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# A Curriculum for the Profoundly Retarded Children in a Development Center for Handicapped Minors

Charles William Koontz  
*Walden University*

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A CURRICULUM FOR THE  
PROFOUNDLY RETARDED CHILDREN IN A  
DEVELOPMENT CENTER FOR HANDICAPPED MINORS

by

Charles William Koontz

B. A., Fresno State College, 1946

M. Ed., University of Southern California, 1963

C. Lamar Mayer, Advisor  
C. Lamar Mayer, Ed. D.  
Professor of Special Education  
California State University, Los Angeles

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Abstract of the Dissertation  
"A Curriculum for the Profoundly Retarded  
Children in a Development Center for Handicapped Minors"

by

Charles W. Koontz  
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Walden University  
Naples, Florida

Abstract:

The development of the infant from birth to four years will approximately parallel the stages of development of the profoundly retarded children enrolled in the Development Centers for Handicapped Minors (DCHM) in California. The retarded child is a human being and may be assumed to have the same basic equipment as the normal child. If we expand and prolong the developmental stages of the normal child we will be able to lead the DCHM child through these stages in slow motion to insure progress.

To develop a curriculum, an assessment of the abilities of the child was necessary. A screening device was designed to measure the development of the child in four areas -- Gross Motor, Fine Motor, Social, and Language.

Skills leading toward ambulation were included in the Gross Motor area; skills leading toward manipulation of objects in space were included in the Fine Motor area; skills leading toward independent living were included in the Social area, while skills leading to improvement in communication were included in the Language area. Tasks in the Social area were divided into sub-groups of social interaction, feeding, dressing, and toileting. Language included two sub-groups -- Receptive Language and Expressive Language.

Over 800 tasks were reviewed from 18 sources. Three hundred and fifty-nine tasks were finally chosen on the basis of criteria established. The tasks were to be observable, describable, and developmental. The tasks were then arranged into areas mentioned above and then into levels of development. Twenty-two levels of development were necessary to show the progress of development sufficiently to be useful in the DCHM.

The tasks were organized so that the teacher could determine the developmental level of the child with very little demand on the child. Most of the assessment could be done by observation or with knowledge of the child already possessed by the teacher. A card for recording the progress and the assessment of the child was designed that would also give the teacher a graphic picture of the level of the child and would also keep an ongoing record of the progress of the child with little interruption of the normal activities in the classroom.

Each of the 359 tasks was listed on a separate 5x8 Activity Card. Each Activity Card included the abbreviated description of the task, the area, the level, and a three character code designed for that task. Under this information, a behavioral description of the tasks was given. Next, the tasks expected at the next level were listed, and then suggested classroom activities associated with the next level were given.

The Activity Card was designed so that when a teacher observed a new behavior in a child, he could refer to the card file to note the level and area of the behavior and plan lessons or activities accordingly. A Gestalt of all tasks is included in the Appendix.

The tasks selected were from recognized sources and because of this, no effort was made to standardize the results. There were three purposes for this study: (1) To provide a tool for the teachers in the DCHM that would allow them to look at the developmental levels of the children; (2) To assess the functioning level of the children; and (3) To provide information about the curriculum suitable for the various levels of development.

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## CHAPTER I

### INTRODUCTION

Recent developments in the State of California pertaining to the care of the profoundly retarded child have had an impact on education programs throughout the State. Until 1957, a profoundly retarded child was placed in a State Hospital for total care. Because of the strain on the family as well as the cost of institutionalization, the State Legislature authorized a pilot program to study the results of placing these children in a Day Care Center for the Handicapped. The study indicated that much more could be done with these children if they were kept at home and given specialized training in the Day Center. About 20% were transferred to higher programs such as T.M.R. at the end of the year. Less than 1% were transferred to State Hospitals. (Cole: Unpublished dissertation - 1971)

In 1967, legislation was passed that established the present Development Center for Handicapped Minors (DCHM) program. It recognized the benefit of the program to the family as well as the benefits to the child.

"16645.1 The purpose of the Legislature in enacting this article is to continue these development centers for physically handicapped and mentally retarded minors having successfully demonstrated that there is a need for such facilities to help these children from an early age, that such development centers prevent the breakup of homes through respite from continuous 24 hour care of severely handicapped minors, that such development centers effectively relieve parents to engage in work, that the centers reduce significantly the demand for institutional placement, and that the centers are accessible to families without causing the physical dislocation of minors from their families." (Ed. Code. Calif.)

Development Centers became the responsibility of the school districts requesting such centers and the programs became the responsibility of



the Special Education Department of the District.

At the present time there are 54 centers in California located in 39 school districts or County offices with a total enrollment of 1500. (Report of California State Department of Education to the Advisory Board of the DCHM - Feb. 15, 1972, Palm Desert, California.)

With the enactment of the DCHM program, the care and training of the retarded became the responsibility of the educator rather than the medical profession. This responsibility created a need for the educator to develop new skills and a new curriculum in the area of the profoundly retarded.

Workshops, institutes and other planning sessions for the personnel involved in development centers were conducted by the California State Department of Education in cooperation with the University of California at Santa Cruz in an effort to introduce personnel to the techniques utilized in training the profoundly retarded. These workshops were primarily concerned with behavior modification and prescribing individual instruction. These workshops were successful in that personnel returned from them with skills in modifying bizarre behavior, helping a child feed and dress himself, and other skills requiring a one-to-one relationship. Some system of behavior modification is presently used in 90% of the centers (Survey reported to the Advisory Board, February 15, 1972, Palm Desert.)

Educators found that through these techniques, they had control of the individuals in the class well enough to begin to deviate from the one-to-one instruction and begin to expand to small group instruction. They found they must plan a program for the group that would be meaningful and in keeping with the general plan of individualization. The time

spent in group activities was many times as great as that spent in individual instruction -- hence the child benefited greatly when group instruction was coordinated with the individual instruction.

Group activities provided the child with the opportunity to observe his peers in the successful accomplishment of tasks and through this observation, to learn through imitation.

A program for small groups must be carried out by either the Permit teacher or the attendant, since one of them would be working with an individual and the other with the rest of the class. A planned program of activities necessary for the development of the child directly related to the child's abilities will hasten the success of his individualized program.

Statement of Problem:

A curriculum is urgently needed for the Development Centers for Handicapped Minors. As with any curriculum, it should be based on a theoretical background. It should include a method of determining the functioning level of the children enrolled. It should include a suggested program based on the functioning level of the children. Finally, it should provide for an ongoing measurement of the program.

A curriculum must be based on a theory of learning and requires a knowledge of the levels of functioning of the children involved. To be effective, the teachers involved in working with the curriculum must be knowledgeable of the curricula, and lastly, there must be a method of measuring its effectiveness. There has been no curriculum for the DCHM other than that of individualized instruction. There has been no program for training of teachers to work with groups of profoundly retarded children. There has been no effective method to measure the

levels of functioning of the profoundly retarded child.

At the December 15, 1970 meeting of the Advisory Board of the DCHM's, after visiting many centers, Chairman Allan Teodter stated: "While there is high dedication on the part of the staff, many did not have a good concept of what their base-line goals for the children really were, and that they were approaching their tasks with good intentions but with lack of structured programming." (Minutes of meeting, December 15, 1970, State Building, San Francisco.)

Purpose of the Study:

The purpose of this study is to place a useful tool in the hands of an adult who is in charge of a group of children enrolled in a DCHM program in California. This tool will aid the adult in the assessment of abilities and inabilities of the children. It will provide tasks that are developmental in nature, observable in the normal activities of the classroom and simple enough to be described in behavioral terms. The tool includes a method of recording successful accomplishments that are meaningful to the adult but the recording will not be time consuming.

A cross-file reference of the tasks and their levels will be part of this tool. It will allow the adult to easily locate suggested classroom activities that are correlated to the behaviors observed. This tool will allow the adult to gather information about a child that will be equally as meaningful as that gathered by a psychologist in a formal testing situation.

## CHAPTER II

### Review of the Literature

#### History of the Development Centers for Handicapped Minors:

Society tends to codify systems of values and behaviors. Individual behaviors that deviate from the mainstream of society's "code" pose a challenge to society. Society tends to deal with deviance in many ways. The first attempts are usually to prevent or correct the minor deviancy through education or admonishment. However, extreme deviancy has often been destroyed or isolated; for example, the death penalty for extreme deviation has only recently been outlawed -- and the issue is far from over. In ancient times the "idiots" were thrown into the Eurotas along with the feeble. In modern times, State Hospitals have been California's way of isolating the retarded child from the rest of society. But now, because of the high cost of keeping such a child isolated, he is being sent back into the community. It is ironic that the reason for the return to the community is financial instead of humanitarian.

Regardless of the reason, society itself is in the process of changing. The changes have manifested themselves in legislation from the state level -- to ask schools to assist in furnishing an educational program for the profoundly retarded. According to a California State Department of Education report, "A Third Report on Mentally Retarded and Physically Handicapped Child Care Centers", Sacramento State Printing Office, 1964, in December 1947, Mr. Z. Gullege, Executive Secretary of the Joint Interim Committee on Educational

Rehabilitation of Handicapped Children and Adults, requested the State Department of Education to survey the number of mentally retarded and physically handicapped children served in the regular child care programs for the purpose of ascertaining the feasibility of establishing centers for the profoundly handicapped child.

In July 1959, Senate Bill 740 appropriated \$46,613 for the operation and maintenance of four child care center pilot programs for the handicapped children, ages 2 - 16. However, no school district made formal application because of the Bill's inadequate funding.

At the 1961 session of the Legislature, Senator Alan Short introduced legislation which modified the parent fee schedule to conform with the schedule of fees for regular child care centers, adjusting the maximum family income ceiling for charging of fees, and doubled the amount of average hourly support from the State.

On July 26, 1961, the establishment of a pilot center by the Stockton City Unified School District was approved, and began operation on September 15, 1961. This pilot program enrolled five children.

Senate Bill 449 in 1965 brought additional modifications to the program. The pilot status was discontinued and the continuance of the centers was authorized. The centers operated under the new name of Development Centers for Handicapped Minors, and the number of centers authorized was increased to eight. Money was authorized for these centers with transportation and consultant services provided by the State.

As stated previously, a preliminary study of the original four centers (Stockton, Oakland, Santa Clara County and Monterey County) was made. It was found that 20 percent of the children were moving

into higher levels of training. Three children returned to regular classes. Less than 7/10ths of one percent were transferred to State Hospitals. This indicated that the more severely handicapped children were staying home rather than being sent to an institution. In view of these accomplishments, more centers and more funding were authorized.

Senate Bill 242 (1967) apportioned funds at \$1.75 per hour, per child for operation of the Development Center; allotted \$675 per child for transportation costs based on a 250-day year; established reasonable and uniform standards; deleted fees paid by parents; established administrative procedures at the County level, and most important, recognized respite for parents and the prevention of the break-up of homes as a legitimate purpose of the centers. (Cole: 1971)

The Education Code of California was revised to set up the following guidelines:

"16645.2. The governing body of any school district or a county superintendent of schools with the approval of the county board of education is authorized to establish and maintain, upon the approval of the Superintendent of Public Instruction, one or more development centers for physically handicapped and mentally retarded minors between 3 years and 21 years of age residing in, and in the custody of persons residing in, the district or county. The governing body or county superintendent shall determine the hours, days, and months during which the development center is to be maintained."

"The establishment and maintenance of any development center for physically handicapped and mentally retarded minors by the county superintendent of schools shall be undertaken subject to the prior approval of the county board of education, upon the application of one or more school districts under his jurisdiction, and such establishment and maintenance shall be upon such terms and conditions as may be provided for in a written contract between the county superintendent of schools and the governing body of any school district."

The California Administrative Code, Title 5, sets the criteria for eligibility.

"8103. Eligibility of Children for Admission. (a) The governing board shall appoint an admissions committee consisting of at least

three members. The following persons shall be members of the committee:

- (1) A licensed physician.
- (2) A person serving as the supervising head teacher of the development center for which the child is being considered for admission.
- (3) A person who is a psychologist holding a credential authorizing admission to a special program.

(b) The admission of a handicapped minor to a development center shall be made upon the recommendation of the admissions committee. The continuance of the minor in the program is subject to periodic review and recommendation of the admissions committee.

(c) The determination of eligibility of a minor for admission to a development center shall include examinations given by a psychologist or psychometrist and a licensed physician. A minor may be eligible if all of the following apply:

- (1) He is found to be ineligible for enrollment in a regular day class.
- (2) He is found to be ineligible for enrollment in a special education program maintained, or authorized to be maintained, by a school district or county superintendent of schools.
- (3) He is found to have one or more of the following conditions:
  - (A) Serious impairment of locomotion;
  - (B) Severe orthopedic condition;
  - (C) Other severe disabling conditions which have as their origin mental retardation and/or physical impairment;
  - (D) Severe mental retardation.

(d) One criterion for eligibility for admission to a development center is the ability of the minor to participate in at least one aspect of the program without danger to himself or others in the performance of daily activities."

Society is to be applauded for finding another solution to the problem of what to do with the mentally retarded other than destruction or isolation.

#### Developmental Theory:

A child knows his environment by the way his environment acts on his sensory receptors. His sensory receptors send the sensation received through the environment over pathways to and from the brain,

thus the environment is essential to learning. The development of the brain is the result of the interaction of the brain with its environment. The brain receives a message from the senses in little bits and pieces of information and processes and integrates the messages in such a way as to form a picture in the brain that will result in a unified response. For example, a child will learn to discriminate between two objects in order to select the one that gives the most pleasure. He learns to tell objects apart on the basis of their history of providing satisfaction. Woolman (1965, p. 131) states that "Behaviors which produce the greatest amount of need-satisfaction per unit of energy expended tend to persevere; these ultimately attain fairly stable behavioral equilibrium and directly reflect the most efficient behavioral modes." From this we can see that the child begins to explore his environment through the random movements of his body -- perhaps as a result of reflexes or as a result of tension. As these random movements produce satisfaction or a reduction of tension, the child will tend to try to reproduce them. The pathways to the brain are thus initiated through random movements of the body -- the adaptive action that spawned the mind was, in turn, dependent upon sensory input.

Getman (1965), an optometrist, presents his theory of development as a network of beads, each bead having a unique characteristic. His first row of beads are labeled "the innate response system," which includes the startle reflex, the tonic neck reflex, etc. Each subsequent row is another system built on the preceding row. The implication of this theory is that the reflexes form the initial learning situation and subsequent learning is dependent upon the



preceding system. Piaget (Flavell, 1962) agrees that there are reflexes -- and the ones listed by Getman -- upon which intelligence depends. He only argues that the organism does not passively receive the external stimuli but that the organism actively seeks the experience that is necessary for maturation to take place. Maturation does not happen just because we grow older. We start with what is essentially a vegetable with reflexes and build an active, exploring intention-directed and distinctly human being.

Other authorities on learning do not disagree with the concept that learning begins in the central nervous system and is built on the reflexive action of the infant. Ayers (1965) theory is based on the input to the brain by actions rather than a stress of reflexive action. She does not discount the environmental influence. However, she is more concerned with the internal integration of sensory input. She says, "The environment within which the human being functions becomes known to him by its acting upon his many sensory receptors. The centrally located brain receives all of the isolated elements of information and processes them in such a manner that the organism has the total picture and is able to emit a unified response. It is the function of the central nervous system to filter, organize, and integrate the mass of sensory information so that it might be used for the development and execution of the brain's function. One of these functions is learning." (P. 43)

D. O. Hebb's (1965) theory of the development of intelligence concerns the transmission of electrical impulses from one part of the nervous system to another over pathways which become increasingly integrated in the course of experience as they are used over and over

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in orderly fashion. Hebb's statements are similar to those of Getman and Ayers as relates to the learning process and only differs with Piaget in that he does not stress the active participation of the organism in the integration. Hebb stresses that when a particular sensation is experienced over and over, some of the cortical cells within the brain begin to be organized into a single corresponding functional unit called a cell assembly. A single perceptual experience will cause a large number of these cell assemblies to be activated. He attributes the inefficient learning of an infant to the lack of control over a large number of cell assemblies. The cells must become integrated with each other so that they produce dependable precepts which are like firm building blocks upon which other precepts can be built. Learning, then, grows from cell assemblies to a "phase sequence" and then to a "phase cycle." These phase cycles integrate sensations through a variety of receptors pathways permitting more and more complicated and organized perceptions. Thus as a human being grows more and more mature, learning is faster and faster.

Hebb's theory, along with the other studies thus far, indicate that if learning starts in the reflexive movements of the child and develops over pathways, stages, afferent and efferent flows, or "beads," the process must be based on the continual, orderly, repetitive, and rhythmic patterns, building each concept or task on the firm base established by previous patterns.

Buhler (1929) states that any organism with plastic and adaptable systems such as a human being have to perfect themselves by practice. A child experiments with things, looks at them, smells them, and does

everything with them to get to know them better. He is perfecting his sensory-motor process and is learning to match sensory data with motor data.

Kephart (1965) develops his theory along the same lines as others in that the development begins with the reflexes and builds on them. The movements become more integrated with practice and allows the infant to move purposefully and smoothly rather than haphazardly and restricted. The child begins to develop balance because of the control he begins to have over his muscles and because he is able to function more effectively in this position . He is able to explore space and develop an understanding of his body -- where it is, how it moves, and what space it occupies. This is the result of the input derived from body movement and movement exploration. This provides us with interceptive feedback data -- vestibular, kinesthetic, and tactual. Kephart (p. 90) insists that "a stable body schema depends upon the sequential development of an integrated motor awareness to which other sensory schemata (haptic, visual, auditory, etc.) are subsequently matched."

The development of a profoundly retarded child is similar to the development of the "normal" child. The retarded child might be assumed to have the same basic equipment as the "normal" child. Each child comes into this world with a basic set of inherent characteristics that he must have in order to belong to the species homo sapiens. Thus the development of the retarded child may be different in that he develops at a slower rate, but reaches his maximum capacity at about the same chronological age as the normal person. If the above premises are true, we must expand and prolong the developmental states and

lead the profoundly retarded child through these stages in slow motion in order to insure progress.

Herman H. Spitz (1963), in comparing retardates versus normals, states that retarded take longer to induce changes in cortical cells. Once stimuli are induced and the cortical cells modified, it takes longer for these cells to return to their previous state. Further, in retardates, once the stimuli induces a change in the cortical cells it is more difficult and takes a longer time to switch stimuli away from these particular cell traces or current patterns and form new, or different traces or patterns.

#### Development Scales:

The two main sources of information on early development of infants and young children are biographies and developmental studies. Tiedemann, as noted in Kenna et al (1970), is credited with the first biography; Darwin, Taine, Champneys, Preyer and Moore, all in the late 1800's also published biographies of their own children. Biographies dropped in popularity when the use of more scientific methods became the vogue. Piaget (1936, 1937 and 1945) has been the only prominent person to write about his own children in recent times. Each biographer saw his child in a different light -- some saw their child as a young philosopher (Moore), some as a miniature adult (Taine), and some attempted to give unbiased reports of their child (Piaget). Biographies were not subject to detailed analysis of their content but they did contribute much information concerning the emotional representations and problem solving techniques that are not possible through momentary observations and the establishment of early tasks.

Developmental studies began with Binet (1907) with his initial work on intelligence testing. He included tasks for the very young (such as following a lighted match) but eliminated this task in his later revisions. Kuhlmann (1912) revised the Binet to include tasks at the 3, 6, 9, 12, 18 and 24 months level. The difficulty in administering and scoring caused this revision to fall into disuse after the Stanford revision was published.

Wechsler published his intelligence tests for adults and began to revise his scales downward until 1967 when he published the WPPSI -- Wechsler Preschool and Primary Scale of Intelligence. He did not provide tasks below the age of four years. He felt that it is not possible to measure the "global intellectual capacity" at any younger age.

Arnold Gesell (1925) published the first scale of infant behavior. This was based on observations at the Clinic of Child Development of the School of Medicine, Yale University. Infants and young children were studied with parental cooperation, in the home, in well baby clinics and in the service division of the Guidance Nursery at Yale Clinic. This was perhaps the most exhaustive study ever made. Motion pictures of the behavior of hundreds of children were made and studied. Scales were developed from the study of these pictures. Every scale studied in this paper included either a reference to the Gesell studies or tasks identical to those of Gesell. One of his (Gesell) latest books "Developmental Diagnosis" (1962) is essentially a manual for the use of the Gesell Scales. Behaviors were given for the key ages of 4, 16, 28, and 40 weeks, then also for the months of 12, 18, 24 and 36. The behaviors were divided into four categories: Motor,

Adaptive, Language, and Personal-Social. Developmental ages were derived from the examiner's general impression of the infant's responses and the age-level most characteristic of the response.

Psyche Cattell (1940) published the Measurement of Intelligence of Infants and Young Children using many of the tasks of Gesell, particularly in the Adaptive and Language areas. The format of the scale is similar to the Binet -- in fact the later tasks are directly taken from (and attributed to) Binet. The tasks start at the 2 month level and progress monthly to 12 months. The levels are two months apart to the age of 24 months, then three months to 30 months. Each level consists of five tasks.

The Bayley Scales of Infant Development (1969) were revised from her original scale published in 1933. This revision was standardized on 1,262 children equally divided among 14 age groups, 2 through 30 months. This scale consists of 163 items on the Mental Scale and 81 items on the Motor Scale -- a total of 244 items. The mental Scale was designed to assess sensory-perceptual acuities, and discriminations; the early acquisition of "object constancy", memory, learning, and problem-solving ability; vocalizations; and the early evidence of the ability to form generalizations and classifications. The Motor Scale is designed to measure the control of the body. The original design called for fourteen age levels from 2 to 30 months at the ages of 2, 3, 4, 5, 6, 8, 10, 15, 18, 21, 24, 37, and 30.

Bayley recommends the use of age equivalence for scales measuring the retarded or other exceptional child. The age equivalence are given in months based on the average success of an age for that particular item. The ages were averaged resulting in an age norm in tenths of

months. Each item is assigned an age level -- that is the arithmetic mean of the ages of subjects successfully passing that item. The range of ages of the subjects for that item is also given. For example: the tasks Mid-line skill requires child to bring hands together at mid-line. The average age for this skill is 9.7 months with a range from 7 to 15 months. (It was assigned in the scale presented in this paper to 10 months.) The Bayley Scales represent probably the most comprehensive standardized study made of scales for infants. It requires from 45 to 90 minutes to administer.

Frankenburger and Dodds developed the Denver Developmental Screening Test (1969) for use in assessment of children from one month to six years. It was designed to be simple to administer and easy to score and interpret. It was divided into four areas: Gross Motor, Fine Motor, Personal-Social and Language. Many of the items could be scored by observation of the teacher or the parent. The format of the scale is ideal in many respects -- it provides a profile for an individual child that will indicate the area and the level in which the child is functioning. It will also allow for comparison of the deviation from the norm. The major objection is in the lack of items in the language area and the lack of a definitive measure. Each task is represented by a bar. The length of the bar varies according to the range of ages of children showing success at that task. The left end of the bar indicates the level at which only 25% of the children were able to pass the task. The right end of the bar indicates the level at which 90% of the children were able to pass the task. This is commendable for interpretation to the parents to indicate the range, but when it is required that a developmental age be reported, it is difficult to

obtain. For example: The item "Separates from Mother Easily" indicates that 25% of the children tested passed at 23 months while it was not until 57 months were 90% able to pass -- a span of 34 months.

Edgar Doll (1947) developed the Vineland Social Maturity Scales. It consists of 8 categorical designations with 117 items. "Each item is conceived as representing a general growth in social responsibility." The value of the items is determined by the extent to which they reflect independence in personal activities. The items are arranged in order of average age norms. The age range is from birth to 35 years. The categories are: Self-help general, self-help eating, self-help dressing, self direction, occupation, communication, locomotion, and socialization.

Items from other sources (Lillywhite, Illingsworth and others) were used in this paper when the items suggested had not already been selected. For example, Illingsworth mentioned tasks of pulling a wheeled toy at 18 months. Neither Gesell, Bayley, Doll or Cattell mentioned that task specifically. Since it was a task that was observable, describable and developmental, it was used in this paper.

Appendix I gives a breakdown as to the number of tasks and their sources selected from the literature and used in this paper.



## CHAPTER III

### Procedure

To provide a useful tool to the teacher in the Development Center for Handicapped Minors involves three concerns: (1) There must be a method of evaluating the functioning level of the child; (2) There must be a simple method of plotting the progress of the child; and (3) There must be classroom suggested activities for the teacher to follow. All of these must be arranged and organized so that the time spent in the assessment, plotting the progress, and the activity planning are at a minimum. This project was designed to develop tools related to the three concerns listed above.

"There is no short cut to developmental assessment. It can only be done against a thorough knowledge of the normal and of variations of the normal. It must be based on a careful detailed history, physical and developmental examination and interpretations of the findings against the background of knowledge of the difficulties of predictions."

(Illingsworth 1962, p. 40)

The assessment of the functioning level of the profoundly retarded child is important because it is believed to be actually detrimental to the child to start training if he is not ready, or if the level of training exceeds his developmental level. (Flory 1957 - Kuglemass 1954)

#### The Evaluation Instrument

Four functional areas of development were considered: Gross Motor, Fine Motor, Social, and Language. Most normal activities of daily living fell within these four areas of development. Tasks from these four areas were selected from 18 sources: either existing scales such as

the Gesell Developmental Scales, the Cattell Measurement of Intelligence of Infants and Young Children, the Bayley Scales of Infant Development, or the Vineland Social Behavior Scales, or from other experts in various areas, such as Ayers for perceptual motor, Benberg for daily living skills, Lillywhite for language, Binet for tasks in fine motor, Cratty for gross motor, Illingsworth for social living, even to a tape recording obtained from a visiting therapist who had no record of the person speaking, only that the tape was of the cries of retarded infants comparing those cries with the cries of the normal infant of the same age. Over eight hundred tasks were reviewed.

Tasks whose ultimate goals were ambulation were placed in the Gross Motor area. Tasks whose ultimate goals were skills necessary for social interaction as well as self-help skills leading toward independence were placed in the Social area. Tasks whose ultimate goals were communication -- verbal as well as non-verbal--were placed in the Language area. There were some tasks remaining that were in a grey area between Gross Motor area and the Social area that led toward success in both areas. These particular tasks required the manipulation of objects in space and the development of skills in eye-hand coordination. These tasks were placed in the Fine Motor area. The tasks which could be listed under each functional area were relatively specific and independent for each function; therefore over-lapping of tasks among the functional areas was minimized.

Tasks were arranged in order of progression into levels of development of the normal child and into the areas mentioned above. Duplications of tasks and conflicts as to the developmental levels were apparent. Both concerns were resolved in the following manner: Tasks

from Gesell were used for prime consideration because of the length and depth of his study. It was also noted that many of the other sources quoted from or duplicated tasks from the Gesell studies. Tasks from the Bayley Scales and Cattell Scales were the next main consideration because their respective scales included tasks in the earlier levels of development and their scales were standardized. Tasks from the remainder of sources were used where their tasks were supplemental to the sources of Gesell, Cattell and Bayley.

Tasks were listed for each month from one to forty-eight months, but a close study indicated fewer levels were needed than originally planned. Tasks in the later months were relatively few. Since the primary purpose of this study was to provide tasks in developmental order, the assignment of tasks to levels equal in months to the normal child was not binding. The levels were to be points of reference only. A decision was made by the author to label the levels in increments of one month for the first twelve levels; increments of two months for the next three levels; increments of three months for the next four levels; and increments of six months for the last three levels. This resulted in 22 levels, labeled 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 18, 21, 24, 27, 30, 36, 42, and 48 months. Tasks were adjusted into these 22 levels.

A structure of the screening tool was designed consisting of 24 tasks for each of the 22 levels -- a possible total of 528 tasks. The 24 tasks were divided into 5 tasks for the Gross Motor area, 5 for the Fine Motor area, 6 for the Social area because this area included tasks in feeding, dressing, toileting, and general social skills necessary for daily living; and 8 tasks for the Language area -- four

tasks each for Receptive Language and Expressive Language.

Tasks were finally selected on the following criteria: (1) They must be observable by the teacher; (2) They must be described in behavioral terms; (3) They must be developmental in nature -- that is they must be dependent on or lead to another task. They were also selected on the basis that they would allow the teacher to observe and record the successful accomplishment of the task in an informal manner. No task was selected that would require the teacher to assume the role of a psychologist and require the child to perform the task on command.

#### The Activity Card

Each task selected from the eighteen sources was assigned to an area and a level, and each task was stated in observable behavioral terms. The description of the task was usually rather lengthy, and to assist in quick identification, the description of each task was abbreviated to two or three words. A 5" x 8" Activity Card was made for each task in which the abbreviated form of the task, the area, the level and a three character code assigned to that task was listed on the top line. The statement of the task in behavioral terms was entered on the second line. The three character code consisted of a Capital letter, G, F, S, or L, corresponding to the areas Gross Motor, Fine Motor, Social or Language; a number corresponding to the level of development, and a small letter corresponding to the particular task in an area. For example: a task coded "F 6 b" would refer to the Fine Motor (F) area, the 6th month (6), and the second task listed (b). The Activity card was designed for quick reference when a new task was observed and to assist the teacher in quantitatively assessing the level of development of the child. Table I illustrates the card "F 6 b."

TABLE I

SAMPLE ACTIVITY CARD

Grasps Object if in Line of Vision    Fine Motor    Six Months    F 6 b

Observable Behavior:

When child sees object, will reach for and grasp that object.

