Child Observation Data Recording Form I

Birth to Three Years

Child's name: _____

_____

Child's date of birth: _____

Today's date: _____

Family's name and address: _____

_____

Name of person completing form: _____

Directions: Before using the Child Observation Data Recording Form, it is necessary to review the material beginning on page 45 of this volume and the material beginning on page 21 of Volume 2. Methods of collecting child performance data as well as scoring procedures and guidelines are described. Child Observation Data Recording Form items should only be scored by comparing a child's performance on each item with each item's stated associated criterion. To score items without comparing a child's performance with stated criteria will invalidate the test results. The test items with their associated criteria can be found in Volume 2.

SOCIAL-COMMUNICATION AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report

Name:_____

Test period: _____
Test date: _____
Examiner: _____

	IFSP/ IEP	S	N	S	N	S	N	S	N
A. Prelinguistic Communicative Interactions									
1. Turns and looks toward person speaking CRITERION Child turns to and looks toward the face of a speaker for at least 5 seconds. Speaker must be within 3 feet of the child.									
1.1 Turns and looks toward object and person speaking CRITERION Child turns to and looks toward an object for at least 5 seconds while another person holds the object and comments on it. Object and speaker must be within 3 feet of child.									
1.2 Turns and looks toward noise-producing object CRITERION Child turns to and looks toward a noise-producing object for at least 5 seconds. The object must be within 3 feet of the child.									
2. Follows person's gaze to establish joint attention CRITERION Child turns and looks in the direction of a person's gaze while that person looks at an object, person, and/or event. The child's glance must be longer than 1 second.									
2.1 Follows person's pointing gesture to establish joint attention CRITERION Child looks in the direction of a person's pointing gesture while that person looks at an object, person, and/or event and comments on it. The child's glance must be longer than 1 second.									
2.2 Looks toward an object CRITERION Child looks in the direction of an object when a person presents the object within child's reach. The child's glance must be longer than 1 second.									
3. Engages in vocal exchanges by babbling CRITERION Child engages in two or more consecutive vocal exchanges with other people by babbling (e.g., child babbles, person imitates child, and child responds by babbling again; adult says, "Hi, baby,"									

	Test period:								
Name: _____	Test date:								
	Examiner:								

	IFSP/ IEP	S	N	S	N	S	N	S	N
child responds by saying, "Ba-ba-ba"; adult repeats, "Hi, baby," and child responds, "Ba-ba-ba-ba"). An exchange includes a response from both the child and the other person.									
3.1 Engages in vocal exchanges by cooing CRITERION Child engages in two or more consecutive vocal exchanges with other people by cooing (e.g., child coos or gurgles, person imitates child, and child responds by cooing or gurgling again; adult says, "Here's your bottle," child responds by cooing; adult asks, "Are you hungry?" and child coos again). An exchange includes a response from both the child and the other person. *Note Refer to the SCOF and the SCSF (located in Appendix C of Volume 1) for scoring this strand.*									
B. Transition to Words									
1. Gains person's attention and refers to an object, person, and/or event CRITERION Child gains a person's attention (e.g., looks at, reaches for, touches, vocalizes) and then points to an object, person, and/or event (e.g., child looks at a person and then points to ball, child pulls on a person's arm and then points out the window).									
1.1 Responds with a vocalization and gesture to simple questions CRITERION Child responds to simple questions with a vocalization and gesture (e.g., adult asks, "Want up?" and child reaches for adult and says, "Ba-ba-ba"; adult asks, "Where's mama?" and child points to mother and says, "Ma-ma"; adult asks, "All done?" and child shakes head and says, "Na-na").									
1.2 Points to an object, person, and/or event CRITERION Child points to an object, person, and/or event (e.g., child points to a picture when looking at a book, child points to other children playing).									
1.3 Gestures and/or vocalizes to greet others CRITERION Child waves arm and/or vocalizes when greeting and when leaving others (e.g., familiar person leaves room and child waves and vocalizes, "Bye-bye"; when going to bed, child vocalizes, "Na-na"; when parent enters the room, child waves arm and says, "Hi").									
1.4 Uses gestures and/or vocalizations to protest actions and/or reject objects or people CRITERION Child responds with gestures and/or vocalizations to protest actions and/or reject objects or people (e.g., adult presents food to child; child turns from food, pushes it away, and/or makes a negative sound).									

	IFSP/ IEP	Test period: ___ Test date: ___ Examiner: ___							
		S	N	S	N	S	N	S	N
2. Uses consistent word approximations CRITERION Child uses 10 consistent word approximations to refer to objects, people, and/or events (e.g., child reaches for ball and says, "Ba"; child says, "Ba-ba" and points to bottle; child looks at juice and says, "Ju").									
2.1 Uses consistent consonant–vowel combinations CRITERION Child uses consistent speech–sound combinations to refer to objects, people, and/or events (e.g., child points to truck and says, "Da"; child reaches for ball and says, "Ga"). Sounds may be unrelated to actual label but are used to consistently refer to the same object, person, and/or event.									
2.2 Uses nonspecific consonant–vowel combinations and/or jargon CRITERION Child babbles using speech-like sounds with rising and falling intonation; for example, child looks at parent and vocalizes a sequence of speech-like sounds (e.g., "ah-ba-ba-da").									
2.3 Vocalizes to express affective states CRITERION Child indicates different feelings through vocalizations and intonations. The child may coo when content, whine when wanting attention, or scream when upset. The child's vocalization should clearly indicate his or her state.									
2.4 Vocalizes open syllables CRITERION Child vocalizes sounds other than crying. The child produces at least two different vowel sounds during spontaneous vocalizations. The vowel sounds are typically prolonged in a sing-song manner (i.e., cooing).									
C. Comprehension of Words and Sentences									
1. Locates objects, people, and/or events without contextual cues CRITERION Without contextual cues, the child locates (e.g., looks at, reaches for, touches, points to) at least 20 familiar objects, people, and/or events when named by another person (e.g., parent asks, "Where's Daddy?" when Daddy is in the yard and child goes to the window and points to father).									
1.1 Locates common objects, people, and/or events in unfamiliar pictures CRITERION Child locates (e.g., looks at, reaches for, touches, points to) at least 20 common objects, people, and/or events in unfamiliar pictures when named by another person (e.g., persons says, "Show me horse," and child points to a horse in a book that is unfamiliar). The pictures should not have been used previously in the child's training.									

