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ABSTRACT

Provided is the checklist from the Infant-Parent Training Program, a model program providing day care, therapy-nursery, and home programs for handicapped children from 0 to 3 years old. The Checklist is noted to be useful for assessment and curriculum development, as well as for sensitizing paraprofessionals to the variety of early infant behavior. Directions for use are included. (SBH)

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INFANT-PARENT TRAINING PROGRAM CHECKLIST

WENDY DREZEK

1973

REVISED 1975, 1976

BEST COPY AVAILABLE

INFANT-PARENT TRAINING PROGRAM
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Abstract

The paper contains the Infant-Parent Training Program Checklist and directions for use. The checklist is used for assessment and curriculum development, as well as sensitizing paraprofessionals to the variety of early infant behavior. A brief description of the program is included.

INFANT-PARENT TRAINING PROGRAM CHECKLIST

The purpose of the checklist is to assess the developmental level of infants between birth and one year old in functioning. Since achievement of developmental milestones is quite variable, items are grouped in three month intervals. Many items are given for each age interval, since individual infants may produce different behaviors at the same level of functioning. On two of the scales, cognitive and communication, items are grouped into three strands of behaviors. Items within a strand, e.g., gesture, are sequenced. Sequencing between each pair of strands is not established for all behaviors, thus the list of items within each age interval should be considered approximate.

Formally. Each checklist should be completed independently. First the approximate functioning level of the child should be determined. If the child seems to function like a four month old, then the items in the 4-6 month interval should be checked first. All behaviors that the child demonstrates clearly should be checked. If 80% or more of the behaviors in that interval are checked continue to the next higher interval (7-9 months). If less than 20% are checked refer to the next lower interval (0-3 months). This process should be continued until a floor interval (80-100% checked) and a ceiling interval (0-19% checked) are determined.

After clear behaviors have been checked, all other behaviors in the floor, intermediate and ceiling intervals should be tested informally. So, for instance if 80% of the items in 4-6 months, communication have been checked, but "laughs at other babies, games, toys" has not, that item would be tested. The teacher could

try playing a game in which she surprised the child or one in which she made a doll dance up to the child, and see if that stimulus elicited laughter. Each unchecked item in the intervals would be tested similarly.

When all the appropriate items have been checked or tested for that area, e.g., communication, the teacher repeats the process for the next area, e.g., cognitive. This process continues until all five developmental areas have been assessed.

Informally. The checklist can also be used informally. The teacher simply starts at the 0-3 months level and checks all the items the child can accomplish, testing those she is not sure of.

Programming. When the checklist is completed, the teacher should have found the functioning level of the child in each of five areas. The pattern of behaviors achieved by the child should indicate areas of strength and weakness. For instance a child who passes all of the speech items in the 4-6 month interval in the communication area and fails all of the gesture items above the 3 month level will need a communication program stressing 4-6 month old gesture activities and some 7-9 month old speech activities. The teacher can use the scale in two ways to assist in programming.

- 1) The teacher can use any failed items below the highest item passed in each area as behaviors around which to build program activities. If the child passed only "makes mouthing movements when he sees bottle" in the 4-6 month interval of communication, the teacher might build activities around encouraging laughter and encouraging the child to approximate infant-like sounds made by an adult. Once those behaviors had entered the child's repertoire, the teacher would proceed sequentially down the checklist. Thus the next activity would be designed to encourage the baby to use sounds to get attention.

2) To a great extent, the sequence of the checklist is inexact. For this reason the author suggests that the checklist items be used less formally. Thus if a child functioned in communication at the 4-6 month old level, all the items in that interval that he had not passed and the lower items in the 7-9 month old interval would become part of a pool of behaviors to be encouraged. The teacher would choose those behaviors which seemed to be realistic targets for a particular child and seemed to be important for enhancing his individual functioning. Activities could be developed around the chosen behaviors. When those activities had resulted in acquisition of the behavior, a new set could be chosen. This second approach allows for individual differences in children.

NOTE: It is important to remember that activities to develop a skill are not identical with a skill, thus walking may be facilitated by behaviors motivating a child to explore, rather than by "walking" the child.

INFANT-PARENT TRAINING PROGRAM CHECKLIST

Wendy Drezek, Ph.D.

