

When completing this survey, select and **bold** the things your child can do or has done consistently in the past. When the descriptions are grouped together, only select and **bold** the things that your child can do or has done consistently in the past.

**Example #1:**

*Andrew could push a car but not necessarily as part of pretend play with purpose. I would select and bold the following:*

- **Differential use of schemes according to the toy played with, functional use of toys (ex. pushes cars, throws ball)**
- Links schemes in simple combinations (puts person in car and pushes car)
- Links multi-scheme combinations into a meaningful sequence (puts paste on toothbrush, puts cap on tube, brushes baby's teeth)

Adapted from Clark, Morgan & Wilson-Vlotman, 1984, Kusmierek et al 1986

**Example #2:**

*Andrew could use basic tools, match shapes, sort sizes but was not able to build with blocks. I would select and bold the following:*

- **Finds object after watching it disappear**
- **Demonstrates tool use after demonstration**
- **Uses nonsystematic trial and error problem solving**
- **Attends to shapes of things and uses appropriately**
- **Uses some foresight before acting**
- **Uses a tool to obtain a desired object**
- **Invents means to attain a goal through thought processes rather than just trial and error**
- **Operates a mechanical toy**
- **Can foresee effects or infer causes**
- **Matches configurations, such as circle, square, triangle**
- **Manipulates objects into small openings**
- **Discriminates sizes**
- Can build with blocks horizontally and vertically

Adapted from Clark et al, 1984; Cohen & Gross, 1979; Kusmierek et al, 1986

# ***Start here***

## ***1. Early Object Use***

Select and **bold** (control B or command B on a Mac) the things your child can do or has done consistently and independently in the past:

- Differential use of schemes according to the toy played with, functional use of toys (ex. pushes cars, throws ball)
- Links schemes in simple combinations (puts person in car and pushes car)
- Links multi-scheme combinations into a meaningful sequence (puts paste on toothbrush, puts cap on tube, brushes baby's teeth)
- Links schemes into complex script

Adapted from Clark, Morgan & Wilson-Vlotman, 1984, Kusmirek et al 1986

## ***2. Symbolic and Representational Skills***

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Simple pretend play directed toward self (eating, sleeping)
- Can focus pretend play on animate and inanimate objects and others
- Can have inanimate objects perform actions (doll washes self)
- Uses multi-scheme combinations (feed doll with bottle, pat it on the back, put it to bed)
- Plans out pretend situations in advance, organizing who and what are needed for role-play. Events in play are sequenced into scenario that tells a story
- Can use imaginary objects in play and acts out sequences with miniature dolls (in house, garage, airport, etc.)
- Creates imaginary characters and can direct actions of two dolls, making them interact within two roles
- Organizes other children and props for role-play and can direct actions of three dolls, making them interact
- Can direct dolls, where each doll plays more than one role (father and doctor, daughter and patient)

Adapted from Fewell, 1983; Nicholich, 1977; Watson, 1981; Watson & Fischer, 1977; Westby, 1980

### **3. Imitation Skills**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Imitates actions he or she can see performed that are in his or her repertoire
- Imitates sounds and gestures not part of his or her repertoire
- Imitates novel movements
- Immediate imitation of a model
- Imitates drawing of a stroke
- Recognizes ways to activate toys in imitation of adult
- Deferred imitation
- Varies own imitation creatively from that of model
- Imitates drawing of a face
- Demonstrates increasingly complex role imitation
- Imitates scenes from different aspects of life; pieces together into new script

Adapted from Clark, Morgan & Wilson Vlotman, 1984; Cohen & Gross, 1979; Kusmierek et al, 1986

#### **4. Problem Solving Skills**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Finds object after watching it disappear
- Demonstrates tool use after demonstration
- Uses nonsystematic trial and error problem solving
- Attends to shapes of things and uses appropriately
- Uses some foresight before acting
- Uses a tool to obtain a desired object
- Invents means to attain a goal through thought processes rather than just trial and error
- Operates a mechanical toy
- Can foresee effects or infer causes
- Matches configurations, such as circle, square, triangle
- Manipulates objects into small openings
- Discriminates sizes
- Can build with blocks horizontally and vertically
- Relates one experience to another, using logic and knowledge of previous experiences
- Can plan actions in his or her mind without acting them out
- Can relate one experience to another using “if...then” logic
- Can build vertical block structure requiring balance and coordination (nine cubes)
- Can put graduated sizes in order
- Uses representational thinking in constructions
- Can construct complex structures with vertical, horizontal and symmetrical aspects
- Can integrate spatial, cause and effect, and representational thinking into problem solving

