



Child Observation Data Recording Form with Criteria 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 Volume 1 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.

Child Observation Data Recording Form with Criteria I: Fine Motor Area

FINE MOTOR AREA

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

Test period: _____

Test date: _____

Examiner: _____

IFSP/ IEP	S		N		S		N		S		N	

A. Reach Grasp, and Release												
1. Simultaneously brings hands to midline CRITERION Child brings hands to the middle of the body at the same time.												
1.1 Makes directed batting and/or swiping movements with each hand CRITERION Child bats or swipes at objects with the left and right hand. Child may miss the object. The hand should not be fisted.												
1.2 Makes nondirected movements with each arm CRITERION Child makes nondirected movements with the left and the right arm when an object is present.												
2. Brings two objects together at or near midline CRITERION Child brings two hand-size objects (e.g., block, spoon, rattle) together at or near the middle of the body.												
2.1 Transfers object from one hand to the other CRITERION Child moves object from one hand to the other hand.												
2.2 Holds an object in each hand CRITERION Child holds one object in each hand at the same time.												
2.3 Reaches toward and touches object with each hand CRITERION Child reaches for and touches object with the left hand and the right hand.												
3. Grasps hand-size object with either hand using ends of thumb, index, and second fingers CRITERION Child grasps hand-size object by the fingers so that the pads of the fingers touch the pad of the thumb. Object is not resting in palm.												

Name: _____

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	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>3.1 Grasps hand-size object with either hand using the palm, with object placed toward the thumb and index finger</p> <p>CRITERION Child grasps hand-size objects with either hand using the palm. Fingers are closed around object; thumb is rotated toward fingers.</p>									
<p>3.2 Grasps cylindrical object with either hand by closing fingers around it</p> <p>CRITERION Child grasps cylindrical object (e.g., crayon, spoon, rattle) with either hand by closing fingers around it.</p>									
<p>3.3 Grasps hand-size object with either hand using whole hand</p> <p>CRITERION Child holds object in center of palm with fingers closed around it. Child may use either hand.</p>									
<p>4. Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm not resting on surface for support</p> <p>CRITERION Child grasps pea-size object with hand using tip of the index finger and thumb. Pea-size object (e.g., raisin, Cheerio, small peg) is not held against palm; hand and/or arm is not supported; tip of thumb is rotated toward the index finger.</p>									
<p>4.1 Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm resting on surface for support</p> <p>CRITERION Child grasps pea-size object with either hand using tip of index finger and thumb. Pea-size object is not held against palm; the hand and/or arm can rest on surface; tip of thumb is rotated toward the index finger.</p>									
<p>4.2 Grasps pea-size object with either hand using side of the index finger and thumb</p> <p>CRITERION Child grasps pea-size object with either hand using side of index finger and thumb. Fingers not used for grasping are held loosely curled but do not flex and extend while grasping.</p>									
<p>4.3 Grasps pea-size object with either hand using fingers in a raking and/or scratching movement</p> <p>CRITERION Child grasps pea-size object using some or all fingers in a raking and/or scratching movement. The whole arm may move.</p>									
<p>5. Aligns and stacks objects (p. 41)</p> <p>CRITERION Child arranges at least three objects (e.g., blocks, cars, plates, stacking rings, books, small chairs) in a line and stacks at least three objects on top of each other.</p>									

Child Observation Data Recording Form with Criteria I: Fine Motor Area

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
5.1 Aligns objects CRITERION Child arranges at least three objects in a line.									
5.2 Places and releases object balanced on top of another object with either hand CRITERION Child may use either hand to align, balance, and release object (e.g., a block on another block, a can on another can), without knocking it over.									
5.3 Releases hand-held object onto and/or into a larger target with either hand CRITERION Child voluntarily releases hand-held object (e.g., a block) onto and/or into a larger target (e.g., a container) with either the left or right hand.									
5.4 Releases hand-held object with each hand CRITERION Child voluntarily releases hand-held object with the left hand and the right hand.									

B. Functional Use of Fine Motor Skills

1. Rotates either wrist on horizontal plane CRITERION Child rotates either wrist to turn and/or twist an object (e.g., removes lid from jar, turns water faucet knob, manipulates toy nuts and bolts).									
1.1 Turns object over using wrist and arm rotation with each hand CRITERION Child turns wrist and forearm so that the hand is brought from palm down position to palm up position and back again (e.g., brings spoon to mouth, turns page of book). Behavior must be observed with the left hand and the right hand.									
2. Assembles toy and/or object that require(s) putting pieces together CRITERION Child assembles toy and/or object by putting pieces together (e.g., puts top on bottle, puts pop beads together, assembles puzzles).									
2.1 Fits variety of shapes into corresponding spaces CRITERION Child completes simple puzzle (one shape to one hole). Adult may point to the corresponding space if necessary.									
2.2 Fits object into defined space CRITERION Child fits small object into defined space (e.g., puts toy car into garage, puts doll in toy bed, puts people figures into toy bus).									
3. Uses either index finger to activate objects CRITERION Child uses either the left or the right extended index finger to activate objects (e.g., dials telephone, pushes buttons and squeakers on Busy Box, pushes elevator button).									