Next Behavior:

- a. Eyes Lead
- b. Secures Two Cubes
- c. One Hand Approach
- d. Pulls Peg from Peg-board
- e. Thumb Opposition

Classroom Activities:

- a. See F 5, Classroom Activity b.
- b. See F 5, Classroom Activity c.
- c. See F 4, Classroom Activity b.
- d. Encourage pulling pegs from peg-board at this level. See F 12, Classroom Activity b.
- e. Hand puppets will increase thumb opposition as well as increase the desire for language.

### Plotting the Progress

A scoring device in the form of a grid was developed in which the 24 rows provided for the 24 tasks in the four areas previously mentioned, and 22 columns provided for the 22 levels. When the tasks were placed in the appropriate areas and levels, there were still some levels at which there were only a few tasks. It was decided to allow for the full component of 24 tasks for each level and to fill in the blank levels at a later time when additional tasks would be observed. Plus marks (+) were placed in the grid to indicate an absence of a task for that area at that month level. It was felt that there were sufficient tasks at each level and in each area to adequately describe the behavior and assess the developmental level of the children in the Development Center.

The grid (Table II) provides a graphic representation of the tasks listed in this study. The teacher is instructed at the initial interview to observe the behaviors of the child and solidly fill in the appropriate squares. Developmental ages in each of the four areas are obtained by noting the highest level at which two or more tasks were completed. The mean developmental age is obtained by finding the arithmetic mean of the four areas. The only significance attached to the developmental age is to report this figure to the state agency on the admission and discharge form. (See Appendix IV).

The teacher is instructed to solidly fill in the appropriate square of the task that was observed during the last formal evaluation. When a new task is observed, the teacher is instructed to fill in the appropriate square with the date of the observation. When the task is observed the second time, the square is to be partially filled in using

THE GRID

TABLE II

		1 Mo.	2 Mo.	3 Mo.	4 Mo.	5 Mo.	6 Mo.	7 Mo.	8 Mo.	9 Mo.	10 Mo.	11 Mo.	12 Mo.	14 Mo.	16 Mo.	18 Mo.	21 Mo.	24 Mo.	27 Mo.	30 Mo.	36 Mo.	42 Mo.	48 Mo.	Aver.	
GROSS	M a.																								
	O b.																			+			+		
	T c.		+									+								+			+		
	O d.		+			+	+			+	+		+							+			+		
	R e.		+	+		+	+	+	+	+	+		+			+	+	+		+	+		+		
FINER	M a.																								
	O b.											+													
	T c.										+	+		+											
	O d.									+	+	+	+							+					
	R e.		+			+	+		+	+	+	+	+	+	+	+	+		+	+	+	+	+		
SOCIAL	a.									+					+										
	b.			+						+	+	+			+	+				+			+		
	c.	H	e	t	t	e	t	t	H	S		+		+						+		+	+		
	d.	+	+									+								+		+	+	+	
	e.	+	+	+	+	+	+													+	+	+	+	+	
	f.	D	r	e	s	s	t	H	S			+	+												
LANGUAGES	EXPT	(a.)														+				+					
		(b.)															+				+				
		(c.)		+	+	+		+								+	+			+	+				
		(d.)	+	+	+	+	+	+			+	+	+		+	+			+	+	+				
	RECD	(e.)					+		+																
		(f.)					+																		
		(g.)		+	+		+		+		+				+	+	+			+			+	+	
		(h.)		+	+	+	+	+	+	+	+	+			+	+	+			+	+	+	+	+	

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
B. D.                      Entry

\_\_\_\_\_  
(Etiology)

\_\_\_\_\_  
(Date of Test)

\_\_\_\_\_  
(Mean Dev. Age)

widely spaced lines. At the time of the third observation of the successfully completed task, the square was to be completely filled in with the widely spaced lines. Of course, if the task is never observed, the square is left blank. This procedure allows the teacher to keep track of the progress of the child on a regular basis and will be a consistent reminder of the areas to be stressed for each child. Table III illustrates a completed Progress Card.

Three hundred and fifty-nine tasks were finally selected that met all the criteria listed. Chapter IV will list the results of this study in a reproduction of the 359 cards containing the above information. Appendix II contains the abbreviated tasks arranged in levels corresponding to the developmental levels in months of the normal child. This list will be used by the teacher in the initial evaluation of the child because of its brevity. Appendix III contains the same list of tasks arranged alphabetically. Appendix IV contains the instructions to the teacher for the use of the Progress Card. It was realized that when a teacher observed the behavior of a child and entered the date of the observation on the Progress Card, he would need to be aware of the next behavior that would normally be expected and plan class activities suitable for the next level. Reference to the activities card would give him that information.

The classroom activities listed on the activity cards were the result of many brain-storming sessions in which three highly skilled teachers participated. Suggestions from four teachers who field-tested the tasks, observations made by the author in visiting many of the Developmental Centers in California through his work with the Area VI



PROGRESS CARD

TABLE III

		1 Mo.	2 Mo.	3 Mo.	4 Mo.	5 Mo.	6 Mo.	7 Mo.	8 Mo.	9 Mo.	10 Mo.	11 Mo.	12 Mo.	14 Mo.	16 Mo.	18 Mo.	21 Mo.	24 Mo.	27 Mo.	30 Mo.	36 Mo.	42 Mo.	48 Mo.	Aver.	
GROWTH	a.																								
	b.																								
	c.		+										+						+				+		48
	d.		+			+	+		+	+		+						+					+		
	e.		+	+		+	+	+	+	+		+				+	+	+					+		
FUNCTION	a.																								
	b.											+													
	c.										+	+	+												30
	d.								+	+	+	+	+								+	4/2			
	e.		+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
SOCIAL	a.								+					+											
	b.			+					+	+	+			+	+	+	+	+	+	+	4/2		+		
	c.											+		+							+	4/2			36
	d.		+	+							+										+		+	+	
	e.		+	+	+	+	+														+	+	+	+	
	f.											+	+												
LANGUAGE	(a.)														+					+					
	(b.)														+					+					
	(c.)		+	+	+		+							+	+				+	+		5/2			30
	(d.)		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
	(e.)					+	+														5/2				
	(f.)					+																			
	(g.)		+	+		+	+	+	+					+	+	+							+	+	
	(h.)		+	+	+	+	+	+	+	+	+	+		+	+	+							+	+	

Kim  
Name

6 - 11 - 58      9-15-69  
B. D.              Entry






Seizures and hyperactivity  
Etiology

3-1-72

Date of Test

36 mo.

Mean Dev. Age

-  1st Observation
-  2nd Observation
-  3rd Observation
-  Annual Eval.
-  Parents Observ.

Administrators of Development Centers Committee, and the participation of the Institutes held at Santa Cruz mentioned in Chapter II also produced ideas incorporated in the activity cards.

The scoring device and the abbreviated listing of tasks were given to four development centers in Southern California. A total of 120 children were "tested" on the basis of the observation of the teacher. The teachers felt the results obtained were of benefit to them in that more tasks were given for the lower levels of development than previously were available. The tasks at the higher levels were felt to be helpful to the teachers in their planning activities for the children. Minor modifications were made in the arrangement of the tasks so that the recording would reflect the weaknesses and the strengths of the child in certain areas. For example, a portion of the rows were designated for certain tasks in the Social area specifically for skills related to feeding, dressing, and toileting. Skills in receptive language were separated from skills in expressive language so strengths or weaknesses in these sub-areas would be more obvious. Some tasks were eliminated as a result of the field testing because of the difficulty in describing the tasks in observable behavior terms.

Instructions were given to the teacher to freely substitute the stated task for a similar task equal in scope. For example: a task was selected labeled "Licks an Ice Cream Cone." The intent of this was to demonstrate tongue control -- a task necessary for the development of speech; but whether the teacher saw the child licking an ice cream cone or licking a sucker, or even saw the child sticking out his tongue at another child (or the teacher), the task was demonstrated and should have been recorded.

It is of paramount importance that the emphasis of this paper was not to measure the ability of the child per se, but to give the teacher a tool that would assess the level of the child and also give some suggestions for activities suitable for subsequent levels of development. It was also the intent to make this device a practical tool in the sense that the time spent in evaluation and in planning was at a minimum -- a condition that many administrators and evaluators tend to forget. The teacher is still encouraged to use his own talents in creativity and originality in planning classroom activities. The material presented in this paper is only suggested and can be modified and expanded to fit individual centers and individual teachers needs.

CHAPTER IV  
THE RESULTS

This chapter contains the details of each of the three hundred and fifty-nine tasks mentioned in Chapter III. Each task is entered on a 5x8 card (reproduced for this paper two cards per page). The heading for each card is the abbreviated description of the task, the area of the task, the developmental level stated in terms of months of a normal child's development, and a three-character code for quick reference to the Progress Card. A complete description of the task, stated in observable behavioral terms is under the first heading. Following this description, tasks to be expected at the next level in the same area are listed. The final entry is the suggested classroom activities associated with the list of tasks at the next level.

The teacher will use this material in a number of ways. He will be able to evaluate the functioning level of a child in the four areas mentioned above. At the time of the evaluation he will be able to note the tasks expected in the developmental sequence. On the same card will be information that will enable him to plan a curriculum for the children based on the needs shown. Finally, he will have these cards available for checking the progress of the children through observation of their normal activities. For example, if the teacher observes a new behavior of a child in the course of normal class activities, he will be able to identify the behavior by checking the description of the behavior on either the Gestalt list or the alphabetical list (Appendix II or III). He will then refer to the Activity cards for complete information in terms of the developmental sequence. From the information contained

on the Activity Card, he will be able to plan appropriate classroom activities based on the suggested activities. He will also note the code number of the task and enter the date of the observation in the appropriate square on the Progress Card for a current display of the progress of the child.

Crawling Movement of Legs

Gross Motor

One Month

G 1 a

Observable Behavior:

When on stomach and on hard surface, child will make alternating movements of legs.

Next Behavior:

- a. Begins to Lift Head
- b. Holds Head Momentarily

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Head Drops When Held

Gross Motor

One Month

G 1 b

Observable Behavior:

When holding at shoulder, remove support of head. Head will fall to one side.

Next Behavior:

- a. Begins to Lift Head
- b. Holds Head Momentarily

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Head Turns to Side

Gross Motor

One Month

G 1 c

Observable Behavior:

When child on table prone, he will turn head to free nose.

Next Behavior:

- a. Begins to Lift Head
- b. Holds Head Momentarily

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Arms Flexed or Abducted

Gross Motor

One Month

G 1 d

Observable Behavior:

When supine, arms will be folded across chest.

Next Behavior:

- a. Begins to Lift Head
- b. Holds Head Momentarily

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Hands Tight

Gross Motor

One Month

G 1 e

Observable Behavior:

From birth to one month child will normally close hands like fists. They will be normally open by third month.

Next Behavior:

- a. Begins to Lift Head
- b. Holds Head Momentarily

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Begins to Lift Head

Gross Motor

Two Months

G 2 a

Observable Behavior:

Child raises head from table and holds for several seconds.

Next Behavior:

- a. Head Steady
- b. Crawls Prone
- c. Cross Pattern Evident
- d. Raises Chest

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.



Holds Head Momentarily

Gross Motor

Two Months

G 2 b

Observable Behavior:

When held in a standing position or held upright, head will be held up momentarily.

Next Behavior:

- a. Head steady
- b. Crawls Prone
- c. Cross Pattern Evident
- d. Raises Chest

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Head Steady

Gross Motor

Three Months

G 3 a

Observable Behavior:

Child in sitting position. Head remains erect without wobble.

Next Behavior:

- a. Head Lag (some)
- b. Rolls Over
- c. Head Up When Sitting
- d. Arms in Unison, Swimming Motion
- e. Sitting Position Preferred

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Crawls Prone

Gross Motor

Three Months

G 3 b

Observable Behavior:

When on floor, will move legs in alternating motion.

Next Behavior:

- a. Head Lag (some)
- b. Rolls Over
- c. Head Up When Sitting
- d. Arms in Unison, swimming Motion
- e. Sitting Position Preferred

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Cross Pattern

Gross Motor

Three Months

G 3 c

Observable Behavior:

Very elementary alternating movement of arms and legs.

Next Behavior:

- a. Head Lag (Some)
- b. Rolls Over
- c. Head Up When Sitting
- d. Arms in Unison, Swimming Motion
- e. Sitting Position Preferred

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Raises Chest

Gross Motor

Three Months

G 3 d

Observable Behavior:

Child raises suprasternal notch 2 inches from table.

Next Behavior:

- a. Head Lag (some)
- b. Rolls Over
- c. Head Up When Sitting
- d. Arms in Unison, Swimming Motion
- e. Sitting Position Preferred

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Head Lag

Gross Motor

Four Months

G 4 a

Observable Behavior:

When lifted from supine position by arms, some head lag is apparent.

Next Behavior:

- a. May Lift Foot
- b. Pulls to Sitting Position
- c. Weight on Forearms

Classroom Activities:

- a. Hold child in standing position and encourage walking motion.
- b. Encourage exercise that will strengthen arm muscles.
- c. No activity.

Rolls Over

Gross Motor

Four Months

G 4 b

Observable Behavior:

While supine, child will turn from back to side.

Next Behavior:

- a. May Lift Foot
- b. Pulls to Sitting Position
- c. Weight on Forearms

Classroom Activities:

- a. Hold child in standing position and encourage walking motion.
- b. Encourage exercise that will strengthen arm muscles.
- c. No activity.

Head Up When Sitting

Gross Motor

Four Months

G 4 c

Observable Behavior:

Head balanced while in upright position.

Next Behavior:

- a. May Lift Foot
- b. Pulls to Sitting Position
- c. Weight on Forearms

Classroom Activities:

- a. Hold child in standing position and encourage walking motion.
- b. Encourage exercise that will strengthen arm muscles.
- c. No activity.

Arms in Unison

Gross Motor

Four Months

G 4 d

Observable Behavior:

When supine, arms move in swimming motion.

Next Behavior:

- a. May Lift Foot
- b. Pulls to Sitting Position
- c. Weight on Forearms

Classroom Activities:

- a. Hold child in standing position and encourage walking motion.
- b. Encourage exercise that will strengthen arm muscles.
- c. No activity.

Sitting Position Preferred

Gross Motor

Four Months

G 4 e

Observable Behavior:

Prefers sitting position so that he may see.

Next Behavior:

- a. May Lift Foot
- b. Pulls to Sitting Position
- c. Weight on Forearms

Classroom Activities:

- a. Hold child in standing position and encourage walking motion.
- b. Encourage exercise that will strengthen arm muscles.
- c. No activity.

May Lift Foot

Gross Motor

Five Months

G 5 a

Observable Behavior:

When held in a standing position, child may lift foot slightly.

Next Behavior:

- a. Reaches Unilaterally
- b. Weight on Hands When Prone
- c. Bears Some Weight When Standing

Classroom Activities:

- a. Place attractive objects near child that will encourage reaching.
- b. No activity.
- c. Hold child in standing position.

Pulls to Sitting Position

Gross Motor

Five Months

G 5 b

Observable Behavior:

With the support of examiner's thumbs, child able to pull to sitting position.

Next Behavior:

- a. Reaches Unilaterally
- b. Weight on Hands When Prone
- c. Bears Some Weight When Standing

Classroom Activities:

- a. Place attractive objects near child that will encourage reaching.
- b. No activity.
- c. Hold child in standing position.

Weight on Forearms

Gross Motor

Five Months

G 5 c

Observable Behavior:

When prone, most of weight on forearms - raising head.

Next Behavior:

- a. Reaches Unilaterally
- b. Weight on Hands When Prone
- c. Bears Some Weight When Standing

Classroom Activities:

- a. Place attractive objects near child that will encourage reaching.
- b. No activity.
- c. Hold child in standing position.

Reaches Unilaterally

Gross Motor

Six Months

G 6 a

Observable Behavior:

Child will reach with one hand more than the other.

Next Behavior:

- a. Hands Very Active
- b. May Bear Weight on One Hand
- c. Sits on Floor With Support
- d. Bounces with Enjoyment

Classroom Activities:

- a. Place attractive objects around room to stimulate activity.
- b. No activity.
- c. Balance activities necessary toward walking starts in this position. Encouragement in this area is essential.
- d. No activity.

Weight on Hands When Prone

Gross Motor

Six Months

G 6 b

Observable Behavior:

When prone, chest and upper part of abdomen off table or floor.

Next Behavior:

- a. Hands Very Active
- b. May Bear Weight on One Hand
- c. Sits on Floor With Support
- d. Bounces with Enjoyment

Classroom Activities:

- a. Place attractive objects around room to stimulate activity.
- b. No activity.
- c. Balancing activities necessary toward walking starts in this position. Encouragement in this area is essential.
- c. No activity.

Weight on Feet When Standing

Gross Motor

Six Months

G 6 c

Observable Behavior:

When held in standing position, most of weight on feet.

Next Behavior:

- a. Hands Very Active
- b. May Bear Weight on One Hand
- c. Sits on Floor With Support
- d. Bounces with Enjoyment

Classroom Activities:

- a. Place attractive objects around room to stimulate activity.
- b. No activity.
- c. Balance activities necessary toward walking starts in this position. Encouragement in this area is essential.
- d. No activity.



Hands Very Active

Gross Motor

Seven Months

G 7 a

Observable Behavior:

When supine, hands very active in movement, etc.

Next Behavior:

- a. Creeps on hands and Knees
- b. Hand Preference
- c. Sits on Floor Unsupported

Classroom Activities:

- a. Place child on hands and knees with attractive object near by to encourage movement.
- b. No activity.
- c. Use rewarding activity to extend sitting position to increase proficiency in this area.

May Bear Weight on One Hand

Gross Motor

Seven Months

G 7 b

Observable Behavior:

When prone, may use only one hand to raise chest from table.

Next Behavior:

- a. Creeps on Hands and Knees
- b. Hand Preference
- c. Sits on Floor Unsupported

Classroom Activities:

- a. Place child on hands and knees with attractive object near by to encourage movement.
- b. No activity.
- c. Use rewarding activity to extend sitting position to increase proficiency in this area.

Bounces With Enjoyment

Gross Motor

Seven Months

G 7 c

Observable Behavior:

When held in standing position, bounces with pleasure.

Next Behavior:

- a. Creeps on Hands and Knees
- b. Hand Preference
- c. Sits on Floor Unsupported

Classroom Activities:

- a. Place child on hands and knees with attractive object near by to encourage movement.
- b. No activity.
- c. Use rewarding activity to extend sitting position to increase proficiency in this area.'

Sits on Floor With Support

Gross Motor

Seven Months

G 7 d

Observable Behavior:

Hands needed for support when sitting.

Next Behavior:

- Creeps on Hands and Knees
- b. Hand Preference
  - c. Sits on Floor Unsupported

Classroom Activities:

- a. Place child on hands and knees with attractive object near by to encourage movement.
- b. No activity.
- c. Use rewarding activity to extend sitting position to increase proficiency in this area.

Creeps on Hands and Knees

Gross Motor

Eight Months

G 8 a

Observable Behavior:

Supports self and moves about (forward or backward) on hands and knees.

Next Behavior:

- a. Raises to Sitting Position
- b. Crawls Backward
- c. Sits on Floor - Recovers Balance

Classroom Activities:

- a. Encourage child to change to sitting position by enticing him with rewarding experience.
- b. No activity.
- c. When child is occupied with toy, in sitting position, gently push him a little off balance; he should recover balance.

Hand Preference

Gross Motor

Eight Months

G 8 b

Observable Behavior:

Child reaches for and grasps object with the same hand five out of six times.

Next Behavior:

- a. Raises to Sitting Position
- b. Crawls Backward
- c. Sits on Floor - Recovers Balance

Classroom Activities:

- a. Encourage child to change to sitting position by enticing him with rewarding experience.
- b. No activity.
- c. When child is occupied with toy, in sitting position, gently push him a little off balance; he should recover balance.

Sits on Floor Unsupported

Gross Motor

Eight Months

G 8 c

Observable Behavior:

Able to sit alone.

Next Behavior:

- a. Raises to Sitting Position
- b. Crawls Backward
- c. Sits on Floor - Recovers Balance

Classroom Activities:

- a. Encourage child to change to sitting position by enticing him with rewarding experience.
- b. No activity.
- c. When child is occupied with toy, in sitting position, gently push him a little off balance; he should recover balance.

Raises to Sitting Position

Gross Motor

Nine Months

G 9 a

Observable Behavior:

Able to raise self to sitting position without help.

Next Behavior:

- a. Pulls Self to Feet
- b. Walks Holding On
- c. Prone to Sitting and V.V.
- d. Stands Momentarily
- e. When Prone, Rocks or Creeps

Classroom Activities:

- a. Pull on hands with aide pushing child to standing position. Lessen adult participation in time.
- b. Have children walk holding on to a chair or stool. Later give them a stick or a rope. Give variety of experiences, over different textured surfaces, between rungs of a ladder, on slants and on balance beams with support. Gradually lessen the support.
- c. Daily exercise in this area is appropriate.
- d. Allow individual time for this activity.
- e. No activity.

Crawls Backward

Gross Motor

Nine Months

G 9 b

Observable Behavior:

Pushes more with arms and hands than with feet, making himself go backward.

Next Behavior:

- a. Pulls Self to Feet
- b. Walks Holding On
- c. Prone to Sitting and V.V.
- d. Stands Momentarily
- e. When Prone, Rocks or Creeps

Classroom Activities:

- a. Pull on hands with aide pushing child to standing position. Lessen adult participation in time.
- b. Have children walk holding on to a chair or stool. Later give them a stick or a rope. Give variety of experiences - over different textured surfaces, between rungs of a ladder, on slants and on balance beams with support. Gradually lessen the support.
- c. Daily exercise in this area is appropriate.
- d. Allow individual time for this activity.
- e. No activity.

Sits on Floor - Recovers Balance

Gross Motor

Nine Months

G 9 c

Observable Behavior:

When tilted, while sitting, has the ability to recover balance.

Next Behavior:

- a. Pulls Self to Feet
- b. Walks Holding On
- c. Prone to Sitting and V.V.
- d. Stands Momentarily
- e. When Prone, Rocks or Creeps

Classroom Activities:

- a. Pull on hands with aide pushing child to standing position. Lessen adult participation in time.
- b. Have children walk holding on to a chair or stool. Later give them a stick or a rope. Give variety of experiences, over different textured surfaces, between rungs of a ladder, on slants and on balance beams with support. Gradually lessen the support.
- c. Daily exercise in this area is appropriate.
- d. Allow individual time for this activity.
- e. No activity.

Pulls Self to Feet

Gross Motor

Ten Months

G 10 a

Observable Behavior:

Pulls self to feet at rail of crib or other object.

Next Behavior:

- a. Strikes Doll
- b. Standing, Lifts Foot

Classroom Activities:

- a. The motion desired is similar to throwing. Demonstrate the activity. Use object that makes noise when hit to reward.
- b. Hold child's hands - walk him through the obstacle course.

Walks Holding On

Gross Motor

Ten Months

G 10 b

Observable Behavior:

Holds on with only one hand to furniture or hands of adult.

Next Behavior:

- a. Strikes Doll
- b. Standing, Lifts Foot

Classroom Activities:

- a. The motion desired is similar to throwing. Demonstrate the activity. Use object that makes noise when hit to reward.
- b. Hold child's hands - walk him through the obstacle course.

Prone to Sitting and V.V.

Gross Motor

Ten Months

G 10 c

Observable Behavior:

Pulls self from prone to sitting without help.

Next Behavior:

- a. Strikes Doll
- b. Standing, Lifts Foot

Classroom Activities:

- a. The motion desired is similar to throwing. Demonstrate the activity. Use object that makes noise when hit to reward.
- b. Hold child's hands - walk him through the obstacle course.

Stands Momentarily

Gross Motor

Ten Months

G 10 d

Observable Behavior:

Stands unsupported for several seconds.

Next Behavior:

- a. Strikes Doll
- b. Standing, Lifts Foot

Classroom Activities:

- a. The motion desired is similar to throwing. Demonstrate the activity. Use object that makes noise when hit to reward.
- b. Hold child's hands - walk him through the obstacle course.

Rocks, or Creeps When Prone      Gross Motor      Ten Months      G 10 e

Observable Behavior:

When prone, rocks or creeps.

Next Behavior:

- a. Strikes Doll
- b. Standing, Lifts Foot

Classroom Activities:

- a. The motion desired is similar to throwing. Demonstrate the activity. Use object that makes noise when hit to reward.
- g. Hold child's hands - walk him through the obstacle course.

Strikes Doll      Gross Motor      Eleven Months      G 11 a

Observable Behavior:

With doll of soft rubber that squeeks, child will deliberately hit the doll to make it squeek.

Next Behavior:

- a. Stoops and Recovers
- b. Pulls Self to Rail
- c. Plantigrade Creeping
- d. Sits and Pivots
- e. Walks With Hand Held

Classroom Activities:

- a. When child is standing, place attractive object on floor to encourage stooping and recovering.
- b. See G 9, Classroom Activity a.
- c. No activity.
- d. Surround child with objects while he is seated.
- e. See G 9, Classroom Activity b.



Standing, Lifts Foot

Gross Motor

Eleven Months

G 11 b

Observable Behavior:

When standing, will lift foot.

Next Behavior:

- a. Stoops and Recovers
- b. Pulls Self to Rail
- c. Plantigrade Creeping
- d. Sits and Pivots
- e. Walks with Hand Held

Classroom Activities:

- a. When child is standing, place attractive object on floor to encourage stooping and recovering.
- b. See G 9, Classroom Activity a.
- c. No activity.
- d. Surround child with objects while he is seated.
- e. See G 9, Classroom Activity b.

Stoops and Recovers

Gross Motor

Twelve Months

G 12 a

Observable Behavior:

Child able to recover standing position after stooping.

Next Behavior:

- a. Walks Fairly Well
- b. Starts and Stops
- c. Toddles About
- d. Falls by Collapsing
- e. Overcomes Simple Obstacles

Classroom Activities:

a., b., c., d., and e. are all ambulating activities. Continue activities suggested in G 9, Classroom Activity b, with increasing emphasis on obstacles, walking beam, walking to a drum beat, up-hill and down-hill, etc. to give as many experiences as possible.

Pulls Self To Rail

Gross Motor

Twelve Months

G 12 b

Observable Behavior:

Can pull to standing position in crib or at furniture.

Next Behavior:

- a. Walks Fairly Well
- b. Starts and Stops
- c. Toddles About
- d. Falls by Collapsing
- e. Overcomes Simple Obstacles

Classroom Activities:

a., b., c., d., and e. are all ambulating activities. Continue activities suggested in G 9, Classroom Activity b, with increasing emphasis on obstacles, walking beam, walking to a drum beat, up-hill and down-hill, etc. to give as many experiences as possible.

Plantigrade Creeping

Gross Motor

Twelve Months

G 12 c

Observable Behavior:

Creeps with only hands and feet on floor.

Next Behavior:

- a. Walks Fairly Well
- b. Starts and Stops
- c. Toddles About
- d. Falls by Collapsing
- e. Overcomes Simple Obstacles

Classroom Activities:

a., b., c., d. and e. are all ambulating activities. Continue activities suggested in G 9, Classroom Activity b, with increasing emphasis on obstacles, walking beam, walking to a drum beat, up-hill and down-hill, etc. to give as many experiences as possible.

Sits and Pivots

Gross Motor

Twelve Months

G 12 d

Observable Behavior:

While sitting, child able to turn self around.

Next Behavior:

- a. Walks Fairly Well
- b. Starts and Stops
- c. Toddles About
- d. Falls by Collapsing
- e. Overcomes Simple Obstacles

Classroom Activities:

a., b., c., d., and e. are all ambulating activities. Continue activities suggested in G 9, Classroom Activity b, with increasing emphasis on obstacles, walking beam, walking to a drum beat, up-hill and down-hill, etc. to give as many experiences as possible.

Walks With Hand Held

Gross Motor

Twelve Months

G 12 e

Observable Behavior:

Walks with only one hand held.

Next Behavior:

- a. Walks Fairly Well
- b. Starts and Stops
- c. Toddles About
- d. Falls by Collapsing
- e. Overcomes Simple Obstacles

Classroom Activities:

a., b., c., d., and e. are all ambulating activities. Continue activities suggested in G 9, Classroom Activity b, with increasing emphasis on obstacles, walking beam, walking to a drum beat, up-hill and down-hill, etc. to give as many experiences as possible.

Walks Fairly Well

Gross Motor

Fourteen Months    G 14 a

Observable Behavior:

Able to walk unassisted 10 feet.

Next Behavior:

- a. Walks Well
- b. Imitates House Work
- c. Seats Self in Chair
- d. Creeps Upstairs

Classroom Activities:

- a. See G 12, Classroom Activity a.
- b. Assign each child to a task, such as bringing his own tray at lunch time, getting own mats for resting, wiping the table after meals, etc.
- c. No activity other than the opportunity to perform the task.
- d. Place attractive object at top of the stairs.

Starts and Stops

Gross Motor

Fourteen Months    G 14 b

Observable Behavior:

When walking will be able to start and stop.

Next Behavior:

- a. Walks Well
- b. Imitates House Work
- c. Seats Self in Chair
- d. Creeps Upstairs

Classroom Activities:

- a. See G 12, Classroom Activity a.
- b. Assign each child to a task, such as bringing his own tray at lunch time, getting own mat for resting, wiping the table after meals, etc.
- c. No activity other than the opportunity to perform the task.
- d. Place attractive object at the top of the stairs.

Toddles About

Gross Motor

Fourteen Months    G 14 c

Observable Behavior:

Constantly on the move even though unsteady.

Next Behavior:

- a. Walks Well
- b. Imitates House Work
- c. Seats Self in Chair
- d. Creeps Upstairs

Classroom Activities:

- a. See G. 12, Classroom Activity a.
- b. Assign each child to a task, such as bringing his own tray at lunch time, getting own mat for resting, wiping the table after meals, etc.
- c. No activity other than the opportunity to perform the task.
- d. Place attractive object at the top of the stairs.