Name:_____

		Test period:									
Name: _____		Test date:									
		Examiner:									
	IFSP/ IEP	S	N	S	N	S	N	S	N

	IFSP/IEP	S	N	S	N	S	N	S	N
1.2 Locates common objects, people, and/or events in familiar pictures CRITERION Child locates (e.g., looks at, reaches for, touches, points to) at least 10 common objects, people, and/or events in familiar pictures when named by another person (e.g., child points to a ball, dog, or truck in a familiar picture book).									
1.3 Locates common objects, people, and/or events with contextual cues CRITERION With contextual cues, the child locates (e.g., looks at, reaches for, touches, points to) at least five common objects, people, and/or events when named by another person (e.g., when playing with dishes, a person asks the child to "show me the cup," and child picks the cup; when asked, "Where's Daddy?" child looks toward his or her father).									
1.4 Recognizes own name CRITERION Child responds differently to his or her name than to general verbalizations (e.g., child may brighten, increase his or her activity level, smile, turn toward a person, vocalize when his or her name is called).									
1.5 Quiets to familiar voice CRITERION Child quiets in response to caregiver or other familiar voice (e.g., when the child is fussing, he or she quiets; his or her activity level decreases when spoken to with comforting tones by a familiar adult).									
2. Carries out two-step direction without contextual cues CRITERION Child responds with appropriate motor action to a two-step direction that does not relate to the immediate context (e.g., when a doll is not present in the immediate environment, another person tells the child, "Go get your doll and put it on the table," and child gets doll and puts it on the table).									
2.1 Carries out two-step direction with contextual cues CRITERION Child responds with appropriate motor action to a two-step direction that relates to the immediate context (e.g., when playing with dolls and dishes, another person asks child, "get the cup and give baby a drink," and child gets the cup and pretends to give the doll a drink).									
2.2 Carries out one-step direction without contextual cues CRITERION Child responds with appropriate motor action to a one-step direction that does not relate to the immediate context (e.g., another person tells the child, "Get the ball" when it is not immediately present, and child gets the ball).									

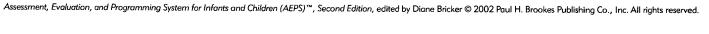# Child Observation Data Recording Form with Criteria I: Social-Communication Area

		Test period:								
Name: _____		Test date:								
		Examiner:								

	IFSP/ IEP	S	N	S	N	S	N	S	N
2.3 Carries out one-step direction with contextual cues CRITERION Child responds with appropriate motor action to a one-step direction that relates to the immediate context (e.g., person tells the child, "Get your coat" when standing in front of the coat rack, and child gets the coat). *Note Refer to the SCOF and the SCSF (located in Appendix C of Volume 1) for scoring this strand.*									
D. Production of Social-Communicative Signals, Words, and Sentences									
1. Uses 50 single words CRITERION Child uses 50 single words appropriately, which includes at least five descriptive words, five action words, two pronouns, 15 labeling words, and three proper names. (See Objectives 1.1–1.5 for specific directions.) *Note Child must score a 2 on Objectives 1.1–1.5 in order to score a 2 on Goal 1. If the child scores a 1 and/or a 0 on some of these objectives, then score Goal 1 with a 1. If the child scores a 0 on all of these objectives, then score Goal 1 as a 0.*									
1.1 Uses five descriptive words CRITERION Child uses five different descriptive words (e.g., big, little, hot, red, blue) appropriately (e.g., child touches a cup of tea and says, "hot," child shows muddy hands and says, "dirty").									
1.2 Uses five action words CRITERION Child uses five different action words (e.g., open, go, eat, sit, run) appropriately (e.g., child gives box of animal crackers to adult and says, "open," child kicks ball and says, "kick").									
1.3 Uses two pronouns CRITERION Child uses two different pronouns (e.g., me, mine, it, my, you, this) appropriately (e.g., child looks at photograph and says, "me"; child holds a toy and says, "mine").									
1.4 Uses 15 object and/or event labels CRITERION Child uses 15 different object and/or event labels (e.g., ball, cup, hat, bubbles) appropriately (e.g., child sees cat and says, "kitty"; child says, "bubbles" when watching adult blow bubbles).									
1.5 Uses three proper names CRITERION Child uses three different proper names (e.g., Mama, James, Daddy, Spot) appropriately (e.g., child looks at parent and says, "Mama"; when playing with a friend, child calls out, "James").									

	IFSP/IEP	S	N	S	N	S	N	S	N

Test period: _____
Name: _____
Test date: _____
Examiner: _____

2. Uses two-word utterances

CRITERION Child uses a variety of two-word utterances to express:
• Agent–action, action–object, and agent–object
• Possession
• Location
• Description
• Recurrence
• Negation
(See Objectives 2.1–2.6 for specific directions.)

Note Child must score a 2 on Objectives 2.1–2.6 in order to score a 2 on Goal 2. If the child scores a 1 and/or a 0 on some of these objectives, then score Goal 2 with a 1. If the child scores a 0 on all of these objectives, then score Goal 2 with a 0.