Name: _____	Test period:	_____	_____	_____	_____				
	Test date:	_____	_____	_____	_____				
	Examiner:	_____	_____	_____	_____				
	IFSP/ IEP	S	N	S	N	S	N	S	N
3.1 Uses either hand to activate objects CRITERION Child uses either hand to activate objects (e.g., honks horn, flips light switch, manipulates Busy Box).									
4. Orients picture book correctly and turns pages one by one (p. 44) CRITERION Child holds a picture book with paper pages right side up with the front cover facing upward and turns pages one by one from the beginning of the book to the end.									
4.1 Turns pages of books CRITERION Child grasps edges of paper book pages and turns without tearing or ripping.									
4.2 Turns/holds picture book right side up CRITERION Child holds a picture book right side up, turning it if necessary to orient the pictures upright.									
5. Copies simple written shapes after demonstration CRITERION Child copies simple written shapes (e.g., cross, square) after demonstration. Shape should resemble the demonstrated model. Any writing implement is acceptable (e.g., chalk, crayon, marker, paintbrush).									
5.1 Draws circles and lines CRITERION Child draws circular shapes and makes linear strokes. Lines do not need to be perfectly straight.									
5.2 Scribbles CRITERION Child scribbles (i.e., makes back-and-forth marks or strokes). Tapping (i.e., dotting motion) with writing implement on paper is not considered scribbling.									

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	66	66	66	66
	Area Percent Score	_____	_____	_____	_____

FINE MOTOR AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

GROSS MOTOR AREA

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

Test period: _____

Test date: _____

Examiner: _____

IFSP/ IEP	S	N	S	N	S	N	S	N	S

A. Movement and Locomotion in Supine and Prone Position	IFSP/IEP	S	N	S	N	S	N	S	N
<p>1. Turns head, moves arms, and kicks legs independently of each other</p> <p>CRITERION Child moves arms, legs, and head independently of each other when on back. Legs should move alternately.</p> <ul style="list-style-type: none"> • Child should not turn head only to one side or to one side consistently more than the other. • Arms and/or legs should not be stiffly extended. • Child should not move one arm and/or leg consistently more than the other. 									
<p>1.1 Turns head past 45° to the right and left from midline position</p> <p>CRITERION When on back with the head in midline position, child turns head past 45° to the right and to the left.</p> <ul style="list-style-type: none"> • When head turns, child should not assume an asymmetrical tonic neck reflex position (arm toward back of head flexed, arm toward face extended) after 4 months of age. • Child should not turn head to one side only or turn head to one side consistently more than the other. 									
<p>1.2 Kicks legs</p> <p>CRITERION When on back, child kicks legs alternately.</p> <ul style="list-style-type: none"> • Child should not kick with one leg more vigorously than the other. • Child should not consistently kick with legs together (e.g., knees touching). • Legs should not consistently cross during kicking 									
<p>1.3 Waves arms</p> <p>CRITERION When on back, child waves arms. Arms should move freely in all directions.</p> <ul style="list-style-type: none"> • Child should not consistently move head from side to side when waving arms. • Hands should not be tightly fistted after 4 months of age. • Arms should not be stiffly extended. • Child should not consistently move one arm more than the other. 									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2. Rolls by turning segmentally from stomach to back and from back to stomach</p> <p>CRITERION Child rolls by shifting weight to one side of the body, leading with head, shoulder, or hip.</p> <ul style="list-style-type: none"> • Child should not arch back or throw head backward when rolling. • Legs should not cross while child is rolling. • Child should not consistently catch arm under trunk after rolling from back. • Child should not roll in one direction only. 									
<p>2.1 Rolls from back to stomach</p> <p>CRITERION Child rolls from back to stomach by shifting weight to one side of the body, leading with head, shoulder, or hip.</p> <ul style="list-style-type: none"> • Child should not arch back or throw head backward when rolling. • Legs should not cross while child is rolling. • Child should not consistently catch arm under trunk after rolling from back. • Child should not roll in one direction only. 									
<p>2.2 Rolls from stomach to back</p> <p>CRITERION Child rolls from stomach to back by shifting weight to one side of the body, leading with head, shoulder, or hip.</p> <ul style="list-style-type: none"> • When attempting to roll, child should not arch back and neck with arms held at sides. • Child should not roll in one direction only. • Child should not cross legs while rolling. 									
<p>3. Creeps forward using alternating arm and leg movements</p> <p>CRITERION Child moves forward at least 6 feet on hands and knees. Child bears weight on hands and knees and moves one arm and opposite leg, then other arm and opposite leg. Stomach remains lifted off surface.</p>									
<p>3.1 Rocks while in a creeping position</p> <p>CRITERION While in a creeping position (both hands and knees on surface, stomach lifted off surface), child rocks back and forth at least two consecutive times.</p>									
<p>3.2 Assumes creeping position</p> <p>CRITERION Child assumes creeping position with both hands and knees on surface and stomach lifted off surface.</p>									
<p>3.3 Crawls forward on stomach</p> <p>CRITERION Child moves forward with stomach touching the surface, pulling with both arms, and supporting weight on hands and/or arms. Legs alternately bend and straighten, but do not cross, as child moves forward at least 2 feet.</p>									