Falls by Collapsing

Gross Motor

Fourteen Months    G 14 d

Observable Behavior:

The only way child can get from standing to sitting is by collapsing.

Next Behavior:

- a. Walk Well
- b. Imitates House Work
- c. Seats Self in Chair
- d. Creeps Upstairs

Classroom Activities:

- a. See G 12, Classroom Activity a.
- b. Assign each child to a task, such as bringing his own tray at lunch time, getting own mat for resting, wiping the table after meals, etc.
- c. No activity other than the opportunity to perform the task.
- d. Place attractive object at the top of the stairs.

Overcomes Simple Obstacles

Gross Motor

Fourteen Months

G 14 e

Observable Behavior:

Opens closed doors, reaches for object with stick, etc.

Next Behavior:

- a. Walks Well
- b. Imitates House Work
- c. Seats Self in Chair
- d. Creeps Upstairs

Classroom Activities:

- a. See G 12, Classroom Activity a.
- b. Assign each child to a task, such as bringing his own tray at lunch time, getting own mats for resting, wiping the table after meals, etc.
- c. No activity other than the opportunity to perform the task.
- d. Place attractive object at the top of the stairs.

Walks Well

Gross Motor

Sixteen Months

G 16 a

Observable Behavior:

Walks well - falls seldom.

Next Behavior:

- a. Hurls Ball
- b. Walks Sideways
- c. Runs Stiffly
- d. Pulls Wheeled Toy

Classroom Activities:

- a. Toss bean bags into containers - use assistant to throw to another person at first. Use various textured objects - cloth ball, rubber ball, clutch ball. Adjust distance and/or height of container to challenge the child.
- b. Place child on balance beam, hold his hands pretending to dance; encourage sideways walking.
- c. Encourage running through races, chases, etc.
- d. No activity.

Observable Behavior:

Will imitate sweeping, ironing, setting table, etc.

Next Behavior:

- a. Hurls Ball
- b. Walks Sideways
- c. Runs Stiffly
- d. Pulls Wheeled Toy

Classroom Activities:

- a. Toss bean bags into containers - use assistant to throw to another person at first. Use various textured objects - cloth ball, rubber ball, clutch ball. Adjust distance and/or height of container to challenge the child.
- b. Place child on balance beam, hold his hands pretending to dance; encourage sideways walking.
- c. Encourage running through races, chases, etc.
- d. No activity.

Observable Behavior:

Able to climb in chair, turn around and sit down.

Next Behavior:

- a. Hurls Ball
- b. Walks Sideways
- c. Runs Stiffly
- d. Pulls Wheeled Toy

Classroom Activities:

- a. Toss bean bags into containers - use assistant to throw to another person at first. Use various textured objects - cloth ball, rubber ball, clutch ball. Adjust distance and/or height of container to challenge the child.
- b. Place child on balance beam, hold his hands pretending to dance; encourage sideways walking.
- c. Encourage running through races, chases, etc.
- d. No activity.

Creeps Upstairs

Gross Motor

Sixteen Months

G 16 d

Observable Behavior:

Gets upstairs on hands and knees.

Next Behavior:

- a. Hurls Ball
- b. Walks Sideways
- c. Runs Stiffly
- d. Pulls Wheeled Toy

Classroom Activities:

- a. Toss bean bags into containers - use assistant to throw to another person at first. Use various textured objects - cloth ball, rubber ball, clutch ball. Adjust distance and/or height of container to challenge the child.
- b. Place child on balance beam, hold his hands pretending to dance; encourage sideways walking.
- c. Encourage running through races, chases, etc.
- d. No activity.

Hurls Ball

Gross Motor

Eighteen Months

G 18 a

Observable Behavior:

Able to hurl ball forward regardless of direction or style.

Next Behavior:

- a. Walks Upstairs with Both Feet
- b. Kicks Ball
- c. Down from Adult Chair

Classroom Activities:

- a. Give cues and assistance to children to go up stairs.
- b. Demonstrate kicking. Have children kick ball back and forth to each other.
- c. No activity other than demonstration and encouragement.



Walks Sideways

Gross Motor

Eighteen Months

G 18 b

Observable Behavior:

Walks sideways.

Next Behavior:

- a. Walks Upstairs With Both Feet
- b. Kicks Ball
- c. Down from Adult Chair

Classroom Activities:

- a. Give cues and assistance to children to go up stairs.
- b. Demonstrate kicking. Have children kick ball back and forth to each other.
- c. No activity other than demonstration and encouragement.

Runs Stiffly

Gross Motor

Eighteen Months

G 18 c

Observable Behavior:

Seems unable to bend knees when running - runs awkwardly.

Next Behavior:

- a. Walks Upstairs with Both Feet
- b. Kicks Ball
- c. Down from Adult Chair

Classroom Activities:

- a. Give cues and assistance to children to go up stairs.
- b. Demonstrate kicking. Have children kick ball back and forth to each other.
- c. No activity other than demonstration and encouragement.

Pulls Wheel Toy

Gross Motor

Eighteen Months

G 18 d

Observable Behavior:

Pulls wheel toy.

Next Behavior:

- a. Walks Upstairs With Both Feet
- b. Kicks Ball
- c. Down From Adult Chair

Classroom Activities:

- a. Give cues and assistance to children to go up stairs.
- b. Demonstrate kicking. Have children kick ball back and forth to each other.
- c. No activity other than demonstration and encouragement.

Walks Upstairs - Both Feet

Gross Motor

Twenty-One Months

G 21 a

Observable Behavior:

Walks upstairs with both feet on one tread.

Next Behavior:

- a. Throws Ball Overhand
- b. Runs Rather Than Walks
- c. Squats on Floor
- d. Kicks Large Ball
- e. Picks Objects Off Floor

Classroom Activities:

- a. Demonstrate and encourage.
- b. This activity is automatic - encourage by having races.
- c. Play follow the leader for these activities.
- d. See G 21, Classroom Activity b.
- e. Have contest or relay races with objects on floor and combine with b. above.

Kicks Ball

Gross Motor

Twenty-One Months

G 21 b

Observable Behavior:

Able to make ball go in forward direction with foot. Definite kick rather than walking into it.

Next Behavior:

- a. Throws Ball Overhand
- b. Runs Rather than Walks
- c. Squats on Floor
- d. Kicks Large Ball
- e. Picks Objects Off Floor

Classroom Activities:

- a. Demonstrate and encourage.
- b. This activity is automatic - encourage by having races.
- c. Play follow the leader for these activities.
- d. See G 21, Classroom Activity b.
- e. Have contest or relay races with objects on floor and combine with b. above.

Down From Adult Chair

Gross Motor

Twenty-One Months

G 21 c

Observable Behavior:

Able to deliberately get down to floor from an adult chair.

Next Behavior:

- a. Throws Ball Overhand
- b. Runs Rather than Walks
- c. Squats on Floor
- d. Kicks Large Ball
- e. Picks Objects Off Floor

Classroom Activities:

- a. Demonstrate and encourage.
- b. This activity is automatic - encourage by having races.
- c. Play follow the leader for these activities.
- d. See G 21, Classroom Activity b.
- e. Have contest or relay races with objects on floor and combine with b. above.

Throws Ball Overhand

Gross Motor

Twenty-Four Months G 24 a

Observable Behavior:

Throws ball with throwing arm above shoulder.

Next Behavior:

- a. Jumps in Place

Classroom Activities:

- a. Have child watch others jump. Hold child and lift as he jumps. Jump on large inner tube, trampoline or spring board; will give better sense of spring at first. Emphasize bending knees and pushing with feet.

Runs Rather Than Walks

Gross Motor

Twenty-Four Months G 24 b

Observable Behavior:

When moving from one place to another, will usually run.

Next Behavior:

- a. Jumps in Place

Classroom Activities:

- a. Have child watch others jump. Hold child and lift as he jumps. Jump on large inner tube, trampoline or spring board; will give better sense of spring at first. Emphasize bending knees and pushing with feet.

Squats on Floor

Gross Motor

Twenty-Four Months G 24 c

Observable Behavior:

Keeps both feet on floor, but will be able to pick up things from floor by squatting.

Next Behavior:

- a. Jumps in Place

Classroom Activities:

- a. Have child watch others jump. Hold child and lift as he jumps. Jump on large innertube, trampoline or sping board; will give better sense of spring at first. Emphasize bending knees and pushing with feet.

Kicks Large Ball

Gross Motor

Twenty-Four Months G 24 d

Observable Behavior:

Kicks large ball (see G 21 b).

Next Behavior:

- a. Jumps in Place

Classroom Activities:

- a. Have child watch others jump. Hold child and lift as he jumps. Jump on large inner tube, trampoline or spring board; will give better sense of spring at first. Emphasize bending knees and pushing with feet.

Picks Up Objects From Floor    Gross Motor    Twenty-Four Months    G 24 e

Observable Behavior:

Able to pick up small objects from floor either from a squatting position or from a sitting position.

Next Behavior:

- a. Jumps in Place

Classroom Activities:

- a. Have child watch others jump. Hold child and lift as he jumps. Jump on a large inner tube, trampoline or spring board; will give better sense of spring at first. Emphasize bending knees and pushing with feet.

Jumps in Place                      Gross Motor                      Twenty-Seven Months    G 27 a

Observable Behavior:

Both feet off the floor at the same time.

Next Behavior:

- a. Rides Trike
- b. Broad Jumps
- c. Avoids Simple Hazards
- d. Walks on Tiptoe

Classroom Activities:

- a. Demonstrate and assist with verbal instruction.
- b. Continue G 24, Classroom Activity a, but add instructions to push off with both feet.
- c. Daily encouragement in this area is appropriate.
- d. Hold child with only toes touching will give the child the proper sensation, then encourage by playing game of walking low to ground in stooping position, then reaching as high as possible, including walking on tiptoes.

Rides a Trike

Gross Motor

Thirty Months

G 30 a

Observable Behavior:

Able to pedal trike for distance of ten feet.

Next Behavior:

- a. Balances on one foot one Second
- b. Climbs About
- c. Walks Upstairs on Alternating Feet
- d. Walks Downstairs With Both Feet on Tread
- e. Kicks Ball Well

Classroom Activities:

- a. Use parallel bars at first to encourage standing on one foot. Give verbal direction and encouragement.
- b. Continue as with stair climbing using jungle gym and ladders.
- c. Demonstrate and encourage.
- d. Same as above.
- e. See G 18, Classroom Activity b.

Broad Jumps

Gross Motor

Thirty Months

G 30 b

Observable Behavior:

Both feet must be in the air at the same time and child must jump a distance of 4 inches.

Next behavior:

- a. Balances on one Foot One Second
- b. Climbs About
- c. Walks Upstairs on Alternating Feet
- d. Walks Downstairs With Both Feet on Tread
- e. Kicks Ball Well

Classroom Activities:

- a. Use parallel bars at first to encourage standing on one foot. Give verbal direction and encouragement.
- b. Continue as with stair climbing using jungle gym and ladders.
- c. Demonstrate and encourage.
- d. Same as above.
- e. See G 18, Classroom Activity b.

Avoids Simple Hazards

Gross Motor

Thirty Months

G 30 c

Observable Behavior:

Avoids dangers such as sharp objects, matches; keeps out of street, etc.

Next Behavior:

- a. Balances on One Foot One Second
- b. Climbs About
- c. Walks Upstairs on Alternating Feet
- d. Walks Downstairs With Both Feet on Tread
- e. Kicks Ball Well

Classroom Activities:

- a. Use parallel bars at first to encourage standing on one foot. Give verbal direction and encouragement.
- b. Continue as with stair climbing using jungle gym and ladders.
- c. Demonstrate and encourage.
- d. Same as above.
- e. See G 18, Classroom Activity b.

Walks on Tip Toe

Gross Motor

Thirty Months

G 30 d

Observable Behavior:

Walks on toes with heel off ground.

Next Behavior:

- a. Balances on One Foot One Second
- b. Climbs About
- c. Walks Upstairs on Alternating Feet
- d. Walks Downstairs With Both Feet on Tread
- e. Kicks Ball Well

Classroom Activities:

- a. Use parallel bars at first to encourage standing on one foot. Give verbal direction and encouragement.
- b. Continue as with stair climbing using jungle gym and ladders.
- c. Demonstrate and encourage.
- d. Same as above.
- e. See G 18, Classroom Activity b.



Balances on One Foot One Second   Gross Motor   Thirty-Six Months   G 36 a

Observable Behavior:

Balances on one foot for one second.

Next Behavior:

a. Balances one Foot 2 Seconds

Classroom Activities:

a. See G 30, Classroom Activity a.

Climbs About   Gross Motor   Thirty-Six Months   G 36 b

Observable Behavior:

Climbs jungle gyms, etc.

Next Behavior:

a. Balances One Foot 2 Seconds

Classroom Activities:

a. See G 30, Classroom Activity a.

Walks Up Stairs

Gross Motor

Thirty-Six Months

G 36 c

Observable Behavior:

Walks up stairs only one foot on a tread.

Next Behavior:

- a. Balances One Foot 2 Seconds

Classroom Activities:

- a. See G 30, Classroom Activity a.

Walks Down Stairs

Gross Motor

Thirty-Six Months

G 36 d

Observable Behavior:

Walks down stairs both feet on each tread.

Next Behavior:

- a. Balances One Foot 2 Seconds

Classroom Activities:

- a. See G 30, Classroom Activity a.

Kicks Ball Well

Gross Motor

Thirty-Six Months

G 36 e

Observable Behavior:

Foot follows through and ball propelled distance of at least 10 feet.

Next Behavior:

- a. Balances One Foot 2 Seconds

Classroom Activities:

- a. See G 30, Classroom Activity a.

Balances on One Foot 2 Seconds

Gross Motor

Forty-Two Months

G 42 a

Observable Behavior:

Able to lift one foot and stand on the other for two seconds.

Next Behavior:

- a. Hops on One Foot
- b. Catches Objects
- c. Skips on One Foot
- d. Jumps (Running)
- e. Balances One Foot 4-8 Seconds

Classroom Activities:

- a. Demonstrate - use parallel bars for support. Hold child's legs up while he hops.
- b. Demonstrate - use clutch ball at first and demonstrate squeeze to hold on. Adjust size of ball and distance according to the success factor.
- c. Hold child's hand and demonstrate step-hop, step-hop. Later use music with activity.
- d. After G 24, Classroom Activity a has been successful, include movement before the jump - walking at first - then running.
- e. Same as G 42, Classroom Activity a.

Hops on One Foot

Gross Motor

Forty-Eight Months G 48 a

Observable Behavior:

While lifting one foot, able to hop on other. Both feet must be off floor at same time.

Next Behavior:

a. Goes about Neighborhood Unattended

Classroom Activities:

a. Provide opportunity for this activity with observance from a distance to insure success.

Catches Object

Gross Motor

Forty-Eight Months G 48 b

Observable Behavior:

Able to catch ball or other soft object thrown.

Next Behavior:

a. Goes About Neighborhood Unattended

Classroom Activities:

a. Provide opportunity for this activity with observance from a distance to insure success.

Skips on One Foot

Gross Motor

Forty-Eight Months G 48 c

Observable Behavior:

Can lift one foot and jump with other.

Next Behavior:

a. Goes about Neighborhood Unattended

Classroom Activities:

a. Provide opportunity for this activity with observance from a distance to insure success.

Jumps Running

Gross Motor

Forty-Eight Months G 48 d

Observable Behavior:

Can run and jump while still moving fast.

Next Behavior:

a. Goes About Neighborhood Unattended

Classroom Activities:

a. Provide opportunity for this activity with observance from a distance to insure success.

Balances One Foot 4-8 Seconds    Gross Motor    Forty-Eight Months G 48 e

Observable Behavior:

Balances one foot 4-8 seconds.

Next Behavior:

- a. Goes About Neighborhood Unattended

Classroom Activities:

- a. Provide opportunity for this activity with observance from a distance to insure success.

Reacts with Eyes

Fine Motor

One Month

F 1 a

Observable Behavior:

Eye muscles are assuming control. All activity is geared to eyes.

Next Behavior:

- a. Holds Rattle
- b. Eyes Track
- c. Rights Self
- d. Looks and Holds

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Follow to Mid-line

Fine Motor

One Month

F 1 b

Observable Behavior:

By holding attractive object above child, he will follow with his eyes to mid-line. At a later time, he will follow across the mid-line.

Next Behavior:

- a. Holds Rattle
- b. Eyes Track
- c. Rights Self
- d. Looks and Holds

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Difficult to Control Eyes

Fine Motor

One Month

F 1 c

Observable Behavior:

He is able to hold eyes on one object now, but muscles are still weak.

Next Behavior:

- a. Holds Rattle
- b. Eyes Track
- c. Rights Self
- d. Looks and Holds

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Grasp Reflex

Fine Motor

One Month

F 1 d

Observable Behavior:

When open palm is touched, child will grasp and hold. This is a normal reflexive action that will slowly disappear.

Next Behavior:

- a. Holds Rattle
- b. Eyes Track
- c. Rights Self
- d. Looks and Holds

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.



Startle Reflex

Fine Motor

One Month

F 1 e

Observable Behavior:

When confronted with sudden noise or bright light, child will react with entire body. Arms will flex, etc.

Next Behavior:

- a. Holds Rattle
- b. Eyes Track
- c. Rights Self
- d. Looks and Holds

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Holds Rattle

Fine Motor

Two Months

F 2 a

Observable Behavior:

Will hold rattle momentarily when placed in hand. Reflexive action on the grasping of the rattle.

Next Behavior:

- a. Attends to Cube
- b. Follows Swinging Ring
- c. Inspect Fingers
- d. Plays with Rattle
- e. Fingers Open

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Eyes Track

Fine Motor

Two Months

F 2 b

Observable Behavior:

Eyes will follow a horizontally moving object.

Next Behavior:

- a. Attends to Cube
- b. Follows swinging ring in circle
- c. Inspects Fingers
- d. Plays with Rattle
- e. Fingers Open

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Rights Self

Fine Motor

Two Months

F 2 c

Observable Behavior:

Will make effort to right self if tilted while seated.

Next Behavior:

- a. Attends to Cube
- b. Follows Swinging Ring
- c. Inspects Fingers
- d. Plays with Rattle
- e. Fingers Open

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Looks and Holds

Fine Motor

Two Months

F 2 d

Observable Behavior:

Child will stare at faces near him.

Next Behavior:

- a. Attends to Cube
- b. Follows swinging Ring
- c. Inspects Fingers
- d. Plays with Rattle
- e. Fingers Open

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Attends to Cube

Fine Motor

Three Months

F 3 a

Observable Behavior:

With child in sitting position, cube is placed on table. Child's attention is drawn to cube by tapping. Child's eyes remain on cube after examiner's hand is removed.

Next Behavior:

- a. Manual Control by Sight
- b. Ring to Mouth
- c. Fingers Busy
- d. Eye-hand Coordination Begins
- e. Head to Mid-line

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Swinging Ring

Fine Motor

Three Months

F 3 b

Observable Behavior:

Eyes continuously follow a ring as it is moved in a circle.

Next Behavior:

- a. Manual Control by Sight
- b. Ring to Mouth
- c. Fingers Busy
- d. Eye-Hand Coordination Begins
- e. Head to Mid-line

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Inspects Fingers

Fine Motor

Three Months

F 3 c

Observable Behavior:

Child obviously observes his hands -- either during the examination or reported by mother.

Next Behavior:

- a. Manual Control by Sight
- b. Ring to Mouth
- c. Fingers Busy
- d. Eye-hand Coordination Begins
- e. Head to Mid-line

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Plays With Rattle

Fine Motor

Three Months

F 3 d

Observable Behavior:

Put rattle in hand, child will rattle, chew, or hold it before eyes.

Next Behavior:

- a. Manual Control by Sight
- b. Ring to Mouth
- c. Fingers Busy
- d. Eye-hand Coordination Begins
- e. Head to Mid-line

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Fingers Open

Fine Motor

Three Months

F 3 e

Observable Behavior:

Hands should be open part of the time at this age. (See Hands Tight)

Next Behavior:

- a. Manual Control by Sight
- b. Ring to Mouth
- c. Fingers Busy
- d. Eye-hand Coordination Begins
- e. Head to Mid-line

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Manual Control By Sight

Fine Motor

Four Months

F 4 a

Observable Behavior:

Will decrease arm waving when hands are in line of sight.

Next Behavior:

- a. Eyes Focus on Small Objects
- b. Transfers Hand-to-Hand
- c. Pulls Suspended Ring
- d. Attains Ring

Classroom Activities:

- a. Place small objects near children to encourage them to reach for the objects. Place an object that makes noise or even food behind a screen, then move it so that it will appear from different places around the screen to increase eye-tracking.
- b. With the children seated in a circle, place an empty box in the center of the circle. Place attractive objects outside the circle and make a game of the children reaching for the objects, transferring the object from one hand to another and then placing in the box.
- c. Same as b - since the object of the task is increased grasping.
- d. Same as a.

Ring to Mouth

Fine Motor

Four Months

F 4 b

Observable Behavior:

Objects that are held will be brought to mouth.

Next Behavior:

- a. Eyes Focus on Small Objects
- b. Transfers Hand-to-Hand
- c. Pulls Suspended Ring
- d. Attains Ring

Classroom Activities:

- a. Place small objects near children to encourage them to reach for the objects. Place an object that makes noise or even food behind a screen, then move it so that it will appear from different places around the screen to increase eye-tracking.
- b. With the children seated in a circle, place an empty box in the center of the circle. Place attractive objects outside the circle and make a game of the children reaching for the objects, transferring the object from one hand to another and then placing in the box.
- c. Same as b - since the object of the task is increased grasping.
- d. Same as a.

Fingers Busy

Fine Motor

Four Months

F 4 c

Observable Behaviors:

Child manipulates one hand with the other one. Keeps his fingers busy.

Next Behavior:

- a. Eyes focus on Small Objects
- b. Transfers Hand-to-Hand
- c. Pulls Suspended Ring
- d. Attains Ring

Classroom Activities:

- a. Place small objects near children to encourage them to reach for the objects. Place an object that makes noise or even food behind a screen, then move it so that it will appear from different places around the screen to increase eye-tracking.
- b. With the children seated in a circle, place an empty box in the center of the circle. Place attractive objects outside the circle and make a game of the children reaching for the objects, transferring the object from one hand to another and then placing in the box.
- c. Same as b - since the object of the task is increased grasping.
- d. Same as a.

Eye-Hand Coordination Begins

Fine Motor

Four Months

F 4 d

Observable Behavior:

Child is beginning to be able to reach for objects he sees.

Next Behavior:

- a. Eyes Focus on Small Objects
- b. Transfers Hand-to-Hand
- c. Pulls Suspended Ring
- d. Attains Ring

Classroom Activities:

- a. Place small objects near children to encourage them to reach for the objects. Place an object that makes noise or even food behind a screen, then move it so that it will appear from different places around the screen to increase eye-tracking.
- b. With the children seated in a circle, place an empty box in the center of the circle. Place attractive objects outside the circle and make a game of the children reaching for the objects, transferring the object from one hand to another and then placing in the box.
- c. Same as b - since the object of the task is increased grasping.
- d. Same as a.

Head to Mid-line

Fine Motor

Four Months

F 4 e

Observable Behavior:

When moving sighted object horizontally above child, he will follow with eyes to mid-line, halt, and then resume tracking.

Next Behavior:

- a. Eyes Focus on Small Objects
- b. Transfers Hand-to-Hand
- c. Pulls Suspended Ring
- d. Attains Ring

Classroom Activities:

- a. Place small objects near children to encourage them to reach for the objects. Place an object that makes noise or even food behind a screen, then move it so that it will appear from different places around the screen to increase eye-tracking.
- b. With the children seated in a circle, place an empty box in the center of the circle. Place attractive objects outside the circle and make a game of the children reaching for the objects, transferring the object from one hand to another and then placing in the box.
- c. Same as b - since the object of the task is increased grasping.
- d. Same as a.

Eyes Focus on Small Objects

Fine Motor

Five Months

F 5 a

Observable Behavior:

Eyes are able to focus and hold on small objects for longer period of time than previously.

Next Behavior:

- a. Picks up String
- b. Grasps Objects if in Vision
- c. Reaches Persistently
- d. Lifts Cup

Classroom Activities:

- a. Attach an attractive object to a string for the child to pull toward self.
- b. Hang mobiles within sight and reach.
- c. With children in a circle, tie a balloon to a stick, then walk around the circle of seated children holding the balloon inside the circle to encourage reaching.
- d. No activity.



Transfers Objects Hand-to-Hand

Fine Motor

Five Months

F 5 b

Observable Behavior:

Ring, rattle or other object is changed from one hand to the other two or more times.

Next Behavior:

- a. Picks up String
- b. Grasps object if in line of Vision
- c. Reaches Persistently
- d. Lifts Cup

Classroom Activities:

- a. Attach an attractive object to a string for the child to pull toward self.
- b. Hang mobiles within sight and reach.
- c. With children in a circle, tie a balloon to a stock, then walk around the circle of seated children holding the balloon in side the circle to encourage reaching.
- d. No activity.

Pulls Suspended Ring

Fine Motor

Five Months

F 5 c

Observable Behavior:

Dangle ring over child. Child will pull ring toward him against the resistance of the examiner.

Next Behavior:

- a. Picks up String
- b. Grasps Objects if in line of Vision
- c. Reaches Persistently
- d. Lifts Cup

Classroom Activities:

- a. Attach an attractive object to a string for the child to pull toward self.
- b. Hang mobiles within sight and reach.
- c. With children in a circle, tie a balloon to a stick, then walk around the circle of seated children holding the balloon inside the circle to encourage reaching.
- d. No activity.

Attains Ring

Fine Motor

Five Months

F 5 d

Observable Behavior:

With ring dangling by string, child can grasp ring some of the time.

Next Behavior:

- a. Picks up String
- b. Grasps Objects if in Vision
- c. Reaches Persistently
- d. Lifts Cup

Classroom Activities:

- a. Attach an attractive object to a string for the child to pull toward self.
- b. Hang mobiles within sight and reach.
- c. With children in a circle, tie a balloon to a stick, then walk around the circle of seated children holding the balloon inside the circle to encourage reaching.
- d. No activity.

Picks Up String

Fine Motor

Six Months

F 6 a

Observable Behavior:

Able to Pick up a String

Next Behavior:

- a. Eyes Lead
- b. Secures Two Cubes
- c. One Hand Approach
- d. Pulls Peg from Peg-board
- e. Thumb Opposition

Classroom Activities:

- a. See F 5 classroom activities b.
- b. See F 5 classroom activities c.
- c. See F 4 classroom activities b.
- d. Encourage pulling pegs from peg-board at this level. See F 12 classroom activities b.
- e. Hand puppets will increase thumb opposition as well as increase the desire for language.

Grasps Object if in Line of Vision    Fine Motor    Six Months    F 6 b

Observable Behavior:

When child sees object, will reach for and grasp that object.

Next Behavior:

- a. Eyes Lead
- b. Secures Two Cubes
- c. One Hand Approach
- d. Pulls Peg From Peg-board
- e. Thumb Opposition

Classroom Activities:

- a. See F 5, Classroom Activity b.
- b. See F 5, Classroom Activity c.
- c. See F 4, Classroom Activity b.
- d. Encourage pulling pegs from peg-board at this level. See F 12, Classroom Activity b.
- e. Hand puppets will increase thumb opposition as well as increase the desire for language.

Reaches Persistently                      Fine Motor                      Six Months                      F 6 c

Observable Behavior:

Child keeps hand stretched toward object for several seconds attempting to grasp at the object.

Next Behavior:

- a. Eyes Lead
- b. Secures Two Cubes
- c. One Hand Approach
- d. Pulls Peg from Peg-board
- e. Thumb Opposition

Classroom Activities:

- a. See F 5, Classroom Activity b.
- b. See F 5, Classroom Activity c.
- c. See F 4, Classroom Activity b.
- d. Encourage pulling pegs from peg-board at this level. See F 12, Classroom Activity b.
- e. Hand puppets will increase thumb opposition as well as increase the desire for language.

Lifts Cup

Fine Motor Six Months F 6 d

Observable Behavior:

Cup placed upside down within reach. Child lifts cup from table.

Next Behavior:

- a. Eyes Lead
- b. Secures Two Cubes
- c. One Hand Approach
- d. Pulls Peg from Peg-board
- e. Thumb Opposition

Classroom Activities:

- a. See F 5 classroom activities b.
- b. See F 5 classroom activities c.
- c. See f 4 classroom activities b.
- d. Encourage pulling pegs from peg-board at this level. See F 12 classroom activities b.
- e. Hand puppets will increase thumb opposition as well as increase the desire for language.

Eyes Lead

Fine Motor Seven Months F 7 a

Observable Behavior:

Eyes will track moving objects. Hands will follow.

Next Behavior:

- a. Attains Ring
- b. Secures Pellet
- c. Bangs Spoon

Classroom Activities:

- a. Use pull toys for this activity.
- b. No activity.
- c. Use rhythm instruments - cymbals, bells, etc.

Secures two Cubes

Fine Motor

Seven Months

F 7 b

Observable Behavior:

Child presented with one cube and as soon as he has taken it, another cube is presented. Child takes second cube and holds both for several seconds.

Next Behavior:

- a. Attains Ring
- b. Secures Pellet
- c. Bangs Spoon

Classroom Activities:

- a. Use pull toys for this activity.
- b. No activity.
- c. Use rhythm instruments - cymbals, bells, etc.

One Hand Approach

Fine Motor

Seven Months

F 7 c

Observable Behavior:

Will begin to use one hand in preference to the other in reaching.