2.1 Uses two-word utterances to express agent–action, action–object, and agent–object

CRITERION Child uses 10 different two-word utterances to express agent–action (Mama go), action–object (roll ball), and agent–object (Daddy truck) (e.g., child watches father eating and says, "Daddy eat" [agent–action]; child points to baby and says, "He cry" [agent–action]; child watches another child pushing a toy truck and says, "Push truck" [action–object]; child holds up cookies and says, "Eat cookie" [action–object]; child watches mother putting on a hat and says, "Mommy hat" [agent–object]; child points to toy and says, "My truck" [agent–object]).

2.2 Uses two-word utterances to express possession

CRITERION Child uses five different two-word utterances to express possession (e.g., child takes book from peer and says, "My book"; child sees mother's car and says, "Mommy's car").

2.3 Uses two-word utterances to express location

CRITERION Child uses five different two-word utterances to indicate location (e.g., child points to parent and says, "There Mommy"; child reaches toward another person, then looks at wagon and says, "In wagon").

2.4 Uses two-word utterances to describe objects, people, and/or events

CRITERION Child uses five different two-word utterances to describe objects, people, and/or events (e.g., child watches parent cooking, points to pan and says, "Pan hot"; child points to tractor and says, "Big tractor"; child says, "Red block," when playing with blocks).

Child Observation Data Recording Form with Criteria I: Social-Communication Area

Name: _____

Test period: _____

Test date: _____

Examiner: _____

	IFSP/IEP	S	N	S	N	S	N	S	N
2.5 Uses two-word utterances to express recurrence CRITERION Child uses five different two-word utterances to indicate recurrence (e.g., child holds up cup and says, "More juice"; when being pulled in wagon, child says, "Go again").									
2.6 Uses two-word utterances to express negation CRITERION Child uses five different two-word utterances to express rejection, disappearance, and/or denial (e.g., child gives wind-up toy to parent and says, "Not go"; child finishes a cup of juice and says, "No more").									
3. Uses three-word utterances CRITERION Child uses a variety of three-word utterances to express: • Negation • Questions • Action–object–location • Agent–action–object (See Objectives 3.1–3.4 for specific directions.) *Note Child must score a 2 on Objectives 3.1–3.4 in order to score a 2 on Goal 3. If the child scores a 1 and/or a 0 on some of the objectives, then score Goal 3 with a 1. If the child scores all of these objectives with a 0, then score Goal 3 with a 0.*									
3.1 Uses three-word negative utterances CRITERION Child uses five different three-word utterances that include a negative term (e.g., no, not, don't, can't, won't; child says, "No baby's coat"; child says, "No do that").									
3.2 Asks questions CRITERION Child asks five different two- and three-word questions using "Wh-" words (e.g., what, where) or using raising intonation (e.g., child goes to coat rack and asks, "Where my coat?"; child watches parent prepare food and asks with raising intonation, "We eat lunch?"; child watches friend playing and says, "What doing?").									
3.3 Uses three-word action–object–location utterances CRITERION Child uses five different three-word utterances to express action–object–location (e.g., child says, "Put baby in"; "Roll ball here").									
3.4 Uses three-word agent–action–object utterances CRITERION Child uses five different three-word utterances to express agent–action–object (e.g., child says, "I blow bubble"; "He throw ball"; "Baby drink milk"; "James drive car").									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.
To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS					
	Test date	————	————	————	————
	Area Raw Score	————	————	————	————
	Area Raw Score Possible	92	92	92	92
	Area Percent Score	————	————	————	————

9

SOCIAL-COMMUNICATION AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

10

SOCIAL-COMMUNICATION OBSERVATION FORM (SCOF)[1]

Activity: _____ Total time: _____

I. Transition to Words (Strand B)

	Communicative Signal			Communicative Function				
	Interpretable	Partially interpretable	Not interpretable	Gains attention	Responds to questions	Refers to objects/ people	Greets	Protests/ Refuses
Gesture								
Vocalization								
Vocalizes/Gestures								

II. Production of Social-Communicative Signals, Words, and Sentences (Strand D)

Word approximations, words, and word combinations	Context	Functions				
		Initiation	Response to comment	Response to question	Imitation	Inappropriate
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

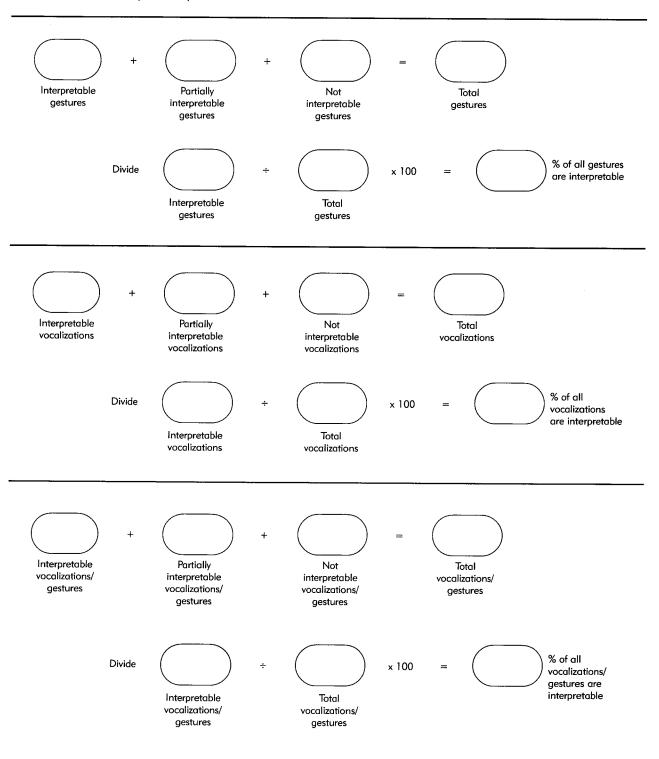[1] Users may need to make multiple copies of this form to accommodate an adequate sample of a child's communicative behavior.