COGNITION 0-12 MONTHS

Strands:

H--fine motor, hand use behavior

A--attention, eye-hand

C--conceptual, symbolic, problem solving behavior

0-3 months

		Date	Date
H	Hands fisted		
A	Prefers to gaze at colorful, contrasting pattern		
H	Brief reflex grasp of object		
A	Indirect regard of face		
A	Regards object held 7"-8" in line of vision		
A	Follows object, visually, to midline		
A	Direct regard of face		
C	Prefers patterns which resemble face		
A	Follows object, visually, past midline		
A	Delayed regard of object at midline		
H	Retains rattle or spoon briefly		
C	Cries when mother's face is no longer in view		
C	Does not follow object dropped out of view		

		Date	Date
C	Holds rattle or spoon motionless and looks at it		
A	Prompt regard of object at midline		
A	Follows object 180°		
C	Repeats interesting activity (e.g., scratching) or rocks crib to make mobile move, or repeats motion (smile) to get adult reinforcement		
C	Magical gestures (mouth opening to make music box work)		
C	Sucking gestures anticipate breast or bottle		
H	Hands engage at midline		
H	Arms activate when excited		
A	Regards medium hanging object in hand (e.g., ring on string, part of mobile)		
A	Free hand approaches object suspended		
C	Smiles		
H	Retains suspended object		
A	Examines small object by looking for longer period		
A	Prolonged prompt regard of bell		
C	Hits toy up and down		
C	Pats toy softly up and down		
A	Tries to grasp moving suspended object		
C	If toy is dropped repeatedly, anticipates dropping by looking in place dropped		
C	Interest, but no active response to peek-a-boo		

4-6 months

		Date	Date
C	Shakes toy (side to side)		
A	Regards small object repeatedly		
A	Delayed regard of tiny objects		
H	Holding one small object, drops it if 2nd is given		
H	Precarious grasp of small objects		
A	Reaches and grasps medium suspended object with near hand		
C	Mouths toys and feet		
C	Attends to own image in mirror		
C	Smiles at mirror image		
C	Watches object as it disappears behind screen		
H	Grasps handled object with two hands		
H	Grasps fingers to palm		
A	Picks up object which has dropped from hand		
C	Reaches for screen hiding object		
C	Scatters pile of blocks, cubes		
H	Approaches tiny object with hand		
A	Searches for dropped object with hand		
H	Immediately grasps spoon or rattle securely		
A	Localizes sound and turns to it		

Date Date

C	Vocalizes to mirror image		
C	Examines toy by poking, rubbing, manipulating		
C	Finds whole object when part is hidden		
C	Dangles toy		
H	Grasps, thumb to palm		
H	Transfers cube from one hand to the other		
H	Holds cubes placed in each hand briefly		
H	Drops a cube as 3rd one presented		
H	Contacts but doesn't grasp tiny object		
H	Rakes tiny object with fingertips		
H	Grasps handled object--1 hand		
C	Actively shakes noise-making object		
C	Pats mirror image		
C	Differentiated toy use (rolls car, beats drum)		
C	Searches for object under 1 cloth		
C	Responds actively (e.g., laughter) to peek-a-boo		
C	Removes cloth from own head in peek-a-boo		
H	Holds 2 cubes in 1 hand for several seconds (substitute any small objects)		

7-9 months

		Date	Date
C	Approaches cup and cube separately, approaches cube first		
H	Rakes tiny object, thumb to fingers		
H	Given toy with string attached, rakes at string		
H	Reaches persistently for interesting object out of reach		
C	If an object is hidden sequentially under two cloths, child searches where it was first hidden		
H	Grasps, thumb to fingers		
C	Approaches cup first when shown cube and cup		
H	Scissors grasp of tiny object		
C	Given a small transparent container with object inside, mouths container and tries to reach through side to get object		
H	Grasps string on toy, uses it to pull toy		
H	Manipulates string		
C	Drops objects from high chair and watches them fall		
C	Searches for object hidden sequentially, where hidden last		
C	Imitates peek-a-boo		
C	Given two small identical objects holds them together, compares		
C	Controlled play with pile of small objects		
H	Reaches in container with object, touches object		
H	Approaches tiny object with pointer finger		