Next Behavior:

- a. Attains Ring
- b. Secures Pellet
- c. Bangs Spoon

Classroom Activities:

- a. Use pull toys for this activity.
- b. No activity.
- c. Use rhythm instruments - cymbals, bells, etc.

Pulls Peg from Peg-Board

Fine Motor

Seven Months

F 7 d

Observable Behavior:

After example is made, child pulls peg from peg-board.

Next Behavior:

- a. Attains Ring
- b. Secures Pellet
- c. Bangs Spoon

Classroom Activities:

- a. Use pull toys for this activity.
- b. No activity.
- c. Use rhythm instruments, cymbals, bells, etc.

Thumb Opposition

Fine Motor

Seven Months

F 7 e

Observable Behavior:

Child picks up cube or other small object with thumb and fingers completely opposed and without use of palm.

Next Behavior:

- a. Attains Ring
- b. Secures Pellet
- c. Bangs Spoon

Classroom Activities:

- a. Use pull toys for this activity.
- b. No activity.
- c. Use rhythm instruments - cymbals, bells, etc.

Attains Ring with String

Fine Motor

Eight Months

F 8 a

Observable Behavior:

Ring is outside reach but tied to string with string toward child.  
Child pulls string to obtain ring.

Next Behavior:

- a. Rings Bell
- b. Pincer Grasp

Classroom Activities:

- a. Use fire engine bell with string attached for this activity.
- b. Finger puppets will increase pincer grasp.  
Put masking tape on children's arms, and face with one end of the tape not stuck down, children will pull off the tape for pincer grasp.

Secures Pellet

Fine Motor

Eight Months

F 8 b

Observable Behavior:

Pellet (or some small object) is placed on the table in front of the child. The child is able to pick up the pellet with thumb and finger remaining on table.

Next Behavior:

- a. Rings Bell
- b. Pincer Grasp

Classroom Activities:

- a. Use fire engine bell with string attached for this activity.
- b. Finger puppets will increase pincer grasp. Put masking tape on children's arms, and face with one end of the tape not stuck down, children will pull off the tape for pincer grasp.

Bangs Spoon

Fine Motor

Eight Months

F 8 c

Observable Behavior:

Spoon is placed on table -- child bangs spoon against the table.

Next Behavior:

- a. Rings Bell
- b. Pincer Grasp

Classroom Activities:

- a. Use fire engine bell with string attached for this activity.
- b. Finger puppets will increase pincer grasp. Put masking tape on children's arms, and face with one end of the tape not stuck down, children will pull off the tape for pincer grasp.

Rings Bell

Fine Motor

Nine Months

F 9 a

Observable Behavior:

Child rings bell in imitation.

Next Behavior:

- a. Holds Own Bottle
- b. Crude Release
- c. Attempts Third Cube
- d. Bangs two Cubes at Mid-line

Classroom Activities:

- a. No Activity.
- b. Have children drop bean bags into container for crude release. Drop washers or other solid objects into a tin can.
- c. No activity.
- d. Rhythm instruments again used for mid-line activity.



Pincer Grasp

Fine Motor

Nine Months

F 9 b

Observable Behavior:

Child picks up small objects with thumb and forefinger precisely.

Next Behavior:

- a. Holds Own Bottle
- b. Crude Release
- c. Attempts Third Cube
- d. Bangs Two Cubes at Mid-line

Classroom Activities:

- a. No activity.
- b. Have children drop bean bags into container for crude release.  
Drop washers or other solid objects into a tin can.
- c. No activity.
- d. Rhythm instruments again used for mid-line activity.

Holds Own Bottle

Fine Motor

Ten Months

F 10 a

Observable Behavior:

Able to hold own bottle.

Next Behavior:

- a. Puts Objects in Container

Classroom Activities:

- a. See F 9, Classroom Activity b.

Crude Release

Fine Motor

Ten Months

F 10 b

Observable Behavior:

Lets go of an object without control. Fingers spread on release.

Next Behavior:

- a. Puts objects in container.

Classroom Activities:

- a. See F 9, Classroom Activity b.

Attempts 3rd Cube

Fine Motor

Ten Months

F 10 c

Observable Behavior:

May just try to take the cube. After child has taken two cubes, offer another. Does not need to successfully take the third cube.

Next Behavior:

- a. Puts Objects in Container.

Classroom Activities:

- a. See F 9, Classroom Activity b.

Bangs Two Cubes to Mid-line

Fine Motor

Ten Months

F 10 d

Observable Behavior:

Bangs two cubes at his mid-line -- show ability to bring hands to mid-line.

Next Behavior:

- a. Puts Objects in Container.

Classroom Activities:

- a. See F 9, Classroom Activity b.

Puts Objects in Container

Fine Motor

Eleven Months

F 11 a

Observable Behavior:

Able to drop small objects into coffee containers. First evidence of release.

Next Behavior:

- a. Release
- b. Chews and Swallows
- c. Tries Tower of Cubes
- d. Marks With Pencil

Classroom Activities:

- a. See F 9, Classroom Activity b.
- b. No activity.
- c. The purpose of tower of cubes activity is to demonstrate controlled release. It is developmental in scope -- hence activities will increase in difficulty - from two cubes to five or more cubes. Activities can include contest to see who can build the tower the highest. Toppling over the tower is reinforcing.
- c. Put butcher paper around the room and give each child a crayon.

Release

Fine Motor

Twelve Months

F 12 a

Observable Behavior:

Able to release hold on small objects when held in hand.

Next Behavior:

- a. Puzzles in Holes
- b. Pulls and Replaces Pegs

Classroom Activities:

- a. Puzzles and form boards are used to increase perceptual as well as manipulative abilities; therefore they should vary from large three dimensional geometric shapes that will fit into large openings to small puzzles requiring finger dexterity and an awareness of a picture.
- b. Activities using peg-boards can vary from simply pulling pegs from peg-boards (See F 6, Classroom Activity d) to copying complicated designs or even creating original designs. Pegs and board should vary as to size and color to increase interest.

Chews and Swallows

Fine Motor

Twelve Months

F 12 b

Observable Behavior:

Lower jaw able to make a circular motion for chewing.

Next Behavior:

- a. Puzzles in Holes
- b. Pulls and Replaces Pegs

Classroom Activities:

- a. Puzzles and form boards are used to increase perceptual as well as manipulative abilities; therefore they should vary from large three dimensional geometric shapes that will fit into large openings to small puzzles requiring finger dexterity and an awareness of a picture.
- b. Activities using peg-boards can vary from simply pulling pegs from peg-boards (See F 6, Classroom Activity d) to copying complicated designs or even creating original designs. Pegs and board should vary as to size and color to increase interest.

Tower of Cubes

Fine Motor

Twelve Months

F 12 c

Observable Behavior:

Will attempt to build cubes one on top of another or stack cubes one on top of another.

Next Behavior:

- a. Puzzles in Holes
- b. Pulls and Replaces Pegs

Classroom Activities:

- a. Puzzles and form boards are used to increase perceptual as well as manipulative abilities; therefore they should vary from large three dimensional geometric shapes that will fit into large openings to small puzzles requiring finger dexterity and an awareness of a picture.
- b. Activities using peg-boards can vary from simply pulling pegs from peg-boards (See F 6, Classroom Activity d) to copying complicated designs or even creating original designs. Pegs and board should vary as to size and color to increase interest.

Marks With Pencil

Fine Motor

Twelve Months

F 12 d

Observable Behavior:

After demonstration, child will make some kind of a mark on paper.

Next Behavior:

- a. Puzzles in Holes
- b. Pulls and Replaces Pegs

Classroom Activities:

- a. Puzzles and form boards are used to increase perceptual as well as manipulative abilities; therefore they should vary from large three dimensional geometric shapes that will fit into large openings to small puzzles requiring finger dexterity and an awareness of a picture.
- b. Activities using peg-boards can vary from simply pulling pegs from peg-boards (See F 6, Classroom Activity d) to copying complicated designs or even creating original designs. Pegs and boards should vary as to size and color to increase interest.

Puzzles into Holes

Fine Motor

Fourteen Months F 14 a

Observable Behavior:

Able to do simple puzzles in which parts fit into holes.

Next Behavior:

- a. Round Block in Form Board
- b. Tower of 2 Cubes
- c. Puts Beads in Box
- d. Scribbles in Imitation
- e. Puts Things in Boxes

Classroom Activities:

- a. See F 12 classroom activities a.
- b. See F 11 classroom activities c.
- c. Have contests to see which child can fill a bottle with small objects to demonstrate release.
- d. Set aside some time for pencil and paper work -- encourage imitation of marking -- vertical line, circles, then crosses, etc.
- e. Same as c.

Pulls and Replaces Pegs in Peg-Board Fine Motor Fourteen Months F 14 b

Observable Behavior:

Able to grasp, pull and replace pegs in a large peg-board.

Next Behavior:

- a. Round Block in Form Board
- b. Tower of 2 Cubes
- c. Puts Beads in Box
- d. Scribbles in Imitation
- e. Puts Things in Boxes

Classroom Activities:

- a. See F 12 classroom activities a.
- b. See F 11 classroom activities c.
- c. Have contests to see which child can fill a bottle with small objects to demonstrate release.
- d. Set aside some time for pencil and paper work -- encourage imitation of marking -- vertical line, circles, then crosses, etc.
- e. Same as c.

Round Block in Form Board

Fine Motor

Sixteen Months

F 16 a

Observable Behavior:

With a 3-hole form board with circle, square and triangular holds in board child is able to put the round block into the round hole.

Next Behavior:

- a. Tower of 3 Cubes
- b. Scribbles Spontaneously
- c. Walks into Ball
- d. Turns Pages of Book

Classroom Activities:

- a. See F 11, Classroom Activity c.
- b. See F 14, Classroom Activity d.
- c. Demonstrate the act of kicking a ball - encourage this activity.
- d. Have pictures of the children placed in picture albums so the child will be encouraged to turn pages and learn to turn one page at a time.

Tower of Two Cubes

Fine Motor

Sixteen Months

F 16 b

Observable Behavior:

By example, child is able to put one cube on top of the other.

Next Behavior:

- a. Tower of 3 Cubes
- b. Scribbles Spontaneously
- c. Walks into Ball
- d. Turns Pages of Book

Classroom Activities:

- a. See F 11, Classroom Activity c.
- b. See F 14, Classroom Activity d.
- c. Demonstrate the act of kicking a ball - encourage this activity.
- d. Have pictures of the children placed in picture albums so the child will be encouraged to turn pages and learn to turn one page at a time.

Puts Beads Into Box

Fine Motor

Sixteen Months

F 16 c

Observable Behavior:

Eight square beads are placed in front of a child. The child places six of the eight after a demonstration.

Next Behavior:

- a. Tower of 3 Cubes
- b. Scribbles Spontaneously
- c. Walks into Ball
- d. Turns Pages of Book

Classroom Activities:

- a. See F 11, Classroom Activity c.
- b. See F 14, Classroom Activity d.
- c. Demonstrate the act of kicking a ball - encourage this activity.
- d. Have pictures of the children placed in picture albums so the child will be encouraged to turn pages and learn to turn one page at a time.

Scribbles in Imitation

Fine Motor

Sixteen Months

F 16 d

Observable Behavior:

After demonstration, child will make mark on paper with pen cil or crayon.

Next Behavior:

- a. Tower of 3 Cubes
- b. Scribbles Spontaneously
- c. Walks into Ball
- d. Turns Pages of Book

Classroom Activities:

- a. See F 11, Classroom Activity c.
- b. See F 14, Classroom Activity d.
- c. Demonstrate the act of kicking a ball - encourage this activity.
- d. Have pictures of the children placed in a picture album so the child will be encouraged to turn pages and learn to turn one page at a time.



Tower of Three Cubes

Fine Motor

Eighteen Months F 18 a

Observable Behavior:

Able to build tower of three cubes.

Next Behavior:

- a. Puts Square in Form Board
- b. Six Pegs in Peg-board
- c. Closes Oblong Box
- d. Unwraps Candy

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 12, Classroom Activity b.
- c. Each child in the Center should have a shoe-box with personal belongings - tooth brush, comb, brush, etc. Replacing the lid becomes a routine activity.
- d. Objects such as rhythm instruments or other objects used in the class can be wrapped before that activity begins to provide the opportunity for the child to unwrap an object.

Scribbles Spontaneously

Fine Motor

Eighteen Months F 18 b

Observable Behavior:

When given crayon and paper will scribble on paper without demonstration.

Next Behavior:

- a. Puts Square in Form Board
- b. Six Pegs in Peg-board
- c. Closes Oblong Box
- d. Unwraps Candy

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 12, Classroom Activity b.
- c. Each child in the Center should have a shoe-box with personal belongings - tooth brush, comb, brush, etc. Replacing the lid becomes a routine activity.
- d. Objects such as rhythm instruments or other objects used in the class can be wrapped before that activity begins to provide the opportunity for the child to unwrap an object.

Walks into Ball

Fine Motor

Eighteen Months F 18 c

Observable Behavior:

Not able to make a definite kick, but walks into the ball in imitation of examiner.

Next Behavior:

- a. Puts Square in Form Board
- b. Six Pegs in Peg-board
- c. Closes Oblong Box
- d. Unwraps Candy

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 12, Classroom Activity b.
- c. Each child in the Center should have a shoe-box with personal belongings - tooth brush, comb, brush, etc. Replacing the lid becomes a routine activity.
- d. Objects such as rhythm instruments or other objects used in the class can be wrapped before that activity begins to provide the opportunity for the child to unwrap an object.

Turns Pages of Book

Fine Motor

Eighteen Months F 18 d

Observable Behavior:

When given book, will not be able to turn one page at a time, but will turn many pages at once.

Next Behavior:

- a. Puts Square in Form Board
- b. Six Pegs in Peg-board
- c. Closes Oblong Box
- d. Unwraps Candy

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 12, Classroom Activity b.
- c. Each child in the Center should have a shoe-box with personal belongings - tooth brush, comb, brush, etc. Replacing the lid becomes a routine activity.
- d. Objects such as rhythm instruments or other objects used in the class can be wrapped before that activity begins to provide the opportunity for the child to unwrap an object.

Puts Square in Form Board

Fine Motor

Twenty-One Months F 21 a

Observable Behavior:

Able to put square in form board (See F 16, Classroom Activity a).

Next Behavior:

- a. Three Hole Form Board
- b. Tower of Four Blocks
- c. Turns Single Pages
- d. Folds Paper
- e. Unwraps Coverings

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 9, Classroom Activity c.
- c. See F 16, Classroom Activity d.
- d. Have children make designs similar to Rorschach designs by placing colored paints near a fold of paper. Have them fold paper to duplicate one side.
- e. See F 18, Classroom Activity d.

Six Pegs in Peg-Board

Fine Motor

Twenty-One Months F 21 b

Observable Behavior:

Able to put six pegs in peg-board in 70 seconds or less.

Next Behavior:

- a. Three Hole Form Board
- b. Tower of Four Blocks
- c. Turns Single Pages
- d. Folds Paper
- e. Unwraps Coverings

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 9, Classroom Activity c.
- c. See F 16, Classroom Activity d.
- d. Have children make designs similar to Rorschach designs by placing colored paints near a fold of paper. Have them fold paper to duplicate one side.
- e. See F 18, Classroom Activity d.

Closes Oblong Box

Fine Motor

Twenty-One Months

F 21 c

Observable Behavior:

Able to put lid on oblong box similar to a shoe box.

Next Behavior:

- a. Three Hole Form Board
- b. Tower of Four Blocks
- c. Turns Single Pages
- d. Folds Paper
- e. Unwraps Coverings

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 9, Classroom Activity c.
- c. See F 16, Classroom Activity d.
- d. Have children make designs similar to Rorschach designs by placing colored paints near a fold of paper. Have them fold paper to duplicate one side.
- e. See F 18, Classroom Activity d.

Unwraps Candy

Fine Motor

Twenty-One Months

F 21 d

Observable Behavior:

Able to remove paper from candy (chews or bars).

Next Behavior:

- a. Three Hold Form Board
- b. Tower of Four Blocks
- c. Turns Single Pages
- d. Folds Paper
- e. Unwraps Coverings

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. See F 9, Classroom Activity c.
- c. See F 16, Classroom Activity d.
- d. Have children make designs similar to Rorschach designs by placing colored paints near a fold of paper. Have them fold paper to duplicate one side.
- e. See F 18, Classroom Activity d.

Three Hole Form Board

Fine Motor

Twenty-four Months F 24 a

Observable Behavior:

Form Board consists of square, round and triangle with a square, round and triangle to be put into those holes.

Next Behavior:

- a. Tower of 5 Cubes
- b. Imitates Vertical Line
- c. Turns Door Knob
- d. Unscrews Lid

Classroom Activities:

- a. See F 9, Classroom Activity c.
- b. Progress from dittoed lines for the children to copy, to incomplete lines for the children to finish, to dots for the children to trace. This activity can progress to copying cross, square, diamond, etc.
- c. Rig doors with rewards behind them to encourage opening doors.
- d. Place desired objects in mason jar with lid on to encourage this activity.

Tower of Four Blocks

Fine Motor

Twenty-four Months F 24 b

Observable Behavior:

Builds tower of four blocks.

Next Behavior:

- a. Tower of 5 Blocks
- b. Imitates Vertical Line
- c. Turns Door Knob
- d. Unscrews Lid

Classroom Activities:

- a. See F 9, Classroom Activity c.
- b. Progress from dittoed lines for the children to copy, to incomplete lines for the children to finish, to dots for the children to trace. This activity can progress to copying cross, square, diamond, etc.
- c. Rig doors with rewards behind them to encourage opening doors.
- d. Place desired objects in mason jar with lid on to encourage this activity.

Turns Single Page

Fine Motor

Twenty-four Months F 24 c

Observable Behavior:

When given a book, the child is able to turn a single page.

Next Behavior:

- a. Tower of 5 Cubes
- b. Imitates Vertical Line
- c. Turns Door Knob
- d. Unscrews Lid

Classroom Activities:

- a. See F 9, Classroom Activity c.
- b. Progress from dittoed lines for the children to copy, to incomplete lines for the children to finish, to dots for the children to trace. This activity can progress to copying cross, square, diamond, etc.
- c. Rig doors with rewards behind them to encourage opening doors.
- d. Place desired objects in mason jar with lid on to encourage this activity.

Folds Paper

Fine Motor

Twenty-four Months F 24 d

Observable Behavior:

Able to make a recognizable crease in paper in imitation of an adult.

Next Behavior:

- a. Tower of 5 Cubes
- b. Imitates Vertical Line
- c. Turns Door Knob
- d. Unscrews Lid

Classroom Activities:

- a. See F 9, Classroom Activity c.
- b. Progress from dittoed lines for the children to copy, to incomplete lines for the children to finish, to dots for the children to trace. This activity can progress to copying cross, square, diamond, etc.
- c. Rig doors with rewards behind them to encourage opening doors.
- d. Place desired objects in mason jar with lid on to encourage this activity.

Tower of 5 Cubes

Fine Motor

Twenty-seven Months F 27 a

Observable Behavior:

Able to build tower of 5 cubes (See F 16, Classroom Activity b).

Next Behavior:

- a. Drinks from Straw
- b. Holds Crayon
- c. Unlaces Shoes

Classroom Activities:

- a. Cut straws in short lengths to begin drinking from straw. Use food coloring or Kool-aid to attract attention to liquid going up straw. Use straws for blowing feathers, ping-pong balls, paint, for art work, etc.
- b. See F 24, Classroom Activity b.
- c. Cut cardboard box at corners then make holes in each side of cut, then lace with shoe laces so that it can be unlaced. Place attractive object in the box so that when the box is unlaced, the object will appear.

Imitates Vertical Stroke

Fine Motor

Twenty-seven Months F 27 b

Observable Behavior:

Draw a three inch vertical line and ask the child to "draw one like that."

Next Behavior:

- a. Drinks from Straw
- b. Holds Crayon
- c. Unlaces Shoes

Classroom Activities:

- a. Cut straws in short lengths to begin drinking from straw. Use food coloring or Kool-aid to attract attention to liquid going up straw. Use straws for blowing feathers, ping-pong balls, paint, for art work, etc.
- b. See F 24, Classroom Activity b.
- c. Cut cardboard box at corners then make holes in each side of cut, then lace with shoe laces so that it can be unlaced. Place attractive object in the box so that when the box is unlaced, the object will appear.

Turns Door Knob

Fine Motor

Twenty-seven Months F 27 c

Observable Behavior:

Able to turn knob to enter or leave room.

Next Behavior:

- a. Drinks from Straw
- b. Holds Crayon
- c. Unlaces Shoes

Classroom Activities:

- a. Cut straws in short lengths to begin drinking from straw. Use food coloring or Kool-aid to attract attention to liquid going up straw. Use straws for blowing feathers, ping-pong balls, paint, for art work, etc.
- b. See F 24, Classroom Activity b.
- c. Cut cardboard box at corners then make holes in each side of cut, then lace with shoe laces so that it can be unlaced. Place attractive object in the box so that when the box is unlaced, the object will appear.

Unscrews Lid

Fine Motor

Twenty-seven Months F 27 d

Observable Behavior:

Able to take off the lid of a Mason jar or similar jar.

Next Behavior:

- a. Drinks from Straw
- b. Holds Crayon
- c. Unlaces Shoes

Classroom Activities:

- a. Cut straws in short lengths to begin drinking from straw. Use food coloring or Kool-aid to attract attention to liquid going up straw. Use straws for blowing feathers, ping-pong balls, paint, for art work, etc.
- b. See F 24, Classroom Activity b.
- c. Cut cardboard box at corners then make holes in each side of cut, then lace with shoe laces so that it can be unlaced. Place attractive object in the box so that when the box is unlaced, the object will appear.



Drinks from Straw

Fine Motor

Thirty Months

F 30 a

Observable Behavior:

Can close lips over straw and suck fluid from glass.

Next Behavior:

- a. Strings 4 Beads
- b. Draws Vertical Line and Circle
- c. Builds Bridge
- d. Cuts with Scissors

Classroom Activities:

- a. For stringing beads, start with large beads with large holes and shoe laces for strings. Progress to smaller beads, holes and strings. With each child "owning a color" (See F 36, Classroom Activity b), have each child string his own bead on a classroom string.
- b. See F 24, Classroom Activity b.
- c. Building bridges is a copying activity - encourage the child to pay attention to the model, then push cars over the bridge or through the space between the two blocks.
- c. Children will learn this through imitation.

Holds Crayon

Fine Motor

Thirty Months

F 30 b

Observable Behavior:

Begins to hold crayon properly.

Next Behavior:

- a. Strings 4 Beads
- b. Draws Vertical Line and Circle
- c. Builds Bridge
- d. Cuts with Scissors

Classroom Activities:

- a. For stringing beads, start with large beads with large holes and shoe laces for strings. Progress to smaller beads, holes and strings. With each child "owning a color" (See F 36, Classroom Activity b), have each child string his own bead on a classroom string.
- b. See F 24, Classroom Activity b.
- c. Building bridges is a copying activity - encourage the child to pay attention to the model, then push cars over the bridge or through the space between the two blocks.
- c. Children will learn this through imitation.

Observable Behavior:

Able to loosen laces on shoes enough to remove shoes.

Next Behavior:

- a. Strings 4 Beads
- b. Draws Vertical Line and Circle
- c. Builds Bridge
- d. Cuts with Scissors

Classroom Activities:

- a. For stringing beads, start with large beads with large holes and shoe laces for strings. Progress to smaller beads, holes and string. With each child "owning a color" (See F 36, Classroom Activity b), have each child string his own bead on a classroom string.
- b. See F 24, Classroom Activity b.
- c. Building bridges is a copying activity - encourage the child to pay attention to the model - then push cars over the bridge or through the space between the two blocks.
- d. Children will learn this through imitation.

Observable Behavior:

Can string 4 wooden beads in two minutes (Binet).

Next Behavior:

- a. Solves Picture Puzzles
- b. Sorts by Color
- c. 1/4" Peg in Peg-board
- d. Traces Diamond

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. Color awareness can begin when the child first enters the Center. Each article of clothing or place at a table should be associated with a color and a shape. Each time the child is moved, he is told, "This is Johnny's green square" so that the color and shape becomes part of his symbolic life. Colors will gradually become part of his repertoire. Have egg cartons with each section painted a different color and have the children sort beads or pegs into the corresponding color.
- c. See F 12, Classroom Activity b.
- d. See F 24, Classroom Activity b.

Draws Vertical Line and Circle   Fine Motor   Thirty-six Months   F 36 b

Observable Behavior:

Draws vertical line and circle but unable to draw a cross.

Next Behavior:

- a. Solves Picture Puzzles
- b. Sorts by Color
- c. 1/4" Peg in Peg-board
- d. Traces Diamond

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. Color awareness can begin when the child first enters the Center. Each article of clothing or place at a table should be associated with a color and a shape. Each time the child is moved, he is told, "This is Johnny's green square" so that the color and shape becomes part of his symbolic life. Colors will gradually become part of his repertoire. Have egg cartons with each section painted a different color and have the children sort beads or pegs into the corresponding color.
- c. See F 12, Classroom Activity b.
- d. See F 24, Classroom Activity b.

Builds Bridge   Fine Motor   Thirty-six Months   F 36 c

Observable Behavior:

After example is given of stacking a cube on top of two cubes with a space between them, child will imitate.

Next Behavior:

- a. Solves Picture Puzzles
- b. Sorts by Color
- c. 1/4" Peg in Peg-board
- d. Traces Diamond

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. Color awareness can begin when the child first enters the Center. Each article of clothing or place at a table should be associated with a color and a shape. Each time the child is moved, he is told, "This is Johnny's green square" so that the color and shape becomes part of his symbolic life. Colors will gradually become part of his repertoire. Have egg cartons with each section painted a different color and have the children sort beads or pegs into the corresponding color.
- c. See F 12, Classroom Activity b.
- c. See F 24, Classroom Activity b.

Cuts with Scissors

Fine Motor

Thirty-Six Months

F 36 d

Observable Behavior:

Cuts paper with scissors.

Next Behavior:

- a. Solves Picture Puzzles
- b. Sorts by Color
- c. 1/4" Peg in Peg-board
- d. Traces Diamond

Classroom Activities:

- a. See F 12, Classroom Activity a.
- b. Color awareness can begin when the child first enters the Center. Each article of clothing or place at a table should be associated with a color and a shape. Each time the child is moved, he is told, "This is Johnny's green square" so that the color and shape becomes part of his symbolic life. Colors will gradually become part of his repertoire. Have egg cartons with each section painted a different color and have the children sort beads or pegs into the corresponding color.
- c. See F 12, Classroom Activity b.
- d. See F 24, Classroom Activity b.

Solves Picture Puzzles

Fine Motor

Forty-two Months

F 42 a

Observable Behavior:

Can put together simple three or four part puzzles by matching picture.

Next Behavior:

- a. Laces Shoes
- b. Copies Cross
- c. Strings 7 Beads in Two Minutes
- d. Draws Recognizable Picture
- e. Buttons Small Buttons

Classroom Activities:

- a. See F 27, Classroom Activity a, and adapt to lacing the box -- then the shoes.
- b. See F 24, Classroom Activity b.
- c. See F 30, Classroom Activity a.
- d. Recognizable picture assumes a knowledge of body parts. This activity should be started with copying lines, etc., as described in F 24, Classroom Activity a, then progress to completing incomplete pictures.
- e. As with other activities - start with large buttons and large holes - then progress to small buttons and holes.

Observable Behavior:

Able to sort three colors of beads into three separate cups.

Next Behavior:

- a. Laces Shoes
- b. Copies Cross
- c. Strings 7 Beads in Two Minutes
- d. Draws Recognizable Picture
- e. Buttons Small Buttons

Classroom Activities:

- a. See F 27, Classroom Activity a, and adapt to lacing the box -- then the shoes.
- b. See F 24, Classroom Activity b.
- c. See F 30, Classroom Activity a.
- d. Recognizable picture assumes a knowledge of body parts. This activity should be started with copying lines, etc., as described in F 24, Classroom Activity a, then progress to completing incomplete pictures.
- e. As with other activities - start with large buttons and large holes - then progress to small buttons and holes.

One Quarter Inch Pegs in Peg-board Fine Motor Forty-two Months F 42 c

Observable Behavior:

Able to place small pegs in peg-board.

Next Behavior:

- a. Laces Shoes
- b. Copies Cross
- c. Strings 7 Beads in Two Minutes
- d. Draws Recognizable Picture
- e. Buttons Small Buttons

Classroom Activities:

- a. See F 27, Classroom Activity a, and adapt to lacing the box -- then the shoes.
- b. See F 24, Classroom Activity b.
- c. See F 30, Classroom Activity a.
- d. Recognizable picture assumes a knowledge of body parts. This activity should be started with copying lines, etc., as described in F 24, Classroom Activity a, then progress to completing incomplete pictures.
- e. As with other activities - start with large buttons and large holes - then progress to small buttons and holes.

Traces Diamond

Fine Motor

Forty-two Months

F 42 d

Observable Behavior:

Able to trace a large diamond on sheet of paper 8 1/2 x 11.

Next Behavior:

- a. Laces Shoes
- b. Copies Cross
- c. Strings 7 beads in Two Minutes
- d. Draws Recognizable Picture
- e. Buttons Small Buttons

Classroom Activities:

- a. See F 27 classroom activities (a) and adapt to lacing the box -- then the shoes.
- b. See F 24 classroom activities b.
- c. See F 30 classroom activities a.
- d. Recognizable picture assumes a knowledge of body parts. This activity should be started with copying lines, etc., as described in F 24 classroom activities (a), then progress to completing incomplete pictures.
- e. As with other activities -- start with large buttons and large holes -- then progress to small buttons and holes.