Child Observation Data Recording Form with Criteria I: Gross Motor Area

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>3.4 Pivots on stomach</p> <p>CRITERION Child pivots 180° in each direction in a semi-circle when on stomach.</p>									
<p>3.5 Bears weight on one hand and/or arm while reaching with opposite hand</p> <p>CRITERION When on stomach, child bears weight on one hand and/or arm while reaching with opposite hand. Behavior must be observed with each hand.</p>									
<p>3.6 Lifts head and chest off surface with weight on arms</p> <p>CRITERION Child lifts head and chest off surface, with weight on bent or straight arms, keeping head in midline. Knees and legs should not be crossed.</p>									

B. Balance in Sitting

<p>1. Assumes balanced sitting position</p> <p>CRITERION From any position (e.g., standing, creeping, lying down), the child moves to a sitting position on a flat surface without support.</p> <p><i>Note A child should not be placed in or encouraged to use a "W" sitting position (e.g., child's buttocks on floor between legs).</i></p>									
<p>1.1 Assumes hands and knees position from sitting</p> <p>CRITERION From a sitting position, child moves to a hands and knees position using body rotation (i.e., reaches across the body with either the right or left arm and shifts weight to knees).</p>									
<p>1.2 Regains balanced, upright sitting position after reaching across the body to the right and to the left</p> <p>CRITERION When sitting, child regains a balanced, upright sitting position after reaching across the body to the right and to the left.</p> <ul style="list-style-type: none"> • Child should not regain balanced, upright sitting position from one side better than the other. • When regaining sitting position, child's hands should not fist on either side. 									
<p>1.3 Regains balanced, upright sitting position after leaning to the left, to the right, and forward</p> <p>CRITERION When sitting, child regains a balanced, upright sitting position after leaning to the left, to the right, and forward.</p> <ul style="list-style-type: none"> • Child should not regain a balanced, upright sitting position from one side better than the other. • When regaining sitting position, child's hands should not fist on either side. 									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.4 Sits balanced without support</p> <p>CRITERION Child sits in a balanced position with back straight and hands not touching the surface for at least 30 seconds.</p>									
<p>1.5 Sits balanced using hands for support</p> <p>CRITERION When placed in sitting position, child balances using hands for support and holding head in midline for at least 60 seconds.</p>									
<p>1.6 Holds head in midline when in supported sitting position</p> <p>CRITERION When sitting in a supported position, child holds head in midline for at least 30 seconds. Child should not consistently sit with back rounded.</p>									
<p>2. Sits down in and gets out of chair</p> <p>CRITERION Child maneuvers self to sit down in and get out of child-size chair.</p>									
<p>2.1 Sits down in chair</p> <p>CRITERION Child maneuvers self to sit down in child-size chair.</p>									
<p>2.2 Maintains a sitting position in chair</p> <p>CRITERION Child maintains unsupported, balanced sitting position in child-size chair.</p>									
C. Balance and Mobility									
<p>1. Walks avoiding obstacles</p> <p>CRITERION When walking unsupported, child moves to avoid obstacles (e.g., toys, furniture, people).</p>									
<p>1.1 Walks without support</p> <p>CRITERION Child walks unsupported for at least 6 feet. Child's head is erect and in midline, and back is straight.</p>									
<p>1.2 Walks with one-hand support</p> <p>CRITERION Child walks forward at least 15 feet when holding onto support with one hand. Child's head is erect and in midline, and back is straight.</p>									
<p>1.3 Walks with two-hand support</p> <p>CRITERION Child walks forward at least 15 feet when holding onto support with two hands. Child's head is erect and in midline, and back is straight. Child bends one knee and lifts foot off the ground, placing it next to and in front of the opposite foot. Opposite foot remains slightly bent and in contact with the floor.</p>									

Child Observation Data Recording Form with Criteria I: Gross Motor Area

Name: _____

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	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.4 Stands unsupported</p> <p>CRITERION Child stands unsupported for at least 30 seconds. Child's head is erect and in midline, and back is straight. Knees are slightly bent and feet are directly under hips and flat on floor.</p>									
<p>1.5 Cruises</p> <p>CRITERION Child cruises (side-steps) at least 3 feet to the left and to the right, holding onto a stable support that is approximately chest height. Child's head is erect and in midline, and back is straight.</p>									
<p>2. Stoops and regains balanced standing position without support</p> <p>CRITERION After stooping or squatting, child regains a balanced standing position without using a support or sitting down.</p>									
<p>2.1 Rises from sitting position to standing position</p> <p>CRITERION Child rises from a sitting position to a standing position without support.</p>									
<p>2.2 Pulls to standing position</p> <p>CRITERION Child pulls to standing position from sitting, kneeling, and/or creeping position using support.</p>									
<p>2.3 Pulls to kneeling position</p> <p>CRITERION Child pulls to a kneeling position from a sitting and/or creeping position by holding onto support with both hands. Child moves one knee close to the support, then the other knee.</p>									
<p>3. Runs avoiding obstacles</p> <p>CRITERION Child avoids obstacles when running.</p>									
<p>3.1 Runs</p> <p>CRITERION Child runs smoothly. Child's trunk is inclined slightly forward, arms swing freely, and there is a momentary period where there is no support by either leg.</p>									
<p>3.2 Walks fast</p> <p>CRITERION Child walks fast. Motion differs from a run in that the body appears stiff (i.e., knees flex only slightly and one foot is always on floor).</p>									
<p>4. Walks up and down stairs</p> <p>CRITERION Child walks up and down stairs, holding or not holding rail or wall with one hand, alternating or not alternating feet.</p>									