11

Social-Communication Summary Form

II. Production of Social-Communicative Signals, Words, and Sentences (Strand D)

Word approximations, words, and word combinations		2.1 Agent–action		2.5 Two-word recurrence	
1.1 Descriptive words		2.1 Action–object		2.6 Two-word negation	
1.2 Action words		2.1 Agent–object		3.1 Three-word negative	
1.3 Pronouns		2.2 Two-word possession		3.2 Asks questions	
1.4 Object/event labels		2.3 Two-word location		3.3 Action–object–location	
1.5 Proper names		2.4 Two-word description		3.4 Agent–action–object	

12

SOCIAL-COMMUNICATION SUMMARY FORM (SCSF)

I. Transition to Words (Strand B)

( ) Interpretable gestures + ( ) Partially interpretable gestures + ( ) Not interpretable gestures = ( ) Total gestures

Divide ( ) Interpretable gestures ÷ ( ) Total gestures × 100 = ( ) % of all gestures are interpretable

( ) Interpretable vocalizations + ( ) Partially interpretable vocalizations + ( ) Not interpretable vocalizations = ( ) Total vocalizations

Divide ( ) Interpretable vocalizations ÷ ( ) Total vocalizations × 100 = ( ) % of all vocalizations are interpretable

( ) Interpretable vocalizations/ gestures + ( ) Partially interpretable vocalizations/ gestures + ( ) Not interpretable vocalizations/ gestures = ( ) Total vocalizations/ gestures

Divide ( ) Interpretable vocalizations/ gestures ÷ ( ) Total vocalizations/ gestures × 100 = ( ) % of all vocalizations/ gestures are interpretable

COGNITIVE AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report

Name: _____

Test period: _____
Test date: _____
Examiner: _____

	IFSP/IEP	S	N	S	N	S	N	S	N
A. Sensory Stimuli									
1. Orients to auditory, visual, and tactile events CRITERION Child orients to (i.e., turns, looks, reaches, moves toward) auditory, visual, and tactile events when presented a variety of sensory stimuli: • Auditory: person vocalizing, rattle, music box, whistle, squeeze-toy • Visual: person smiling, colored ball, mobile • Tactile: soft yarn ball, warm blanket, furry stuffed toy *Note Child must score a 2 in Objective 1.1 through Objective 1.4 in order to score a 2 on Goal 1. If the child scores a 1 and/or a 0 on some objectives, then Goal 1 should be scored as a 1. If the child scores a 0 on all objectives, then Goal 1 should be scored as a 0.*									
1.1 Orients to auditory events CRITERION Child orients to sound (nonvocal or vocal) by turning, looking, reaching, and/or moving in the direction of the sound.									
1.2 Orients to visual events CRITERION Child orients to visual events by turning, looking, reaching, and/or moving in direction of source that is within child's visual field.									
1.3 Orients to tactile stimulation CRITERION Child orients to tactile stimulation (e.g., soft yarn ball, warm blanket, furry stuffed toy) by turning, looking, reaching, and/or moving in direction of source.									
1.4 Responds to auditory, visual, and tactile events CRITERION Child responds by ceasing or increasing activity momentarily when presented with auditory, visual, and tactile events: • Auditory: person vocalizing, rattle, music box, whistle, squeeze-toy • Visual: person smiling, colored ball, mobile • Tactile: soft yarn ball, warm blanket, furry stuffed toy									

14

	IFSP/IEP	Test period: Test date: Examiner:							
		S	N	S	N	S	N	S	N
B. Object Permanence									
1. Visually follows object and/or person to point of disappearance CRITERION Child moves eyes and/or head to visually follow object or person to point of disappearance.									
1.1 Visually follows object moving in horizontal, vertical, and circular directions CRITERION Child visually follows object moving in horizontal, vertical, and circular directions. Situations in the environment may include • Horizontal: watches ball roll across visual field • Vertical: watches ball thrown up and coming back down • Circular: watches toy ferris wheel turn around, balloon floating									
1.2 Focuses on object and/or person CRITERION Child visually focuses for at least 4 seconds on a stationary object and/or person within child's visual field.									
2. Locates object in latter of two successive hiding places CRITERION After child sees object hidden first in one place, then in another, child immediately finds hidden object in second place (e.g., adult hides toy interesting to the child in one cup and then moves toy to another cup before child is allowed to retrieve it; child finds toy by looking only in second cup).									
2.1 Locates object and/or person hidden while child is watching CRITERION After child sees object and/or person hidden, child immediately finds hidden object and/or person (e.g., people hiding as part of Hide-and-Seek, ball rolling under a table, crayon hidden under paper).									
2.2 Locates object and/or person who is partially hidden while child is watching CRITERION After child sees object and/or person partially hidden, child immediately finds hidden object and/or person (e.g., child retrieves teddy bear that has been partially hidden under the bedcovers or a toy car that has been partially parked inside a block structure).									
2.3 Reacts when object and/or person hides from view CRITERION Child reacts in some way when object and/or person disappears from view. Child does not have to indicate location of hidden object and/or person. Reactions may include momentary staring, crying, obvious expressions of surprise, and/or head turning.									