Laces Shoes

Fine Motor

Forty-eight Months

F 48 a

Observable Behavior:

Able to put laces through the eyes of a shoe (eyes about 1/4" diameter).

Next Behavior:

- a. Uses pencil or crayon for drawing

Classroom Activities:

- a. See F 24 classroom activities b.

Copies Cross

Fine Motor

Forty-eight Months F 48 b

Observable Behavior:

Able to copy cross (See Binet)

Next Behavior:

a. Uses Pencil or Crayon for Drawing

Classroom Activities:

a. See F 24, Classroom Activity b.

Strings 7 Beads in Two Minutes Fine Motor Forty-eight Months F 48 c

Observable Behavior:

Able to string 7 beads on a string in two minutes.

Next Behavior:

a. Uses Pencil or Crayon for Drawing

Classroom Activities:

a. See F 24, Classroom Activity b.

Draws Recognizable Picture

Fine Motor Forty-eight Months F 48 d

Observable Behavior:

Should be able to recognize part of a picture such as a man, house, or mountain.

Next Behavior:

- a. Uses Pencil or Crayon for Drawing

Classroom Activities:

- a. See F 24, Classroom Activity b.

Buttons Small Buttons

Fine Motor Forty-eight Months F 48 e

Observable Behavior:

Able to button small button on a dress or shirt.

Next Behavior:

- a. Uses Pencil or Crayon for Drawing

Classroom Activities:

- a. See F 24, Classroom Activity b.



Regards Face

Social

One Month

S l a

Observable Behavior:

Child looks at a person when being talked to.

Next Behavior:

- a. Smiles Responsively
- b. Inspects Environment

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Occupies Self

Social

One Month

S l b

Observable Behavior:

Will play alone for 15 minutes.

Next Behavior:

- a. Smiles Responsively
- b. Inspects Environment

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Smiles Responsively

Social

Two Months

S 2 a

Observable Behavior:

Will smile when talked to or touched on stomach.

Next Behavior:

- a. Demand for Socialization
- d. Anticipates Feeding

Classroom Activities:

Below four months, activities are on a one-to-one basis.

Inspects Environment

Social

Two Months

S 2 b

Observable Behavior:

Child investigates his environment visually with or without turning his head.

Next Behavior:

- a. Demand for Socialization
- d. Anticipates Feeding

Classroom Activities:

Below four months, activities are on a one-to-one basis.

Demand for Socialization

Social

Three Months

S 3 a

Observable Behavior:

Likes to be with people and doing things.

Next Behavior:

- a. Pulls Dress Over Face in Play
- b. Increased Activity with Toy
- d. Sucking Strong

Classroom Activities:

Below four months, activities are on a one-to-one basis.

Anticipates Feeding

Social

Three Months

S 3 d

Observable Behavior:

Child indicates he knows food is coming by increased activity, kicking, arms waving, vocalization or opening mouth.

Next Behavior:

- a. Pulls Dress over Face in Play
- b. Increased Activity with Toy
- d. Sucking Strong

Classroom Activities:

Below four months, activities are on a one-to-one basis.

Pulls Dress Over Face

Social

Four Months

S 4 a

Observable Behavior:

Pulls dress over face in play.

Next Behavior:

- a. Displeasure Shown
- b. Laughs when Head Hidden
- d. Picks up Spoon

Classroom Activities:

- a. No activity.
- b. Plays games with group, such as Peek-a-boo.
- d. Place attractive objects near child - encourage child to reach for them.

Increased Activity with Toy Social

Four Months

S 4 b

Observable Behavior:

Child shows obvious pleasure at sight of toy by increased physical activity -- kicking, arms waving, etc.

Next Behavior:

- a. Displeasure Shown
- b. Laughs when Head Hidden
- d. Picks up Spoon

Classroom Activities:

- a. No activity.
- b. Plays games with group, such as Peek-a-boo.
- d. Place attractive objects near child - encourage child to reach for them.

Sucking Strong

Social

Four Months

S 4 d

Observable Behavior:

When drinking from bottle, sucking is a strong activity.

Next Behavior:

- a. Displeasure Shown
- b. Laughs When Head Hidden
- d. Picks Up Spoon

Classroom Activities:

- a. No activity.
- b. Plays games with group, such as Peek-a-boo.
- d. Place attractive objects near child - encourage child to reach for them.

Displeasure Shown

Social

Five Months

S 5 a

Observable Behavior:

Fusses when toy is removed.

Next Behavior:

- a. Finger Reflection in Mirror
- b. Demands Attention
- d. Holds Bottle

Classroom Activities:

- a. Have mirrors in room - point out the children as they pass. (See L 16, Classroom Activity a.)
- b. No activity.
- c. No activity.

Laughs When Head Hidden

Social

Five Months

S 5 b

Observable Behavior:

Laughs when head is hidden by towel, as in peek-a-boo.

Next Behavior:

- a. Finger Reflection in Mirror
- b. Demands Attention
- d. Holds Bottle

Classroom Activities:

- a. Have mirrors in room - point out the children as they pass. (See L 16, Classroom Activity a.)
- b. No activity.
- c. No activity.

Picks Up Spoon

Social

Five Months

S 5 d

Observable Behavior:

Child will make a deliberate effort to reach for spoon. Child must succeed in picking up spoon - not with reflex action upon contacting the spoon, but with deliberate intent.

Next Behavior:

- a. Finger Reflection in Mirror
- b. Demands Attention
- d. Holds Bottle

Classroom Activities:

- a. Have mirrors in room - point out the children as they pass. (See L 16, Classroom Activity a.)
- b. No activity.
- c. No activity.

Observable Behavior:

Mirror held in front of child; child reaches out and fingers reflection.

Next Behavior:

- a. Attracts Attention by Coughing
- b. Private Exploration
- d. Chewing Begins
- e. Sucks Food from Spoon

Classroom Activities:

- a. No activity.
- b. Keep activities available for the children to explore. Observe the objects that are attractive to the children for use in behavior modification. Increase the natural curiosity by keeping some objects behind locked doors. Allow children to open doors themselves. Set up boxes to search through.
- d. Give children fresh beef jerky to chew. Put peanut butter in roof of mouth to encourage tongue to work. Chewy caramels also increase chewing activities.
- e. No activity.

Demands Attention:

Observable Behavior:

Indicates desire to be "talked to".

Next Behavior:

- a. Attracts Attention by Coughing
- b. Private Exploration
- d. Chewing Begins
- e. Sucks Food from Spoon

Classroom Activities:

- a. No activity.
- b. Keep activities available for the children to explore. Observe the objects that are attractive to the children for use in behavior modification. Increase the natural curiosity by keeping some objects behind locked doors. Allow children to open doors themselves. Set up boxes to search through.
- d. Give children fresh beef jerky to chew. Put peanut butter in roof of mouth to encourage tongue to work. Chewy caramels also increase chewing activities.
- e. No activity.

Holds Bottle Part Time

Social

Six Months

S 6 d

Observable Behavior:

Able to hold own bottle.

Next Behavior:

- a. Attracts Attention by Coughing
- b. Private Exploration
- d. Chewing Begins
- e. Sucks Food from Spoon

Classroom Activities:

- a. No activity.
- b. Keep activities available for the children to explore. Observe the objects that are attractive to the children for use in behavior modification. Increase the natural curiosity by keeping some objects behind locked doors. Allow children to open doors themselves. Set up boxes to search through.
- d. Give children fresh beef jerky to chew. Put peanut butter in roof of mouth to encourage tongue to work. Chewy caramels also increase chewing activities.
- e. No activity.

Attracts Attention by Coughing

Social

Seven Months

S 7 a

Observable Behavior:

Will make various noises to attract attention.

Next Behavior:

- d. Feeds self crackers
- e. Can Bite and Chew

Classroom Activities:

- d. Make crackers available at table.
- e. Vary the size of the bite at lunch time - allow time for the larger bites. Use food as a reward for social approval.



Private Exploration

Social

Seven Months

S 7 b

Observable Behavior:

Child will spend much time in private exploration of various things of interest.

Next Behavior:

- d. Feeds Self Crackers
- e. Can Bite and Chew

Classroom Activities:

- d. Make crackers available at table.
- e. Vary the size of the bite at lunch time - allow time for the larger bites. Use food as a reward for social approval.

Sucks Food from Spoon

Social

Seven Months

S 7 d

Observable Behavior:

Soft foods can be sucked from spoon.

Next Behavior:

- d. Feeds Self Crackers
- e. Can Bite and Chew

Classroom Activities:

- d. Make crackers available at table.
- e. Vary the size of the bite at lunch time - allow time for the larger bites. Use food as a reward for social approval.

Chewing Begins

Social

Seven Months

S 7 e

Observable Behavior:

Child able to chew soft foods.

Next Behavior:

- d. Feeds Self Crackers
- e. Can Bite and Chew

Classroom Activities:

- d. Make crackers available at table.
- e. Vary the size of the bite at lunch time - allow time for the larger bites. Use food as a reward for social approval.

Feeds Self Cracker

Social

Eight Months

S 8 d

Observable Behavior:

Picks cracker off table and bites off piece, chews it.

Next Behavior:

- a. Arms in Front of Face
- d. Drinks from Cup
- e. Finger Feeds
- f. Holds Arms Out

Classroom Activities:

- a. No activity.
- d. Have appropriate cup with non-spill spout to encourage drinking.
- e. Have food available for increasing finger-feeding activities.
- f. Have play activities in which children dress in old and large clothing.

Bites and Chews

Social

Eight Months

S 8 e

Observable Behavior:

Bites cracker and chews it.

Next Behavior:

- a. Arms in Front of Face
- d. Drinks From Cup
- e. Finger Feeds
- f. Holds Arms Out

Classroom Activities:

- a. No activity.
- d. Have appropriate cup with non-spill spout to encourage drinking.
- e. Have food available for increasing finger-feeding activities.
- f. Have play activities in which children dress in old and large clothing.

Arms in Front of Face

Social

Nine Months

S 9 a

Observable Behavior:

Child puts arms in front of face to avoid washing.

Next Behavior:

- a. Pattycakes
- c. Toilet Training Begins
- e. Solid Foods

Classroom Activities:

- a. See F 7, Classroom Activity c and F 9, Classroom Activity d.
- c. Not a classroom activity.
- e. No activity.

Drinks From Cup W/Spill

Social

Nine Months

S 9 d

Observable Behavior:

Drinks from cup with slight spill from corners of mouth.

Next Behavior:

- a. Pattycakes
- c. Toilet Training Begins
- e. Solid Foods

Classroom Activities:

- a. See F 7, Classroom Activity c and F 9, Classroom Activity d.
- c. Not a classroom activity.
- e. No activity.

Finger Feeds

Social

Nine Months

S 9 e

Observable Behavior:

Will finger feed with spilled bits from tray or dish.

Next Behavior:

- a. Pattycakes
- c. Toilet Training Begins
- e. Solid Foods

Classroom Activities:

- a. See F 7, Classroom Activity c and F 9, Classroom Activity d.
- c. Not a classroom activity.
- e. No activity.

Holds Arms Out

Social

Nine Months

S 9 f

Observable Behavior:

Holds out arms to be picked up if adult extends arms.

Next Behavior:

- a. Pattycakes
- c. Toilet Training Begins
- e. Solid Foods

Classroom Activities:

- a. See F 7, Classroom Activity c and F 9, Classroom Activity d.
- c. Not a classroom activity.
- e. No activity.

Pattycakes

Social

Ten Months

S 10 a

Observable Behavior:

Begins to enjoy games. Will bring hands to mid-line.

Next Behavior:

- a. Enjoys Audience
- b. Repeats Performance Laughed At
- d. Licks Ice Cream Cone
- e. Does Not Drool

Classroom Activities:

- a. Encourage participation in group activities in which one person performs.
- b. No activity.
- d. Repeat activity for increased tongue-tip by putting good tasting things on their lips.

Toilet Training Begins

Social

Ten Months

S 10 c

Observable Behavior:

May be dry after nap or ride in car. Put on toilet at once; sometimes brings results.

Next Behavior:

- a. Enjoys Audience
- b. Repeats Performance Laughed at
- d. Licks Ice Cream Cone
- e. Does Not Drool

Classroom Activities:

- a. Encourage participation in group activities in which one person performs.
- b. No activity.
- d. Repeat activity for increased tongue-tip variety by putting good tasting things on their lips.

Solid Foods

Social

Ten Months

S 10 e

Observable Behavior:

Child is able to handle solid food without choking, and able to chew.

Next Behavior:

- a. Enjoys Audience
- b. Repeats Performance Laughed at
- d. Licks Ice Cream Cone
- e. Does Not Drool

Classroom Activities:

- a. Encourage participation in group activities in which one person performs.
- b. No activity.
- d. Repeat activity for increased tongue-tip variety by putting good tasting things on their lips.

Enjoys Audience

Social

Eleven Months

S 11 a

Observable Behavior:

Will act the clown if audience is appreciative.

Next Behavior:

- a. Plays "Up and Down"
- b. Mouthing Nearly Stopped
- c. Toilet Training Earnestly
- d. Finger Feeds Part of Meal
- e. Holds Spoon
- f. Cooperates in Dressing

Classroom Activities:

- a. Games, songs and other activities can begin prepositional training.
- b. No activity.
- c. Not a classroom activity.
- d. See S8, Classroom Activity e.
- e. Use other children as models for these activities.
- f. See S 8, Classroom Activity f.

Repeats Performance Laughed At

Social

Eleven Months

S 11 b

Observable Behavior:

Child will repeat an act that is laughed at.

Next Behavior:

- a. Plays "Up and Down"
- b. Mouthing Nearly Stopped
- c. Toilet Training Earnestly
- d. Finger Feeds Part of Meal
- e. Holds Spoon
- f. Cooperates in Dressing

Classroom Activities:

- a. Games, songs and other activities can begin prepositional training.
- b. No activity.
- c. Not a classroom activity.
- d. See S 8, Classroom Activity e.
- e. Use other children as models for these activities.
- f. See S 8, Classroom Activity f.

Licks Ice Cream Cone

Social

Eleven Months

S 11 d

Observable Behavior:

Licks ice cream cone; proper tongue action.

Next Behavior:

- a. Plays "Up and Down"
- b. Mouthing Nearly Stopped
- c. Toilet Training Earnestly
- d. Finger Feeds Part of Meal
- e. Holds Spoon
- f. Cooperates in Dressing

Classroom Activities:

- a. Games, songs and other activities can begin prepositional training.
- b. No activity.
- c. Not a classroom activity.
- d. See S 8, Classroom Activity e.
- e. Use other children as models for these activities.
- f. See S 8, Classroom Activity f.

Does Not Drool

Social

Eleven Months

S 11 e

Observable Behavior:

Drooling is controlled.

Next Behavior:

- a. Plays "Up and Down"
- b. Mouthing Nearly Stopped
- c. Toilet Training Earnestly
- d. Finger Feeds Part of Meal
- e. Holds Spoon
- f. Cooperates in Dressing

Classroom Activities:

- a. Games, songs and other activities can begin prepositional training.
- b. No activity.
- c. Not a classroom activity.
- d. See S 8, Classroom Activity e.
- e. Use other children as models for these activities.
- f. See S 8, Classroom Activity f.



Plays "Up and Down"

Social

Twelve Months

S 12 a

Observable Behavior:

Begin concept of Up and Down through games - Arms Up, Arms Down.

Next Behavior:

- d. Finger feeds Self
- e. Turns Spoon
- f. Pulls Off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Mouthing Nearly Stopped

Social

Twelve Months

S 12 b

Observable Behavior:

Not the need for everything to go into the mouth.

Next Behavior:

- d. Finger Feeds Self
- e. Turns Spoon
- f. Pulls Off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Toilet Training Begins Earnestly    Social    Twelve Months    S 12 c

Observable Behavior:

Child should start getting up from nap dry. Adults should watch closely for signs. Follow regular schedule of toilet training.

Next Behavior:

- a. Finger Feeds Self
- e. Turns Spoon
- f. Pulls off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Finger Feeds Part of Meal    Social    Twelve Months    S 12 d

Observable Behavior:

Foods appropriate for finger feeding will bring child closer to self-feeding.

Next Behavior:

- d. Finger Feeds Self
- e. Turns Spoon
- f. Pulls off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Holds Spoon

Social

Twelve Months

S 12 e

Observable Behavior:

Able to hold spoon in palmer grasp.

Next Behavior:

- d. Finger Feeds Self
- e. Turns Spoon
- f. Pulls off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Cooperates in Dressing

Social

Twelve Months

S 12 f

Observable Behavior:

Will hold out arms and so forth to help in dressing.

Next Behavior:

- d. Finger Feeds Self
- e. Turns Spoon
- f. Pulls off Socks

Classroom Activities:

- d. See S 8, Classroom Activity e.
- e. No activity.
- f. Begin activities for tasks of dressing by having the children remove clothing before they dress themselves. Large socks over their shoes will encourage them to pull the socks off.

Finger Feeds Self

Social

Fourteen Months

S 14 d

Observable Behavior:

Able to eat all appropriate food with fingers.

Next Behavior:

- a. Carries Familiar Objects
- c. Indicates When Wet
- e. Manipulates Cup
- e. Dips Spoon in Dish
- f. Able to Unzip Large Zipper

Classroom Activities:

- a. No activity.
- c. No activity.
- d. No activity.
- e. Use sand box with shovels to begin dipping motion. Shoveling sand from the sand box to a bucket is appropriate.
- f. Obtain large zipper from the Playschool Activities to practice this activity.

Turns Spoon

Social

Fourteen Months

S 14 e

Observable Behavior:

After getting food on spoon and taking spoon toward mouth, child will turn spoon, spilling food.

Next Behavior:

- a. Carries Familiar Objects
- c. Indicates When Wet
- d. Manipulates Cup
- e. Dips Spoon in Dish
- f. Able to Unzip Large Zipper

Classroom Activities:

- a. No activity.
- c. No activity.
- d. No activity.
- e. Use sand box with shovels to begin dipping motion. Shoveling sand from the sand box to a bucket is appropriate.
- f. Obtain large zipper from the Playschool Activities to practice this activity.

Pulls Off Socks

Social

Fourteen Months

S 14 f

Observable Behavior:

Pulls off socks.

Next Behavior:

- a. Carries Familiar Objects
- c. Indicates When Wet
- d. Manipulates Cup
- e. Dips Spoon in Dish
- f. Able to Unzip Large Zipper

Classroom Activities:

- a. No activity.
- c. No activity.
- d. No activity.
- e. Use sand box with shovels to begin dipping motion. Shoveling sand from the sand box to a bucket is appropriate.
- f. Obtain large zipper from the Playschool Activities to practice this activity.

Carries Familiar Objects

Social

Sixteen Months

S 16 a

Observable Behavior:

Will carry around a favorite blanket, toy, doll, etc.

Next Behavior:

- a. Blows Out Candle
- b. Plays With Other Children
- c. Success at Toilet
- d. Holds Spoon in Pronation
- e. Self Feeding
- f. Takes Off Mittens

Classroom Activities:

- a. Have children blow ping-pong balls, feathers, and blow out candles to experience blowing.
- b. Place several children in a large carton or a very small room to increase social awareness.
- c. Not a classroom activity.
- d. Use mud instead of sand as in S 12 e. Put beans on a spoon to give children opportunity to demonstrate keeping spoon even.
- e. No activity.
- f. Put mittens on children, then they will have to take them off before they can do a certain activity.

Indicates When Wet

Social

Sixteen Months

S 16 c

Observable Behavior:

Able to indicate when pants are wet.

Next Behavior:

- a. Blows Out Candle
- b. Plays With Other Children
- c. Success at Toilet
- d. Holds Spoon in Pronation
- e. Self Feeding
- f. Takes Off Mittens

Classroom Activities:

- a. Have children blow ping-pong balls, feathers, and blow out candles to experience blowing.
- b. Place several children in a large carton or very small room to increase social awareness.
- c. Not a classroom activity.
- d. Use mud instead of sand as in S 12 e. Put beans on a spoon to give children opportunity to demonstrate keeping spoon even.
- e. No activity.
- f. Put mittens on children, then they will have to take them off before they can do a certain activity.

Manipulates Cup

Social

Sixteen Months

S 16 d

Observable Behavior:

Able to drink from cup with some spill.

Next Behavior:

- a. Blows Out Candle
- b. Plays With Other Children
- c. Success at Toilet
- d. Holds Spoon in Pronation
- e. Self Feeding
- f. Takes Off Mittens

Classroom Activities:

- a. Have children blow ping-pong balls, feathers, and blow out candles to experience blowing.
- b. Place several children in a large carton or a very small room to increase social awareness.
- c. Not a classroom activity.
- d. Use mud instead of sand as in S 12 e. Put beans on a spoon to give children opportunity to demonstrate keeping spoon even.
- e. No activity.
- f. Put mittens on children, then they will have to take them off before they can do a certain activity.

Dips Spoon in Dish

Social

Sixteen Months

S 16 e

Observable Behavior:

When fed soft food such as custard, child is able to get food on spoon.

Next Behavior:

- a. Blows Out Candle
- b. Plays With Other Children
- c. Success at Toilet
- d. Holds Spoon in Pronation
- e. Self Feeding
- f. Takes Off Mittens

Classroom Activities:

- a. Have children blow ping-pong balls, feathers, and blow out candles to experience blowing.
- b. Place several children in a large carton or a very small room to increase social awareness.
- c. Not a classroom activity.
- d. Use mud instead of sand as in S 12 e. Put beans on a spoon to give children opportunity to demonstrate keeping spoon even.
- e. No activity.
- f. Put mittens on children, then they will have to take them off before they can do a certain activity.

Able to Unzip Large Zipper

Social

Sixteen Months

S 16 f

Observable Behavior:

Unzips large size zipper.

Next Behavior:

- a. Blows Out Candle
- b. Plays With Other Children
- c. Success at Toilet
- d. Holds Spoon in Pronation
- e. Self Feeding
- f. Takes Off Mittens

Classroom Activities:

- a. Have children blow ping-pong balls, feathers, and blow out candles to experience blowing.
- b. Place several children in a large carton or a very small room to increase social awareness.
- c. Not a classroom activity.
- d. Use mud instead of sand as in S 12 e. Put beans on a spoon to give children opportunity to demonstrate keeping spoon even.
- e. No activity.
- f. Put mittens on children, then they will have to take them off before they can do a certain activity.



Blows Out Candle

Social

Eighteen Months

S 18 a

Observable Behavior:

Able to direct air enough to blow out candle at 4 inches.

Next Behavior:

- a. Goes About Yard
- d. Drinks From Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- c. No activity.
- f. Continue the dressing procedure for this activity.

Plays With Other Children

Social

Eighteen Months

S 18 b

Observable Behavior:

Active participation with other children in games - formal or informal.

Next Behavior:

- a. Goes About Yard
- d. Drinks From Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- d. No activity.
- f. Continue the dressing procedure for this activity.

Success at Toilet

Social

Eighteen Months

S 18 c

Observable Behavior:

Pants drier for longer periods of time - most of the day and at times at night.

Next Behavior:

- a. Goes About Yard
- d. Drinks from Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- d. No activity.
- f. Continue the dressing procedure for this activity.

Holds Spoon In Pronation

Social

Eighteen Months

S 18 d

Observable Behavior:

Holds spoon with bowl upright.

Next Behavior:

- a. Goes About Yard
- d. Drinks from Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- d. No activity.
- f. Continue the dressing procedure for this activity.

Self Feeding

Social

Eighteen Months

S 18 e

Observable Behavior:

Will insist on helping himself while eating. Shows more interest.

Next Behavior:

- a. Goes About Yard
- d. Drinks from Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- d. No activity.
- f. Continue the dressing procedure for this activity.

Takes Off Mittens

Social

Eighteen Months

S 18 f

Observable Behavior:

Takes off mittens, gloves, etc.

Next Behavior:

- a. Goes About Yard
- d. Drinks from Cup Without Spill
- f. Removes Garments

Classroom Activities:

- a. Increase the opportunity for the child to go about yard with minimal supervision.
- d. No activity.
- f. Continue the dressing procedure for this activity.

Goes About Yard

Social

Twenty-One Months

S 21 a

Observable Behavior:

Dependable enough to go about yard with minimal supervision.

Next Behavior:

- a. Initiates Own Play
- c. Dry at Night
- f. Takes Off Shoes

Classroom Activities:

- a. Provide the opportunity for the children to play by themselves and without direction for part of their play period. It is not necessary for every minute of the day to be under direct supervision and control.
- c. No classroom activity.
- f. Have children take off shoes of one another in a game activity.

Drinks from Cup Without Spill

Social

Twenty-One Months

S 21 d

Observable Behavior:

Able to drink from cup without too much spilling.

Next Behavior:

- a. Initiates Own Play
- c. Dry at Night
- f. Takes Off Shoes

Classroom Activities:

- a. Provide the opportunity for the children to play by themselves and without direction for part of their play period. It is not necessary for every minute of the day to be under direct supervision and control.
- c. No classroom activity.
- f. Have children take off shoes of one another in a game activity.

Removes Garments

Social

Twenty-One Months S 21 f

Observable Behavior:

Able to take off outer, loose-fitting garments.

Next Behavior:

- a. Initiates Own Play
- c. Dry at Night
- f. Takes Off Shoes

Classroom Activities:

- a. Provide the opportunity for the children to play by themselves and without direction for part of their play period. It is not necessary for every minute of the day to be under direct supervision and control.
- c. Not a classroom activity.
- f. Have children take off shoes of one another in a game activity.

Initiates Own Play

Social

Twenty-Four Months

S 24 a

Observable Behavior:

Will find own play area and activity.

Next Behavior:

- a. Parallel Play
- b. Initiates Own Play of Others
- c. Verbalizes Toilet Needs
- d. Eats With Fork
- f. Removes Own Coat

Classroom Activities:

- a. Allow child to choose play activities some of the time.
- b. Same as above.
- c. Not a classroom activity.
- d. No activity.
- f. See S 8, Classroom Activity f.

Dry at Night

Social

Twenty-Four Months

S 24 c

Observable Behavior:

Dry at night.

Next Behavior:

- a. Parallel Play
- b. Initiates Own Play of Others
- c. Verbalizes Toilet Needs
- d. Eats With Fork
- f. Removes Own Coat

Classroom Activities:

- a. Allow child to choose play activities some of the time.
- b. Same as above.
- c. Not a classroom activity.
- d. No activity.
- f. See S 8, Classroom Activity f.

Takes Off Shoes

Social

Twenty-Four Months

S 24 f

Observable Behavior:

Able to take off shoes, including unlacing.

Next Behavior:

- a. Parallel Play
- b. Initiates Own Play of Others
- c. Verbalizes Toilet Needs
- d. Eats With Fork
- f. Removes Own Coat

Classroom Activities:

- a. Allow child to choose play activities some of the time.
- b. Same as above.
- c. Not a classroom activity.
- d. No activity.
- f. See S 8, Classroom Activity f.

Parallel Play

Social

Twenty-Seven Months

S 27 a

Observable Behavior:

Will play along side of another - but play is not interacting.

Next Behavior:

- a. Wash and Dry Hands
- c. Asks to go to the Toilet
- f. Dresses With Supervision

Classroom Activities:

- a. Self care skills such as washing and drying hands should occur at regular times. Group activities with songs and games for this activity are appropriate.
- c. Not a classroom activity.
- f. Skills in dressing will increase during this time. See S 8, Classroom Activity f.

Imitates Play of Others

Social

Twenty-Seven Months

S 27 b

Observable Behavior:

After seeing another child play, will imitate that activity.

Next Behavior:

- a. Wash and Dry Hands
- c. Asks to go to the Toilet
- f. Dresses With Supervision

Classroom Activities:

- a. Self care skills such as washing and drying hands should occur at regular times. Group activities with songs and games for this activity are appropriate.
- c. Not a classroom activity.
- f. Skills in dressing will increase during this time. See S 8, Classroom Activity f.

Verbalizes Toilet Needs

Social

Twenty-Seven Months

S 27 c

Observable Behavior:

Able to indicate need to go to the toilet - whether with understandable words or own words.

Next Behavior:

- a. Wash and Dry Hands
- c. Asks to go to the Toilet
- f. Dresses With Supervision

Classroom Activities:

- a. Self care skills such as washing and drying hands should occur at regular times. Group activities with songs and games for this activity are appropriate.
- c. Not a classroom activity.
- f. Skills in dressing will increase during this time. See S 8, Classroom Activity f.



Eats With Fork

Social

Twenty-Seven Months

S 27 d

Observable Behavior:

Eats with fork without too much spilling.

Next Behavior:

- a. Wash and Dry Hands
- c. Asks to go to the toilet
- f. Dresses With Supervision

Classroom Activities:

- a. Self care skills such as washing and drying hands should occur at regular times. Group activities with songs and games for this activity are appropriate.
- c. Not a classroom activity.
- f. Skills in dressing will increase during this time. See S 8, Classroom Activity f.

Removes Own Coat

Social

Twenty-Seven Months

S 27 f

Observable Behavior:

Able to take off own coat or loose garment.

Next Behavior:

- a. Wash and Dry Hands
- c. Asks to go to the Toilet
- f. Dresses With Supervision

Classroom Activities:

- a. Self care skills such as washing and drying hands should occur at regular times. Group activities with songs and games for this activity are appropriate.
- c. Not a classroom activity.
- f. Skills in dressing will increase during this time. See S 8, Classroom Activity f.

Wash and Dry Hands

Social

Thirty Months

S 30 a

Observable Behavior:

Able to wash and dry hands without supervision.

