up to one quarter.	famile act correct change up to half- doller,	Counts ent correct change up is one dollar.	Courts out correct change from a war and dollar,	Tells linear and tiguid measurement racte.	2-11	Marcher coins and/or aill to decinal and sysbol to g., disp = \$.10).	Tolls 1988 to the strate.	Heasures pring lock, feet, yard.	tell; deatt unight of thes. (fractions of unic).	Uses masure- ment racts (e.g., 16 oz * 1 to.) to Compute untght.	Seircts Items of total price smoor amount possessed Counts Crenge From purchase.	
ie words. Yng reduls.	eithout midels.	Prints/urites	Prints/Hr114s	Prints rurites our first and lets name without more!.	Prints/writes simple senten- ter without model.	frints/writes father's/moth- er's piest and last name without model.	Prints/orites number and street in address without model.	orinig/urstes simple para- graphs, utshout model	(pole) letter(s) or word(s) that is on left of same page.	1000 0490	Captes letter(s) or word(s) thet is on separate paper to the last or above.	pupil/3 Feet/	Looket some letters of word from board in front of room.	Copies all lettris and words from buards in front of room	Prints/writes personal int- ters Prints/ writes full address.	Frintlyorices letters w/op- erop saluta- tions, closings, placement, ad- dresses envelope	Prints/orites Ingibly using Consistent slant, pencil Pressure apac- 'ng between itra	MPIds practi in released fashion.	erices own lignature.	Prince and unites all unit- tes comunica tion le 5, ractual, rest- tre, perignal)	
es letters their d bland to an,		Peleta out which justices in a upod make a given nound (a.g., points to be in out).	purbalizas shich letters in a serd sand a given bound {a.g., says "es" lo est],	Brites letters when significant townd to spoken,	Decedes 15ft1al consequent of a nord,	Decoding Entitled and finely con- senants of a word,	Consider toleral, final and studied compan- ants of a yord,	Decodes late tial, first and metal womels of a work.	Spelle familier mo-syliatie wards.	Spells Maningful units	Becodes famil- ler mait!-ty}- table merds by breaking them into maningful unit/ite.bounds.	Slands live. B memingful units to theil towil-	Spell; unfam- liter (unknown spelling) one- syllohit words,	Spoils unfamiltar multi-spilable sords,	Spelle mords which are speller to consument sounds.	Spells words white are similar in wowell sounds.	Spoils similar mores correctly when contact provides.			uses distinuary to locate spelling of unfailer	
eles se- riel pet- uning ract media.	Makes judgments in sequence.	Mitches apjetts.	Matches oppo- sites (e.g., hot and cais).	completes analogies when given three of the four words/con- cepts/pittures.	torts numbers into pilos of ones, tens, numbreds.	Sorts latters into piles of rosels end tonfoments.	Sorts words into piles of nouns, verbs, preposesions, adjectives, esc.	Alphabetises a group of words by eine latter of word.	Alphabetises a group be stinds using all latters to word.	Locates restli- ter words in the distinsiry (anown mening and spelling).		Uses Indee to	Determines possible affect(s) of a given cause.	Determines possible tauxa(s) pe a given effect.	Determines possible conse- ownce(s) of a given action is a choice of two	Letermines pussible consequences or beth scitons on a choice of cue.	Companys conse- quescas of both attions.	Rates detision Esset upon the consequences of the two estions	intermines pot- sible consa- awarcas or 3 or more actions in a mulcapla-	Exclains mean- ing or moral or eatry tales, states, prov- acts, tigrings, mens exect, etc.	
home square log.		Plays tentro- ment or elega following con- ductor's sirection to proup.	Carries simple harmony to moledy.	Participator in bociol damage with 6 partner.														É	- vice situation	range att.	
Sewirg Ila to make object	Deletett, ner	Copies simple art mutiful promptice deeligns.	Maias decora- tive mouse accessories																 		-
mistor of for hours is along ratingle ctions,	Accepts trisicion and altempts to implement suppostions.	Stop, work on Priject when Priject of the Priject of the the the the the the the the the the	Asia for advice ofter identifying Eletate.	Identifies and corrects adjust on project.	Accepts and - fullant directions,	Peretcipates fit group projects.	Morto alone,	Anistains soots to proppe con- dictor with Supervieren	Materiales tools without superviples,	bees approxi- more assert of motorial re- quired for pre- jectsome	Hose only assert of set- er'al regarded for project- little usse.	Evolution and preference based on comp- any for super- visor standards.	Morts shalp has to be re- minded at speed required or schedule to be	Morks stoodily at Tesmoble speed to get job do j.	Identifies bank- ing depacts sisp, withdraw- al sips and checks.	Habet bank depen (cs/erith- drawth; scd writes checks.	Betamines to a costicles for living 8 apr presidence costs or ress.	Storts out a Simple Sudget and Sudget, payeneck,	Politica Publica	Bisomos and role plays ap- prop behaviors relative to dea formal sected b	
1 (0 g	follows one? recipe (pre- same end cooks) follows ends- ten recipe.		Trop home		Fices Food off shelves in store wising shooting title for shoites.	Pays for food, Determines cor- rect arrises of shange (11 shy) to be received.	Flars food to nome refrigera- tor/eresten that sat in slore's refrigerator/ erester.	Plates opened food in refrigerator.	Places Sporos- riate foods in refrigerator or on shelmes,	Chooces food for a simple seels-plans a simple menu.	Plant s'aplo menus for entire 80/'s meals.	Property: simple meals from pro-15us r pro-15us r	Froares are) which intludes tomples dish requiring bul- tible stem	ileans up hitten after preparing food (includes Tits writing ingred- ients to shelves)	Inereteis four sesse ened groups.	Pletet dishes/ glasses on the table.	Flaces silver on she table:	Places table- cloth or place- mats on table. Places mapkins at each place.	Selp antimp Table By self.	serk situations. Served food of 1419.	-
etts. corts	Ories clathes whamps for machine firles.	to by the second of the second		to at posper.	Irps seci) Flat ciothes,	Iran staple blemes.	Irone shirts, dresses, parts, etc. and harge or felds them.	Puts away Transd paramets:	Botornines unest tiethes need ironing (topocr- ance, situation- al une).	from clothes when necessary.	Holps another streighten bod.	Identifies name, function 8 post- tion of top short,button Short, blantet,	(e.g.,coulies). Helps enother to thange hed.	Pets on flat or fitted bottom sheet.	Streightum bod alme when tola to so sn.	District hed alms shee tale to do se.	Streightons and Changes bod whom mecessary.	Determines when me sopilares in sopilares in some set of reports.	Arranges for Miser repetrs to be accomp- lished on appliances.	and builting, patches cluthing	
(Fries hedges	Shapes trees/ Bushes:- ad-anced gruning.	Partilizes container plants.	Sets and Maintains gapher traps.	Operates rotatilier.	Operated tractor.	Uperois, or sorts in road- nice envis and reputable grand,	newit appro- priste trash and cuttings to compatt pile.	Irrigates lorge areas.	Pichs fiels trops.	borts pitted trops for riponess, extellisty.	Serbed, etc. Sechs and loads picked crops for shipment.	Minus paint.	#41PEs Mouse.	Cleans house windows.	(leans tar interior and cer bindows.	Mashes car,	Yau'es sid dries car.	Nathes, dries and polithes car.		+
ERI Full Text Provided	C IV ERIC O	32.0	33.0	34,0	35.0	36.0	37,0	38.0	39.0	40.0	410	ſ	43.0	44.0	450	460	470	/48 O	490	. 50 O	

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									2/2			4		B #2	-	-	
		1.0		3.0	4.0	5.0				⁻ 9.0 ⁻			12.0	13.0	14.0	15.0	-16.0
	Disjuty spectrum of: O Econo Dispress O High rest of High specimes of Set Nation 2006. Of Economic Observations of Continued the Observation Set National Set Observation Continued Contin	Originys sympt- omis) or prob- les Neglib be- hesters 90- 1001 of base- line frequency.	Displays symptomical or production health be- harlers 80-801 of baseline frequency	Displays sympt- amis) or prob- less health be- marters 70-80% of baseline frequency	Displays symptomics of (a) or prob- les neglish be- feriors 60-70% of baseline frequency.	Displays sympt- on(s) or prob- less health be- resions 50-605 of bilantine frequency	bisplays sympt- om(s) or prob- les health be- hautors 80-505 of baseline Frequency	Stapitys tymp- tomit) or prob- ten health on- partors 35-40% of baseline frequency	Lispleys tymp- tomis) or prob- les health be- fewlors 20-301 of balaline frequency.	Displays tymp- tom(s) or prob- les health be- newtor(s) 18-201 of baseline frequency	Displays lympt- on(s) Or prob- les health be- haviors 5-103 at biseling frequency	Displays sympt- on(s) or prob- les health be- haviors less then 51 of beas- line frequency					
Z TTENDANCE/ ROMPTNESS	O la citize desent/truent from school O la often late for class or activities O lasts time inaccurately or not at all	Present one out of five days on the average ser week,	Come to	Comp to ecitally when called once.	Present two out of five days per week.	forms to activity only after two ar more restrainty,	Compy ID activity when called once	Present show out of five days per week.	Comes to acti- vity only efter two or more retrinders.	Comp. to acti- vity when called ance.	Present four out of flue days per week.	Came to acti- vity only after two or more reginders.	Comp to activity when called exce.	Present for entire school week.	Comp to acti- vity unly after two or more remissers,	Comme to acti- vicy when callbe pace.	Gos to schew oilhout prompting.