Name:_____

15

Child Observation Data Recording Form with Criteria I: Cognitive Area

Name:_____

Test period: _____

Test date: _____

Examiner: _____

	IFSP/IEP	S	N	S	N	S	N	S	N
3. Maintains search for object that is not in its usual location CRITERION Child continues to search for an object in more than one place when it is not found in its usual location (e.g., when coat is not in coat closet, child will look in several other likely places).									
3.1 Looks for object in usual location CRITERION Child looks for an object in its usual location (e.g., child looks in toy box for favorite toy, goes to coat closet or rack for coat).									
C. Causality									
1. Correctly activates mechanical toy CRITERION Child correctly activates mechanical toy (e.g., jack-in-the-box, wind-up radio, talking doll, See-N-Say; child winds up dial on toy radio, pulls lever on toy cash register). Demonstrate the toy's action if necessary.									
1.1 Correctly activates simple toy CRITERION Child correctly activates simple toy (e.g., rattle, bell, squeeze-toy, pinwheel). Demonstrate the toy's action if necessary.									
1.2 Acts on mechanical and/or simple toy in some way CRITERION Child acts on mechanical and/or simple toy in some way (e.g., hits, touches, pushes), causing it to move or make a noise (e.g., shakes a squeeze-toy, hits a wind-up radio). Child's action is not appropriate for activating the object.									
1.3 Indicates interest in simple and/or mechanical toy CRITERION When simple and/or mechanical toy is activated, child waves arms, vocalizes, laughs, smiles, kicks legs, stares, and/or ceases activity.									
2. Reproduces part of interactive game and/or action in order to continue game and/or action CRITERION Child indicates desire to continue interactive game and/or action (e.g., Pat-a-cake, Peekaboo) by performing an action that is part of game (e.g., child claps hands, covers eyes when adult pauses during game).									
2.1 Indicates desire to continue familiar game and/or action CRITERION Child indicates desire to continue familiar game and/or action (e.g., Peekaboo; child waves arms, bounces, vocalizes, laughs, smiles, kicks legs).									

16

Test period:									
Name: _____ Test date: Examiner:	IFSP/ IEP	S	N	S	N	S	N	S	N

D. Imitation

1. Imitates motor action that is not commonly used CRITERION Child imitates motor action that is not commonly used (e.g., pats knee, taps foot). The action should not be part of familiar songs and/or activities. Action should be appropriate for child's motor abilities.									
1.1 Imitates motor action that is commonly used CRITERION Child imitates motor action that is commonly used (e.g., claps hands in front of self, pats table). Commonly used motor actions are those that the child has previously produced.									
2. Imitates words that are not frequently used CRITERION Child imitates words that he or she does not frequently use.									
2.1 Imitates speech sounds that are not frequently used CRITERION Child imitates developmentally appropriate speech sounds that he or she does not frequently use.									
2.2 Imitates words that are frequently used CRITERION Child imitates words that he or she frequently uses.									

E. Problem Solving

1. Retains objects when new object is obtained CRITERION Child uses any means to retain objects that he or she is using when new object is acquired (e.g., child holds several objects in one hand; puts objects into container or pocket; puts some items in mouth, on lap, under arm, between legs).									
1.1 Retains one object when second object is obtained CRITERION Child uses any means to retain one object when a second one is obtained (e.g., child holds cookie in one hand and obtains second cookie with the other hand).									
1.2 Retains object CRITERION Child uses any means to retain an object (e.g., child grasps object with fingers, holds in palm of hand, grips between both hands, presses between forearm and torso).									
2. Uses an object to obtain another object CRITERION Child moves or manipulates an object to obtain another object (e.g., child moves a stool to reach an object placed out of reach, uses a stick to obtain object out of reach across the table).									

		Test period: _____		Test date: _____		Examiner: _____		_____	
	IFSP/ IEP	S	N	S	N	S	N	S	N
2.1 Uses part of object and/or support to obtain another object CRITERION Child obtains object by pulling on part of the object (e.g., handle, attached string) and/or by pulling support on which object is resting (e.g., tray, placemat, blanket).									
3. Navigates large object around barriers CRITERION Child moves large object around barriers (e.g., child moves toy grocery cart, doll carriage, riding toy around furniture).									
3.1 Moves barrier or goes around barrier to obtain object CRITERION Child moves barrier or goes around barrier (e.g., table, chair, large toy) to obtain an object.									
3.2 Moves around barrier to change location CRITERION Child moves around barrier to change location.									
4. Solves common problems CRITERION Child uses different strategies to solve common problems (e.g., when child wants an object that is out of reach, child calls to an adult and then gets a chair to stand on when adult does not respond).									
4.1 Uses more than one strategy in attempt to solve common problem CRITERION Child attempts to solve problems by using more than one strategy (e.g., when working a puzzle, child turns one piece around and then tries another puzzle piece when the first one does not fit; when child wants a toy from high shelf, child reaches for toy, then attempts to knock it down with another object; when presented with food that is in a jar with a tight lid, the child attempts to open the jar by turning the lid, then tries banging the jar on the table).									
F. Interaction with Objects									
1. Uses imaginary objects in play CRITERION Child uses imaginary objects in play. Imaginary play consists of child pretending and/or imagining that an object and/or event is occurring (e.g., child pretends to climb a mountain in a classroom, go to outer space in a cardboard box, have lions and tigers in cages when pretending to visit the zoo).									
1.1 Uses representational actions with objects CRITERION Child uses one object to represent another (e.g., child uses a box as a hat, a spoon as a telephone, a stick to stir food).									

Name: _____

18

	IFSP/ IEP	S	N	S	N	S	N	S	N
1.2 Uses functionally appropriate actions with objects CRITERION Child acts on objects using functionally or socially appropriate actions. Functionally or socially appropriate actions are those for which the object was intended or designed (e.g., child holds play telephone to ear, puts comb to head and attempts to comb hair, puts glasses on eyes).									
1.3 Uses simple motor actions on different objects CRITERION Child acts on objects using simple motor actions (e.g., mouths, pats, bangs, shakes, rubs). Simple motor actions are any group of actions used on objects irrespective of the physical characteristics of the objects (e.g., when given a rattle, a small squeeze-toy, or a cloth book, the child bangs, shakes, and mouths all objects in a similar fashion).									
1.4 Uses sensory examination with objects CRITERION Child acts on objects using sensory examination (e.g., child looks at, manipulates, listens to, sniffs, and mouths objects). Sensory examination includes the use of any sense (e.g., visual, auditory, tactile, olfactory, gustatory) that allows the child to gain information about an object.									
G. Early Concepts									
1. Categorizes like objects CRITERION Child puts together at least three objects in a group according to a broad-based category (e.g., food, clothing, animals; child gathers all toy animals together, puts play dishes and utensils on table, gathers clothing in order to play dress-up).									
1.1 Groups functionally related objects CRITERION Child puts together at least three objects that are conventionally or functionally related (e.g., during pretend play, child collects doll, bottle, and blanket together; while playing in the sandbox, child gets bucket, shovel, and sifter).									
1.2 Groups objects according to size, shape, and/or color CRITERION Child groups objects according to size, shape, and/or color when provided with a visual model (e.g., large versus small; circles, triangles, squares; blue, red, green; child follows directions to "Put all the big blocks in this box" or "Keep all the red cups together," when shown big blocks and red cups).									

