

G. SOCIAL AND EMOTIONAL DEVELOPMENT

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❖ Assessment with some or all items being validated. The same symbol is also used to identify the individual items that must be administered (and responses recorded in the *Standardized Assessments Record Book*) when deriving standard scores, percentiles, age equivalents, or instructional ranges. You must adhere strictly to the **DIRECTIONS** for the assessment and any instructions given in the accompanying *Standardized Assessments Record Book* if you want to compare the child to the norms found in the *IED-II Standardization and Validation Manual*. In addition, there are standard methods for scoring—meaning when you start and stop administering items. This information is provided in the *Standardized Assessments Record Book* for each assessment.

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INTRODUCTION

GOAL OF THE SOCIAL AND EMOTIONAL ASSESSMENT: The goal of this assessment is to obtain answers and information related to the following questions.

- **Level of Development:** What are the present developmental levels of the child's social and emotional skills and behaviors?
- **Need for Referral:** Are there significant delays in areas that would warrant a referral for additional evaluation and special help? Are there signs of significant problems involving social and emotional adjustment, poor self-concept, and aggressive or withdrawn behavior that warrant a referral for additional evaluation?

- **Instructional Objectives:** What objectives are appropriate for inclusion in the child's individualized education program?

It should be noted that the goal of the assessment is to assess social and emotional development and **not** to diagnose severe social and emotional disturbances or problems. However, the latter may be attributed to delayed social and emotional development, and thus the two may be closely related or inseparable.

METHODS OF ASSESSMENT: The best method for deriving valid answers to the questions will vary from case to case, depending on different factors. These factors may include the age of the child, the child's reactions to the assessors and the assessment, the child's environment, and the skill being assessed. Thus, use judgment in determining which one or combination of methods listed will yield the most valid results and be most appropriate for each specific assessment.

- **Observations in social situations:** The best method for assessing social and emotional skills and behaviors is by observing the child functioning in a social relationship with peers, as well as adults, over a period of time.
 - **Parent interview:** This method may be the most appropriate for assessing skills and behaviors when the assessor cannot arrange to observe the child in different social situations.
 - **Teacher interview:** The teacher is frequently the person who has had the most opportunity to observe the child functioning in different social situations over a period of time. Thus, if the child is in school, interviewing the teacher may be the best method of assessment.
 - **Engaging the child in conversation:** This method may yield valuable information if the child's speech skills are adequate for expressing his/her feelings and actions.
- Use a second method of assessment if you have any doubt about the validity of the results from the first method attempted. For example, if the results of a teacher interview are questionable, perhaps due to a personality clash, these results might be confirmed or proven invalid by subsequent observations.

GENERAL RECOMMENDATIONS

1. BE ALERT TO POSSIBLE HEALTH AND PHYSICAL PROBLEMS

An assessment of social and emotional skills and behaviors should definitely include observations for signs of a possible health problem. For example, extreme mood swings for no apparent reason is suggestive of a possible health problem due to changes in body chemistry such as low blood sugar, exhaustion, onset of an illness, and so forth.

Children on medication should be observed closely for extreme mood swings. If such mood swings do occur, this problem should be reported to medical personnel.

Poor hearing, as well as poor vision, can make social and emotional adjustment more difficult and lead to serious social and emotional problems. Thus, the child experiencing social and emotional adjustment problems should definitely be observed for possible hearing and vision problems. A referral to rule out the possibility of hearing and vision problems is in order for any child experiencing social and emotional adjustment problems.

2. MORE SUBJECTIVE JUDGMENT REQUIRED THAN FOR OTHER ASSESSMENTS

Assessing most social and emotional skills and behaviors requires more subjective judgment on the part of the assessor than other types of assessments. Thus, the assessment of social and emotional skills should be done with more caution.

Not only does the assessor need keen observation skills for observing the child, but also skill in evaluating the environment and how it may be affecting the child's development and behavior. The assessor should be alert to factors in the environment that may be hindering and possibly detrimental to the child's social or emotional growth and development.

Because of confidentiality and possible legal problems, the assessor should approach this assessment with more caution.

3. BE ALERT TO CULTURAL DIFFERENCES AND FAMILY VALUES

The behaviors of young children are viewed or interpreted differently in different cultures and in families with different values.

For example, a positive trait indicative of the child "developing a sense of self" is the child saying no. If the child is not allowed to say no, however, this trait cannot be assessed. The assessor should be alert to such situations when conducting the assessment.

RELATED SKILLS

The assessment procedures listed below and found in other sections of the *Inventory of Early Development-II (IED-II)* assess related skills that are frequently included in an assessment of social and emotional skills and behaviors.