3 FEEDING/ EATING	O late may bilimed an extensed point O through Took cut of equity intemporal Gegs on the Colonial State of the	Opens anuth when physically biles all by broom held by enother.	Opens south voluntarily at the signt or food.	Removes sent- liquis topol from spoon with mouth when be- ing fed-same rejection.	descript tent- liquid food from spoon =157 lips man being feqspom rejection.	Allows spoon to be removed from mouth.	Removes sent- soils food from about will mouth when be- ing fedcom rejection	Removes sent- sells food From tsoon with ligs onen being Fed-tome rejection.	detains all seas-solid and seas-liquid fond from spoon alout spirting, drooling	Moves food in a wouth with Longue,	Squeezes, easears pisces of finger food	Lets placet of finger food when differed by adult;	foods.	6-41pt Finger Foods offered b) adult and carries then so mouth.	Regites for finger foods and carries them to would	Surarates Finger foods by hind-roulls off pieres	Septrates finger fp.41 by mouth aites off ploces.
4 Drinking	Obtables until determine O fertils, liquide until derinking from captaines O Spitts. Their content own first and O Seeks at rewalthout containing any fraction of the seeks o	Suchs Efford from atraw held by edult.	Perer Haulde From Cup/glass	Serillows Industry From	Arteins Houlds	Contacty com/ glass w/handis] when drinting from cup held by adult.	Melps fip Cup to drink when cup held by edult.			11fts sup off sacia to drive uring two hands some spilling.	iffe top off table to arter using two bands ofthout spil- ling.	Drinks from cup telé (e much of th tun hands of thout apil- ling.	wifts cap Dif tabil, tips to Mouth, driets, sting two hands without abiling	tifice Cup off table, tips to eputh, drinke, replaces cup us- ing 2 hands w/ out spilling,	Molds sup to drink when piscoe in one hand by edult.	Liffs Eup off table to drink using pay hand lade aptiling,	Suchr 3 tours from ilrow (F place sering of hand,
5 FOILETING	O miss or justing displant, paints frequently Obsorbe totalishing accidents only with revindent Omegacies to films totalet Ourse totalet crision improperly Omegacies to make one or hance after totaling O forgets to also paints after totalishing of the organization o	Peintains dry dispers/parts For al Tubit two hours,	Moves bowels one or two times each day at generally the same times.	Indicates by gesture, action wocalization while wet and/or solice.	Sits on Entity men placed and subgrated.	Sits on toile; when left along.	Uses toriet temétatriy cfter places.	Indicates by gratime, action, social tellism need to go id toilet,	flushes tollol as directed,	Gors ID, sits on or slands near tollet Independently,	Gore to tailet at regular int- ervals elchout alling (e.g., after recess).	Atcends to tailet meeds strout me's except ulping.	lears totlet	Flushes poilet, uses toilet tlasse when necessary	Goes to tollet when necessary with Infing- quent accidents.	Gors to Hotlet processly by self-with no accidents	Adjusts aloth before leasts, bathrone (figs bultons, Pfi a
B SRODMING	O Name / Section only when restricted O Refuse; co use sees for easiting unineer only with a set of LLT Of District Index fractions and particity O Replicits declarate and white feesting areas of each of LLT on the feesting of LLT	Goes to cint when requested? On own.	Terms water on when requested/ on own,	Public hands in writer when requestad/on our.	Picse up soap wher requested/ on own.	Tube spap on hands when requests 6/or sen.	Henses e)3 (see off hands when requested/on pum.	Turns eater off when requested on our.	Puby hands In tous! snow requestables. our.	Herpt Loss) of- ter uting or disposits of tonel whee requisited/or	Spinshes face or uses thath to set when requested/on pom.	hashes face with seep when requested/an own,	Atmos seep off face when Physicales One.	Dries face with towel when requestration day,	Mishes hands 2 face 2 dries them without having to be resinded of checked.	Mithej hands and face shon solled or at regular times.	Sets into bath or should.
7 DRESSING	O the come consistence in directing O bottoms, anapy, size the frectively O bigility's billion (O first have look impass of two O causes cickling in impass if O haplasts less protective cickling according to weather	Cooperates pas- etvely and be- ing dressed.	Howe lies to aid in eressing (a.g., holds out foot for stor).	Assists in get- ting drassed by passing or holding Elething.	largeries cun clacking.	Partially closes one of 3 front fasteners (e.g., pushes button halfway (eto hole).	Pulls pullower garments down ow er crest efter nead & arms put to by edult.	Puts one erp into aldeve of t-shirt and pulls over chest	Into cleaves of	Pulls t-snirt down down heed, puts arms in alteres and pulls over shest.	Places heed in- to hecthele and puts t- anter on completely,	three front fes-	Bulls particeld: up from hips to usist after pulled up to that point by adult.	Pulls parts up from thems to weigh.	eutly pants up from anties to watet.	Pulls pants up completely from floor to sess.	Futs hand Inrough area- hots or front- opened clothin
	O having being unimpace O Alliests to imbulton, image, made uniocessfully of hills at low failings of and of lack some unity the O replact to united it demonstrates to the Committee of the Comm	Cooperates pas- alvety when heing undressed.	ete in removal of Clathing ie.h., holes	Pully tochs off over them after adult removes such to that point,	off aver sois	Pulls socia mff awer heal after socia removed to that point,	Polic socks off completely.	Fulls short off over toos after staff removes shoet to that point,	Pulls shoes off over sale after shoes removed to that point.	Poils whose off over heat after sheet resource to that point.	Pulls sheet off completely.	Pulls off front- opened clothing over swist after adult rehows chating to that point,	Pully off front obsert tisthing owner formarm after tiothing removes to that point,	Pulls off Frant- opened Clathing wast allow exter slothing removed to that point.	fulls off frunt- council clathing ever shoulder ofter elething removed to that point.	Palls off fract- appead clothing over back offer clothing removed to that point,	Pulls off from opened clethin from winer are efter clething removed to inc point,
9 NASAL HYGIENE	O Allow note to my continuously O Blows note only when assed/reprinced O Sneezes of food covering note and mouth.	Shows institu- tions of balag irritated by running nose (e.g., cries, writeles nose).	Actnowledges running nose by rubbing nose with hand or are.	Attempts to clean up all nose drippings or leasage.	bipes all drip- bings or lessage from around note with arm or hand.	wipes around hose using tissur/hardher- chief if regulated.	uipes ground nose using tis- sue/handwarthief independently.	Place: tisse over beidge of nose and holds. one nostril closed.	Blows Into Lis- sue.	Finches tissue per eed of nose.	Mipus mote any eith Ciesh part of titles	Repeats blowing procedure with other neutral.		On	Uses Statut to blow moze with reprinded	Indicates need for handser- chief to blow nose,	Elous note independently when neckinger.