Test period: _____
Name:_____ Test date: _____
Examiner: _____

	Test period:								
Name:	Test date:								
	Examiner:								
	IFSP/ IEP	S	N	S	N	S	N	S	N
1.3 Matches pictures and/or objects CRITERION When given three to four different pictures and/or objects, child picks up or points to a matching picture and/or matching object (e.g., child correctly matches toys to pictures of stuffed animals, dishes, and blocks on toy shelves when picking up).									
2. Demonstrates functional use of one-to-one correspondence CRITERION Child demonstrates one-to-one correspondence by assigning one object to each of two or more objects and/or people (e.g., child places one fork next to each plate, gives one paintbrush to each child).									
2.1 Demonstrates concept of one CRITERION When presented with several like objects and asked to indicate one, child shows, gives, and/or assigns one and only one object (e.g., child takes one crayon when offered a box with several crayons and asked to "Just take one caryon").									
3. Recognizes environmental symbols (signs, logos, labels) CRITERION Child assigns correct meaning and words to familiar symbols such as road signs, logos for brand names, restaurants, stores, and familiar food and product labels by producing an associated word or action (e.g., child says, "I want hamburger" at the sight of a fast-food logo; says, "Bus" at the bus stop sign; shows his or her shoes at the sight of a matching logo).									
3.1 Labels familiar people, actions, objects, and events in pictures CRITERION Child uses words or word approximations in any language (including sign language) to correctly label pictures of familiar objects, actions, people, and events.									
4. Demonstrates functional use of reading materials CRITERION Child demonstrates functional use of reading materials (e.g., storybooks, magazines, phone/address books, menus, newspapers). Child shows an awareness that text contains a message by using reading behaviors with books. The child is not actually reading but is using printed materials in a functional and appropriate fashion (e.g., child "reads" a story to an adult using narration based on pictures, looks at a menu and decides to eat spaghetti, assigns prices to products while looking at advertisements; the child is not actually reading but is using reading behaviors appropriately).									
4.1 Orally fills in or completes familiar text while looking at picture books CRITERION Child fills in the correct words if an adult leaves out words while reading out loud (e.g., adult reads "Goodnight house; goodnight _____ ," and the child fills in the word "mouse").									

	IFSP/ IEP	S	N	S	N	S	N	S	N
Test period: ___ Test date: ___ Examiner: ___									

4.2 Makes comments and asks questions while looking at picture books

CRITERION Child uses gestures and/or words to share or obtain information about pictures and text in familiar books (e.g., the child looks at the page intently while asking, "Where's the mouse?" and then points to the mouse picture on the page and says, "There it is!").

4.3 Sits and attends to entire story during shared reading time

CRITERION Child sits close to adult and attends while the adult reads an entire short children's book.

Note For children from cultures with oral rather than literate traditions, Objectives 4.2 and 4.3 can be modified by substituting oral stories for books, storytelling for reading, spoken words for text, and so forth.

5. Demonstrates use of common opposite concepts

CRITERION Child demonstrates understanding of at least six pairs of early opposite concepts by sorting, labeling, or selecting objects with the appropriate quality from at least six pairs (e.g., child takes the correct paper when an adult presents piles of large- and small-size paper; child answers correctly when asked if pants are wet or dry; child complies with request to take book off top shelf when there are books on all shelves). Examples of opposite concepts may include but are not limited to the following: big/little hot/cold wet/dry up/down fast/slow top/bottom in/out full/empty stop/go clean/dirty

5.1 Demonstrates use of at least four pairs of common opposite concepts

CRITERION Child demonstrates understanding of early opposite concepts by showing, sorting, labeling, or selecting the appropriate qualities. See previous examples.

5.2 Demonstrates use of at least two pairs of common opposite concepts

CRITERION Child demonstrates understanding of early opposite concepts by showing, sorting, labeling, or selecting the appropriate qualities. See previous examples.

6. Repeats simple nursery rhymes

CRITERION Child repeats at least two lines of simple nursery rhymes or songs without prompts (e.g., "Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall"; "Baa baa black sheep, have you any wool? Yes, sir, yes, sir, three bags full"; "Three little monkeys jumping on the bed. One fell off and bumped his head"). The rhymes should be familiar and simple. Child does not have to remember the entire rhyme. Child can make minor mistakes in reciting nonrhyming words.