Name: _____	Test period:	_____	_____	_____	_____				
	Test date:	_____	_____	_____	_____				
	Examiner:	_____	_____	_____	_____				
	IFSP/ IEP	S	N	S	N	S	N	S	N
4.1 Walks up and down stairs using two-hand support CRITERION Child walks up and down stairs using two-hand support (e.g., holding railings, holding adult's hands), alternating or not alternating feet.									
4.2 Moves up and down stairs CRITERION Child creeps, crawls, and/or scoots on buttocks up and down stairs.									
4.3 Gets up and down from low structure CRITERION Child climbs onto and gets off a low, stable structure (e.g., low step, raised platform).									
D. Play Skills									
1. Jumps forward CRITERION Child jumps forward with feet together (e.g., child jumps over rope, stick, chalk line).									
1.1 Jumps up CRITERION Child jumps up with feet together.									
1.2 Jumps from low structure CRITERION Child jumps from a low, stable structure (e.g., low step, raised platform, curb) to a supporting surface. Feet do not have to land together.									
2. Pedals and steers tricycle CRITERION When sitting on a tricycle with feet on pedals, child pedals and steers tricycle forward for at least 5 feet.									
2.1 Pushes riding toy with feet while steering CRITERION When sitting on a riding toy with feet on surface, child pushes with feet while steering for at least 5 feet.									
2.2 Sits on riding toy or in wagon while adult pushes CRITERION Child maintains balanced sitting position on riding toy or in wagon without support while adult steers and pushes toy or pulls wagon for at least 5 feet.									
3. Catches, kicks, throws, and rolls ball or similar object CRITERION Child performs the following play skills: • Catches ball or similar object • Kicks ball or similar object • Throws ball or similar object at target • Rolls ball at target									

Child Observation Data Recording Form with Criteria I: Gross Motor Area

Name: _____ Test period: _____
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	IFSP/ IEP	_____		_____		_____		_____	
		S	N	S	N	S	N	S	N
<p><i>Note Child must score a 2 in Objective 3.1 through Objective 3.4 in order to score a 2 on Goal 3. If the child scores a 1 and/or a 0 on some objectives, then Goal 3 should be scored as a 1. If the child scores a 0 on all objectives, then Goal 3 should be scored as a 0.</i></p>									
<p>3.1 Catches ball or similar object</p> <p>CRITERION When a large object is tossed to child, child catches the object with two hands. Child can be in any position that is functional for the child.</p>									
<p>3.2 Kicks ball or similar object</p> <p>CRITERION While standing and when object is in front of child's feet, child kicks object forward with one foot while maintaining balance.</p>									
<p>3.3 Throws ball or similar object at target</p> <p>CRITERION In any position that is functional, child throws object forward with one or two hands within 18 inches of target. Object can be thrown overhand or underhand.</p>									
<p>3.4 Rolls ball at target</p> <p>CRITERION In any position that is functional, child rolls ball with one or two hands within 18 inches of target.</p>									
<p>4. Climbs up and down play equipment</p> <p>CRITERION Child climbs up and down ladders; moves up and down inclines; and moves under, over, and through obstacles (e.g., child climbs on jungle gym or slide; walks up and down incline; navigates through obstacle course, tunnel, or barrel).</p>									
<p>4.1 Moves up and down inclines</p> <p>CRITERION Child moves up and down inclines (e.g., child climbs up and slides down slide, walks and/or crawls up ramp).</p>									
<p>4.2 Moves under, over, and through obstacles</p> <p>CRITERION Child moves under, over, and through obstacles (e.g., child crawls under table, moves through barrels or tunnels, climbs into and out of sandbox).</p>									

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.

	Test date	_____	_____	_____	_____
RESULTS	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	110	110	110	110
	Area Percent Score	_____	_____	_____	_____

GROSS MOTOR AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

Child Observation Data Recording Form with Criteria I: Adaptive Area

ADAPTIVE AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	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
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A. Feeding									
<p>1. Uses tongue and lips to take in and swallow solid foods and liquids</p> <p>CRITERION Child takes in and swallows liquids and solid foods without choking or gagging. Child uses a suck and active lip movement with liquids. Child eats a variety of foods and liquids appropriate for the age of the child: semi-solid foods such as applesauce and yogurt; solid foods such as vegetables, meat, breads, and fruits; liquids such as milk, water, and juice.</p> <p><i>Note Child must score a 2 on 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 with a 0.</i></p>									
<p>1.1 Uses lips to take in liquids from a cup and/or glass</p> <p>CRITERION Child drinks liquid from a cup and/or glass using lips to seal the cup rim, draw in liquid, and retain liquid in mouth when swallowing.</p>									
<p>1.2 Uses lips to take food off spoon and/or fork</p> <p>CRITERION Child takes food (e.g., yogurt, applesauce, soft vegetables) off a utensil using upper lip movement to clean utensil as it is removed from the mouth. The utensil is not scraped on child's upper or lower lip.</p>									
<p>1.3 Swallows solid and semi-solid foods</p> <p>CRITERION Child swallows soft, hard, chewy, and semi-solid bites of food without gagging, choking, or swallowing pieces whole, including</p> <ul style="list-style-type: none"> • Soft solids: bananas and soft cookies • Hard solids: raw vegetables, apples, and pretzels • Chewy solids: meats and dried fruits • Semi-solids: applesauce and yogurt 									
<p>1.4 Swallows liquids</p> <p>CRITERION Child swallows liquid from a bottle, breast, or cup without choking or gagging while in a semi-reclining or upright position, with minimal loss of liquid from mouth.</p>									