Next Behavior:

- a. Understands Taking Turns
- b. Cooperates With Other Children
- d. Feeds Self
- f. Buttons and Unbuttons

Classroom Activities:

- a. Routinely have children stand in line for certain activities, and require them to wait their turn.
- b. Same as above.
- d. Investigate proper utensils for self-feeding. Allow proper time for feeding; set time to discourage doddling.
- f. Dress-up activities - high heels for girls and shaving for boys. Allow children to learn by imitation and modeling.

Asks to go to Toilet

Social

Thirty Months

S 30 c

Observable Behavior:

Will state "I need to go to \_\_\_\_\_" (Whatever term is used).

Next Behavior:

- a. Understands Taking Turns
- b. Cooperates With Other Children
- d. Feeds Self
- f. Buttons and Unbuttons

Classroom Activities:

- a. Routinely have children stand in line for certain activities and require them to wait their turn.
- b. Same as above.
- d. Investigate proper utensils for self-feeding. Allow proper time for feeding; set time to discourage doddling.
- f. Dress-up activities - high heels for girls and shaving for boys. Allow children to learn by imitation and modeling.

Dresses With Supervision

Social

Thirty Months

S 30 f

Observable Behavior:

Needs some help in dressing - but wants to do it himself.

Next Behavior:

- a. Understands Taking Turns
- b. Cooperates With Other Children
- d. Feeds Self
- f. Buttons and Unbuttons

Classroom Activities:

- a. Routinely have children stand in line for certain activities and require them to wait their turn.
- b. Same as above.
- d. Investigate proper utensils for self-feeding. Allow proper time for feeding; set time to discourage doddling.
- f. Dress-up activities - high heels for girls and shaving for boys. Allow children to learn by imitation and modeling.

Understands Taking Turns

Social

Thirty-Six Months

S 36 a

Observable Behavior:

Is able to await turn in games, refreshments, etc.

Next Behavior:

- a. Cooperative Play
- b. Helps With Household Tasks
- c. Cares for Self at Toilet
- f. Puts on Shoes

Classroom Activities:

- a. Provide opportunity for group interaction.
- b. Encourage children to do regular household tasks; bring their own tray, pick up things in the classroom, etc.
- c. Provide an appropriate model for the child to emulate.
- f. See S 21, Classroom Activity f. Also, continue the color code idea with each shoe tagged a different color to assist in choice of shoe. Match pant legs and shoe color for left and right shoes.

Cooperates With Children

Social

Thirty-Six Months

S 36 b

Observable Behavior:

Participates in cooperative coordinated play activities.

Next Behavior:

- a. Cooperative Play
- b. Helps With Household Tasks
- c. Cares for Self at Toilet
- f. Puts on Shoes

Classroom Activities:

- a. Provide opportunity for group interaction.
- b. Encourage children to do regular household tasks; bring their own tray, pick up things in the classroom, etc.
- c. Provide an appropriate model for the child to emulate.
- f. See S 21, Classroom Activity f. Also, continue the color code idea with each shoe tagged a different color to assist in choice of shoe. Match pant legs and shoe color for left and right shoes.

Feeds Self

Social

Thirty-Six Months

S 36 d

Observable Behavior:

Able to use spoon, fork properly.

Next Behavior:

- a. Cooperative Play
- b. Helps With Household Tasks
- c. Cares for Self at Toilet
- f. Puts on Shoes

Classroom Activities:

- a. Provide opportunity for group interaction.
- b. Encourage children to do regular household tasks; bring their own tray, pick up things in the classroom, etc.
- c. Provide an appropriate model for the child to emulate.
- f. See S 21, Classroom Activity f. Also, continue the color code idea with each shoe tagged a different color to assist in choice of shoe. Match pant legs and shoe color for left and right shoes.

Observable Behavior:

Able to button and unbutton large buttons.

Next Behavior:

- a. Cooperative Play
- b. Helps With Household Tasks
- c. Cares for Self at Toilet
- f. Puts on Shoes

Classroom Activities:

- a. Provide opportunity for group interaction.
- b. Encourage children to do regular household tasks; bring their own tray, pick up things in the classroom, etc.
- c. Provide an appropriate model for the child to emulate.
- f. See S 21, Classroom Activity f. Also, continue the color code idea with each shoe tagged a different color to assist in choice of shoe. Match pant legs and shoe color for left and right shoes.

Cooperative Play

Social

Forty-Two Months

S 42 a

Observable Behavior:

Simple tea parties or imaginative games.

Next Behavior:

- a. Plays simple games
- f. Dresses Without Supervision

Classroom Activities:

- a. Elaborate on previous games.
- f. Provide clothing with buttons for experience in buttoning and unbuttoning.

Helps with Household Tasks

Social

Forty-Two Months

S 42 b

Observable Behavior:

Running errands, picking up things, etc.

Next Behavior:

- a. Plays Simple Games
- f. Dresses Without Supervision

Classroom Activities:

- a. Elaborate on previous games.
- f. Provide clothing with buttons for experience in buttoning and unbuttoning.

Cares for Self at Toilet

Social

Forty-Two Months

S 42 c

Observable Behavior:

Able to go to the toilet unassisted.

Next Behavior:

- a. Plays simple Games
- f. Dresses Without Supervision

Classroom Activities:

- a. Elaborate on previous games.
- f. Provide clothing with buttons for experience in buttoning and unbuttoning.

Puts on Shoes

Social

Forty-Two Months

S 42 f

Observable Behavior:

Able to get right shoe on right foot.

Next Behavior:

- a. Plays simple games
- f. Dresses without Supervision

Classroom Activities:

- a. Elaborate on previous games.
- f. Provide clothing with buttons for experience in buttoning and unbuttoning.

Plays Simple Games

Social Forty-Eight Months S 48 a

Observable Behavior:

Prefers to play games with playmates, such as "Drop the Handkerchief".

Next Behavior:

- a. Can tell which is the prettiest

Classroom Activities:

- a. No activity.

Dresses Without Supervision

Social Forty-Eight Months S 48 f

Observable Behavior:

Able to put on clothes without supervision, including buttoning.

Next Behavior:

- a. Can tell which is the prettiest

Classroom Activities:

- a. No activity.



Responds to Bell

Language

One Month

L 1 a

Observable Behavior:

Bell is rung softly about 12 inches from ear. Child responds with a blink and frown. Start increased activity or cessation of activity.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Crying Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Heedful of Sounds

Language

One Month

L 1 b

Observable Behavior:

Will slow activity at introduction of a new sound.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Watches Mother Intently

Language

One Month

L l c

Observable Behavior:

Will watch mother or moving person.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Cries with Throaty Sound

Language

One Month

L l e

Observable Behavior:

Cry is back of throat.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Makes Demands when Crying

Language

One Month

L l f

Observable Behavior:

Usually cries when time to eat or he has other demands.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Rhythmic Crying

Language

One Month

L l g

Observable Behavior:

Regular inhalation of breath causes rhythmic cry.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Cough-like Cry

Language

One Month

L 1 h

Observable Behavior:

Cry sounds as though child were coughing.

Next Behavior:

- a. Attends to Voice
- b. Responds to Cooing
- e. Rhythm of Cry Slower
- f. Babbles

Classroom Activities:

Below 4 months, activities are on a one-to-one basis.

Attends to Voice

Language

Two Months

L 2 a

Observable Behavior:

Examiner leans over child and talks in a quiet voice while smiling--  
child gives evidence of listening.

Next Behavior:

- a. Anticipates with Activity
- b. Reacts to Visual Sign
- e. Crying Plaintive
- f. Chuckles

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Responds to Cooing

Language

Two Months

L 2 b

Observable Behavior:

Will smile in response to cooing or talking on part of examiner.

Next Behavior:

- a. Anticipates with Activity
- b. Reacts to Visual Sign
- e. Crying Plaintive
- f. Chuckles

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Rhythm Cry Slower

Language

Two Months

L 2 e

Observable Behavior:

Inhalation between cries is longer, causing rhythm to be slower.

Next Behavior:

- a. Anticipates with Activity
- b. Reacts to Visual Sign
- e. Crying Plaintive
- f. Chuckles

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Babbles

Language

Two Months

L 2 f

Observable Behavior:

Child makes cooing or other vocal sounds.

Next Behavior:

- a. Anticipates with Activity
- b. Reacts to Visual Sign
- e. Crying Plaintive
- f. Chuckles

Classroom Activities:

For behaviors below 4 months, activities are on a one-to-one basis.

Anticipates With Activity

Language

Three Months

L 3 a

Observable Behavior:

Child indicates he anticipates an activity by decreasing or increasing his normal activity.

Next Behavior:

- a. Turns to Voice
- b. Recognizes Mother
- e. Coos, Gurgles, Squeals
- f. Smiles Meaningfully
- g. Laughs Aloud

Classroom Activities:

For behavior below 4 months, activities are on a one-to-one basis.

Reacts to Visual Sign

Language

Three Months L 3 b

Observable Behavior:

As child lies on back, hold arms in position for lifting. Child will respond by tensing body or moving arms in anticipation of being lifted.

Next Behavior:

- a. Turns to Voice
- b. Recognizes Mother
- e. Coos, Gurgles, Squeals
- f. Smiles Meaningfully
- g. Laughs Aloud

Classroom Activities:

Behaviors below 4 months, activities are on a one-to-one basis.

Crying Plaintive

Language

Three Months L 3 e

Observable Behavior:

Cry has plaintive quality.

Next Behavior:

- a. Turns to Voice
- b. Recognizes Mother
- e. Coos, Gurgles, Squeals
- f. Smiles Meaningfully
- g. Laughs Aloud

Classroom Activities:

Behaviors below 4 months, activities are on a one-to-one basis.

Chuckles

Language

Three Months

L 3 f

Observable Behavior:

When adequately stimulated by touching or playing, will chuckle.

Next Behavior:

- a. Turns to Voice
- b. Recognizes Mother
- e. Coos, Gurgles, Squeals
- f. Smiles Meaningfully
- g. Laughs Aloud

Classroom Activities:

Behaviors below 4 months, activities are on a one-to-one basis.

Turns to Voice

Language

Four Months

L 4 a

Observable Behavior:

Call child's name in low quiet voice. Child will turn head toward voice.

Next Behavior:

- a. Turns to Bell
- b. Discriminates Strangers
- c. Responds to Voices

Classroom Activities:

- a. No activity.
- b. No activity.
- c. Tape record sounds child will normally hear such as bus driver's voice, teacher's voice. Tape record playground noises, fire engines, classroom noises, thunder, to play at times of pleasureable activities. Purpose is to familiarize the child with sounds so child will not be frightened of them when they are sounded suddenly.



Recognizes Mother

Language

Four Months

L 4 b

Observable Behavior:

Will react positively when he sees mother.

Next Behavior:

- a. Turns to Bell
- b. Discriminates Strangers
- c. Responds to Voices

Classroom Activities:

- a. No activity.
- b. No activity.
- c. Tape record sounds child will normally hear such as bus driver's voice, teacher's voice. Tape record playground noises, fire engines, classroom noises, thunder, to play at times of pleasureable activities. Purpose is to familiarize the child with sounds so child will not be frightened of them when they are sounded suddenly.

Coos, Gurgles, Squeals

Language

Four Months

L 4 e

Observable Behavior:

Child obviously practicing noise in experimentation.

Next Behavior:

- a. Turns to Bell
- b. Discriminates Strangers
- c. Responds to Voices

Classroom Activities:

- a. No activity.
- b. No activity.
- c. Tape record sounds child will normally hear such as bus driver's voice, teacher's voice. Tape record playground noises, fire engines, classroom noises, thunder, to play at times of pleasureable activities. Purpose is to familiarize the child with sounds so child will not be frightened of them when they are sounded suddenly.

Smiles Meaningfully

Language

Four Months

L 4 f

Observable Behavior:

Smiles in response to a certain stimulus -- not indiscriminately.

Next Behavior:

- a. Turns to Bell
- b. Discriminates Strangers
- c. Responds to Voices

Classroom Activities:

- a. No activity.
- b. No activity.
- c. Tape record sounds child will normally hear such as bus driver's voice, teacher's voice. Tape record playground noises, fire engines, classroom noises, thunder, to play at times of pleasureable activities. Purpose is to familiarize the child with sounds so child will not be frightened of them when they are sounded suddenly.

Laughs Aloud

Language

Four Months

L 4 g

Observable Behavior:

Makes laughing sound when properly stimulated.

Next Behavior:

- a. Turns to Bell
- b. Discriminates Strangers
- c. Responds to Voices

Classroom Activities:

- a. No activity.
- b. No activity.
- c. Tape record sounds child will normally hear such as bus driver's voice, teacher's voice. Tape record playground noises, fire engines, classroom noises, thunder, to play at times of pleasureable activities. Purpose is to familiarize the child with sounds so child will not be frightened of them when they are sounded suddenly.

Turns to Bell

Language

Five Months

L 5 a

Observable Behavior:

Bell rung gently at a distance of 12 inches. Child responds by turning toward sound. No visual stimulation associated.

Next Behavior:

- a. Babbling Increased in Variety
- b. Responds to Angry Tone if Accompanied with Gestures
- e. Crying Not Rhythmic
- f. Rising and Falling Inflection of Cry
- g. "Talks"

Classroom Activities:

- a. Have child talk into resonating chamber such as oat-meal box for feed-back to the child. Purchase speaker with lights that light when sound is made to use for stimulation of sound. Tape record vocal efforts of the child, then play back for stimulation.
- b. No activity.
- c. No activity.
- f. No activity.
- g. No activity.

Discriminates Strangers

Language

Five Months

L 5 b

Observable Behavior:

Child's reaction to strangers is noticeable either by increasing or decreasing activity.

Next Behavior:

- a. Babbling Increased in Variety
- b. Responds to Angry Tone if Accompanied with Gestures
- e. Crying Not Rhythmic
- f. Rising and Falling Inflection of Cry
- g. "Talks"

Classroom Activities:

- a. Have child talk into resonating chamber such as oat-meal box for feed-back to the child. Purchase speaker with lights that light when sound is made to use for stimulation of sound. Tape record vocal efforts of the child, then play back for stimulation.
- b. No activity.
- e. No activity.
- f. No activity.
- g. No activity.

Responds to Voice

Language

Five Months

L 5 c

Observable Behavior:

Responds to voices by turning head and eyes.

Next Behavior:

- a. Babbling Increased in Variety
- b. Responds to Angry Tone if Accompanied with Gestures
- e. Crying Not Rhythmic
- g. Rising and Falling Inflection of Cry
- g. "Talks"

Classroom Activities:

- a. Have child talk into resonating chamber such as oatmeal vox for feed-back to the child. Purchase speaker with lights that light when sound is made to use for stimulation of sound. Tape record vocal efforts of the child, then play back for stimulation.
- b. No activity.
- e. No activity.
- f. No activity.
- g. No activity.

Babbling Increases

Language

Six Months

L 6 a

Observable Behavior:

Babbling increases in variety.

Next Behavior:

- a. Smiles at Mirror
- b. Responds to Gestures
- c. Rejects Demands for Imitation
- e. Vocalizes Mmmmm
- f. Crows

Classroom Activities:

- a. Have a room with a mirror. Cover mirror with foam; encourage child to wipe off foam so that he can see himself.
- b. Always accompany commands with gestures; "Come here", "Sit down", etc.
- c. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.

Responds to Angry Tone

Language

Six Months

L 6 b

Observable Behavior:

Responds to angry tone if accompanied by gestures.

Next Behavior:

- a. Smiles at Mirror
- b. Responds to Gestures
- c. Rejects Demands for Imitation
- e. Vocalizes Mmmmm
- f. Crows

Classroom Activities:

- a. Have a room with a mirror. Cover mirror with foam; encourage child to wipe off foam so that he can see himself.
- b. Always accompany commands with gestures; "Come here", "Sit down", etc.
- e. No activity.
- f. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity.

Crying Not Rhythmic

Language

Six Months

L 6 e

Observable Behavior:

Crying not dependent on rhythm of breathing.

Next Behavior:

- a. Smiles at Mirror
- b. Responds to Gestures
- c. Rejects Demands for Imitation
- e. Vocalizes Mmmmm
- f. Crows

Classroom Activities:

- a. Have a room with a mirror. Cover mirror with foam; encourage child to wipe off foam so that he can see himself.
- b. Always accompany commands with gestures; "Come here", "Sit down", etc.
- c. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.

Rising and Falling Inflection

Language

Six Months

L 6 f

Observable Behavior:

Crying will rise and fall in tone as well as volume.

Next Behavior:

- a. Smiles at Mirror
- b. Responds to Gestures
- c. Rejects Demands for Imitation
- e. Vocalizes Mmmmm
- f. Crows

Classroom Activities:

- a. Have a room with a mirror. Cover mirror with foam; encourage child to wipe off foam so that he can see himself.
- b. Always accompany commands with gestures; "Come here", "Sit down", etc.
- c. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.

"Talks"

Language

Six Months

L 6 g

Observable Behavior:

Talking is mostly jargon.

Next Behavior:

- a. Smiles at Mirror
- b. Responds to Gestures
- c. Rejects Demands for Imitation
- e. Vocalizes Mmmmm
- f. Crows

Classroom Activities:

- a. Have a room with a mirror. Cover mirror with foam; encourage child to wipe off foam so that he can see himself.
- b. Always accompany commands with gestures; "Come here", "Sit down", etc.
- c. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.

Smiles at Mirror

Language

Seven Months

L 7 a

Observable Behavior:

Child will talk to, smile at, or play with reflection in mirror.

Next Behavior:

- a. Recognizes Familiar Sounds
- b. Localizes Gross Sounds
- c. Increased Tongue Tip Activity
- d. Increased Babbling with Gestures
- e. Combines Two Syllables
- f. Babbling is Rhythmic
- g. Repetitious Syllables

Classroom Activities:

- a. Routine activities introduced with a song will help the child associate sounds with activities.
- b. Ring bell in various places around room.
- c. Place peanut-butter, jelly, or salt around lips.
- d. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.
- g. See L 5, Classroom Activity a.

Responds to Gestures

Language

Seven Months

L 7 b

Observable Behavior:

Will respond when arms are held out as though to pick up the child.

Next Behavior:

- a. Recognizes Familiar Sounds
- b. Localizes Gross Sounds
- c. Increased Tongue Tip Activity
- d. Increased Babbling with Gestures
- e. Combines Two Syllables
- f. Babbling is Rhythmic
- g. Repetitious Syllables

Classroom Activities:

- a. Routine activities introduced with a song will help the child associate sounds with activities.
- b. Ring bell in various places around room.
- c. Place peanut-butter, jelly, or salt around lips.
- d. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.
- g. See L 5, Classroom Activity a.

Rejects Demands for Imitation

Language

Seven Months

L 7 c

Observable Behavior:

Child is at the "No" stage; rejects demands for imitation of sounds.

Next Behavior:

- a. Recognizes Familiar Sounds
- b. Localizes Gross Sounds
- c. Increased Tongue Tip Activity
- d. Increased Babbling with Gestures
- e. Combines Two Syllables
- f. Babbling is Rhythmic
- g. Repetitious Syllables

Classroom Activities:

- a. Routine activities introduced with a song will help the child associate sounds with activities.
- b. Ring bell in various places around room.
- c. Place peanut-butter, jelly, or salt around lips.
- d. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.
- g. See L 5, Classroom Activity a.

Vocalizes Mmmmmmm

Language

Seven Months

L 7 e

Observable Behavior:

Mmmmmmm sound is a favorite sound.

Next Behavior:

- a. Recognizes Familiar Sounds
- b. Localizes Gross Sounds
- c. Increased Tongue Tip Activity
- d. Increased Babbling with Gestures
- e. Combines Two Syllables
- f. Babbling is Rhythmic
- g. Repetitious Syllables

Classroom Activities:

- a. Routine activities introduced with a song will help the child associate sounds with activities.
- b. Ring bell in various places around room.
- c. Place peanut-butter, jelly, or salt around lips.
- d. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.
- g. See L 5, Classroom Activity a.



Crows

Language

Seven Months

L 7 f

Observable Behavior:

Vocalizes inarticulately. Laughs spontaneously.

Next Behavior:

- a. Recognizes Familiar Sounds
- b. Localizes Gross Sounds
- c. Increased Tongue Tip Activity
- d. Increased Babbling with Gestures
- e. Combines Two Syllables
- f. Babbling is Rhythmic
- g. Repetitious Syllables

Classroom Activities:

- a. Routine activities introduced with a song will help the child associate sounds with activities.
- b. Ring bell in various places around room.
- c. Place peanut-butter, jelly, or salt around lips.
- d. No activity.
- e. See L 5, Classroom Activity a.
- f. See L 5, Classroom Activity a.
- g. See L 5, Classroom Activity a.

Recognizes Familiar Sounds

Language

Eight Months

L 8 a

Observable Behavior:

Child listens selectively to familiar words such as "Kitty" or "Baby".

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Localizes Gross Sounds

Language

Eight Months

L 8 b

Observable Behavior:

Turns head to locate sounds.

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b.) Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Increased Tongue-tip Activity

Language

Eight Months

L 8 c

Observable Behavior:

Articulation with tongue tip more apparent. Prior articulation was more to mid-tongue.

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Increased Babbling with Gestures      Language      Eight Months      L 8 d

Observable Behavior:

Combines babbling with gestures.

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Combines Two Syllables      Language      Eight Months      L 8 e

Observable Behavior:

Child utters such syllables as "Dada", "mama", "Baba", etc.

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Babbling Rhythmic

Language

Eight Months

L 8 f

Observable Behavior:

Babbling becomes more like regular conversation and talking.

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Repetitious Syllables

Language

Eight Months

L 8 g

Observable Behavior:

Child will use a 2-syllable repetition of the same sound, such as "da-da, ma-ma, ba-ba."

Next Behavior:

- a. Adjusts to Words
- b. Reads Faces and Gestures
- c. Cries to Get Attention
- e. Imitates Sounds
- f. A-ha Syllable When Crying

Classroom Activities:

- a. Activities are primarily geared to learning to associate words with activities or gestures (See L 6, Classroom Activity b). Be sure the activities with which you want to associate words are consistent, regular and routine. Have recordings made of appropriate activities, commands, and sounds children will normally hear. Use these for training.
- b. Same as a.
- c. No activity.
- e. and f. See L 5, Classroom Activity a.

Observable Behavior:

Child responds to request without gesture, such as "bye-bye."

Next Behavior:

- a. Comprehends "No No"
- b. Understands "Pattycake"
- c. Looks around Corner for Object
- e. Waves bye bye
- f. Mama/Dada not Distinct
- g. Imitates Speech Sounds

Classroom Activities:

- a. No activity.
- b. Games such as "Pattycake", "Itsy-Bitsy Spider" are appropriate.
- c. With child watching, hide an object. Child required to find it. (Note - at this stage, child must see the object hidden before he will be able to find it. Later, he will look for it where last seen. Later he will search for object when it is missing.)
- e., f., and g. See L 5, Classroom Activity a.

Observable Behavior:

Child will perform any "tricks" upon request, or gestures such as "pattycake", or "bye-bye", etc.

Next Behavior:

- a. Comprehends "No No"
- b. Understands "Pattycake"
- c. Looks Around Corner for Object
- e. Waves Bye Bye
- f. Mama/Dada not Distinct
- g. Imitates Speech Sounds

Classroom Activities:

- a. No activity.
- b. Games such as "Pattycake", "Itsy-Bitsy Spider" are appropriate.
- c. With child watching, hide an object. Child required to find it. (Note - at this stage, child must see the object hidden before he will be able to find it. Later, he will look for it where last seen. Later he will search for object when it is missing.)
- e., f., and g. See L 5, Classroom Activity a.

Cries to Get Attention

Language

Nine Months

L 9 c

Observable Behavior:

Cries to get attention.

Next Behavior:

- a. Comprehends "No No"
- b. Understands "Pattycake"
- c. Looks Around Corner for Object
- e. Waves Bye Bye
- f. Mama/Dada not Distinct
- g. Imitates Speech Sounds

Classroom Activities:

- a. No activity.
- b. Games such as "Pattycake", "Itsy-Bitsy Spider" are appropriate.
- c. With child watching, hide an object. Child required to find it.  
(Note - at this stage, child must see the object hidden before he will be able to find it. Later, he will look for it where last seen. Later he will search for object when it is missing.)
- e., f., and g. See L 5, Classroom Activity a.

Imitates Sounds

Language

Nine Months

L 9 e

Observable Behavior:

Child will imitate sounds such as coughs, grunts, smacking lips, etc.

Next Behavior:

- a. Comprehends "No No"
- b. Understands "Pattycake"
- e. Looks Around Corner for Object
- e. Waves Bye Bye
- f. Mama/Dada not Distinct
- g. Imitates Speech Sounds

Classroom Activities:

- a. No activity.
- b. Games such as "Pattycake", "Itsy-Bitsy Spider" are appropriate.
- c. With child watching, hide an object. Child required to find it.  
(Note - at this stage, child must see the object hidden before he will be able to find it. Later, he will look for it where last seen. Later he will search for object when it is missing.)
- e., f., and g. See L 5, Classroom Activity a.

A-ha Syllable When Crying

Language

Nine Months

L 9 f

Observable Behavior:

A-ha syllable when crying.

Next Behavior:

- a. Comprehends "No No"
- b. Understands "Pattycake"
- e. Looks Around Corner for Object
- e. Waves Bye Bye
- f. Mama/Dada not Distinct
- g. Imitates Speech Sounds

Classroom Activities:

- a. No activity.
- b. Games such as "Pattycake", "Itsy-Bitsy Spider" are appropriate.
- c. With child watching, hide an object. Child required to find it.  
(Note - at this stage, child must see the object hidden before he will be able to find it. Later, he will look for it where last seen. Later he will search for object when it is missing.)
- e., f., and g. See L 5, Classroom Activity a.

Comprehends "No No"

Language

Ten Months

L 10 a

Observable Behavior:

Will inhibit activity at your command of "No No."

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says one Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.

Understands "Pattycake"

Language

Ten Months

L 10 b

Observable Behavior:

Will attempt to pattycake upon hearing the words.

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says One Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.

Looks Around Corner for Object

Language

Ten Months

L 10 c

Observable Behavior:

Will search for a hidden object.

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says One Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.



Waves Bye Bye

Language

Ten Months

L 10 e

Observable Behavior:

Waves bye bye at appropriate time.

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says One Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.

Mama/Dada Not Distinct

Language

Ten Months

L 10 f

Observable Behavior:

While it is obvious what is being said, words are not distinct enough to be understood by a stranger.

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says One Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.

Imitates Speech Sounds

Language

Ten Months

L 10 g

Observable Behavior:

Will imitate sounds made by adult.

Next Behavior:

- a. Anticipates Events
- b. Anticipates Body Movements
- c. Listens to Isolated Words
- e. Says One Word
- f. Shakes Head for "No"
- g. Imitates New Sounds
- h. Imitates Correct Number of Syllables

Classroom Activities:

- a. Routine activities occurring at regular times will help the child anticipate coming events.
- b. Same as a.
- c. No activity.
- e., f., g., and h. See L 5, Classroom Activity a.

Anticipates Events

Language

Eleven Months

L 11 a

Observable Behavior:

Can indicate knowledge of forthcoming events by increased activity.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dysyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Anticipates Body Movements

Language

Eleven Months

L 11 b

Observable Behavior:

Will anticipate body movements of nursery rhyme such as patty cake, etc.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dissyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Listens to Isolated Words

Language

Eleven Months

L 11 c

Observable Behavior:

Shows much interest in isolated words related to own interest and needs.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dissyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Observable Behavior:

Child will say one word other than Mama-Dada that indicates meaning.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dysyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Observable Behavior:

Shakes head when proper answer is no.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dysyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Initates New Sounds

Language

Eleven Months

L 11 g

Observable Behavior:

Will imitate sounds of dogs, clocks, cows, etc.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dysyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Imitates Correct Number of Syllables   Language   Eleven Months   L 11 h

Observable Behavior:

In attempting to say what is asked, will give the correct number of syllables, but the entire word(s) are not understood.

Next Behavior:

- a. Understands "No"
- b. Knows Immediately and Turns to Own Name
- c. Understands Commands with Gestures
- d. Recognizes Familiar Person at 20 Feet
- e. Mama/Dada Distinct
- f. Indicates Wants
- g. Two Additional Words
- h. Two Dysyllables such as Da-Ba

Classroom Activities:

- a. No activity.
- b. Encourage correct response at roll call to enable child to recognize own name and respond.
- c. See L 6, Classroom Activity b.
- d. Child should recognize playmates, teachers and others at a distance. Assist in this through music, games, etc., in which each child begins to respond by pointing, looking at or indicating identification.
- e., f., g., and h. See L 5, Classroom Activity a.

Understands "No"

Language

Twelve Months

L 12 a

Observable Behavior:

Inhibits on command.

Next Behavior:

- a. Knows names of objects he uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Knows Own Name

Language

Twelve Months

L 12 b

Observable Behavior:

Will turn to own name when own name is called.

Next Behavior:

- a. Knows Names of Objects he Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Understands Commands with Gestures    Language    Twelve Months    L 12 c

Observable Behavior:

Will come when beckoned.

Next Behavior:

- a. Knows Names of Objects he Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Recognizes Familiar Person at 20 Feet    Language    Twelve Months    L 12 d

Observable Behavior:

Can recognize a familiar person as he approaches from a distance of 20 feet.

Next Behavior:

- a. Knows Names of Objects he Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Mama/Dada Distinct

Language      Twelve Months

L 12 e

Observable Behavior:

Can be understood by a stranger when he says mama or dada.

Next Behavior:

- a. Knows Names of Objects He Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all the objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Indicates Wants

Language      Twelve Months

L 12 f

Observable Behavior:

Can indicate wants verbally or non-verbally.

Next Behavior:

- a. Knows Names of Objects he Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all the objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.