HYGIENE	O Smallout other pater Odpottes on a cores on anaboustic amount of Coolings to brinds Odrowies using longuages strains O'Cheek on coolings of Aglacts to term of the coolings	follorates brushing of own teeth by others, but does not brush own teeth.	Locates and tales can tootherwsh, paste to back- room elel.	Amount cap from toothpasts tube.	Fits boothpaste on brush [mar be !xappropriete empent).		Meis footh- brush and pails,	prushes back twe'h eith horizonial motion.	metical antion.	Smished Cooth retaining parts, salive in mouth,	Spits Looth- neste out.	fills cust gless with water.	Out without trailouing mater.	Espelle meter into sink.	Atesas toothbrush.	Jume off weter,	Wipes mouth an hands dry.
11 SELF-IDENTI- FICATION	O Gertain body parts Orgals to nige rightly execute, relations of release O Accidentations of recommendation of partially O Apports proper current in minerally O Conferent rights and Cell Place O Conferent Relation Conference in the Cell Conference of	Responds to name usen called le g , turns head, moves eyes moves toward speaser).	frints to own mouth, eyes,	doints to num rote, feef.		Points to out hair, rends, ear, head, legs, erm.	fingers, tree, stomach, back, brees.		fingermatly,	Identifies self Th photograph/ in group photograph,	Points to tack, front, sides of body.	Points to mouth, ages, nose, feet on other person	frints to body parts listed in 11.6.8 on other person, frints to my chin, your chin,	Points to own property if g., dest, cheir, clothing, pencita, boots, crayons, adjal	letts own sec.	i-aus preture of own leav/ unclu body u/ proportional body parks in correct places	Tells own first and la- name
ENSORY TERCEPTION	Codt O Confuses different listes	Pices up object bylefly and drups.	Picts up soject and holds.	Piche up object and attent in mouth, licis, tucis,	Piros up object and bangs it against another object or self.	Picke up object and turks in hend	Prote we coject and through it.	Fichs up object and rubs, ganchus, pats, or amouths it.	Fighs so shiped and tales parts off/out. Puts parts in/on.	Turns abject over and eround,	Holde Object to Hight	Pushel/pull object.	Stri om/le, tlands om/in object.	3'ts under/ stands under object.	Trifit mce, tat.	Pointy to area of body recently louched by arother,	Heiches thru y tactile cum like objects that are big and small.
13 AUDITORY PERCEPTION	O lost not mark to speak or note of Attend to all stands excelled by a moorks assumed location of the top of the speak of	Starting in maximum to tudden loud tound.	rums heat toward source of loud sourd.	attends to dom- irant sound while other sounds present.	Stops activity proportyrily when south is made	Brachet or Lump toward roise made behind head.	S seconds to single spiding by localing correctly at	Seacts positive- ly (e.g., senies, wares erms, goo s) to soft- tones sounds.	Reacts negative- ly (e.g., ken- porerily leasers ectsetty (c.10s) to mersh-tomes tounds	peneral direc- tion of launce of lound;	thanges activity with charge in soundpossibly inappropriate.	ca: postured where word or phrase paired with that Ott- ture is applied.		Spris deritor- mental sounds into groups without identifying class	Points to specific source of sound sher, typical sound of that object is made	identifers sounds as hear or far, us or down	Responds assert each of the control
	Others creat of moving aspect when it compass deline O follows objects unling object with the movement of one or both shade of the delinest objects only in a spatial condition of which their stocks to deline only in a spatial condition of which their stocks its delinest of their stocks of their stocks of their stocks of their objects of their objec	(e.g., turns head in tirection).	Fixete: on ob- ject momenter- lly.	Jollows moring obj. [m/eyes & heedjon ics hom- izontal path from side of bo- dy to midline.		to other (1800).		vide.	circular path	syeh outy).	away (ofth eyel only).	lellows dangling object on string son feet away lelth eyes lonly),	Fisates eyes on Object/picture for 10 seconds.	Eatends firgers.	Resches to midline of eady sith lhow dates; ion,	Energy wring gross appearat of both hends.	Repotes across and line of lece stan ellow en- fingers aslanded
ISUAL NOTOR II	One enrichly felling excitation, varieties general, fellowing eart Officient unit Owners part in Comment of the Comment of th	Screeds pasts randowly on paper, Places, another paper on top to attes	Peints with Targe brush	folds paper with definite crease,	Ithion.		Invests large herdic through mide hair.	Strings smell breds.	Pieces small pegs in holes on board	ipmedic parts on one aloe of paper and turns over to stick if to another caper.	Builds Rower of nine blocks or more.	Bulthy fire- plact bridge.	Cuts out Dictures following general shape,	Cuts across paper following stratght line/ curred line	Euss out small square/ferangle/ checie.		erenis
ROSS IOTOR I	O Shops no Protecting behavior O Shops no method on righting behavior O Shops no moreover from both Julia, stomech positions O balls only with physical assistance O salts on tipleen O reconsulting as endergo down incline or starte O falls of the of their of their right of their rights	No les here up and steedy when held against shoulder,	Hers simply hand doverants to the aide:	Lifts heed when lying fist on stomacr.	Shows prolec- tive behavior [a.g., extends arms when feliting).	Oses ruffering arm and leg thruscs/rulum- lary arm end " leg thruils.	Ereeps while rist on simuch using rendon motion.	Creeps from 110mach posts tion using arm Ingether, legs together,	Moids raid issedy and erect when lifting head.	Turns from side to back.	Turns over by self from stometh to back/from back to side,	Supports self on extended ribers.	Sits of Supported by stillow, chair, etc.	Uses some to raise trunk from stomets position.	Shifts weight on extended arm to reach Resches to one side.	Pulls self to silling post- tion & cits al- one wout sid for 10 sec./10 sec./1 minute,	
POSS HOTOR II	O times into objects while albitage.coming O tales ballene men happing, jumping, tractic tracting or one foot, waiting, rating a brage of Whister a large or twill albit and the second of the substantial property of the second of the employed second of the substantial property of the second of the or thousand of the second of the second of the second of the O throws ball to entireliar lates O Dear afficially second afficial to balds	Rands, Body	bith mands_ body.	Throws a large bilt-in general direction inten- ded-from chast poyllipn with two hands	hands, body.	Catches with hinds and body a large ball thrown by secther from 5 feet.	Catches with bands a large ball (brown by another from 5 feet,	Picks a sta- tionary ball using a two- stap start	test logetheer beckung 3 feet.	belances on one faul for 5 sec., with dyes open, arms out to sloss, Jeros fol- ded in front,	Beigntes on one foot for 5 spc., w/ryft Clased, arts out to sides/arms folded in front	Attempts to	Furlants Complete someriquits	Paints inc scentus on swing,	Rides tricycle.	Gethops forward and backward	and shythe
RE-ARTICU ATION	O dought. O use action p'innée, set temper, les 1/20. O best and bleu O bleu ha undirectes, autoritaite faither out pleu O bleu ha undirectes, autoritaite faither out pleu o de la commentation de la comm	Breathes from disphragm in initation or on request.	Mainthirs gs- tablished rhythmic treatning pat- tern from disphregm.	Produces vocal sound on manufaction.	Suchs liquid from a street ineffectionly (e.g., apilling drooling).		Biting.	ENGLING.	Chous in ratery sotion.	Haves food From side to side in mouth.	Controlt droofing one apitra flow while diting,	See lloys biteful of food after cosuling,	tooks at mouth to get over for sound production.	Blums and socializes in non-specific direction.	(e.g., at a feather, condia, bubble-blower),	Slow is speci- fled direction (e.g., stretget out, to side).	request.