Name: _____ Test period: _____
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	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2. Bites and chews hard and chewy foods</p> <p>CRITERION Child uses teeth to bite through and chew hard foods (e.g., apples, raw vegetables, pretzels) and chewy foods (e.g., meats, dried fruits). The tongue moves the food from side to side within the mouth as the jaw moves up, down, and diagonally to break up the food. Child should not</p> <ul style="list-style-type: none"> • Break up or rip off pieces of food between lips • Use munching pattern (up-and-down jaw movements without side-to-side tongue movement) • Show excessive protrusion or lateral deviation of jaw 									
<p>2.1 Bites and chews soft and crisp foods</p> <p>CRITERION Child uses teeth or gums to bite through and chew soft foods (e.g., bananas, cooked vegetables, macaroni) and crisp foods (e.g., crackers, cookies). The tongue moves the food from side to side within the mouth as the jaw moves up, down, and diagonally to break up the food.</p>									
<p>2.2 Munches soft and crisp foods</p> <p>CRITERION Child breaks up soft and crisp foods by using a simple munching pattern. Child appears to smack and/or suck food while opening and closing mouth. The jaw moves up and down. Food may not be transferred from one side of mouth to the other.</p>									
<p>3. Drinks from cup and/or glass</p> <p>CRITERION Child drinks from a cup and/or glass by bringing cup to mouth and returns cup to surface without spilling.</p>									
<p>3.1 Drinks from cup and/or glass with some spilling</p> <p>CRITERION Child brings cup and/or glass to mouth and drinks with minimal spilling. Child may release cup before returning to surface.</p>									
<p>3.2 Drinks from cup and/or glass held by adult</p> <p>CRITERION Child sucks and swallows liquid from a cup and/or glass held by an adult. Child uses some lip closure on rim of cup. Some loss of liquid may occur.</p>									
<p>4. Eats with fork and/or spoon</p> <p>CRITERION Child eats with fork and/or spoon by spearing or scooping food and bringing it to mouth with minimal spilling.</p>									
<p>4.1 Brings food to mouth using utensil</p> <p>CRITERION Child eats with fork and/or spoon by bringing filled utensil to mouth. Some spilling may occur; child may have assistance filling utensil.</p>									

Child Observation Data Recording Form with Criteria I: Adaptive Area

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
4.2 Eats with fingers CRITERION Child eats with fingers by grasping and bringing to mouth large and/or small pieces of food.									
4.3 Accepts food presented on spoon CRITERION When offered food from a spoon, child opens mouth and closes jaw and lips around the utensil to take in semi-solid foods (e.g., applesauce, yogurt).									
5. Transfers food and liquid between containers CRITERION Child scoops food and pours liquid from one container to another without spilling. Present child with an amount of liquid that will not overflow the container.									
5.1 Pours liquid between containers CRITERION When presented with an amount of liquid that will not overflow the container, the child pours liquid from one container into another without spilling.									
5.2 Transfers food between containers CRITERION Child uses utensil to scoop and transfer food from one container to another.									

B. Personal Hygiene

1. Initiates toileting CRITERION Child initiates toileting and demonstrates bowel and bladder control. Child may need help completing toileting routine. Occasional reminders are acceptable.									
1.1 Demonstrates bowel and bladder control CRITERION Child demonstrates bowel and bladder control when taken to the toilet on a regular basis. Occasional accidents are acceptable.									
1.2 Indicates awareness of soiled and wet pants and/or diapers CRITERION Child indicates awareness of soiled and wet pants and/or diapers by verbalizing, gesturing, and/or signing.									
2. Washes and dries hands CRITERION Child completes hand washing and drying routine by turning faucet on and off, washing with soap, drying hands, and returning towel to towel rack or throwing paper towel away. Child may request assistance in turning faucet on and off.									
2.1 Washes hands CRITERION Child washes hands with soap and rinses with water. Adult may turn faucet on and off.									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
3. Brushes teeth CRITERION After adult puts toothpaste on toothbrush, child brushes teeth. Adult may provide assistance to effectively clean teeth.									
3.1 Cooperates with teeth brushing CRITERION Child opens mouth and allows teeth to be brushed long enough to effectively clean teeth.									

C. Undressing

1. Undresses self CRITERION Child uses any functional means to perform all of the following undressing activities: <ul style="list-style-type: none"> • Takes off pullover shirt/sweater • Takes off front-fastened coat, jacket, or shirt (adult may assist in unfastening) • Takes off long pants from both feet (adult may assist in unfastening) • Takes off socks • Takes off shoes (adult may assist in unfastening) • Takes off hat (adult may assist in unfastening) Children may display greater skill with one garment than another garment of the same type (e.g., two different pullover shirts) due to the fit. In such cases, this inconsistency of skill performance should be noted by scoring items as 1. <i>Note Child must score a 2 on Objective 1.1 through Objective 1.6 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 with a 0.</i>									
1.1 Takes off pullover shirt/sweater CRITERION Child uses any functional means to take off pullover shirt or sweater.									
1.2 Takes off front-fastened coat, jacket, or shirt CRITERION Child uses any functional means to take off frontfastened coat and/or shirt. Adult may assist in unfastening.									
1.3 Takes off pants CRITERION Child uses any functional means to take off long pants from both feet. Adult may assist in unfastening.									
1.4 Takes off socks CRITERION Child uses any functional means to take off socks.									
1.5 Takes off shoes CRITERION Child uses any functional means to take off shoes. Adult may assist in unfastening.									