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In some respects all the assessments are related to the child's social and emotional skills and behaviors. Some examples of how this is true are the following.	
1. How much effort the child puts forth to perform a gross-motor skill may be determined by his/her level of self-confidence and self-esteem.	
2. The child's ability to concentrate on a fine-motor task and remain with the task until it is completed reflects factors such as mental development, impulse control, length of attention span, and confidence.	
3. The number of self-help skills performed may be a reflection of the child's self-concept and development of independence.	
4. Social and emotional development greatly influences the development of many of the speech and language skills, and vice versa.	

❖ G-1 GENERAL SOCIAL AND EMOTIONAL DEVELOPMENT

SKILL: Exhibits social and emotional skills and behaviors that will enhance interactions with others and promote positive social adjustment and mental health.

DEVELOPMENTAL RECORD BOOK: Page 20.

STANDARDIZED ASSESSMENTS RECORD BOOK: Page 16.

COMPREHENSIVE SKILL SEQUENCE: Page 190.

CLASS RECORD BOOK: Page 38.

ASSESSMENT METHODS: Interviewing the parent(s)/caretaker. Observing the child performing the skill, formally or informally. As other skills are assessed, observation may provide valuable information about the child's level of confidence, length of attention span, willingness to comply with an adult's requests, and interests.

MATERIALS: In general, no materials are needed, since the assessment will usually be made by interview or observations. However, the examiner may find items of interest to the child, such as a toy, picture, or model, to be helpful in eliciting responses from the child.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to the criterion question (CQ).

NOTES:

- 1. Skills and Behaviors That Some Parents May Find Objectionable:** Some parents/caretaker may not accept some of the skills and behaviors in this assessment as positive and indicative of social and emotional development. The following are examples of some of the skills and behaviors.
12. Expresses emotions such as joy, fear, anger, and surprise.
 20. Takes favorite toy(s) to bed.
 23. Shows a strong sense of self as an individual as evidenced by saying no to an adult's request.
 25. Watches the faces of other people for clues to their emotions or feelings.
 28. Shows a sense of self as evidenced by wanting less service and dependency.
 36. Is conscious of and curious about sex differences.
 45. Seeks detailed explanations with frequent use of *why*.

(continues on page 179)

DIRECTIONS

This assessment is made by

- a. using the interview method with the parent(s)/caretaker.
- b. observing the child in a social situation that encourages responses related to skills and behaviors to be assessed.

Determine which one or combination of methods listed will yield the most valid results and be convenient and efficient in assessing each skill.

If the interview is the most expedient and valid method, the criterion questions (CQs) will serve as a guide. The criterion questions will also provide guidance and criteria for assessing the skills by other methods.

Ask the following lead questions.

Say: **Tell me about how _____ interacts with others. Does he/she play with others? How does he/she appear to feel about himself/herself?**

Evaluate the responses to the lead questions. Record in the *Developmental Record Book* all skills that are clearly mastered. If information about specific skills is lacking, ask the criterion questions (CQs) related to those specific skills. Rephrase and adapt the questions, if needed. Make the interview as informal as possible.

❖⁰⁻¹1. Looks attentively at a human face.

CQ: Does _____ look attentively at the face of others as he/she is held?

(continues)

Items 1, 2, 3, 8, 9, 10, 11, 13, 16, 17, 19, 21, 22, 25, 32, 43, 53, 55, 62, and 64 are part of the Engagement and Initiative assessment in the Social-Emotional subdomain.

Items 15, 24, 26, 50, 51, 57 and 66 are part of the Play Skills and Behaviors assessment in the Social-Emotional subdomain.

- ❖2. Visually follows moving person.
CQ: Does _____ visually follow a person as the person moves around within the line of vision?
- ❖3. Responds with a smile.
CQ: Does _____ respond with a smile when give attention?
- 0-4. Likes to sit supported where others are playing or working.
CQ: Does _____ like to sit supported where others, such as family members, are playing or working?
- 5. Smiles at mirror image.
CQ: Does _____ respond with a smile as he/she sees his/her image in a mirror?
- 6. Shows signs of ticklishness.
CQ: Does _____ show signs of ticklishness as his/her chin or ribs are rubbed by the fingertips of another person?
- 7. Fingers mirror image.
CQ: When _____ sees himself/herself in a mirror within reach, does he/she respond by pointing to or touching the mirror?
- ❖8. Shows delight or laughs when he/she sees fingers approaching to gently poke belly.
CQ: Does _____ begin laughing as he/she sees the fingers of another person approaching to tickle gently?
- ❖9. Smiles or vocalizes as a means of getting attention.
CQ: Does _____ smile, coo, or gurgle as a means of getting the attention of others?
- ❖10. Holds arms out to be picked up.
CQ: Does _____ hold his/her arms out toward another person when he/she wants to be picked up?
- ❖0-11. Is shy with strangers.
CQ: Does _____ respond differently to strangers, perhaps with shyness and more caution, than to familiar persons such as family members?