RTICULATION	Orbits sounds to words O Substitutes one tound for another this cross O Distorts sounds on words O cross incorrect resounding resident mosts, double, largest to produce stands O most winterlington sounds O Spess in medical, parables, unclass morner.	Hares all long yourle to isolation.	in ichlajige.	upliables.	consonent-vowel monsense syllaples.	syliables.	Isolation.	tyllation.	sellables.	Uses III long rowels with 1, d, t, g to form consonant- sowel noncons 1yllactes	syltables.	17.100.01	277.02.01.	thongs with t, d, e, e to form consonant- your monsonae syllables.	-41461	tounds of left in the install socition in two-syllable words.	17130171
UN	Q depart net to understand what is desing said O Does not respond to name wands. O days not desire continues correctly O Does not follow respect alrection O Does not because allowed to the continues of the con	Responds to spoken sounds (e.g., amiles, fromns, changes behatter).	Stops activity spon simple commend (e.g., no, stop, don't),	Response to name, by stopping ac- livity, loosing wo, or going to speaker.	pristates appro- pristate to simple verbal requests with- out physical model.	on request.	bers of family, familiar home objects on request.	Follows worked direction when attomposing by gestures (e.g., gram, 151, being).	commend given inthout gestures,	Forform appro- priate action when telf pro- nount me, my, mine, I are used.	Performs approp- action when giv- en i-step wrotel commend using pronouns he; she, it	action when giv- on 1-step verbal comment using pronount him, her, you, they.	bct for when gi vert 1-gies verbel commend using pro- hours his, hers, yours, cheirs,	questions.	Responds (er- rectly and mose writelly to shytical side questions,	Feints to com- non objects according to function (e.g., something to sleep un).	Points to or places object up, down.
	O latication need by mallerin O libers as Properties only, process, shart, cantan- size (O posts only) as sales performed to the state of the process in the O cost, publication process, seed, or both O and only to make a group on "I?" or "as". O has centions using once infection yather than complete sentences. O has centions using once infection yather than complete sentences.	Focalises feel- ings of pleat- ure or pain (e.g., coos. laught, whines, grunts, squeels).	lises facial and arm pestures with wocalize- lions.	In attern using melodis, mytheric speach pacterns words not coherent.	stject/person/ altwellon.	relisted things.	Refers to 221f by first name.	tame family object, upon saving it again, ucing one-byllable word.	hame familiar object, upon teeing it again, ysing two-three syl- lable word.	Name (rive fa- miliar objects/ ten objects/ twents objects,	uses one-eard work in present tense (e.g., eo, run),			Uses nown with article (e.g., a dog, the car)	Uses nown with postessive (a g , my dog, beddy car).	User now with quantifier (r.g., more cardy, no car).	1
2 STENING	O Seldom Books of speaker () Doran't Book at Leather white Asing appear to C Doran't maintain aye contact () Dosan't failum to scheer directions or instructions Owners questions incorrectly are not at all.	Looks in direction of apoptar.	Looks directly of spesser,	of speiler.	thats at mouth of Speiter.	through dura- tion of speech	Meintelns tye contact when appure to or speaking,	Replin to conversational quasilons inappropriately	questions appropriately.	Perform behave test i designated by verbal ins- tructions when given atractly to instribut.	ginen to group.		Gets required materials (only necessary amount or type) when maked.	Organizes materials to comply eith directions,	ay nown or ferts.	Antwers speci- fit questions seled on spelen unteripl	Answers quest sons on water bet ream alou- by self.
(3)		1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0	15,0	

AL CHARACTERISTICS PROGRESSION-BCP1-2

	3 <u> </u>																	4 -				
3	15.0	-16.Q÷	7.0	-18.0	19.0	20.0	21.0	22.0	23:0	24.0	-25.0	-26.0	27.0	28.0	_ 29.0	30.0	31.0	32.0	33.0	34.0	<u>:35.0</u>	36.0
Comes to acti- rity mly after ten or rore -meladers,	Compr to acti- vity when called seco.	Gors to school willout prompting.	Come to acti- vity only after two or more registers.	Comma to acti- vity when called once.	Tolls them at the hour (minute hand on 12).	Tolls time at the querter have (15. W. as minutes).	Tolis 1500 to fige-divide leircrais.	Talls time to the admute.	independently comms to acti- vite at speci- flet time.	Comes promptly, iters in groper erus for spect- fice lime,	Arrives at scheduled ab- mits on time (lanch, diremr oppointments).											
resther for "Inger loofs 3nd Earries ham to dough	Separates flower foods by Asad pulls off places.	Separates frequent foods by mouth bites off preces.	Carriet finger Foods to mouth and bites off smaller proces.	Swallows one bise of finger food before edding more to mouth.	Eitos off appropriate size piaces of finger foods using teets.	Reches for spoon when be- ing fed,	Grespe epoen ta figt.	Aubs 1900m ecrost plate and little spoon.	(Name and teel- fows semi-solid food Jaw motion begins	Chees and seal- lost dietes of finger food chees in rotary solion	Brings fist, neld sound to ru-th, inserts spoon.	delit ligt. Nele Spook	fills regt. held sydom, in- serts toom to moulf, turns spoon or mouth	fills fist-held spoon and in- spits spoon in neuth milhout turning	lets, Actions spoon or figt some spilling	late, molding spoon in finger e/more if an one finger independ of of palm and	cits spoon hefe in fingers alle precision ies- erairs large- sired moods, rati liquies	Orrects toom held in fingers to wouth-room toilling	Cats herding form in rist with spilling	fats nothing tork in lingura in standard position	perates foods, sips into foods	
1		Sucts Hawld From Streen in glass calling one hand,	lifts cap off table to drint yeing one hand . rithout . 1911 Ing.	Drinks from cus held to mouts with one hand without spilling.	Lifts top off Catle, tips to mouth, drieks, uning one mond or itsest opilion.	Lifts cup ger cable, tips to south, drints, replaces tup using I hand u/out spilling.	Drinks liquids, taking one sip st a time.	Deinkk liquid From soft deini bottle er can.	Refills glass from Container holding less than e glass- some sellring.	Auffils glars from container holding loss there a glass eithout spilling	from a contain-	mefit); glass from a tontain- ur utir; a handly althout spilling.	Orinks From votor founcein when turned or by sault,	lums faucat of mater Fountain.	Turns foutat of saler founteds and drinks at page time.	Piches button to operate sater fountsin.	Pyshes button to operate est- er founts in and drinks as the same time.	Po, es lloyld from teapof.	Corries liquid in more com- sance without spilling.	Fours liquid From one cup to enother althout spils ling.	spers bods.	