Child Observation Data Recording Form with Criteria I: Adaptive Area

Name: _____

Test period: _____

Test date: _____

Examiner: _____

	IFSP/ IEP	Test period 1		Test period 2		Test period 3		Test period 4	
		S	N	S	N	S	N	S	N
1.6 Takes off hat CRITERION Child uses any functional means to take off hat. Adult may assist in unfastening.									

*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	64	64	64	64	64	
Area Percent Score	_____	_____	_____	_____	_____	

Child Observation Data Recording Form with Criteria I: Adaptive Area

ADAPTIVE AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

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

	IFSP/ IEP	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.									

Child Observation Data Recording Form with Criteria I: Cognitive Area

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

	IFSP/ IEP	Test period 1		Test period 2		Test period 3		Test period 4	
		S	N	S	N	S	N	S	N
<p>3. Maintains search for object that is not in its usual location</p> <p>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).</p>									
<p>3.1 Looks for object in usual location</p> <p>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).</p>									

C. Causality

<p>1. Correctly activates mechanical toy</p> <p>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.</p>									
<p>1.1 Correctly activates simple toy</p> <p>CRITERION Child correctly activates simple toy (e.g., rattle, bell, squeeze-toy, pinwheel). Demonstrate the toy's action if necessary.</p>									
<p>1.2 Acts on mechanical and/or simple toy in some way</p> <p>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.</p>									
<p>1.3 Indicates interest in simple and/or mechanical toy</p> <p>CRITERION When simple and/or mechanical toy is activated, child waves arms, vocalizes, laughs, smiles, kicks legs, stares, and/or ceases activity.</p>									
<p>2. Reproduces part of interactive game and/or action in order to continue game and/or action</p> <p>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).</p>									
<p>2.1 Indicates desire to continue familiar game and/or action</p> <p>CRITERION Child indicates desire to continue familiar game and/or action (e.g., Peekaboo; child waves arms, bounces, vocalizes, laughs, smiles, kicks legs).</p>									

Name: _____

Test period: _____

Test date: _____

Examiner: _____

IFSP/ IEP	S	N	S	N	S	N	S	N
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D. Imitation

<p>1. Imitates motor action that is not commonly used</p> <p>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.</p>									
<p>1.1 Imitates motor action that is commonly used</p> <p>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.</p>									
<p>2. Imitates words that are not frequently used</p> <p>CRITERION Child imitates words that he or she does not frequently use.</p>									
<p>2.1 Imitates speech sounds that are not frequently used</p> <p>CRITERION Child imitates developmentally appropriate speech sounds that he or she does not frequently use.</p>									
<p>2.2 Imitates words that are frequently used</p> <p>CRITERION Child imitates words that he or she frequently uses.</p>									

E. Problem Solving

<p>1. Retains objects when new object is obtained</p> <p>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).</p>									
<p>1.1 Retains one object when second object is obtained</p> <p>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).</p>									
<p>1.2 Retains object</p> <p>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).</p>									
<p>2. Uses an object to obtain another object</p> <p>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).</p>									

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
<p>2.1 Uses part of object and/or support to obtain another object</p> <p>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).</p>									
<p>3. Navigates large object around barriers</p> <p>CRITERION Child moves large object around barriers (e.g., child moves toy grocery cart, doll carriage, riding toy around furniture).</p>									
<p>3.1 Moves barrier or goes around barrier to obtain object</p> <p>CRITERION Child moves barrier or goes around barrier (e.g., table, chair, large toy) to obtain an object.</p>									
<p>3.2 Moves around barrier to change location</p> <p>CRITERION Child moves around barrier to change location.</p>									
<p>4. Solves common problems</p> <p>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).</p>									
<p>4.1 Uses more than one strategy in attempt to solve common problem</p> <p>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).</p>									

F. Interaction with Objects

<p>1. Uses imaginary objects in play</p> <p>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).</p>									
<p>1.1 Uses representational actions with objects</p> <p>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).</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.2 Uses functionally appropriate actions with objects</p> <p>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).</p>									
<p>1.3 Uses simple motor actions on different objects</p> <p>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).</p>									
<p>1.4 Uses sensory examination with objects</p> <p>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.</p>									

G. Early Concepts

<p>1. Categorizes like objects</p> <p>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).</p>									
<p>1.1 Groups functionally related objects</p> <p>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).</p>									
<p>1.2 Groups objects according to size, shape, and/or color</p> <p>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).</p>									