- 12. Expresses emotions such as joy, fear, anger, and surprise.
CQ: Does _____ express emotions such as joy, fear, anger, and surprise?
Note: If the response is positive, you may wish to discuss and note which emotions he/she expresses.
- ❖13. Plays peekaboo.
CQ: Does _____ play a game such as peekaboo?
Note: This skill is the same as SKILL 5 in assessment G-2.
- 14. Shows attraction to caretaker, and may be afraid of strangers.
CQ: Does _____ show signs of attraction or bonding to the parent/caretaker and signs of caution or fear in response to strangers?
- ❖15. Plays pat-a-cake.
CQ: Does _____ play pat-a-cake?
Note: This skill is the same as SKILL 7 in assessment G-2.
- ❖16. Gives affection to family members (or caretaker).
CQ: Does _____ show affection to others by means of a kiss, hug, or a pat?
- ❖1-017. Shows an interest in activities of others.
CQ: Does _____ show an interest in the activities of others?
- 18. Imitates actions of others such as putting blocks into a box.
CQ: Does _____ imitate the actions of others such as by putting blocks into a box or attempting to stack them?
- ❖19. Initiates interaction with other children.
CQ: Does _____ show signs of wanting to interact with other children? Does he/she touch, pat, give affection, or perhaps even push or take toys as a means of initiating interaction?
Note: The early interactions initiated by some children may include acts such as pushing or taking a toy from another child. For the child at this developmental age, these actions should not be interpreted as aggressive behavior, but perhaps as the result of not knowing more acceptable means of interacting.

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20. Takes favorite toy(s) to bed.
CQ: Does _____ like to take his/her favorite toy to bed?
- ❖21. Shows pride and pleasure in new accomplishments.
CQ: Does _____ show signs of pride and pleasure in new accomplishments such as being able to climb the stairs or run?
- ❖22. Explores environment and returns to caretaker as a secure base.
CQ: Does _____ explore the environment on his/her own but return to the parent/caretaker as a secure base?
- ¹⁻⁶23. Shows a strong sense of self as an individual as evidenced by saying no to an adult's request.
CQ: Does _____ show signs of developing a sense of self or independence by saying no to an adult's request?
Note: Some children may not be allowed to say no, as the parents/caretaker may interpret this behavior as unacceptable rather than viewing it as an indication of "developing a sense of self."
- ❖24. Imitates another child's actions.
CQ: Does _____ watch another child do something then imitate it?
- ❖25. Watches the faces of other people for clues to their emotions or feelings.
CQ: Does _____ watch the faces of other people for clues about their feelings or emotions?
- ❖26. Dramatizes adult activities.
CQ: Does _____ mimic or dramatize activities he/she sees adults doing such as driving a car or cleaning the house?
Note: This skill is the same as **SKILL 7** in assessment G-3.
- ²⁻⁰27. Watches other children play, and may attempt to join briefly.
CQ: Does _____ watch other children play and then join the play briefly?
Note: This skill is the same as **SKILL 16** in assessment G-2.

28. Shows a sense of self as evidenced by wanting less service and dependency.
CQ: Does _____ show signs of developing a sense of self or independence by not wanting to be carried or pushed in a stroller, etc?
Note: Other examples might include not wanting to be fed or wear a certain article of clothing.
29. Is warmly responsive to adults.
CQ: Does _____ usually have a warm and positive response to adults who show attention to him/her?
30. Plays alone in the presence of other children (parallel play).
CQ: Does _____ play alone in the presence of other children, perhaps watching them briefly?
Note: This skill is the same as **SKILL 18** in assessment G-2.
31. Identifies self with children of same age and sex.
CQ: Does _____ appear to identify himself/herself with children of his/her age and sex?
- ❖32. Likes to perform for others.
CQ: Does _____ like to perform acts, tasks, or sing for others?
- ²⁻⁶33. Plays simple group games such as "Ring Around the Rosy."
CQ: Does _____ participate in playing a simple small-group game such as "Ring Around the Rosy"?
Note: This skill is the same as **SKILL 26** in assessment G-2.
34. Begins to play with other children with adult supervision.
CQ: Is _____ beginning to play or does he/she play with other children with the help of adult supervision?
Note: This skill is the same as **SKILL 27** in assessment G-2.
35. Discovers satisfaction from doing things with others.
CQ: Does _____ appear to find pleasure and satisfaction from doing activities with others?