		Date	Date
H	Grasps tiny object from side, thumb and forefinger		
A	Regards object which has fallen out of a container		
H	Grasps handled object by handle (full hand grasp)		
C	Leans toward mirror		
C	Pat-a-cakes, bye-byes		
C	Pulls toy on pillow or cloth by pulling pillow or cloth		
C	Responds to rolling ball game by returning ball		
C	When object is rolled behind screen, child looks at other side after object gets there		

10-12 months

		Date	Date
H	Removes small object from container		
H	Puts small object into container but doesn't release		
C	Points at tiny object in clear container		
A	Grasps tiny object fallen from container		
A	Grasps handled object by end of handle, pincer grasp (brush, bell)		
C	Given bell, fingers clapper; fingers buttons on clothes, belt buckles, etc.		
C	Reaches to mirror when holding toy, for toy		
H	Releases object		

		Date	Date
C	Finds object hidden under 2 cloths		
C	Finds object hidden under 3 or more cloths		
C	Shown a block or cube tower, brings block or cube near it		
H	Throws object (horizontal)		
C	Initiates peek-a-boo when given cloth		
C	Uses many materials for peek-a-boo		
H	Neat grasp from above, thumb and forefinger		
C	Mouths tiny objects		
C	Removes puzzle pieces (raised) from board		
C	Tries to remove flat pieces, scratches with fingers		
C	Carries toys about during play		
C	Shown cube or block building, removes cube or block and touches it to model, no release		
C	Uses objects appropriately (combs hair, brushes teeth, puts on hat, drinks from cup)		
H	Releases small object into container		
H	Tries to insert tiny object in small container		
H	Dangles toy attached to string by string		
C	Given form board or sorting box pieces, brings round piece near hole, bangs it, looks at it		
H	Casts ball		

Date Date

C	Touches toy to mirror		
C	When asked to give object, gives it		
C	When object is rolled behind screen or dropped thru tube child looks at other side before object gets there		
C	Searches for object rolled under furniture		
C	Uses box or pillow to stand on to get object out of reach		

Blind--substitute noise-making objects, touching responses, e.g., when rattle is dropped child feels for it where it is dropped

C.P.--special objects can be used with grips or handles, watch eyes, body language

Deaf--substitute gestures for commands

COMMUNICATION 0-12 MONTHS

Strands:

G--gestures, facial expression

S--vocalization, speech

L--language, comprehension

0-3 months

Date Date

G	Reflex smile		
S	Crying when hungry or uncomfortable, rhythmic pattern of ah's, mah's		
S	Startles to loud noise		
G	Calms when held, rocked or jostled		
S	Attends to sound by widening eyes, stilling		

		Date	Date
L	Attends to person talking, stills, facial expression changes		
S	Throaty sounds		
G	Smiles to face		
G	Smiles to talk		
L	Responds to person talking, activates		
L	Responds to person talking with sounds		
G	Has two or more facial expressions		
L	Cries when bored or lonely		
L	Different responses to friendly or angry voice tones		
G	Smiles when discrepancy--change in voice tone, doll walking, etc.		
G	Magical gestures--opens mouth to get mobile going, kicks to get music box going		
S	Coo's, gurgles, soft vowel sounds, ah, oh, oo		
S	Has at least four distinct sounds		

4-6 months

		Date	Date
G	Laughs when tickled or jostled		
S	Approximates adult cooing sounds		
G	Makes mouthing movements when he sees bottle		
L	Uses sound to get attention		

		Date	Date
L	Plays sound games--makes sounds playfully		
L	"Talks" to toys, long strings of sounds		
S	Experiments with volume, intonation, varies these		
L	Expresses emotion through vocalization		
L	Turns when called		
L	When parent babbles, child responds vocally		
L	Makes sounds to parents in social play		
L	Has sounds (1-3) used consistently for hunger, discomfort, etc.		
S	More consonants heard, "ga" "da" "ma" "ka"		
L	Vocal response to singing		
S	Imitates simple sounds, "oh" "ah" "ga"		
L	Responds to "no" by stopping activity temporarily		
S	Babbles, strings of duplicated sounds, involving consonant "bababa" "mama"		
G	Has gestures such as raising arms to be picked up, reaching to object desired, pushing away object not desired		
L	Laughs at other babies, games, toys (moving doll or puppet)		
L	Stops crying when talked to or sung to		
L	Comforted in crying only by certain people		