John C SELIGENCE	Goes to toriet properly by telf with no accidents.	Adjutts clothing perare letwing bethroom [zipt, bullors, etc.]	keshes and drive hands. Disposes of towel of necessary.	Asts location of Bathroom in new situation.	Octains help with any tolleting problem.									ļ .								
Hashes hands 8 face 8 dries them without naving to be reminded or checked	Mashas Rands and face shon solded or at regular Etmos.	Sole into both or shower.	Apolton some to cloth.	deches mech area with seasy cloth,	tunher top and buttom of even,	Monther thert; stampch, sides of body.	Maches general and crutch eres.	deshes logs and feet.	Majhos Back.	Mashes face and ears while in eath/shower.	Princes off sous after weshing.	uses town to partially dry body after washing.	thes towel to ery entire body.	Allians note to be mished.	Attists while prother wather nair.	usines our help using fingers to rub/Massage scalp.	Uses proper empire of shamper to wath rair.	Tyres meter on and off for shower/balm.	Plugs drafe when necessary at sink, in both.	Bathot or showers when equinded	Adjusts facets to destrue water tempers- ture at this or shower/beth.	Puls combrans
Pulls pants up from shalas to weist.	Pulls pants up complishing from floor to welst.	opened Clathing.	through it.	fushes are into estend theory and pully clothing up to shoulders.	together,	fastens or et- trapts to fasten fromt- spendd ()lothing,	fuces in ar stratightens front-opened clothing.	Pulls fock up from heel to sakle after sock pulled up to that point by 26472.	Pulls sock up from sole to enkir.	Pulls tock up From 104s to antie.	duta toca pr completely.	Puts ince on over heel arter shor placed heer thet position by adult.	Puts smot or over sale.	Pull ther on over tool.	Futu shoe on completely.	Closes two of three front fasterars.	Distant Speci- free clothing light	Futs smoot on correct feet.	tartially signtens show laces.	Dotains speci- fled flething items and puts some on without being told.	Pulls snow later tagetertical pull.	S Congress show a latest.
rulls off front- opened clething aver phoulder after clothing running to that point.	Pulls off front- opened tlothing, over beat after clothing removed to that point.	Pulls off front- opened classing from other arm ofter clothing removed to that point.	Fulls front- opened clothing off completely;	Partielly mans 1 of 2 front festorers (e.g., pushes button to 1 festy through sole).	Opens 1 of 3 frunt followers 	Pull t at en- tied lace and takes shee off.	Pulle at one igo to until box and lakes shoe off.	Pulls pants 8 other pull-down garments off over foot after	Pulls peats down from usi- lat & over test efter peats mi- soved to tast point.	Pulls pints down from knees a over feet efter bents ev- moved to that point.	Pulls parts down from hips a neer feet af- ter pants re- sowed to that point.	Pulls pants sour completely from waist and over feet.	Pails t-shirt, att., up deer head after ac- ult reacres to shirt to that goint.	Puils t-shirt off of one arm and over head efter shirt re- moved to that point.	Palit E-sairt off of both arm and end heat after tairt memorid to that point.	Pulls t-shirs off completely.	Opens two of Shree front fastement.	Lalaces thees.	Universal ung top god unsmaps .	Tokes off all clothing shar teld to do in.	Manages to un- failen twd/or tace off ties, belts, stills, bens, wetches, jamelty.	Opens all fast engrs aver tr small or on back or side o serment. Done safety plas.
ziet tiszut to tiou noze uhen reminded,	indicates need for handlar- chief to blow nose.			Uses tissue at all necessary times																		
Rinsel tootherish,	Turn; off miler,	Wipes mouth and hands dry.	Replaces cap so continuente tube.	Replaces of cy).	Returns toochu brush, patta sa designated contafman/ location.	times proper amount of toothpaste,	Uses proper Brushing elrokes.	Scuthet after male or at designated sizes.	Stains halp unper Eduta hurts, Cavity auspetted, don- tal Flota nacdes, etc	Goes for teeth checs- ups periodically.												
	Drawt picture of own face/ whole body w/ proportional body parts in correct places.	Tells own first and last name.	Tells own spe.	Rates afbliagt.	seys momen is girl not boy).	Friends, musters of class, sumis, uncles, Courins, etc.	fells moreh of birth.	Tells itreet name and sown an address.	tells fitner's and mother's forst and last name	Points to 25 or (he following hody parts, ray, dye, hand, leg, dre, thin, (See Booklet)	ipils parents' est beer or place of wors lells berefts' occupations	tells house norther, street, and town.	Recitos telephone number,	fells month and day of pirth	Points to our right and lest mands/ss right and left pn others	uses laid and right to direct alvers in tol- crete situation	Sh body perts.	fails machine, interests.	Tells number, street, city, state, aip tode in address.	budy parts are related to one ecotner		Tells monit, Sh), year of birth
ure, tempera- ure of wil "Jecta/substan-	Points to orde of body recently touched by emother.	Reiches thru tectile cues like ubjects that ere big and smell.	Actions through tectile curs liss objects that are long and short.	miches through tactfle cues like sbjects that are straight and carved.	Like Objects	Natches through Eactile twes like obj. that ore circular, triampular, rec- tengular shaped.	Matches through tactilf cues like objects that are flat/ thin and wide/ fst.	Matches through tectile cues like objects that are set and dry.	Notiches through tactile times ista sojects that are not and cale,	Matches through tactile cors like objects that dry clitchy and non- adventing.	Matches through tactile cues time objects that are nard and soft,	Mutches through tecthic cues file objects that ere rough and impath,	Hetches through lactile curt lise objects that are uries fud/bumps and amouth	hatches through tattile cues like objects that Bre therp and duff.	fatches through tectile own like objects that are light and heavy.	(heart) through tactife cure if jill object or request from group of free objects.	Chooses through tactile curs long/short sbj- ect on requelt from group of five objects.	ichooses through testale cues streight/curved object on re- quest from grou of five objects	terfile curs square/round object on er-	Chooses through lectife curs tri angular/rectang glas/diamond shaped only. Fro argue on 5 only.	fat phietien	on request inc
nints to inclific source if sound when interest sound if that poyect is made.	Identifies sounds as near perfer, up or down,	Responds appro- printely to sound petterns associated with serious assissives	identifies srurds, sords just Spoten	Sarefilles load and soft sounds	Identifies cif-	Calvacrizes spards le g ; sainel sounds; mermanical; musical; bird atc.)	Repeats 5 cmpla words.	ferents numbers acres	.dertifies oif terance; in ar- line sprear ; sundse, g, t, possible riolation	Identifies cif- ferences in similar spech soundsF, 1, o, 17-when in #101481co	Identifies where sould dis- ferences occur in mores in g. instial, medial, fine) tounds)	identifies inclid sounds of words.	dentified initial and final sounds gf words.	Identifies into tial, medial, and final sounds of scros	deposts tapped rhythms.	Repeats erlos	Identifies component taunds of words (r,1/t).	Lordiffes forsulant sounds of a sporen word	identifies wourd sounds of a spoten word	identifies ton- spent blends of separate latters (e.g., b : 1 = bi).	lacatifies num.	tuder of toe