Child Observation Data Recording Form with Criteria I: Cognitive Area

Name:_____

Test period:

Test date:

Examiner:

	IFSP/ IEP	S	N	S	N	S	N	S	N
6.1 Fills in rhyming words in familiar rhymes CRITERION Child fills in the appropriate word in a familiar nursery rhyme when adult recites the entire rhyme except for the one rhyming word (e.g., The adult says, "I'm a little teapot short and stout. Tip me over and pour me _____," and the child says, "out").									
6.2 Says nursery rhymes along with familiar adult CRITERION Child shows recognition of sound games by joining in with adult or other children reciting nursery rhymes, keeping the pace and intonation of the rhyme and emphasizing the main ideas, nouns, and rhyming words (e.g., while the group sings "Itsy, Bitsy Spider," the child clearly says key words such as "spider," "spout," "down," "rain," "out," with special emphasis on "spout" and "out").									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date	_____	_____	_____	_____
Area Raw Score	_____	_____	_____	_____
Area Raw Score Possible	116	116	116	116
Area Percent Score	_____	_____	_____	_____

22

COGNITIVE AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

SOCIAL AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion 1 = Inconsistently meets criterion 0 = Does not meet criterion	A = Assistance provided B = Behavior interfered D = Direct test M = Modification/adaptation Q = Quality of performance R = Report

Name: _____

Test period: _____

Test date: _____

Examiner: _____

	IFSP/IEP	S	N	S	N	S	N	S	N
A. Interaction with Familiar Adults									
1. Responds appropriately to familiar adult's affect CRITERION Child appropriately responds to familiar adult's affect, including facial expressions, gestures, tone, requests, comments, or corrections (e.g., when familiar adult enters the room, child smiles in recognition; when familiar adult asks child for a hug, child gives adult hug; when familiar adult corrects child's behavior, child looks sad or cries; when familiar adult affectionately pats child on the back, child pats adult on the arm).									
1.1 Displays affection toward familiar adult CRITERION Child spontaneously hugs, kisses, pats, touches, and/or reaches toward a familiar adult (e.g., upon adult's return, child hugs adult; during positive interactions or simple games, child reaches for and touches or pats adult affectionately).									
1.2 Responds appropriately to familiar adult's affective tone CRITERION Child responds with socially appropriate affect to familiar adult's affective tone (e.g., child laughs, smiles, or produces part of interactive game in response to adult's positive tone; child cries, frowns, turns away in response to adult's displeasure or corrections).									
1.3 Smiles in response to familiar adult CRITERION Child smiles in response to an approach, vocalization, smile, and/or appearance of a familiar adult (e.g., as adult comments on child's play, child smiles at adult then continues playing; as child plays on floor with preferred toy, adult sits down to join, child looks up and smiles).									
2. Initiates and maintains interaction with familiar adult CRITERION Child initiates and maintains interaction with familiar adult for two or more consecutive exchanges. An exchange consists of a response from the child and from the adult (e.g., child gains adult attention then puts cloth over own head, adult says, "Peekaboo," and child removes cloth, adult smiles, child laughs; child claps hands, adult says, "Pat-a-cake," child claps hands again, and adult says, "Pat-a-cake").									

24

	Test period: _____							
Name: _____ Test date: _____ Examiner: _____	IFSP/ IEP	S	N	S	N	S	N	S	N

	IFSP/IEP	S	N	S	N	S	N	S	N
2.1 Initiates simple social game with familiar adult . CRITERION Child initiates simple social game with familiar adult (e.g., child claps hands and adult says, "Pat-a-cake"; child crawls under table then peeks out at adult and adult says, "Boo"; child rolls a ball toward adult and adult rolls it back). *Note Objects that can be used in interactive games (e.g., ball for rolling, blanket for Peekaboo) may be useful.*									
2.2 Responds to familiar adult's social behavior CRITERION Child responds to familiar adult's social behavior (e.g., child waves "bye-bye" in response to adult's good-bye; adult peeks at child around a corner, then retreats, and child peeks at adult and laughs).									
2.3 Uses familiar adults for comfort, closeness, or physical contact CRITERION Child seeks comfort, closeness, or physical contact from familiar adult by directing position, proximity, gestures, expressions, gaze, or vocalizations toward him or her across a variety of situations (i.e., when hurt, sad, needs comfort, needs reassurance; e.g., child climbs into parent's lap and hugs him or her after being examined by a doctor; child stands next to caregiver and clings to his or her leg as a big dog approaches; child extends hand to parent and asks him or her to kiss it better; when favorite peer has to go home, child expresses sadness by leaning on caregiver for several minutes).									
3. Initiates and maintains communicative exchange with familiar adult CRITERION Child initiates and maintains a communicative exchange by directing gestures, signs, vocalizations, and/or verbalizations toward adult for two or more consecutive exchanges (e.g., child holds up keys and says, "Ke-ke," adult says, "Yes, those are keys," child says, "Ke," adult asks, "Where does the key go?" and child gestures toward the door; child points to cup that is out of reach and vocalizes to adult, adult says, "Cup," child reaches for cup and looks at adult, adult asks, "Oh, you want a drink?" and child nods). An exchange consists of a response from the child and from the adult.									
3.1 Initiates communication with familiar adult CRITERION Child initiates communication by directing gestures, signs, vocalizations, and/or verbalizations toward familiar adult (e.g., child holds up a toy car and says "Ka"; child tugs at adult's leg to gain adult's attention then points to juice; child raises arms toward adult and vocalizes; child points to picture in book then looks at adult).									

Child Observation Data Recording Form with Criteria I: Social Area

Name:_____

Test period:

Test date:

Examiner:

	IFSP/IEP	S	N	S	N	S	N	S	N
3.2 Responds to communication from familiar adult CRITERION Child responds to familiar adult's communication by gesturing, signing, verbalizing, following requests, and/or attending (e.g., adult says, "Wave bye-bye," child waves hand; adult asks, "Where is the ball?" and child points to picture of ball; adult says child's name and child turns toward adult).									
B. Interaction with Environment									
1. Meets observable physical needs in socially appropriate ways CRITERION Child uses socially appropriate ways to meet observable physical needs (e.g., child washes hands or requests help from adult when hands are dirty; child attempts to remove wet or soiled clothing; child requests adult help when injuries occur; child gets a tissue and blows own nose; child goes to adult and tugs at soiled diaper). Observable physical needs can include dirty hands or clothing, injury, runny nose, or soiled diapers, but *do not* include more internal physical needs such as hunger, thirst, or rest.									
1.1 Meets internal physical needs of hunger, thirst, and rest CRITERION Child meets internal physical needs of hunger, thirst, and rest (e.g., child goes to the cupboard and gets a cracker or to the refrigerator to get juice; child indicates thirst to adult by holding up cup; after rough-and-tumble play, child rests or naps).									
1.2 Uses appropriate strategies to self-soothe CRITERION Child is able to self-regulate by maintaining or regaining composure from high emotional responses including crying, anger, fear, or frustration to more relaxed or low emotional self-expressions (e.g., child who bursts into tears after being licked by a dog recovers and calmly watches the dog play with a ball; child who shows great fear at the dentist is able to get in the chair and take a treat from the dentist; child who cries when mom's keys are taken away, recovers and finds another toy to play with; child who becomes frustrated and whines when leg gets stuck on the riding toy, moves on and runs with peers after getting help off the toy; child uses familiar objects like pacifier, blanket, thumb, or selftalking, and/or closeness with adult to calm self in stressful situations).									
2. Participates in established social routines CRITERION When given general verbal and/or contextual cues, child performs a series of responses associated with established social routines such as mealtime, toileting, dressing/undressing, bathing/washing, naptime/bedtime, and/or classroom events (e.g., as adult begins to set table and/or says, "It's lunch time," child washes hands, gets bib, and goes to the table; when adult turns on bath water, child goes to the tub, takes off clothes, and gets tub toys).									

	Test period: Test date: Examiner:							
Name:	IFSP/ IEP	S	N	S	N	S	N	S	N

	IFSP/IEP	S	N	S	N	S	N	S	N
Note Familiar objects or environmental prompts associated with routine events may be necessary; for example: • *Dinner: silverware or food taken out of the refrigerator* • *Toileting: potty chair* • *Bathing: change of clothes or tub of water toys* • *Nap: blanket and pillow or cots from the closet*									
2.1 Responds to established social routines CRITERION When given general verbal and/or contextual cues, the child performs a single response associated with established social routines such as mealtime, toileting, dressing/undressing, bathing/washing, naptime/bedtime, and/or classroom events (e.g., as adult begins to set table and/or says, "It's lunch time," child sits down at the table; when adult says, "It's time to take a nap," child goes and gets blanket; when adult says "bath time," child goes to tub and removes clothes).									
C. Interaction with Peers									
1. Initiates and maintains interaction with peer CRITERION Child initiates and maintains interaction with peer for two or more consecutive exchanges (e.g., child hides in cupboard, peer knocks on door, child opens door and laughs, and peer closes door and knocks again; child uses bricks to build wall, peer adds additional bricks, and the two children look at each other, laugh, knock the wall down and begin building again; child approaches peer, reaches for peer's toy and offers own toy, peer turns away, child taps peer on shoulder and offers toy again). An exchange consists of a response from the child and from the peer. *Note Toys that encourage interaction should be available (e.g., balls, blocks, beanbags, puppets, dishes, boxes).*									
1.1 Initiates social behavior toward peer CRITERION Child initiates social behavior toward peer (e.g., child gives toy to peer; child smiles at peer; child directs communication toward peer; child waves at peer; child calls out peer's name).									
1.2 Responds appropriately to peer's social behavior CRITERION Child responds with socially appropriate affect to peer's social behavior (e.g., peer says, "Hi," child says, "Hi"; when peer hits child, child says, "Don't"; peer offers cracker, child takes it).									
1.3 Plays near one or two peers CRITERION Child maintains play near one or two peers (e.g., child plays with toy cars and a ramp while nearby in the same room his peer plays with Legos; two children play in the dramatic play area, one plays with dolls and the other pretends to cook; two children work side by side, each putting pieces into their own puzzle). Children do not need to be playing in the same activity or using the same toys.									

Child Observation Data Recording Form with Criteria I: Social Area

	Test period:								
Name:	Test date:								
	Examiner:								
	IFSP/ IEP	S	N	S	N	S	N	S	N
1.4 Observes peers CRITERION Child watches peers who are playing nearby.									
1.5 Entertains self by playing appropriately with toys CRITERION Child plays appropriately with toys without adult assistance (e.g., with or without adult in the room, child plays with toys by him- or herself; in a small classroom with other children, child selects toys and plays by him- or herself). Child may or may not be close to adult or peers. *Note A young child who enjoys repetitious play is allowed to pass over this item even if he or she tends to play with a limited number of toys in a repetitious manner.*									
2. Initiates and maintains communicative exchange with peer CRITERION Child initiates and maintains a communicative exchange by directing gestures, signs, vocalizations, and/or verbalizations toward peer for two or more consecutive exchanges (e.g., child says, "Let's play cars," peer says, "Okay," child rolls car and says, "Zoom," and peer says, "Zoom zoom"; when eating snack with a peer, child asks peer "That your cookie?" Peer clutches cookie and nods head, child asks, "Can I have one?" and peer says, "No"). An exchange consists of a response from the child and from the peer. *Note* *• Toys that encourage interactions, such as balls, blocks, cars, dress-up clothes, puppets, musical toys, and toy buildings, should be available for use.* *• Communicative interaction may be encouraged by grouping children together with consideration for individual child interests, peer preference, and developmental levels of functioning.*									
2.1 Initiates communication with peer CRITERION Child initiates communication by directing gestures, signs, vocalizations, and/or verbalizations toward peer (e.g., child points and says to peer, "See that"; child pats his or her pocket and says to peer, "I have money").									
2.2 Responds to communication from peer CRITERION Child responds to communication from peer by gesturing, signing, vocalizing, and/or verbalizing (e.g., child approaches peer who calls his or her name, peer waves and says "Hello," child smiles and waves back; two children pretend to camp, peer says, "bedtime," and child closes the tent flap and puts a blanket over them).									

28

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.
To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS					
	Test date				
	Area Raw Score				
	Area Raw Score Possible	50	50	50	50
	Area Percent Score				

SOCIAL AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____

EXAMINER: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

_____