	Date	Date
L Cries when frustrated		

7-9 months

	Date	Date
S When talked to in questioning tone (rising intonation) responds in answering tone (falling intonation)		
L Responds to request to give object by extending object without release (show, bring)		
S Imitates clapping, hiding face		
L Responds to question where is _____, by pointing to _____		
S Has 4-6 sounds used for certain things, e.g., <u>kika</u> for animals, <u>dada</u> for parents, grunt for hunger		
S Makes strings of sounds, with intonation, which sound like sentences		
S Combines consonant vowel combinations with different sounds involved, e.g., "an" "da" "ba," "hi" "ga"		
L Attends to game in which adult labels pictures		
S Imitates babbling		
L Combines words or sounds and gestures		
L When adult makes novel sound, child responds vocally e.g., adult says "giraffe" child says "dada"		
L Imitates familiar sounds used meaningfully, "dada" grunt		
G Has set of stereotyped facial expressions to show emotion, e.g., grimace for boredom, eyes wide for excitement		

		Date	Date
L	Has sounds used to express emotion, short cry for surprise, long "ahhh" for pleasure		
L	Uses exclamations, "ohoh, da!"		
G	Will attempt to imitate, and will approximate complex gesture such as putting on a hat, feeding a doll		

10-12 months

		Date	Date
S	Repeats interesting new sounds over and over		
G	Waves bye-bye on request		
G	Successfully imitates complex gestures such as rolling a car, rubbing a cloth, pointing to a picture		
S	Experiments with volume, uses different volume for different affect		
S	Uses rising intonation		
L	Has some words (1-2) used meaningfully but not necessarily in adult sense--"dada, kitty, hi"		
G	Tries to imitate, but approximates unfamiliar visible actions--e.g., pats pages of book instead of turning them, pats stomach instead of rubbing it		
G	Tries to imitate facial expressions, kissing, sticking tongue out		
L	Turns to objects mentioned in speech of others (eat, dog, daddy, doll); may respond with sound for object		
L	Attends to long periods of speaking		

GROSS MOTOR DEVELOPMENT

0-12 MONTHS

0-3 months

	Date	Date
Lies, arm and leg extended on one side, flexed on the other		
Rolls to side when placed on back		
When placed on stomach, head moves to side, crawling movements		
On stomach, raises head momentarily		
Startles on back, limbs fly out		
Eyes focus on object while on back		
Moderate lag when pulled to sit		
Holds up head when on stomach, 5 seconds		
Holds head steady when sat		
Symmetrical posture lying on back		
Holds head steady when carried		
Holds head 90° to surface, momentarily, when placed on stomach		
Supports small portion of weight when supported in standing position		
Holds head and chest up momentarily, on stomach		
Hands engage at midline, on back		
Sits propped, head bobs		

4-6 months

	Date	Date
Holds chest and head up, sustained		
Rolls from back to side, intentionally		
Slumps when placed in chair		
Almost rolls from stomach to back		
Sits in chair, head steady		
Pulled to sit, no head lag		
Pushes up on hands, when placed on stomach		
Places feet in mouth		
Sits in chair, trunk erect		
Lifts legs in the air when on back		
Rolls to stomach		
When sat, balances passively for a second		
Sits supported by arms		
Uses hands to explore objects when lying down		
Attempts to pivot, lying on stomach		
Actively balances while sitting		
Supports most weight, when supported in standing position		
Bounces in standing position		
Plays with toy when sat in a chair		

7-9 months

	Date	Date
Sits erect, sustained, balances actively		
Supports weight in standing position, holding hands of adult		
Pivots on stomach		
Sits for long periods steadily		
Leans forward and corrects self in sitting position		
Stands holding furniture		
Gets into crawling position, may pull self on stomach or in sitting position		
Gets from sitting to stomach		
Pulls up at rail		
Gets from stomach to sitting		
Lowers self at rail		
Rocks or moves limb in crawling position		
Crawls on hands and knees		
Uses hands while crawling, reaches		
Moves freely from crawling to sitting and back		