reaches to miding of body -Ith elbou -ratencion.	Grates using grath movement of beth hands.	Resches across midited of lody with allow and fingers extended,	Aresps rettle, finger, etc., with one hand	Araches toward object(a).	Heres havis together (to enism) as to clapping,	Loaves hands production() y open.	Squedies stem ploted in hand,	Uses fingers th gross move- sents to gresp objects.	Releases or droot objects from gress.	Transfers objects from hand to mand.	Sengs together two objects held in hands	dulls jumpo pegs out of pegboard	Uses thumb in opposition wife all fing. ors to Bress	Uses aritt in 1:40-10-140 earsening (e.g., rings bell).	Places indea finger in smell hele.	Taura objects out of contains oith one mand	Squeezes object In one hand.	Outs objects in container with one hand,	Uses Shumb in opposition with two fleg- ers to grasp.	Grasos Flat or thin objects using one hand.	Picti up smell	Bearbes as ross
rii out small aumre/triangle/ Frole:	Cuts Pejrge.	Wirds Enread On spoul Eurnly	Sharpens pencil.	Folds paper in helf oith vdges meeting.	Luts cloth with scissors.	Cuts out complex pictures following outlines.	Places ky, in lock ame apens loce.	Threads standard-sized needle.	COCACE: up, sown/ in, on. but/unser, cwr/toc, bettom, by, bestde/before after shore, be. low. elc	Metches 51s colors/oser 51s colors.	Hatches Object. of Harious amedes from dars to light	Malines objetts of versus in- tensities from oright to self.	finds target object from pig- tured group of groups diller- ent objects.	fings target object from pic- tured group of parties objects	formts (q specified object to left/(c eigns.	finds (we ob- jacts on picture and connects there with a line	Maids fine dis- triesnations in sizeto the 1/2 sect.	Mases dicoffm- teal tons in size to the 1/8 tech.	Astre discrim- insting in size to the 1/8 Inch	identifies chiquing or interpretat pleases	Identifies took-eiste words correct- ly.	Fully tayether complex puzzion
reches to pro		Bornors up and down in sitzing position.	Rocks back and Forth [e.g., In rocking chile),	No!!! from back to side to etemach using arms for threst.	Creeps recipro- cally from sta- mach position,	Assumes crawl- ing position, Crawls on hands and thoes asing random mavement.	Pulle beif to standing posi- tion, Stands with support,	Crawls using both hands ta- gether, both these together (i.e., like a rubbit hop).	Crouls recipes: cally saing rt, hand & lort ince together, lart and & rt, tage Logether.	Taket timple stapping apper ments with air.	Sits down from standing post- tion with ald	ecits a terge salt when rested on floor.	Uses smooth sampsing more- monts to welk with sid (heros held by soult)	Stands alone without aid, Stands from titting or Ly- ing position.	Helbt forward alone.	Pusher and pulls doors open and closed.	tires ento Chele/onto impli wheel toy.	Moils bethuard for 3 feet/ sideways for 3 rest.	Completet e aldreams (log) rolf.	Malks up and down itairs us- ing rail, Seta feet on Beth step/uithout rail.	Pune e distance of IO feet.	Tosses a large ball with boln bands underhau
		distance. Bresting Stride and rhythm.	ampading objects/pertuni in path.	cerrying an object which biocks yim of floor.	tifts terso from ground to tumplets one (11-up.	Mais; 12 feet on 1-inth aide beau willhout stepping off,	Lifts body with eners on floor te complete one girl's push-up	Touches toes while in sitting position, lags outsiretches.	tifls body from Floor to com- plete one boy s push-up.	presidate object	Note 3-feet/ 5-feet/15-feet 61stance on one feet.	mangs from bar using overhead grip don 5 seconds.	names from laddered bars and swings atrocs.	Strikes with but a large stationers balfylarge rolled ballyle, bounced ball.	Striles w/hand a large ball taroun from 5 fee(/striles w/ bal ball thrown from 5 fee1		Ander bicycle artn fraining aneatt.	heinteine thing up position while hanging on der for 5 teconds.	Jumps over b- into high roots feet together,	maps on each foot led times in piece.	Throat teell bell 25 feet using tross- lateral shift of boay wright	Runs Stragers Jase within 1 seconds.
pubble-bipuet).	Plan is speci- fied direction le.g., straight out, is side].		Controle saling, Przesite droci Leg,	together in imitation po- on request,	(e.a. bieres a deil),	Places Eacth together in biting post- tion on initalian or request.	Rowel tangue patt lip-line in any direction to outside by worse,	pertion.	Points temper straight out of south in temper position.	Points tongue up and down with eld of lips to plus direction.	foints tangue up and down sithout aid of light to give direction.	Paints tengur stor to side with sid of lips to give direction.	Points tongue side to side without all of lips to give direction.	with one conjin- uous lick seep- ing tongue on lip at all times	with one Continuous little esepting tongue on hip at all times.	Licks woper lip with short, steccate mover ments.	with short, staccate movements.	lip under uppure treth,	1	Places Longue between Teath.		Proces longue equints roof: mouth.
ings W, p, b, t, m, t, p, h, w, we do the lat- red position in one-syllable words.	position en Swo-syllable words.	Consorant monsense syllables.	nonsense syllaples	one-syltable words.	tisfs &, p, b, t, d, k, q in the final post- tion in two- syllable words.	nonsense syllaties,	spliable words.	nontense syllables.	words	ucrds	ist position in two-cytlable words	three-tyllable	some i nonseme	in one-syllable	nonsense seliables	Uses s. r. rm. sm. cb. in sn finel position in posisytical words.	ties s. I. sh. sh. ch. th in instite and fi- ral position in two-syllable words	uses all court win, r, i, j, y to form tun- tonient-court non-tense c, lighter	with all yourly with a, r, 1, j, y in instict position in one-syllable words	Uses all rowely with n, eq. r. 1, g. r to for smel-concentr montener sellables	l, j, y in fin- e al position in one-syllable words.	Uses A, Aq b, j, p be to j tiel and fine position in tau-tellable words
Precity and non- restbally to substical state suestions.	mon objects according to function (c.g., something to sloop on).	places object sp. down.			Points to be electe object on top,botton.	Points to or places object by, beside, behind.	Points to be gloces object before, after,				regurit,	request.	Abstracts or concepts.		!							
rici nom milh sociolisis a.g., my dog, sody car).	i			l .		Diction).		beek mire with prepetition (a.g., go up, fail down)	eras off with moun (e.g., sog see, car go)	Dies two-word fregments aith locators/with prepositions/ with regalizes/ with conjunction	core two-ero sterretyped privates (e.g., cor 1 cry, be careful).	Uses promouns 1, him, he, his, her, the, hers, you, yours appropriately.	to form 3-word	Lombines article soisestive, tuen- tafter andrer adjective whow to fore a-word now phrases.	Eputines locat- or, demonstra- tor or locatili or with moun parase.	uses predicte phraset with now phraset (r.g. my dog there).	toes werb mith hown phrate (a.g., tes the big dog, ride (n.a.car).	erach the lop)	plureis (e.g., dogs) trees verb plurels (e.g., runs, goes).	Uses pirot verb "is" to form kernel sentences te q , it is a dog!	Compliers from phress and ming phrase to form termel sententes (r.g., i term a dog).	a dog?].