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
<p>1.3 Matches pictures and/or objects</p> <p>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).</p>									
<p>2. Demonstrates functional use of one-to-one correspondence</p> <p>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).</p>									
<p>2.1 Demonstrates concept of one</p> <p>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 crayon").</p>									
<p>3. Recognizes environmental symbols (signs, logos, labels)</p> <p>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).</p>									
<p>3.1 Labels familiar people, actions, objects, and events in pictures</p> <p>CRITERION Child uses words or word approximations in any language (including sign language) to correctly label pictures of familiar objects, actions, people, and events.</p>									
<p>4. Demonstrates functional use of reading materials</p> <p>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).</p>									
<p>4.1 Orally fills in or completes familiar text while looking at picture books</p> <p>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").</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>4.2 Makes comments and asks questions while looking at picture books</p> <p>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!").</p>									
<p>4.3 Sits and attends to entire story during shared reading time</p> <p>CRITERION Child sits close to adult and attends while the adult reads an entire short children's book.</p> <p><i>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.</i></p>									
<p>5. Demonstrates use of common opposite concepts</p> <p>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</p>									
<p>5.1 Demonstrates use of at least four pairs of common opposite concepts</p> <p>CRITERION Child demonstrates understanding of early opposite concepts by showing, sorting, labeling, or selecting the appropriate qualities. See previous examples.</p>									
<p>5.2 Demonstrates use of at least two pairs of common opposite concepts</p> <p>CRITERION Child demonstrates understanding of early opposite concepts by showing, sorting, labeling, or selecting the appropriate qualities. See previous examples.</p>									
<p>6. Repeats simple nursery rhymes</p> <p>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.</p>									

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
<p>6.1 Fills in rhyming words in familiar rhymes</p> <p>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").</p>									
<p>6.2 Says nursery rhymes along with familiar adult</p> <p>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").</p>									

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	_____	_____	_____	_____

Child Observation Data Recording Form with Criteria I: Cognitive Area

COGNITIVE AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

SOCIAL-COMMUNICATION AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	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
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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,"									

Name: _____ Test period: _____
 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.									
<p>3.1 Engages in vocal exchanges by cooing</p> <p>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.</p> <p><i>Note Refer to the SCOF and the SCSF (located in Appendix C of Volume 1) for scoring this strand.</i></p>									
B. Transition to Words									
<p>1. Gains person's attention and refers to an object, person, and/or event</p> <p>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).</p>									
<p>1.1 Responds with a vocalization and gesture to simple questions</p> <p>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").</p>									
<p>1.2 Points to an object, person, and/or event</p> <p>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).</p>									
<p>1.3 Gestures and/or vocalizes to greet others</p> <p>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").</p>									
<p>1.4 Uses gestures and/or vocalizations to protest actions and/or reject objects or people</p> <p>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).</p>									

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
<p>2. Uses consistent word approximations</p> <p>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").</p>									
<p>2.1 Uses consistent consonant-vowel combinations</p> <p>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.</p>									
<p>2.2 Uses nonspecific consonant-vowel combinations and/or jargon</p> <p>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").</p>									
<p>2.3 Vocalizes to express affective states</p> <p>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.</p>									
<p>2.4 Vocalizes open syllables</p> <p>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).</p>									
C. Comprehension of Words and Sentences									
<p>1. Locates objects, people, and/or events without contextual cues</p> <p>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).</p>									
<p>1.1 Locates common objects, people, and/or events in unfamiliar pictures</p> <p>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., person 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.</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.2 Locates common objects, people, and/or events in familiar pictures</p> <p>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).</p>									
<p>1.3 Locates common objects, people, and/or events with contextual cues</p> <p>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).</p>									
<p>1.4 Recognizes own name</p> <p>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).</p>									
<p>1.5 Quiets to familiar voice</p> <p>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).</p>									
<p>2. Carries out two-step direction without contextual cues</p> <p>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).</p>									
<p>2.1 Carries out two-step direction with contextual cues</p> <p>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).</p>									
<p>2.2 Carries out one-step direction without contextual cues</p> <p>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).</p>									

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
<p>2.3 Carries out one-step direction with contextual cues</p> <p>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).</p> <p><i>Note Refer to the SCOF and the SCSF (located in Appendix C of Volume 1) for scoring this strand.</i></p>									
D. Production of Social-Communicative Signals, Words, and Sentences									
<p>1. Uses 50 single words</p> <p>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.)</p> <p><i>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.</i></p>									
<p>1.1 Uses five descriptive words</p> <p>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").</p>									
<p>1.2 Uses five action words</p> <p>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").</p>									
<p>1.3 Uses two pronouns</p> <p>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").</p>									
<p>1.4 Uses 15 object and/or event labels</p> <p>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).</p>									
<p>1.5 Uses three proper names</p> <p>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").</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2. Uses two-word utterances</p> <p>CRITERION Child uses a variety of two-word utterances to express:</p> <ul style="list-style-type: none"> • Agent–action, action–object, and agent–object • Possession • Location • Description • Recurrence • Negation <p>(See Objectives 2.1–2.6 for specific directions.)</p> <p><i>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.</i></p>									
<p>2.1 Uses two-word utterances to express agent–action, action–object, and agent–object</p> <p>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]).</p>									
<p>2.2 Uses two-word utterances to express possession</p> <p>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”).</p>									
<p>2.3 Uses two-word utterances to express location</p> <p>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”).</p>									
<p>2.4 Uses two-word utterances to describe objects, people, and/or events</p> <p>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).</p>									