Two Additional Words

Language

Twelve Months

L 12 g

Observable Behavior:

Two additional words other than Mama/Dada. Words should be consistent and used meaningfully by child.

Next Behavior:

- a. Knows Names of Objects He Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all the objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Two Dysyllables

Language

Twelve Months

L 12 h

Observable Behavior:

Says two syllables such as "Da-Ba."

Next Behavior:

- a. Knows Names of Objects He Uses
- b. Identifies a Few People
- e. Three Additional Words
- f. Imitates Words

Classroom Activities:

- a. Darken the room, and using a flashlight or slide projector, focus on object being discussed. Name the object and encourage the children to imitate. Vary this by just showing the object with no sounds at all. Another time give the audio portion without the visual stimulus. Place all the objects around the darkened room and focus the flashlight on the objects one at a time to force concentration on the object.
- b. See L 11, Classroom Activity d.
- e. and f. See L 5, Classroom Activity a.

Knows Names of Objects he Uses      Language      Fourteen Months      L 14 a

Observable Behavior:

Objects such as chair, doll, kitty are familiar.

Next Behavior:

- e. Five Word Vocabulary
- f. Indicates Wants Assertively

Classroom Activities:

- e. Continue the opportunity for the child to increase his vocabulary.
- f. Insist on communication from the child to indicate his wants.

Names a Few People      Language      Fourteen Months      L 14 b

Observable Behavior:

Names members of family and playmates.

Next Behavior:

- e. Five Word Vocabulary
- f. Indicates Wants Assertively

Classroom Activities:

- e. Continue the opportunity for the child to increase his vocabulary.
- f. Insist on communication from the child to indicate his wants.

Three Word Vocabulary

Language    Fourteen Months    L 14 e

Observable Behavior:

Any word or syllable with which the child indicates an object or a situation other than Mama or Dada will be considered a word.

Next Behavior:

- e. Five Word Vocabulary
- f. Indicates Wants Assertively

Classroom Activities:

- e. Continue the opportunity for the child to increase his vocabulary.
- f. Insist on communication from the child to indicate his wants.

Imitates Words

Language    Fourteen Months    L 14 f

Observable Behavior:

Imitates sounds of words without indication of knowing the meaning.

Next Behavior:

- e. Five Word Vocabulary
- f. Indicates Wants Assertively

Classroom Activities:

- e. Continue the opportunity for the child to increase his vocabulary.
- f. Insist on communication from the child to indicate his wants.

Five Word Vocabulary

Language      Sixteen Months

L 16 e

Observable Behavior:

Vocabulary of five words besides Mama and Dada.

Next Behavior:

- a. Points to Nose
- b. Identifies Picture
- c. Knows Three Body Parts
- d. Fluent Jargon
- e. Words When Crying
- f. Vocabulary of 10 Words

Classroom Activities:

- a. To increase knowledge of body parts, provide the opportunity for the children to either see themselves or others in a mirror and point to, touch, or move a part of the body as its name is called.
- b. Associate picture of an object with real object or a model of the object to bridge gap from objectivity to symbolic representation. Request local photography class to take pictures of class during regular activities to use for additional language stimulation. (See also F 16, Classroom Activity d.)
- c. Same as a.
- d., e., f. See L 5, Classroom Activity a.

Indicates Wants Assertively

Language      Sixteen Months

L 16 f

Observable Behavior:

Will use one word to make wants known; e. g., "Up".

Next Behavior:

- a. Points to Nose
- b. Identifies Picture
- c. Knows Three Body Parts
- d. Fluent Jargon
- e. Words When Crying
- f. Vocabulary of 10 Words

Classroom Activities:

- a. To increase knowledge of body parts, provide the opportunity for the children to either see themselves or others in a mirror and point to, touch, or move a part of the body as its name is called.
- b. Associate picture of an object with real object or a model of the object to bridge gap from objectivity to symbolic representation. Request local photography class to take pictures of class during regular activities to use for additional language stimulation. (See also F 16, Classroom Activity d.)
- c. Same as a.
- d., e., and f. See L 5, Classroom Activity a.

Observable Behavior:

Will place finger on part when asked to do so.

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Observable Behavior:

Will correctly point to animal or object when asked. For example, "Point to doggie."

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Knows Three Body Parts

Language

Eighteen Months

L 18 c

Observable Behavior:

Knows three of the following (by pointing): hair, mouth, ears, hands, eyes, feet, and nose.

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Fluent Jargon

Language

Eighteen Months

L 18 d

Observable Behavior:

Chatter in imitation of conversation.

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Words When Crying

Language

Eighteen Months

L 18 e

Observable Behavior:

When crying, words will be understood.

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Vocabulary of 10 Words

Language

Eighteen Months

L 18 f

Observable Behavior:

Vocabulary of ten words plus Mama and Dada.

Next Behavior:

- a. Attempts to Follow Directions
- b. Knows 5 Parts of Body
- e. Joins Two Words
- f. Identifies 2 Pictures by Name
- g. Talks in Short Sentences
- h. Vocabulary of 20 Words

Classroom Activities:

- a. Directions must be given clearly, tersely, and consistently, with appropriate gestures to insure obedience and understanding.
- b. See L 16, Classroom Activity a.
- e. See L 5, Classroom Activity a.
- f. Hold up picture and say "Who (or What) is this?" Reward for correct response. See L 12, Classroom Activity a.
- g., and h. See L 5, Classroom Activity a.

Attempts to Follow Directions      Language      Twenty-One Months      L 21 a

Observable Behavior:

Teacher says, "Put the doll on the table." Child will attempt to follow directions.

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b.; also see L 12, Classroom Activity a).
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.

Knows 5 Body Parts      Language      Twenty-One Months      L 21 b

Observable Behavior:

Able to point to 5 body parts (See L 18, Classroom Activity c.)

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b; also see L 12, Classroom Activity a.)
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.



Observable Behavior:

Joins two words such as "all gone."

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b.; also see L 12, Classroom Activity a.)
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.

Observable Behavior:

Show child a four picture card. Child should name two of the four pictures.

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b; also see L 12, Classroom Activity a.)
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.

Talks in Short Sentences

Language

Twenty-One Months

L 21 g

Observable Behavior:

May say three or four word sentences.

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b; also see L 12, Classroom Activity a.)
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.

Vocabulary 20 Words

Language

Twenty-One Months

L 21 h

Observable Behavior:

Able to clearly say and use appropriately 20 words.

Next Behavior:

- a. Follow Simple Command
- b. Identifies Four Pictures
- c. Refers to Self by Name
- e. Nouns and Verbs Predominate
- f. Names Familiar Objects
- g. Echolalia

Classroom Activities:

- a. See L 18, Classroom Activity a.
- b. Teacher is cautioned to go from the concrete to the abstract. (See L 16, Classroom Activity b; also see L 12, Classroom Activity a.)
- c. See L 11, Classroom Activity a.
- e. Encourage complete sentences as children increase vocabulary.
- f. See L 16, Classroom Activity b.
- g. No activity.

Observable Behavior:

Able to follow directions or commands such as "Give me the kitty" or "Put the spoon in the cup."

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Observable Behavior:

Able to identify 4 pictures on a four-picture card (See L 18, Classroom Activity b).

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Refers to Self by Name

Language

Twenty-Four Months

L 24 c

Observable Behavior:

Does not comprehend the personal pronoun yet. Says, "Bobby go."

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Nouns and Verbs Predominate

Language

Twenty-Four Months

L 24 e

Observable Behavior:

In child's speech, sentences are more complete.

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Names Familiar Objects

Language Twenty-Four Months L 24 f

Observable Behavior:

Child is able to name objects he normally sees or plays with.

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Echolalia

Language Twenty-Four Months L 24 g

Observable Behavior:

Child will echo adults words and inflections.

Next Behavior:

- e. Repeats Two Digits
- f. Initiates Motor Activity from Gestures

Classroom Activities:

- e. Repeat stories with words missing. Children complete stories. Have children close eyes, then remove objects from table. Children must tell teacher what has been removed.
- f. Use sound of egg-beater or something similar - then ask the children to respond, indicating that they understood the sound. When sound of the crack of a bat is produced, have children show how the sound is produced. For creativity, have children demonstrate what happens when a piece of toast is being toasted, or bacon fried, or pop-corn is popped.

Repeats Two Digits

Language

Twenty-Seven Months L 27 e

Observable Behavior:

Give child two digits like "3 - 7." Child will repeat them.

Next Behavior:

- a. Identifies Object by Use
- b. Understands "One"
- e. Short Sentences
- f. Naming Predominates
- g. Counts to Two

Classroom Activities:

- a. See L 24, Classroom Activity f.
- b. At nutrition time, hand child a place of cookies. Tell him to take just one and stop him when he has taken one. Emphasize the fact that each child has one nose, one mouth, one head, when working with body parts. In all number concepts, begin with the child's own body and extend out.
- e. and f. No activity.
- g. Place circle large enough for two children to be placed inside the circles. As children are so placed, count "one - two".

Initiates Motor Activity  
from Verbal Request

Language

Twenty-Seven Months L 27 f

Observable Behavior:

When asked "How does an egg beater go?" will respond with gestures.

Next Behavior:

- a. Identifies Object by Use
- b. Understands "One"
- e. Short Sentences
- f. Naming Predominates
- g. Count to Two

Classroom Activities:

- a. See L 24, Classroom Activity f.
- b. At nutrition time, hand child a place of cookies. Tell him to take just one and stop him when has taken one. Emphasize the fact that each child has one nose, one mouth, one head, when working with body parts. In all number concepts, begin with the child's own body and extend out.
- e. and f. No activity.
- g. Place circle large enough for two children to be placed inside the circles. As children are so placed, count "one - two".

Identifies Object by Use

Language

Thirty Months

L 30 a

Observable Behavior:

May now know name of an object, but will call its name by its use.

Next Behavior:

- a. Relates Experiences
- b. Picture Memory
- c. Can be "Reasoned With"
- d. Knows Sex
- e. Knows First and Last Name
- f. Follows Direction With 2 Prepositions
- g. Ten Objects from Pictures
- h. Repeats Three Digits

Classroom Activities:

- a. Have children relate stories from large stimulus pictures.
- b. Have children complete familiar flannel-board stories.
- c. Have children respond to "Why" questions.
- d. Consistently emphasize "boy-girl" dress, hair style, etc.
- e. See L 11, Classroom Activity b.
- f. Have children place objects in, on, under and around large container.
- g. See L 16, Classroom Activity b.
- h. See L 24, Classroom Activity e.

Understands "One"

Language

Thirty Months

L 30 b

Observable Behavior:

Will place one cube on designated place when asked to do so.

Next Behavior:

- a. Relates Experiences
- b. Picture Memory
- c. Can be "Reasoned With"
- d. Knows Sex
- e. Knows First and Last Name
- f. Follows Direction with 2 Prepositions
- g. Ten Objects from Pictures
- h. Repeats Three Digits

Classroom Activities:

- a. Have children relate stories from large stimulus pictures.
- b. Have children complete familiar flannel-board stories.
- c. Have children respond to "Why" questions.
- d. Consistently emphasize "boy-girl" dress, hair style, etc.
- e. See L 11, Classroom Activity b.
- f. Have children place objects in, on, under, and around large container.
- g. See L 16, Classroom Activity b.
- h. See L 24, Classroom Activity e.

Observable Behavior:

Uses short sentences or phrases, or subject-object combinations.

Next Behavior:

- a. Relates Experiences
- b. Picture Memory
- c. Can be "Reasoned With"
- d. Knows Sex
- e. Knows First and Last Name
- f. Follows Directions with 2 Prepositions
- g. Ten Objects from Pictures
- h. Repeats Three Digits

Classroom Activities:

- a. Have children relate stories from large stimulus pictures.
- b. Have children complete familiar flannel-board stories.
- c. Have children respond to "Why" questions.
- d. Consistently emphasize "boy-girl" dress, hair style, etc.
- e. See L 11, Classroom Activity b.
- f. Have children place objects in, on, under and around large container.
- g. See L 16, Classroom Activity b.
- h. See L 24, Classroom Activity e.

Observable Behavior:

Enjoys naming objects.

Next Behavior:

- a. Relates Experiences
- b. Picture Memory
- c. Can be "Reasoned with"
- d. Knows Sex
- e. Knows First and Last Name
- f. Follows Direction with 2 Prepositions
- g. Ten Objects from Pictures
- h. Repeats Three Digits

Classroom Activities:

- a. Have children relate stories from large stimulus pictures.
- b. Have children complete familiar flannel-board stories.
- c. Have children respond to "Why" questions.
- d. Consistently emphasize "boy-girl" dress, hair style, etc.
- e. See L 11, Classroom Activity b.
- f. Have children place objects in, on, under and around large container.
- g. See L 16, Classroom Activity b.
- h. See L 24, Classroom Activity e.



Counts to Two

Language

Thirty Months

L 30 g

Observable Behavior:

Counts to Two.

Next Behavior:

- a. Relates Experiences
- b. Picture Memory
- c. Can be "Reasoned With"
- d. Knows Sex
- e. Knows First and Last Name
- f. Follows Direction With 2 Prepositions
- g. Ten Objects from Pictures
- h. Repeats Three Digits

Classroom Activities:

- a. Have children relate stories from large stimulus pictures.
- b. Have children complete familiar flannel-board stories.
- c. Have children respond to "Why" questions.
- d. Consistently emphasize "boy-girl" dress, hair style, etc.
- e. See L 11, Classroom Activity b.
- f. Have children place objects in, on, under and around large container.
- g. See L 16, Classroom Activity b.
- h. See L 24, Classroom Activity e.

Relates Experiences

Language

Thirty-Six Months

L 36 a

Observable Behavior:

Gives simple account of experiences or tells stories.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Observable Behavior:

Child recognizes picture of object even when shown different view.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Observable Behavior:

Will understand when told why an action is necessary.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Knows Sex

Language

Thirty-Six Months

L 36 d

Observable Behavior:

Knows difference between boys and girls.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Knows First and Last Name

Language

Thirty-Six Months

L 36 e

Observable Behavior:

Able to say clearly first and last name.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Follows Directions With  
Two Prepositions

Language

Thirty-Six Months

L 36 f

Observable Behavior:

"Take doll from on top of table and place it under chair" when given as a command will be understood, and obeyed.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Ten Objects From Pictures

Language

Thirty-Six Months

L 36 g

Observable Behavior:

Child will be able to identify ten objects from pictures as in Binet.

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Repeats Three Digits

Language

Thirty-Six Months

L 36 h

Observable Behavior:

Repeats Three Digits

Next Behavior:

- a. Knows Hunger, Cold, etc.
- b. Knows Longer
- c. Obeys Simple Commands
- d. Knows Heaviest
- e. Relates Story From Picture
- f. Counts to Three

Classroom Activities:

- a. Use ice water and warm water to help distinguish hot and cold.
- b. Use Peabody clip-them-together chips for longer and shorter.
- c. See L 18, Classroom Activity a. Also reverse procedure; teacher obeys commands.
- d. Balance scales or teeter-totter boards can demonstrate weight differences.
- e. Show interesting pictures and have children tell what is going to happen next. Use Peabody kit.
- f. See L 27, Classroom Activity g.

Knows Cold, Hunger, Etc.

Language

Forty-Two Months

L 42 a

Observable Behavior:

Knows what to do when he is cold or hungry, and able to express that information.

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects from Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.

Knows Longer

Language

Forty-Two Months

L 42 b

Observable Behavior:

Able to choose a stick that is longer than another stick.

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects From Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.

Observable Behavior:

Place objects on table then say, "Give me the cup."

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects From Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.

Observable Behavior:

With two objects of different weight on table, child will choose the heaviest.

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects From Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.

Observable Behavior:

Child will relate a short story from a picture.

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects From Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.

Observable Behavior:

Counts to Three.

Next Behavior:

- a. Recognizes Three Colors Out of Four
- b. Knows Why We Have Stoves
- c. Knows Opposites
- d. Names Objects From Memory
- e. Repeats Simple Sentences
- f. Asks "Why?"

Classroom Activities:

- a. Sort pins, beads, pegs, etc. See F 36, Classroom Activity a.
- b. Cook or bake in class cookies, bread, pop-corn, to demonstrate use of stoves. Use see-through oven door to show effects of heat.
- c. Sort pictures of "clean" vs. "dirty" objects. Same for "hot" vs. "cold" or "high" vs. "low".
- d. Use version of old shell game with hidden object.
- e. and f. No activity.



Recognizes Three Colors

Out of Four

Language

Forty-Eight Months

L 48 a

Observable Behavior:

Can distinguish three colors -- usually red, blue and yellow.

Next Behavior:

a. Can follow Three Directions.

Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

a. See L 8, Classroom Activity a.

Knows Why We Have Stoves

Language

Forty-Eight Months

L 48 b

Observable Behavior:

Will reply to a question.

Next Behavior:

a. Can follow three directions.

Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

a. See L 8, Classroom Activity a.

Knows Opposites

Language

Forty-Eight Months

L 48 c

Observable Behavior:

Can answer, "A brother is a boy, a sister is a \_\_\_\_\_."

Next Behavior:

a. Can follow Three Directions.

Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

a. See L 8, Classroom Activity a.

Knows Objects From Memory

Language

Forty-Eight Months

L 48 d

Observable Behavior:

After seeing objects, can name them after they are removed from sight.

Next Behavior:

a. Can Follow Three Directions.

Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

a. See L 8, Classroom Activity a.

Repeats Simple Sentence                      Language                      Forty-Eight Months                      L 48 e

Observable Behavior:

Repeats sentence such as, "I am a big boy."

Next Behavior:

- a. Can follow Three Directions.  
Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

- a. See L 8, Classroom Activity a.

Asks "Why?"    Language    Forty-Eight Months    L 48 f

Observable Behavior:

Wants to know the reason for everything.

Next Behavior:

- a. Can follow three directions.  
Example: Put pencil on table; close door; jump over rug.

Classroom Activities:

- a. See L 8, Classroom Activity a.

## SUMMARY

Children previously placed in the State Hospitals for total care are now being placed into communities. This has placed a burden on local educators to provide a meaningful program for these children. The California State Department of Education has conducted training institutes and workshops for personnel assigned to Development Centers for Handicapped Minors (DCHM), which now has this responsibility. These institutes and workshops were concerned with behavior modification and individual instruction. While this information is very valuable, it did not meet the needs of the teacher or attendant who must work with small groups of children enrolled in the DCHM.

A curriculum which included suggestions for small group activities was needed. It was determined that this curriculum must (1) be based on a developmental theory; (2) provide for an assessment of the current abilities of the children; (3) plan for activities suitable for small groups; (4) be easily understood by the permit teacher, aide or volunteer; (5) be designed so that the time spent in recording the progress of the child be minimal, and (6) be designed so that the results of this recording be revealing and useful. It was assumed that the developmental progress of the normal child and the profoundly retarded child parallel each other except in rate. Therefore, tasks from the development scales of normal children were identified and arranged in developmental sequence.

To assess the functional level of the children, tasks were selected from 18 sources - either from existing infant scales such as Gesell, the Cattell, or the Bayley - or from other experts in the four

areas of concern: Gross Motor, Fine Motor, Social and Language. These tasks were arranged into 22 levels of development, corresponding to age levels of normal children. The range in levels was from one month to 48 months, with levels for each month for the first 12 months, thereafter increasing the age span for each successive level in accordance with the practice of most sources.

Three hundred and fifty-nine tasks were finally selected on the following criteria: (1) that the tasks be observable; (2) that the tasks be describable in behavioral terms, and (3) that the tasks be developmental in nature - that is they must lead from or to another task in the developmental sequence.

To meet the remainder of requirements of this curriculum each of the 359 tasks were listed separately on a 5x8 Activity Card. Each card included (1) an abbreviated version of the task for quick reference; (2) the area of the task; (3) the level of the task; (4) a three character code designed to ease scoring; (5) the behaviors expected at the next level of development; and (6) suggested classroom activities associated with the next behaviors.

A Progress Card in the form of a grid was developed to be used in the initial evaluation of the child and in subsequent activities performed by the child. Instructions were given to the teacher to mark the Progress Card when tasks were performed or when tasks were known to have been performed. Each square of the grid corresponds to a task in the scale referred to by the three-character code. Hence a profile of the child's abilities resulted. Subsequent tasks were marked when successfully passed, using only the date in the square. This allowed the growth to be shown from one formal evaluation to the next.

The classroom activities listed on the Activity Cards were the result of many brain-storming sessions with three highly skilled teachers. This system of evaluation and screening was field tested by four Development Centers in Southern California and found to be very useful. The teachers reported that this scale allowed for smaller growth steps to be evaluated than in any previous scale.

Using the information on the cards, a teacher could initially evaluate the child through his observations, record these observations, arrive at a developmental age in the four areas, and a composite mean developmental age. The cards would also provide the teacher with a tool that would allow him to observe a new behavior in a child, identify the behavior as a developmental task, locate the task in a card file, record the completion of the task on the child's record, note the next behaviors to be expected, note the classroom activities suggested, and finally make suitable plans based on these suggestions. All of this is accomplished within a few minutes and with minimal effort on the part of the teacher and the child.

It is suggested that further investigations could be made to determine the reliability of the evaluative instrument by correlating the results of at least two independent evaluators. Cross-validation of the classification of items by other specialists in the DCHM would also add to the strength of this study.

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SOURCES OF DEVELOPMENTAL TASKS

	Ayers	Bayley	Bensberg	Binet	Cattell	Cratty	Delecató	Denver	Doll	Engles	Gesnell	Getman	Illingsworth	Jones	Kephart	Lillywhite	Flagst	Tape	
1 Mo		5						1	1	1	6	1	1					3	19
2 Mo		2			4			1					1		1	2		1	12
3 Mo		1	1		7		1				3		1					1	15
4 Mo		6			4			1			6						1		18
5 Mo		3			6								3			1			13
6 Mo		2			3				2				3			2	1	2	15
7 Mo		2			4						5		4			3			18
8 Mo		4			5						2		1			2		1	15
9 Mo		1			4						3		3			2		1	14
10 Mo	1	6			1				1		5		1			3			18
11 Mo		2			2				1				4			4	1		14
12 Mo	1	4			3			2	1	3	7		2						23
14 Mo	2	1	1		2				1		5					2			14
16 Mo		3			3			1	2		4		2						15
18 Mo		3		1	4			1	1		5		1	3				1	20
21 Mo		3		1	4				2		4			2					16
24 Mo		1		5		2		1	2		8								19
27 Mo				1	3				5		1		2						12
30 Mo		3			2				2		6		1			1			15
36 Mo		2	1	4	2			1	4		7								21
42 Mo				3	3			1	3		4					1			15
48 Mo				4	1			4	2		7								18
	4	54	3	19	67	2	1	14	30	4	88	1	30	5	1	23	3	10	359

APPENDIX I

APPENDIX II

THE GESTALT LIST

G 1 a Crawling Mvt of legs (Bayley)	G 2 a Begins to lift head (Cattell)
G 1 b Head drops when held (Bayley)	G 2 b Holds head momentarily (Illingsworth)
G 1 c Head turns to side (Bayley)	G 2 c
G 1 d Arms flexed or abducted (Gesell)	G 2 d
G 1 e Hand tight (Gesell)	G 2 e
<hr/>	
F 1 a Reacts with eyes (Gesell)	F 2 a Holds rattle (Bayley)
F 1 b Follows to mid-line (Bayley)	F 2 b Eyes track (Cattell)
F 1 c Difficult to control eyes (Gesell)	F 2 c Right self (Kephart)
F 1 d Grasp reflex (Illingsworth)	F 2 d Looks and holds (Bayley)
F 1 e Startle reflex (Getman)	F 2 e
<hr/>	
S 1 a Regards face (Denver)	S 2 a Smiles responsively (Denver)
S 1 b Occupies self (Doll)	S 2 b Inspect environment (Cattell)
S 1 c	S 2 c
S 1 d	S 2 d
S 1 e	S 2 e
S 1 f	S 2 f
<hr/>	
L 1 a Responds to bell (Bayley)	L 2 a Attend to voice (Cattell)
L 1 b Heedful of sounds (Gesell)	L 2 b Responds to cooing (Lillywhite)
L 1 c Watches mother intently (Gesell)	L 2 c
L 1 d	L 2 d
L 1 e Cries with throaty sound (Engels)	L 2 e Rhythm cry slower (Tape)
L 1 f Makes demands - crying (Tape)	L 2 f Babbles (Lillywhite)
L 1 g Rhythmic crying (Tape)	L 2 g
L 1 h Cough-like crying (Tape)	L 2 h

CODE: Example: G 16 b  
 ↳ a task in an area  
 ↳ the level of the task  
 ↳ the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 3 a Head steady (Cattell)	G 4 a Head lag (some) (Bayley)
G 3 b Crawls prone (Gesell)	G 4 b Rolls over (Bayley)
G 3 c Cross Pattern (Delacato)	G 4 c Head up when sitting (Bayley)
G 3 d Raises chest (Cattell)	G 4 d Arms in unison-swimming motion (Cattell)
G 3 e	G 4 e Likes sitting position (Gesell)
<hr/>	
F 3 a Attends to cube (Cattell)	F 4 a Manual control by sight (Piaget)
F 3 b Swinging ring (Cattell)	F 4 b Ring to mouth (Gesell)
F 3 c Inspects fingers (Cattell)	F 4 c Fingers busy (Gesell)
F 3 d Plays with rattle (Illingsworth)	F 4 d Eye-hand coord. begins (Bayley)
F 3 e Fingers open (Gesell)	F 4 e Head to mid-line (Gesell)
<hr/>	
S 3 a Demand for socialization (Gesell)	S 4 a Pulls dress over face in play (Illingsworth)
S 3 b	S 4 b Increased activity with toy (Cattell)
S 3 c	S 4 c
S 3 d Anticipates feeding (Cattell)	S 4 d Sucking strong (Cattell)
S 3 e	S 4 e
S 3 f	S 4 f
<hr/>	
L 3 a Anticipates with activity (Cattell)	L 4 a Turns to voice (Cattell)
L 3 b Reacts to visual sign (Bayley)	L 4 b Recognizes "mother" (Gesell)
L 3 c	L 4 c
L 3 d	L 4 d
L 3 e Crying plaintive (Tape)	L 4 e Coos, gurgles, squeals (Denver)
L 3 f Chuckles (Bensberg)	L 4 f Smiles meaningfully (Bayley)
L 3 g	L 4 g Laughs aloud (Bayley)
L 3 h	L 4 h

CODE: Example: G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 5 a May lift foot (Bayley)	G 6 a Reaches unilaterally (Bayley)
G 5 b Pulls to sitting position (Bayley)	G 6 b Weight on hands when prone (Illingsworth)
G 5 c Weight on forearms (Illingsworth)	G 6 c Weight on feet when standing (Illingsworth)
G 5 d	G 6 d
G 5 e	G 6 e

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F 5 a Eyes focus on small objects (Cattell)	F 6 a Pick up string (Bayley)
F 5 b Transfers hand to hand (Cattell)	F 6 b Grasps object if in vision (Piaget)
F 5 c Pulls suspended ring (Cattell)	F 6 c Reaches persistently (Cattell)
F 5 d Attains ring (Cattell)	F 6 d Lifts cup (Cattell)
F 5 e	F 6 e

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S 5 a Displeasure shown (Illingsworth)	S 6 a Fingers reflection in mirror (Cattell)
S 5 b Laughs when head hidden (Illingsworth)	S 6 b Demands attention (Doll)
S 5 c	S 6 c
S 5 d Picks up spoon (Cattell)	S 6 d Holds bottle part of time (Illingsworth)
S 5 e	S 6 e
S 5 f	S 6 f

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L 5 a Turns to bell (Cattell)	L 6 a Babbling increases in variety (Lillywhite)
L 5 b discriminates strangers (Bayley)	L 6 b Responds to angry tone if coupled with gestures (Lillywhite)
L 5 c Responds to voices (Lillywhite)	L 6 c
L 5 d	L 6 d
L 5 e	L 6 e Crying not rhythmic (Tape)
L 5 f	L 6 f Rising and falling inflection (Tape)
L 5 g	L 6 g "Talks" (Doll)
L 5 h	L 6 h

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CODE: Example:

G 16 b  
 |  
 | a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 7 a Hands very active (Gesell)	G 8 a Creeps on hands and knees (Bayley)
G 7 b May bear weight on hand (Illingsworth)	G 8 b Hand preference (Cattell)
G 7 c Bounce with enjoyment (Illingsworth)	G 8 c Sits on floor unsupported (Doll)
G 7 d Sits on floor with support (Illingsworth)	G 8 d
G 7 e	G 8 e
F 7 a Eyes lead (Bayley)	F 8 a Attains ring (Cattell)
F 7 b Secures 2 cubes (Cattell)	F 8 b Secures pellet (Cattell)
F 7 c One hand approach (Gesell)	F 8 c Bangs spoon (Cattell)
F 7 d Pulls peg from peg-board (Cattell)	F 8 d
F 7 e Thumb opposition (Bayley)	F 8 e
S 7 a Attracts attention by cough- ing (Illingsworth)	S 8 a
S 7 b Private Exploration (Gesell)	S 8 b
S 7 c	S 8 c
S 7 d Sucks food from spoon (Gesell)	S 8 d Feeds self crackers (Gesell)
S 7 e Chewing begins (Gesell)	S 8 e Bites and chews (Gesell)
S 7 f	S 8 f
L 7 a Smiles at mirror (Cattell)	L 8 a Recognizes familiar sounds (Bayley)
L 7 b Responds to gestures (Lillywhite)	L 8 b Localizes gross sounds (Bayley)
L 7 c Rejects demands for imita- tion (Lillywhite)	L 8 c Increased tongue tip (Lillywhite)
L 7 d	L 8 d Increased babbling with gestures (Lillywhite)
L 7 e	L 8 e Combines 2 syllables (Cattell)
L 7 f Crows (Lillywhite)	L 8 f Babbling rhythmic (Tape)
L 7 g	L 8 g Repetitious syllables (Bayley)
L 7 h	L 8 h