non er sere.	spoken meterial.	Arsutrs quest- fore on mater- lel reed aloud by self,	correctly and sure guestions concerning median spoten less than one minute before.	correctly an- sers mestions concerning tes- sess speker more than one minute before,	pro that differ by ancillary perts of speech	Carriet out 2 pimple related successing con- med but not in sequential order.	Carrier out 2 stople rotated successive commends to erder.	Correct out 2 single unrelat- od puccetation Commands but not in sequential order.	Corriet out 2 sample unrelated successive com- mande to order,	Carries out 3 related succes- sive teaments - but not to sequential order.		Carries out & emisted successive commands out for in sequential order.		order.			Carelus out à unrelates suc- cessifes com- mands in given order.	Cerries out ears then a comments in specified order.	Rephesses what happened in Story prestouc- ly read by another.	1	Though manager.	Dittinguishes he been spoin- missips diffe- ing only in to
ERĬ	<u>~5.0</u> -	-16.0 -	17.0	-18.0	19.0	≧20.0	21.0	220	23.0	24.0	250	26.0	27.0	28.0	29.0	30.0	31.0	32,0	33.0	34.0	35.0	36.C

ION - BCP 1-22

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TEACHER ______ DISTRICT_____

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Turn wite an end off for those	Certae livid la oper con- teleme sithout spilling. Paul death spilling. Paul death spilling. Paul death spilling. Application spilling. Sp	fare to linguist An standard A	Adjusts Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Information Facots Infor	Je mouth-jow spriing priing Puts o'de/brush in hair,	Acut without any on way to south	talls spoon/ fors atth one moutful of food at a class	thing enother bic.	Chest Food Charuphy Swell sating	legands and legan-ection	Serves self of table	Spready wife thirty (a b) builting year	Tutt esth	Lute - de harde and lyse	for eating is g . reess boring, seech refd-borled	Johns Longen em Benjeb foods of Godes Godes (e.g. green) 12-73	trae through	Servers so "E so carette-sa	facts, title.
Turn wite an end off for those	Certae livid la oper con- teleme sithout spilling. Paul death spilling. Paul death spilling. Paul death spilling. Application spilling. Sp	fare to linguist An standard A	Adjusts Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Information Facots Infor	Je mouth-jow spriing priing Puts o'de/brush in hair,	Acut without any on way to south	mouthful of food et a clive	thing enother bic.	(news 1 cod (normayn) p before twell losing	legands and legan-ection	Serves self of table	Spreeds with thirty la g . Ducton, yee!	Luis ===== a=, #a	tutt ente ancie and loss	for eating is g . reess boring, seech refd-borled	ipons contern em Rem est foces, omesou foces, omesou sociale e q citens lunca tecto	trae through	Serves srift in Catelleria	facts, title.
Turn wite an end off for those	Certae livid la oper con- teleme sithout spilling. Paul death spilling. Paul death spilling. Paul death spilling. Application spilling. Sp	fare to linguist An standard A	Adjusts Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Facots Adjusts Facots Local Parameter Information Facots Infor	Je mouth-jow spriing priing Puts o'de/brush in hair,	Acut without any on way to south	mouthful of food et a clive	thing enother bic.	Chest tend increases percept percept wallowing	legands and legan-ection	Serves self of table	Spreads mige toning Le g _ button_yee:	Tuts asen amine	Luts with hnote and Igra	for eating is g . reess boring, seech refd-borled	Johns contain en Benies foods unsags foods (e.g. offing lunin tech)	trae through	Serves spile in careteina	facts, title.
Turn water on and of for shoot. Talk.	is oper con- tainer author spriling. Place frein spee recover at ting in beth. Sartially lighter shoe book spee toos wat yound	From one Co to another electronic toffe 1 ling. Eather or shower, when relinded. Detains speci- fied piothing since on milliout being bold. Inake off all	witer timpera- tury at time of shower/batm. Fulls shop laces tighterrical pull.			Allows helv to	Allega aug 10						 	1	<u> </u>	 		WY TAKES
Pets stops on correct feet.	at tini, in bath. surfielly lighters shock luces. 	Ottains specie- fied slothing liams and puts some on ellhout being told.	witer timpera- tury at time of shower/batm. Fulls shop laces tighterrical pull.			Allows hair to	Allow sale to	i		ļ								<u> </u>
correct feet.	lighters shot lights.	Takes off all	Fulls shop laces tighterrical pull.	Crosset shoe lefee.	Tightens Tacks		De sale-somm.	Partielly sets com hatter woman	Class fingur- mails using fingumals brush.	Flibs/Cuts oun melfsRends and feet	Capties decoder ant in correct denner-spray, roll-on, pass.	dathes of chosers when netwaying or of regular	Combs half when hecessary. Checks place- ment to miseroe.	Maintains close, sliedy cut Pinger- nells.	Uses a decomean when necessary or at regular times	Cleans plasses, comb, anuth when heckssary,	Sheres sell unen neresseny ne al requitr stees.	Largs for purponel hygiens nurshing mentions to
Uniscot sheet.	ULLIPS and	Takes off all clathing when told to do it	Managers to un-		pull.	Ties lacet Majo a anot.	Mares a box.	Tightent bow	Buttons, elps, and smaps.	Futs on ell clething wen told to no rs.	Marages to tass of and-or put on ties, belts, saires, bowt, saires,	Siones all fan- liners even if smelf or de becs on side of germent Closes safety bres	Dresses delly et designeted (free without being monified .e.g., in the coming).	Silects clear clothing, changes under- cicing magalacty.	ing to easting,		Palashes (BOL)	Atlement to maintain a gleen need typegrance throughout the
			belts, sales, bout, wateret; journy.	Opens BET fast- eners even if small or en by A or side of garment, Opens actily plas,	Undruspes daily at designated lims ulthout being resorded (a.g., a) dight, before place?)		Hange clothing on hook and/ar henger,	Puts solled clothing in designated place.	folds clothing Soun middle.	Palet clothing sore than smick.	Puts clean clothing in de- argrated place (d.g., drawer, closs);	serety D'es	domina).		(e.p., earrecet)			day
J		,																
tessa nocciesa inceresta.	Ipils number, street, ctty, state, etp. cpd, ee address.	felfs don 25 bady petts are relesed to one erather	lells birm. place istate).	fells much, day, year of birth.	lells city! toun of tieth	Formes to objects to frome of, benind, beside self.	Foints to orjects to the left/to the eight of self.	Locates self in relation to other objects.	leits now 15 body carts function (e.g., altow bends, heart pumps)	uses left or right to direct other in abs- treit situation	tells nargest and beigns	Tells schooling information Tells job rigerierie	tells perects' birte places	letts or locates drivers license nucleonistically security must be	letts crease. (fer, lidenst, learning cesti- dicates, easen held	telis rateran- tes, nimes, and Edresses	Ursiesses um- strengthe pro ex elimines	Minimisted for Arrests by of relies in 5 , humster etc. merence, intel-
tartile turs itesight/corruct object th re-	chooses through tectile curs sci square/round object on re-	SPACES BOLL From	Tal poject on	Hattila co.s	Chooses through testife over hesi/cole object on request from group of five objects.	Attraceme	Chooses through tactife cues herd/soft object on request from group of five	Provent from	Chooses through tactifie curs sharpfoul! object on re- suell from		Chooses Enedugh and 17 and dasia cues (a g a us- ing bisnofold) sweet substan-	Chooses tarough sault and faste time burnt substances, or asjacts.	(hooses through smell and gasie curs bour substances or objects,	Choosed through small and laste cure salty substances of Objects	[houses through sim)] and least curs biller substances or			ingence, etc.)