Adapted from Clark et al, 1984; Cohen & Gross, 1979; Kusmierek et al, 1986

## **5. Discrimination/Classification Skills**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Combines related objects
- Begins to spontaneously cluster objects that share physical or functional similarities
- Matches objects with relational parts (round lid on tea pot)
- Matches objects by color, shape, and size
- Recognizes part/whole relationships (can identify parts and the objects with which they go)
- Discriminates size (can nest four boxes)
- Discriminates circle, square and triangle
- Matches object to picture of the object
- Matches picture of object to another picture of the object
- Matches objects that have the same function (comb and brush)
- Can sort by one criterion (shape or color) without getting confused
- Can sort objects by size (large, medium, small)
- Can sort a group of objects in several different ways
- Can classify objects into categories (toys, food, animals)
- Matches or identifies basic symbols
- Identifies different coins
- Identifies left and right
- Can put together complex puzzle
- Can build elaborate symmetrical or asymmetrical block structures
- Can identify objects that do not belong in a group
- Can identify abstract characteristics (living as opposed to non-living)
- Matches letters
- Discriminates and names letters

Adapted from Clark et al, 1984; Cohen & Gross, 1979; Kusmierek et al, 1986

## **6. One to One Correspondence**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Can count by rote to five
- Understands concept of one
- Can count two to three objects
  
- Can count up to five objects
  
- Can count up to ten objects
- Understands “more,” “less,” “same”
- Can count objects, enumerating each object once
- Identifies and names numbers
- Can match the number of items in a set to the correct number
- Understands concept of zero

Adapted from Cohen & Gross, 1979

## **7. Sequencing Abilities**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Understands big, little
- Understands questions about what is going to happen next
- Understands tall, short
- Understands tallest, largest, shortest, smallest
- Counts objects in sequence with one to one correspondence
- Can put three pictures in a sequence to tell a story
- Knows sequence of reading book, from left to right and top to bottom
- Knows first, middle and last
- Can place objects in order from shortest to tallest, and smallest to largest
- Identifies first, last, middle
- Combines letters into words

Adapted from Clark et al., 1984; Cohen & Gross, 1979; Kusmierek et al., 1986



## **8. Drawing Skills**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Imitates scribbling
  
- Imitates vertical stroke, horizontal line, circular strokes
  
- Imitates cross
- Draws lines, strokes, and arcs spontaneously
- Makes first spontaneous unrecognizable forms
  
- Draws circle
- Draws face of a person
  
- Draws stick figure
- Copies square, triangle, diamond
- Copies diagonal and V strokes
- Adds trunk and arms to person
- Draws identifiable objects without model
- Copies own name in large, irregular letters
- Copies numbers unevenly
  
- Copies rectangle
- Copies letters and numbers with more accuracy, but still has many errors

Adapted from Clark et al., 1984; Cohen & Gross, 1979; Kusmierek et al., 1986

### **9. Development of Ball Skills**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Visually tracks ball
- Retains or releases without reference to the examiner
- Plays ball
- Definite fling of ball
- Walks into large ball to push it forward
- Throws ball overhead
- Kicks ball forward
- Throws ball in standing without falling
- Catches ball from straight arm position, trapping ball against chest
- Catches ball with elbows bent in front of body
- Throws ball using shoulder and elbow
- Throws, guiding the course of the ball with the fingers
- Catches ball with elbows at sides
- Bounces and catches tennis ball

Adapted from Chandler, 1979; Folio & Fewell, 1983; Scherzer & Tschamuter, 1982

### **10. Development of Manipulative Prehension**

Select and **bold** the things your child can do or has done consistently and independently in the past:

- Separates pop beads
- Snips paper with scissors
  
- Strings 3-4 beads
  
- Folds paper in half
  
- Uses forearm rotation to turn door knob
  
- Unbuttons large buttons
  
- Snips on line using scissors
  
- Cuts paper in half with scissors
  
- Buttons one or two buttons alone
  
- Holds paper with one hand while writing with the other hand
  
- Uses scissors to cut paper on a line
  
- Cuts circle with scissors
  
- Places paper clips on paper
- Opens small padlock with key
  
- Colors within lines

Adapted from Folio & Fewell, 1983; Furano et al., 1984; Newburg, Stock, Wnek, Guidibaldi, & Svinicki, 1984