CODE: Example:

G 16 b

| a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language



G 9 a	Raises to sitting position (Gesell)	G 10 a	Pulls self to feet (Bayley)
G 9 b	Crawls backward (Illingsworth)	G 10 b	Walks holding on (Bayley)
G 9 c	Sits on floor - recovers balance (Illingsworth)	G 10 c	Prone to sitting and v. v. (Illingsworth)
G 9 d		G 10 d	Stands momentarily (Doll)
G 9 e		G 10 e	Rocks or creeps when prone (Gesell)

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F 9 a	Rings bell (Cattell)	F 10 a	Holds own bottle (Gesell)
F 9 b	Pincer grasp (Bayley)	F 10 b	Crude release (Ayers)
F 9 c		F 10 c	Attempts 3rd cube (Cattell)
F 9 d		F 10 d	Bangs 2 cubes mid-line (Bayley)
F 9 e		F 10 e	

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S 9 a	Arms in front of face (Illingsworth)	S 10 a	Pattycakes (Bayley)
S 9 b		S 10 b	
S 9 c		S 10 c	Toilet Training begins (Gesell)
S 9 d	Drinks from cup w/spill (Gesell)	S 10 d	
S 9 e	Finger feeds (Gesell)	S 10 e	Solid foods (Gesell)
S 9 f	Holds arms out (Lillywhite)	S 10 f	

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L 9 a	Adjusts to words (Cattell)	L 10 a	Comprehends "no no" (Lillywhite)
L 9 b	Reads faces and gestures (Cattell)	L 10 b	Understands "patty-cake" (Lillywhite)
L 9 c	Cries to get attention (Lillywhite)	L 10 c	Looks around corner for object (Lillywhite)
L 9 d		L 10 d	
L 9 e	Imitates sounds (Cattell)	L 10 e	Waves bye-bye (Bayley)
L 9 f	A-ha syllable crying (Tape)	L 10 f	Mama, dada not distinct (Bayley)
L 9 g		L 10 g	Imitates speech sounds (Gesell)
L 9 h		L 10 h	

CODE: Example: G 16 g

a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 11 a	Strikes doll (Cattell)	G 12 a	Stoops and recovers (Denver)
G 11 b	Standing, lifts foot (Illingsworth)	G 12 b	Pulls self to rail (Gesell)
G 11 c		G 12 c	Plantigrade creeping (Gesell)
G 11 d		G 12 d	Sits and pivots (Ayers)
G 11 e		G 12 e	Walks with hand held (Bayley)
<hr/>		<hr/>	
F 11 a	Puts objects in container (Illingsworth)	F 12 a	Release (Gesell)
F 11 b		F 12 b	Chews and swallows (Doll)
F 11 c		F 12 c	Tower of cubes (Bayley)
F 11 d		F 12 d	Marks with pencil (Cattell)
F 11 e		F 12 e	
<hr/>		<hr/>	
S 11 a	Enjoys audience (Bayley)	S 12 a	Plays up and down (Illingsworth)
S 11 b	Repeats perf. laughed at (Illingsworth)	S 12 b	Mouthing nearly stopped (Illingsworth)
S 11 c		S 12 c	Toilet training earnestly (Gesell)
S 11 d	Licks ice cream cone (Bayley)	S 12 d	Fingerfeeds part of meal (Gesell)
S 11 e	Does not drool (Doll)	S 12 e	Holds spoon (Gesell)
S 11 f		S 12 f	Cooperates in dressing (Gesell)
<hr/>		<hr/>	
L 11 a	Anticipates events (Piaget)	L 12 a	Understands "no" (Cattell)
L 11 b	Anticipates body movements (Illingsworth)	L 12 b	Knows immediately turns to own name (Engels)
L 11 c	Listens to isolated word (Lillywhite)	L 12 c	Understands command with gestures (Engels)
L 11 d		L 12 d	Recognizes familiar 20 feet (Engels)
L 11 e	Says one word (Cattell)	L 12 e	Mama, Dada distinct (Denver)
L 11 f	Shakes head for "no" (Lillywhite)	L 12 f	Indicates wants (Bayley)
L 11 g	Imitates new sounds (Lillywhite)	L 12 g	Two additional words (Cattell)
L 11 h	Imitates correct no. syl- lables (Lillywhite)	L 12 h	Two dysyllables (da-ba) (Bayley)

CODE: Example: G 16 b

	a task in an area	G = Gross Motor
	the level of the task	F = Fine Motor
	the area of the task	S = Social
		L = Language

G 14 a Walks fairly well (Gesell)	G 16 a Walks well (Doll)
G 14 b Starts and stops (Ayers)	G 16 b Imitates housework (Denver)
G 14 c Toddles about (Ayers)	G 16 c Seats self in chair (Illingsworth)
G 14 d Falls by collapsing (Gesell)	G 16 d Creeps upstairs (Gesell)
G 14 e Overcomes simple obstacles (Doll)	G 16 e
<hr/>	
F 14 a Puzzles in holes (Bayley)	F 16 a Round block in form board (Bayley)
F 14 b Pulls and replaces peg (Cattell)	F 16 b Tower 2 cubes (Bayley)
F 14 c	F 16 c Puts beads in box (Cattell)
F 14 d	F 16 d Scribbles in imitation (Cattell)
F 14 e	F 16 e
<hr/>	
S 14 a	S 16 a Carries familiar objects (Doll)
S 14 b	S 16 b
S 14 c	S 16 c Indicates when wet (Illingsworth)
S 14 d Fingerfeeds self (Gesell)	S 16 d Manipulates cup (Gesell)
S 14 e Turns spoon (Gesell)	S 16 e Dips spoon in dish (Gesell) (Denver)
S 14 f Pulls off socks (Denver)	S 16 f Able to unzip large zipper
<hr/>	
L 14 a Knows names of objects he uses (Lillywhite)	L 16 a
L 14 b Names few people (Lillywhite)	L 16 b
L 14 c	L 16 c
L 14 d	L 16 d
L 14 e Three words (Cattell)	L 16 e Five word vocabulary (Cattell)
L 14 f Imitates words (Bensberg)	L 16 f Indicates wants assertively (Bayley)
L 14 g	L 16 g
L 14 h	L 16 h

CODE: Example:

G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 18 a Hurls ball (Bayley)	G 21 a Walks upstairs with both feet (Bayley)
G 18 b Walks sideways (Bayley)	G 21 b Kicks ball (Gesell)
G 18 c Runs stiffly (Denver)	G 21 c Down from adult chair (Gesell)
G 18 d Pulls wheeled toy (Illingsworth)	G 21 d
G 18 e	G 21 e
F 18 a Tower 3 cubes (Bayley)	F 21 a Square in form board (Cattell)
F 18 b Scribbles spont. (Cattell)	F 21 b Six pegs in peg-board (Bayley)
F 18 c Walks into ball (Gesell)	F 21 c Closes oblong box (Bayley)
F 18 d Turns pages of book (Gesell)	F 21 d Unwraps candy (Doll)
F 18 e	F 21 e
S 18 a Blows out candle (Jones)	S 21 a Goes about yard (Jones)
S 18 b Plays with other children (Denver)	S 21 b
S 18 c Success at toilet (Gesell)	S 21 c
S 18 d Holds spoon in pronation (Gesell)	S 21 d Drinks from cup without spill (Gesell)
S 18 e Self feeding (Doll)	S 21 e
S 18 f Takes off mittens (Jones)	S 21 f Removes Garments (Jones)
L 18 a Points to nose etc. (Cattell)	L 21 a Attempts to follow direction (Cattell)
L 18 b Ident. picture (Cattell)	L 21 b Knows 5 body parts (Binet)
L 18 c Knowes 3 body parts (Binet)	L 21 c
L 18 d Fluent jargon (Cattell)	L 21 d
L 18 e Words when crying (Tape)	L 21 e Joins 2 words (all gone) (Cattell)
L 18 f Vocabulary 10 words (Gesell)	L 21 f Identifies 2 pictures by name (Cattell)
L 18 g	L 21 g Talks in short sentences (Doll)
L 18 h	L 21 h Vocabulary 20 words (Gesell)

CODE: Example G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 24 a Throws ball overhand (Denver)	G 27 a Jumps in place (Doll)
G 24 b Runs rather than walks (Gesell)	G 27 b
G 24 c Squats on floor (Gesell)	G 27 c
G 24 d Kicks large ball (Gesell)	G 27 d
G 24 e Picks object off floor	G 27 e
<hr/>	
F 24 a Three hole form board (Binet)	F 27 a Tower of 5 cubes (Cattell)
F 24 b Tower 4 blocks (Binet)	F 27 b Imitates vertical line (Cattell)
F 24 c Turns single page (Gesell)	F 27 c Turns door knot (Illingsworth)
F 24 d Folds paper (Bayley)	F 27 d Unscrews lid (Illingsworth)
F 24 e Unwraps coverings (Doll)	F 27 e
<hr/>	
S 24 a Initiates own play (Gesell)	S 27 a Parallel play (Doll)
S 24 b	S 27 b Initiates own play of others (Doll)
S 24 c Dry at night (Gesell)	S 27 c Verbalizes toilet needs (Gesell)
S 24 d	S 27 d Eats with fork (Doll)
S 24 e	S 27 e
S 24 f Takes off shoes (Gesell)	S 27 f Removes own coat (Doll)
<hr/>	
L 24 a Follows simple commands (Binet)	L 27 a
L 24 b Identifies 4 pictures (Binet)	L 27 b
L 24 c Refers to self by name (Gesell)	L 27 c
L 24 d	L 27 d
L 24 e Nouns & verbs predominate (Denver)	L 27 e Repeats 2 digits (Cattell)
L 24 f Names familiar objects (Binet)	L 27 f Initiates motor activity from verbal request (Binet)
L 24 g Echolalia (Doll)	L 27 g
L 24 h	L 27 h

CODE: Example: G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

G 30 a Rides trike (Illingsworth)	G 36 a Balances one foot 1 sec. (Gesell)
G 30 b Broad jumps (Bayley)	G 36 b Climbs about (Doll)
G 30 c Avoids simple hazards (Doll)	G 36 c Walks upstairs altern. feet (Bayley)
G 30 d Walks on tiptoe (Gesell)	G 36 d Walks downstairs both feet (Bayley)
G 30 e	G 36 e Kicks ball well (Gesell)
<hr/>	<hr/>
F 30 a Drinks from straw (Gesell)	F 36 a Strings 4 beads (Binet)
F 30 b Holds crayon (Gesell)	F 36 b Draw vert. line and circle (Cattell)
F 30 c Unlaces shoes (Bayley)	F 36 c Builds bridge (Cattell)
F 30 d	F 36 d Cuts with scissors (Doll)
F 30 e	F 36 e
<hr/>	<hr/>
S 30 a Wash and dry hands (Gesell)	S 36 a Understands taking turns (Gesell)
S 30 b	S 36 b Cooperates with child (Doll)
S 30 c Asks to go to toilet (Gesell)	S 36 c
S 30 d	S 36 d Feeds self (Gesell)
S 30 e	S 36 e
S 30 f Dresses with supervision (Gesell)	S 36 f Buttons & unbuttons (Gesell)
<hr/>	<hr/>
L 30 a Identifies object by use (Cattell)	L 36 a Relates experiences (Doll)
L 30 b Understands "one" (Cattell)	L 36 b Picture memory (Binet)
L 30 c	L 36 c Can be "reasoned with" (Bensburg)
L 30 d	L 36 d Knows sex (Gesell)
L 30 e Short sentences (Doll)	L 36 e First and last name (Denver)
L 30 f Naming predominates (Bayley)	L 36 f Follows directions with 2 pre- positions (Gesell)
L 30 g Counts to two (Lillywhite)	L 36 g Ten objects from pictures (Binet)
L 30 h	L 36 h repeats 3 digits (Binet)

CODE: Example:

G 16 b

| a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor

F = Fine Motor

S = Social

L = Language

G 42 a Balances one foot 2 sec. (Gesell)	G 48 a Hops on one foot (Bayley)
G 42 b	G 48 b Catches objects (Doll)
G 42 c	G 48 c Skips on one foot (Gesell)
G 42 d	G 48 d Jumps (running) (Gesell)
G 42 e	G 48 e Balances 1 foot 4-8 sec. (Gesell)
F 42 a Solve picture puzzles (Cattell)	F 48 a Laces shoes (Denver)
F 42 b Sorts by color (Cattell)	F 48 b Copies cross (Binet)
F 42 c 1/4" peg in peg-board (Cattell)	F 48 c String 7 beads 2 minutes (Cattell)
F 42 d traces diamond (Gesell)	F 48 d Draws recog. picture (Denver)
F 42 e	F 48 e Buttons small buttons (Gesell)
S 42 a Cooperative play (Doll)	S 48 a Plays simple games (Gesell)
S 42 b Helps household tasks (Doll)	S 48 b
S 42 c Cares for self at toilet (Doll)	S 48 c
S 42 d	S 48 d
S 42 e	S 48 e
S 42 f Puts on shoes (Gesell)	S 48 f Dresses without supervision (Gesell)
L 42 a Knows cold, hunger (Denver)	L 48 a Recog. 3 out of 4 colors (Denver)
L 42 b Knows "longer" (Binet)	L 48 b Knows why we have stoves (Binet)
L 42 c Obeys simple comm. (Binet)	L 48 c Knows opposites (Denver)
L 42 d Knows "heaviest" (Gesell)	L 48 d Names objects from memory (Binet)
L 42 e Relates story from picture (Binet)	L 48 e Repeats simple sentences (Binet)
L 42 f Counts to 3 (Lillywhite)	L 48 f Asks "why" (Gesell)
L 42 g	L 48 g
L 42 h	L 48 h

CODE: Example: G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

APPENDIX III

ALPHABETICAL LISTING OF TASKS (Abbreviated)

A

Able to unzip large zipper	S 16 f
Adjusts to words	L 9 a
A-ha syllable when crying	L 9 f
Anticipates body movements	L 11 b
Anticipates events	L 11 a
Anticipates feeding	S 3 d
Anticipates with activity	L 3 a
Arms flexed or abducted	G 1 d
Arms in front of face	S 9 a
Arms in unison	G 4 d
Asks to go to toilet	S 30 c
Asks why	L 48 f
Attains ring	F 5 d
Attains ring w/string	F 8 a
Attempts third cube	F 10 c
Attempts to follow directions	L 21 a
Attends to cube	F 3 a
Attends to voice	L 2 a
Attracts attention by coughing	S 7 a
Avoids simple hazards	G 30 c

B

Babbles	L 2 f
Babbling increases	L 6 a
Babbling rhythmic	L 8 f
Balances on one foot one second	G 36 a
Balances on one foot two seconds	G 42 a
Balances on one foot 6 - 8 seconds	G 48 e
Bangs spoon	F 8 c
Bangs two cubes to mid-line	F 10 d
Begins to lift head	G 2 a
Bite and chew	S 8 e
Blows out candle	S 18 a
Bounces with enjoyment	G 7 c
Broad jumps	G 30 b
Builds bridge	F 36 c
Buttons and unbuttons	S 36 f
Buttons small buttons	F 48 e

CODE: Example G 16 b

a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language



C	
Cares for self at toilet	S 42 c
Carries familiar objects	S 16 c
Catches object	G 48 b
Chewing begins	S 7 e
Chews and swallows	F 12 b
Chuckles	L 3 f
Climbs about	G 36 b
Closes oblong box	F 21 c
Combines two syllables	L 8 e
Comprehends "NO NO"	L 10 a
Cooperates in dressing	S 12 f
Cooperates with children	S 36 b
Cooperative play	S 42 a
Coos, gurgles, squeals	L 4 e
Copies cross	F 48 b
Cough-like cry	L 1 h
Counts to three	L 42 f
Counts to two	L 30 g
Crawling movement of legs	G 1 a
Crawls backward	G 9 b
Crawls prone	G 3 b
Creeps on hands and knees	F 8 a
Creeps upstairs	G 16 d
Cries to get attention	L 9 c
Cries with throaty sound	L 1 e
Cross pattern	G 3 c
Crows	L 7 f
Crude release	F 10 b
Crying not rhythmic	L 6 e
Crying plaintive	L 3 e
Cuts with scissors	F 36 d

D	
Demands attention	S 6 b
Demand for socialization	S 3 a
Difficult to control eyes	F 1 c
Dips spoon in dish	S 16 e
Discriminates strangers	L 5 b
Displeasure shown	S 5 a
Does not drool	S 11 e
Down from adult chair	G 21 c
Draws recognizable picture	F 48 d
Draws vertical line and circle	F 36 b
Dresses with supervision	S 30 f
Dresses without supervision	S 48 f
Drinks from cup without spilling	S 21 d

CODE: Example:

G 16 b  
 ↳ a task in an area  
 ↳ the level of the task  
 ↳ the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

Drinks from cup with spilling  
Drinks from straw  
Dry at night

S 9 d  
F 30 a  
S 24 c

E

Eats with fork  
Echo  
Enjoys audience  
Eye-hand coordination begins  
Eyes focus on small objects  
Eyes follow a swinging ring  
Eyes lead  
Eyes track

S 27 d  
L 24 g  
S 11 a  
F 4 d  
F 5 a  
F 3 b  
F 7 a  
F 2 b

F

Falls by collapsing  
Feeds self  
Feeds self cracker  
Fingers busy  
Finger-feed self  
Finger feeds  
Finger feeds part of meal  
Fingers open  
Fingers reflection in mirror  
Five word vocabulary  
Fluent jargon  
Folds paper  
Follows directions (2 prepositions)  
Follows simple commands  
Follows mid-line

G 14 d  
S 36 d  
S 8 d  
F 4 c  
S 14 d  
S 9 e  
S 12 d  
F 3 e  
S 6 a  
L 16 e  
L 18 d  
F 24 d  
L 36 f  
L 24 a  
F 1 b

G

Goes about Yard  
Grasps object if in line of Vision  
Grasp reflex

S 21 a  
F 6 b  
F 1 d

H

Hand preference  
Hands tight  
Hands very active  
Head drops when held  
Head lag  
Head steady  
Head to mid-line  
Head turns to side  
Head up when sitting  
Heedful of sounds  
Helps Household tasks

G 8 b  
G 1 e  
G 7 a  
G 1 b  
G 4 a  
G 3 a  
F 4 e  
G 1 c  
G 4 c  
L 1 b  
S 42 c

CODE: Example G 16 b

└─ a task in an area  
└─ the level of the task  
└─ the area of the task

G = Gross Motor  
F = Fine Motor  
S = Social  
L = Language

Holds arms out	S 9 f
Holds bottle parttime	S 6 d
Holds own bottle	F 10 a
Holds crayon	F 30 b
Holds head momentarily	G 2 b
Holds rattle	F 2 a
Holds spoon	S 12 e
Holds spoon in pronation	S 18 d
Hops on one foot	G 48 a
Hurls ball	G 18 a

I	
Identifies 4 pictures	L 24 b
Identifies object by use	L 30 a
Identifies picture from name	L 18 b
Identifies two pictures by name	L 21 f
Imitates corect no. of syllables	L 11 h
Imitates housework	G 16 b
Imitates motor activity	L 27 f
Imitates new sounds	L 11 g
Imitates play of others	S 27 b
Imitates sounds	L 9 e
Imitates speech sounds	L 10 g
Imitates vertical stroke	F 27 b
Imitates words	L 14 f
Increased activity with toy	S 4 b
Increased babbling with gestures	L 8 d
Increased tongue-tip	L 8 c
Indicates wants	L 12 f
Indicates wants assertively	L 16 f
Indicates when wet	S 16 c
Initiates own play	S 24 a
Inspects environment	S 2 b
Inspects fingers	F 3 c

J	
Joins two words	L 21 e
Jumps in place	G 27 a
Jumps running	G 48 d

K	
Kicks ball	G 21 b
Kicks ball well	G 36 e
Kicks large ball	G 24 d
Knows cold, hunger etc.	L 42 a
Knows first and last name	L 36 e
Knows five body parts	L 21 b

CODE: Example: G 16 b

↳	a task in an area	G = Gross Motor
↳	the level of the task	F = Fine Motor
↳	the area of the task	S = Social
		L = Language

Knows heaviest	L 42 d
Knows longer	L 42 b
Knows names of objects he uses	L 12 a
Knows opposites	L 48 c
Knows own name	L 12 b
Knows sex	L 36 d
Knows three body parts	L 18 c
Knows why we have stoves	L 48 b

L

Laces shoes	F 48 a
Laughs aloud	L 4 g
Laughs when head hidden	S 5 b
Licks ice cream cone	S 11 d
Lifts cup	F 6 d
Lifts foot	G 5 a
Likes sitting position	G 4 e
Listens to isolated words	L 11 c
Localizes gross sounds	L 8 b
Looks and holds	F 2 d
Looks around corner for object	L 10 c

M

Makes demands when crying	L 1 f
Mama, Dada distinct	L 12 e
Mama, Dada not distinct	L 10 f
Manual control by sight	F 4 a
Manipulates cup	S 16 d
Marks with pencil	F 12 d
Memory for pictures	L 36 b
Mouthing nearly stopped	S 12 b

N

Names familiar objects	L 24 f
Names a few people	L 14 b
Names objects from memory	L 48 d
Naming predominates	L 30 f
Nouns and verbs predominate	L 24 e

O

Obeys simple commands	L 42 c
Occupies self	S 1 b
One hand approach	F 7 c
One quarter inch peg in peg board	F 42 c
Overcomes simple obstacles	F 14 e

CODE: Example:

G 16 b  
 |  
 | a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
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 L = Language

Relates story from pictures	L 42 e
Release	E 12 a
Release crude	F 10 b
Removes garments	S 21 f
Removes own coat	S 27 f
Repeats performances laughed at	S 11 b
Repeats simple sentence	L 48 e
Repeats three digits	L 36 h
Repeats two digits	L 27 e
Repetitious syllables	L 8 g
Responds to angry tone	L 6 b
Responds to bell	L 1 a
Responds to cooing	L 2 b
Responds to gestures	L 7 b
Responds to voices	L 5 c
Rhythmic crying	L 1 g
Rhythmic cry slower	L 2 e
Rides a trike	G 30 a
Rights self	F 2 c
Rings bell	F 9 a
Ring to mouth	F 4 b
Rising and falling inflection	L 6 f
Rolls over	G 4 b
Round block in form board	F 16 a
Runs stiffly	G 18 c
Runs rather than walks	G 24 b

S

Says one word	L 11 e
Scribbles in imitation	F 16 d
Scribbles spontaneously	F 18 b
Seats self in chair	G 16 c
Secures pellet	F 8 b
Secures two cubes	F 7 b
Self feeds	S 18 e
Shakes head for no	L 11 f
Short sentences	L 30 e
Sits and pivots	G 12 d
Sits on floor - recovers balance	G 9 c
Sits on floor unsupported	G 8 c
Sits on floor w/support	G 7 c
Six pegs in pegboard	F 21 b
Skips on one foot	G 48 c
Smiles in mirror	L 7 a
Smiles meaningfully	L 4 f
Smiles responsively	S 2 a
Solid foods	S 10 e

CODE: Example: G 16 b

|  
 | a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

P

Parallel play	S 27 a
Pattycakes	S 10 a
Picks up objects from floor	G 24 e
Picks up spoon	S 5 d
Picks up string	F 6 a
Pincer grasp	F 9 b
Plantigrade creeping	G 12 c
Plays with other children	S 18 b
Plays with rattle	F 3 d
Plays simple games	S 48 a
Plays "Up and Down"	S 12 a
Points to nose	L 18 a
Private exploration	S 7 b
Prone to sitting and V.V.	G 10 c
Pulls and replaces pegs	F 14 b
Pulls dress over face	S 4 a
Pulls off socks	S 14 f
Pulls pegs from peg board	F 7 d
Pulls self to feet	G 10 a
Pulls self to rails	G 12 b
Pulls suspended ring	F 5 c
Pulls to sitting position	G 5 b
Pulls wheel toy	G 18 d
Puts beads in box	F 16 c
Puts objects in container	F 11 a
Puts on shoes	S 42 f
Puts square in form board	F 21 a
Puzzles into holes	F 14 a

R

Raises chest	G 3 d
Raises to sitting position	G 9 a
Reaches persistently	F 6 c
Reaches unilateraly	G 6 a
Reacts to visual sign	L 3 b
Reacts with eyes	F 1 a
Reads faces and gestures	L 9 b
Reasoned with, can be	L 36 c
Recognizes familiar person 20 feet	L 12 d
Recognizes familiar sound	L 8 z
Recognizes mother	L 4 b
Recognizes three colors out of four	L 48 a
Refers to self by name	L 24 c
Regards fact	S 1 a
Rejects demands for imitation	L 7 c
Relates experience	L 36 a

CODE: Example: G 16 b

| a task in an area  
 | the level of the task  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

Solves picture puzzles  
 Sorts by color  
 Squats on floor  
 Standing, lifts foot  
 Stands momentarily  
 Startle reflex  
 Starts and stops  
 Stoops and recovers  
 Strikes doll  
 Strings four beads  
 Strings seven beads in 2 min.  
 Success at toilet  
 Sucking strong  
 Sucks food from spoon

F 42 a  
 F 42 b  
 G 24 c  
 G 11 b  
 G 10 d  
 F 1 e  
 G 14 b  
 G 12 a  
 G 11 a  
 F 36 a  
 F 48 c  
 S 18 c  
 S 4 d  
 S 7 d

T

Takes off mittens  
 Takes off shoes  
 "Talks"  
 Talks in short sentences  
 Ten objects from pictures  
 Three hole form board  
 Three words vocabulary  
 Throws ball overhand  
 Thumb opposition  
 Toddles about  
 Toilet training begins  
 Toilet training begins in earnest  
 Tower of cubes - tries  
 Tower of five cubes  
 Tower of four cubes  
 Tower of three cubes  
 Tower of two cubes  
 Traces diamond  
 Transfers objects hand to hand  
 Turns door knob  
 Turns pages of book  
 Turns single page  
 Turns spoon  
 Turns to bell  
 Turns to voice  
 Two additional words  
 Two syllables

S 18 f  
 S 24 f  
 L 6 g  
 L 21 g  
 L 36 g  
 L 24 a  
 L 14 e  
 G 24 a  
 F 7 e  
 G 14 c  
 S 10 c  
 S 12 c  
 F 12 c  
 F 27 a  
 F 24 b  
 F 18 a  
 F 16 b  
 F 42 d  
 F 5 b  
 F 27 c  
 F 18 d  
 F 24 c  
 S 14 e  
 L 5 a  
 L 4 a  
 L 12 g  
 L 12 h

CODE Example:

G 16 b  
 |  
 | a task in an area  
 |  
 | the level of the task  
 |  
 | the area of the task

G = Gross Motor  
 F = Fine Motor  
 S = Social  
 L = Language

U	
Understands commands w/gestures	L 12 c
Understands No	L 12 a
Understands "One"	L 30 b
Understands pattycake	L 10 b
Understands taking turns	S 36 a
Unlaces shoes	F 30 c
Unscrews lids	F 27 d
Unwraps candy	F 21 d
Unwraps coverings	F 24 e

V	
Verbalizes toilet needs	S 27 d
Vocalizes Mmmmmmmmm	L 7 e
Vocabulary 10 words	L 18 f
Vocabulary 20 words	L 21 h
Vocabulary 5 words	L 16 c
Vocabulary 3 words	L 14 e
Vocabulaay 2 words	L 12 g

W	
Walks down stairs	G 36 d
Walks fairly well	G 14 a
Walks holding on	G 10 b
Walks into ball	F 18 c
Walks sideways	G 18 b
Walks on tip toe	G 30 d
Walks up stairs	G 36 c
Walks upstairs both feet on tread	G 21 a
Walks well	G 16 a
Walks with hand held	G 12 e
Wash and dries hands	S 30 a
Watches mother intently	L 1 c
Waves bye bye	L 10 e
Weight on foot when standing	G 6 c
Weight on forearms	G 5 c
Weight on hands when prone	G 6 b
Weight on one hand	G 7 b
When prone, rocks, or creeps	G 10 e
Words when crying	L 18 e

CODE: Example: G 16 b  
 a task in an area  
 the level of the task  
 the area of the task

G = Gross Motor  
 F = Fine Motor  
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## APPENDIX IV

### INSTRUCTIONS TO THE TEACHER

The Progress Card is a representation of the entire list of tasks. A square on the grid corresponds to a particular task. The code number assigned to a task (see either the Gestalt list or the Activity Cards) is also represented on the Progress Card. The capital letter and the small letter are represented by the horizontal rows. The numbers correspond to the months level of the task and are represented by the vertical columns.

To evaluate a child:

1. Estimate the functioning level in the four areas.
2. Note the tasks at that level and solidly fill in the squares corresponding to the tasks the child will regularly perform on command.
3. Question the mother for her observations and mark in the same manner (see Progress Card).
4. To obtain a developmental age, first determine the developmental age for each area by noting the level at which the child performs at least two tasks successfully. That level will be considered his functioning level in that area. To find the Mean developmental age, find the arithmetic mean of the developmental ages of the four areas.
5. After the initial evaluation, enter the date in the appropriate square for any task observed. Tasks observed twice, cross-hatch the entire square.
6. At the next evaluation, solidly fill in the tasks that are cross-hatched. This will indicate to you the growth accomplished since the initial evaluation.

A word of caution, the levels are not standardized, but should be considered points of reference only.