Leent Cles	Charles	Identifies con-	to-stiffes num-	families number of sounds	[dertifies	identifies fine d'iferences in whros (e.g., Dat and bad)	Identities and lumb apret that shyse	Repetts set of like symbols le g , l , 5, 9, d, dog, .at , boy)	letts recently fold story methterning designed second	impedia pure juil appren	we gr objects. We give story relited in sect (r g , see see, 100, one dee, last year)	Reposts ant of semols buil- marcs (e.g., digits, let- ters, mords)	eculia poem recrited to pest	Amprels set of mised systems .m q _ e, d, d, dog.	.promits pur Pignungta- fips unen rearing elput			
I Pets objects In container aith one mand.	Uses themb in opposition with two finguists. It grasp.	Grasps flet or this objects using over hand.	Picks up smolt mbjacts between thumb and inder finger.	Reaches across mid-line of body verne chumb and indee fing- er to pick up objects.	Suilds tower of two blocks.	Places round object in round hale,	Builds tower of 3-4 blocks.	Bulles tower of 5-6 blocks	Strings large breds.	Rofit tlay into shake shape.	Uses werst to teristing aution to stress and unstress lids, turn doorenobs, etc.	Matches lite Objects.	Patches the three permany colors-red, blue, yellow.	Matches long and shart objects.	Matches big and bittle objects:	Matches circles, squares, Terangles, diamonds,	Metches shappe at left to propee holme an formbeerd.	Pyte togetner fimple puzzles.
n inctions in size 10 the lyd inch.	inelions in the to the 1/8 inch.	identifies states or interpressi elemni of picture.	Identifies leas-elise mords correct- ly,		thace tequence.	14 191.	design.	Maie; line uis- uel discrimin- alions-malines lectest thei loof sery similes.	Copies-From each-1-espes, humans in coemecs sequence	PA-Tractica.	receip.	li	Identifies unale aspect/ design unen park steued	Amports uncla pilium as mell as delaits.		Sects effer 16. Secord esposure	officts after	Setalls ten objects after 10-second Pibosure
1001.		rill.	Auns a distance of 10 Pest.	Finds underhand.	Effice a Terms stationary ball without falling.	Begint a simple lowerscult,	walks up and down a 15-drame incline,	Stends on one fact halding support,	Climbt up and Sous ladder one Tung at a time.	Bredt over is pict up objects atthout falling.	Squary, Meinteining belance:	wells ID face pushing end pulling a magon type object.	Catries a targe ball thrown from 5 feet by pushing it with arms against body.	Jumps from bottom tiep (17 inches high) firs together.	seconds.	majet two steps on 4-lach wide paper line/on 4-inch wide beer,	wells 20. Foot dismeter circle ttaying on path.	Maint up and down states using rail, sitemate feet/ without rell.
up position while harging on ber for 5 seconds.	inth high rope, feat together.	fot: two I ters in place.	Drowd small buil 27 feet using Cross- leteral smith of body weight.	second).	1	Stands as with- in 5 seconds etter tyling on beck without loging belance.	funt up to ded a tas a large moving ball.	Jumps over 15- inch high rope. Feet togethee.	Jumps de serps Pope	COMPTR.		Telches e smell Egil brown from 20 feet		distance, feet Ingether	10 jumping Jects		Perficipated actively in team sports requiring remed abolia.	Perform ton- mattic rests for g. cact- adrd mpli, nesd stend, becapers, Cantument, etc.f.
ale undre upper teeth.	Joes in partials ly opened position.	between seeth.	behind apper Leeth.	Bovin,	ing, drinting, tailing, etc.	Out sound pro- duction.	change In bodily	whites, granti).	J	1	2000	and yours sound with inflection.	without meaning,	of objects/ant- mais (e.g., - box-mon, thou- thon, eco).	spitables (jae- gun speech) as (hough they were maningful)	syllable sound for an object/ person (e.g., we for weter).	TO SEE MODERAL	Says Pirst Intelligible, Spentaneous sord,
w/m, r, 1, 8, y to fore com- posets-rowet nonsensa syllables.	aith n, e, E, j, r in initial bosition is pre-syllable aonds	ailn n, og, r, f, 3, 3 to form vowel-consonent nonsense syllables	l, j, j in fin- al position fit one-syllable words.	1, 3, y m inti- ties and final position in two-syllable words.	sh, cr. th, h, ng, r, f, J, y, in wedsal post- tion in pne-syl- lable words.	sh, cr., th, h, ng, r, f, j, y in medical posi- tion in two-spl- lable weeds.	ant and woset abunds in elf positions with in one-syllable words.	ent and your sounds on all positions with in two-syllable sords	ent and your scands an all possitions with the splitchle words.	ent and unwell scounds on all positions with- in four-syliable words.	and three-syl- feole words as someth sylvegie	att and amed equals to phreies.	somet and sounds sounds in sentences	sandet end caudi sounds te sporteneous sporteneous	sport mepus	page ell standi in ul for four- syllable words with 1001 retellingesticty		
Uses three- end feur-word stereot-ped phrases (e.g., rece the tool.	Uses nown plutels le.g., dogs!. Uses werb plurers ie.e., eums.	Ujes tivot verb "ss" (a *pra kerne) sentence: (e.a., 11 %)	Combines nown phrese end perb phrese to form serner centene ces (e.g.)	data questions using "is" and "here" forms (e.g., is that a son!)	Asis questions using "o" le.g., where is the dog!].	Uses regetives in sentences. Uses contrac- tions.	Uses Conjunc- tions in sene tences.	Uses in thistire erro forms in sentences	dees eusstrary werbs 'ae', 'as', 'are' nich gresent	eaffires on a constitution initiates con- sersation	Describes sellon in d picture using the present	Uses past lence by adding "ed" to verb ie g. w selpped,	Usha post part- isipir to form past teng (e.D., he ran	Uses verb "heve" to form past tente (e.g., he hac rum fde)	Uses "mili" to form future fense (e.g., ne wish non far)	irrsember ea- ents of papt and euture ea- perspace in	Uses compound sentences con- selfing more than one main	usts compley sentences mith one aim clause and she pr more
Cerries out	doph biec what nappened in story previouse is read by another,	a DOG). Rephraset athers' Com- ments in a discussion,				Autre factal ex- tribelune appro- Brista ta ipotan metarta).	Ples pecture appropriate for relationship to locater.		perticible.			junce à).	to the (at).			icqical, sequen- Liet peder.		tuberdingte clauses.
32.0	1	.34,0				38.0	39.0	40.0	41.0	42.0	43:0-	44.0	-45.0×	-46.0 <u>-</u>	-47.0 -	4È.0	49.0	50 O
	best in the pro- tion of the pro- tion o	Sweet in the proof could read of the country of the	words i free proof points from the control of the c	words of the proof points from proof the proof of any pro	sweet of time proces goals from the control of the	Service for a continue of the	Service of the group of seal free do. Insertifies Comparison of the group of seal Comparison of the group	bertiffing me group count from one would not be seen at the continue of the count o	Second of Seco	Section of the group costs from your group of the property o	Second Processes Second Proc	Service Compared 1 month 1 m	The first objects of the continue of the conti	Martin M	The content of the	The control of a part Property Propert	Marting Process Proc	Married Part Marr