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
<p>2.5 Uses two-word utterances to express recurrence</p> <p>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").</p>									
<p>2.6 Uses two-word utterances to express negation</p> <p>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").</p>									
<p>3. Uses three-word utterances</p> <p>CRITERION Child uses a variety of three-word utterances to express:</p> <ul style="list-style-type: none"> • Negation • Questions • Action-object-location • Agent-action-object <p>(See Objectives 3.1-3.4 for specific directions.)</p> <p><i>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.</i></p>									
<p>3.1 Uses three-word negative utterances</p> <p>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").</p>									
<p>3.2 Asks questions</p> <p>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?").</p>									
<p>3.3 Uses three-word action-object-location utterances</p> <p>CRITERION Child uses five different three-word utterances to express action-object-location (e.g., child says, "Put baby in"; "Roll ball here").</p>									
<p>3.4 Uses three-word agent-action-object utterances</p> <p>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").</p>									

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	_____	_____	_____	_____

SOCIAL-COMMUNICATION AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

Social-Communication Observation Form

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								

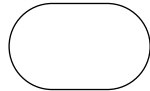
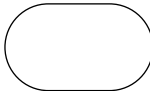
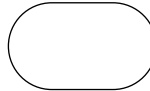
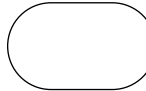
II. Production of Social-Communicative Signals, Words, and Sentences (Strand D)



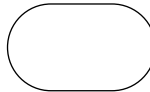
Word approximations, words, and word combinations	Context	Functions				
		Initiation	Response to comment	Response to question	Imitation	Inappropriate
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

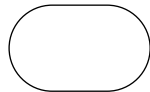

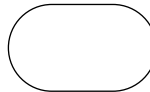
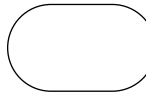
¹ Users may need to make multiple copies of this form to accommodate an adequate sample of a child's communicative behavior.



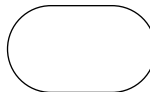
SOCIAL-COMMUNICATION SUMMARY FORM (SCSF)

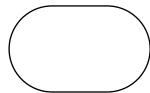
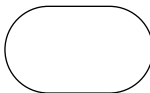
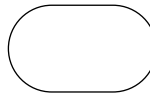
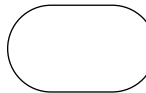
I. Transition to Words (Strand B)




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

Divide		÷		x 100	=		% of all gestures are interpretable
	Interpretable gestures		Total gestures				

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

Divide		÷		x 100	=		% of all vocalizations are interpretable
	Interpretable vocalizations		Total vocalizations				

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

Divide		÷		x 100	=		% of all vocalizations/ gestures are interpretable
	Interpretable vocalizations/ gestures		Total vocalizations/ gestures				

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	_____	_____	_____	_____

Child Observation Data Recording Form with Criteria I: Social Area

SOCIAL AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	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
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A. Interaction with Familiar Adults									
<p>1. Responds appropriately to familiar adult's affect</p> <p>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).</p>									
<p>1.1 Displays affection toward familiar adult</p> <p>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).</p>									
<p>1.2 Responds appropriately to familiar adult's affective tone</p> <p>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).</p>									
<p>1.3 Smiles in response to familiar adult</p> <p>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).</p>									
<p>2. Initiates and maintains interaction with familiar adult</p> <p>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").</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2.1 Initiates simple social game with familiar adult</p> <p>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).</p> <p><i>Note Objects that can be used in interactive games (e.g., ball for rolling, blanket for Peekaboo) may be useful.</i></p>									
<p>2.2 Responds to familiar adult's social behavior</p> <p>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).</p>									
<p>2.3 Uses familiar adults for comfort, closeness, or physical contact</p> <p>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).</p>									
<p>3. Initiates and maintains communicative exchange with familiar adult</p> <p>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.</p>									
<p>3.1 Initiates communication with familiar adult</p> <p>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).</p>									

Child Observation Data Recording Form with Criteria I: Social Area

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

	IFSP/ IEP	Test period		Test date		Examiner			
		S	N	S	N	S	N	S	N
<p>3.2 Responds to communication from familiar adult</p> <p>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).</p>									

B. Interaction with Environment

<p>1. Meets observable physical needs in socially appropriate ways</p> <p>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 <i>do not</i> include more internal physical needs such as hunger, thirst, or rest.</p>									
<p>1.1 Meets internal physical needs of hunger, thirst, and rest</p> <p>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).</p>									
<p>1.2 Uses appropriate strategies to self-soothe</p> <p>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).</p>									
<p>2. Participates in established social routines</p> <p>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).</p>									

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

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p><i>Note Familiar objects or environmental prompts associated with routine events may be necessary; for example:</i></p> <ul style="list-style-type: none"> • 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 									
<p>2.1 Responds to established social routines</p> <p>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).</p>									

C. Interaction with Peers

<p>1. Initiates and maintains interaction with peer</p> <p>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.</p> <p><i>Note Toys that encourage interaction should be available (e.g., balls, blocks, beanbags, puppets, dishes, boxes).</i></p>									
<p>1.1 Initiates social behavior toward peer</p> <p>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).</p>									
<p>1.2 Responds appropriately to peer's social behavior</p> <p>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).</p>									
<p>1.3 Plays near one or two peers</p> <p>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.</p>									

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
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. <i>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.</i>									
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. <i>Note</i> <ul style="list-style-type: none"> • 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).									

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: _____