10-12 months

	Date	Date
Lifts foot, holding on to furniture or with hands held		

Date Date

Moves jerkily holding onto furniture		
Manipulates object while standing		
Picks up object from floor in standing position		
Moves smoothly holding onto furniture		
Walks with two hands held		
Walks pushing object		
Stands unaided		
Walks with one hand held		
Creeps upstairs; creeps downstairs, head first		
Creeps downstairs, feet first		
Walks alone several steps		

SOCIAL DEVELOPMENT 0-12 MONTHS

0-3 months

Date Date

Fleeting smile		
Prefers human face to pattern		
Regards human face at 7-12"		
Comforted by swaddling, rocking		
Shows excitement through body activation		
Cries for hunger, pain		

	Date	Date
Reacts differently to people and objects		
Makes eye contact with person		
Smiles to face or voice		
Shows enjoyment being with people		
Quiets self with sucking		
Shows distress and delight through body movement and facial expression		

4-6 months

	Date	Date
Reacts differently to mother, shows recognition		
Responds vocally		
Shows interest in all people, no fear		
Demands attention		
Reaches towards object		
Initiates simple games, such as coughing to get attention		
Enjoys play, responds by laughter, smiles (any contingent response)		
Smiles selectively at young people, familiar people, children		
Watches people, objects, while nursing		

	Date	Date
Shows fear, boredom		
Has different reactions to strangers and familiar people		
Responds to facial expressions		
Reaches or lunges toward familiar people		
Raises arms to be picked up		
Shows preference for mother		

7-9 months

	Date	Date
Pulls clothes over face in play		
Shows enjoyment of peek-a-boo and hiding games		
Shows distress when separated from mother		
Plays unattended 10 minutes		
Mother can soothe or comfort		
Initiates social interaction		
Independent play, 20 minutes		
Breathes heavily, strains to get desired object		
Imitates peek-a-boo if cloth placed on head		
Imitates clapping		
Toy mediated play with peers		

	Date	Date
Shouts to get attention		
Initiates hiding and chase games		
Shows fear of stranger, actively resists holding		
Resists pressure to perform		
Teasing games--pretends to give toy; dropping objects repeatedly from high chair		

10-12 months

	Date	Date
Responds to name		
Persistent in getting object		
Likes to watch other babies		
Chooses toys deliberately		
Imitation-mediated play with peers		
Copies simple actions, sounds		
Shows tenderness to toys, animals, "kisses," hugs		
Follows simple 1 step directions		
Inhibits activity to "no"		
Asserts self--"no", tantrums, physical resistance		
Seeks approval (e.g., brings toys, wipes nose); beams when he gets it		

	Date	Date
Imitates play of others		
Shows guilt when he breaks something		
Parallel play with other child; protects self		
Gives object on request		
Actively shows affection		

SELF-HELP SKILLS 0-12 MONTHS

0-3 months

	Date	Date
Sucks liquid, opens mouth for nipple		
Choppy variable schedule; sleeps much		
Frequent bowel movements and urination		

4-6 months

	Date	Date
Sleeps through feeding at night; regular schedule		
Anticipates nursing by sucking movements, excitement		
Eats strained food mixed with water		
Eats strained food		
Eats variety of strained food		
Fewer bowel movements		

Date Date

Reaches to bottle, spoon		
Holds bottle with support or assistance		
Holds bottle by self		

7-9 months

Date Date

3-4 meal schedule		
Removes sock or hat		
Eats lumpy foods		
Drinks from two handled cup with help		
Eats mashed food fed by parents		
Eats soft solid food		
Feeds self finger foods that can be sucked or licked		
Feeds self finger food that can be chewed		

10-12 months

Date Date

Makes sounds or grimaces when moving bowels		
Drinks from training cup by self, uses two hands		
Drinks from cup with handles by self, 1 hand		
Cooperates passively with dressing		

	Date	Date
Tries to "help" dress self, unsuccessful		
Uses filled spoon, pincer grasp of handle, spills or turns over		
Uses filled spoon, overhand grasp, little spilling		
Holds out limbs for dressing		
Wipes face after eating, in imitation		
Drinks from cup unaided, spills		