(continues)

36. Is conscious of and curious about sex differences.
CQ: Does _____ show signs of being conscious of and curious about sex differences?
- 3-037. Shows preference for some friends over others.
CQ: Does _____ show signs of preferring some friends over others?
38. Begins to take turns.
CQ: Is _____ beginning to take turns with adult supervision?
Note: This skill is the same as **SKILL 28** in assessment G-2.
- 3-639. Takes turns with assistance.
CQ: Does _____ take turns, without undue objections, with adult supervision?
Note: This skill is the same as **SKILL 30** in assessment G-2.
40. Gives as well as takes.
CQ: Does _____ give as well as take so conflicts with peers can be avoided or resolved?
41. Meets and accepts strangers comfortably.
CQ: Does _____ meet and accept strangers comfortably?
42. Forms temporary attachment to one playmate.
CQ: Does _____ show signs of attachment to at least one playmate, even temporarily?
- ❖43. Takes pleasure in doing simple favors for others.
CQ: Does _____ appear to find pleasure in doing simple favors such as picking up an object that has been dropped, fetching items, or sharing food?
44. Can usually play cooperatively, but may need adult help.
CQ: Is _____ usually capable of cooperative play with some adult help or supervision?
Note: This skill is the same as **SKILL 29** in assessment G-2.
- 4-045. Seeks detailed explanations with frequent use of why.
CQ: Does _____ seek detailed explanations and frequently ask why?

46. Is proud of accomplishments.
CQ: Does _____ show indications of being proud of accomplishments such as completing a craft project, learning to dress himself/herself, or working a puzzle?
47. Tends to fabricate, exaggerate, and boast, perhaps due to a good imagination.
CQ: Does _____ tend to fabricate or exaggerate stories, or boast about what he/she has done, suggesting a good imagination?
- 4-648. Understands the need to share and take turns.
CQ: Does _____ appear to understand or accept the need to share and take turns, perhaps willingly taking turns when not required to do so?
49. Prefers the companionship of children rather than adults.
CQ: Does _____ usually have a preference for companionship with peers or other children rather than adults?
- ❖50. Begins to have an awareness of "good" and "bad" behavior in others.
CQ: Is _____ beginning to be aware of or concerned about "good" and "bad" behavior?
- ❖51. Begins to have an awareness of good and bad behavior in self.
CQ: Is _____ beginning to be aware of or concerned about the "good" and "bad" behavior of himself/herself?
52. Demonstrates confidence in self.
CQ: Does _____ appear to have confidence in himself/herself as evidenced by behaviors such as a willingness to try a new task, express his/her opinion, or participate in a competitive game?
- ❖53. Reacts to disappointment and failure in an acceptable manner.
CQ: Does _____ react in an acceptable manner to a disappointment or failure such as losing in a game or not being picked to do something special?
54. Takes turns without adult supervision.
CQ: Does _____ take turns without adult supervision?
Note: This skill is the same as **SKILL 34** in assessment G-2.

❖³⁻⁹55. Brags about new accomplishments and skills.

CQ: Does _____ tend to brag about his/her new accomplishments and skills?

56. Plays cooperatively with one or two children for at least fifteen minutes.

CQ: Does _____ usually enjoy cooperative play with one or two other children for at least fifteen minutes?

Note: This skill is the same as SKILL 35 in assessment G-2.

❖57. Usually is eager to comply with class rules and activities.

CQ: Is _____ usually eager to comply with class rules and activities?

Note: Obviously the skill/behavior cannot be assessed if the child is not in a class or school setting.

58. Has several friends, but one special friend.

CQ: Does _____ have several friends, but one who is a special or best friend?

⁵⁻⁶59. Pushes for autonomy (wants to be independent like an adult).

CQ: Does _____ show signs of pushing for autonomy and wanting to be independent like an adult? Does he/she exhibit behaviors such as insisting he/she perform most self-help skills like tying shoes, or does he/she want to do chores to earn spending money?

Note: This skill is the same as SKILL 28 in assessment G-3.

60. Plays cooperatively in large-group games.

CQ: Does _____ play cooperatively in a large-group game?

61. Is satisfied and comfortable with self.

CQ: Does _____ show signs of being satisfied and comfortable with himself/herself by not demanding much attention and assurance from others? Does _____ have the confidence to try a new task and not be overly critical of himself/herself when not the best?

❖62. Shows concern that playmates are not hurt in play.

CQ: Does _____ show concern that his/her playmates are not hurt in play? Does he/she exercise control and constraints so others will not be hurt?

63. Plays cooperatively with two or three children for at least twenty minutes.

CQ: Does _____ usually play cooperatively with two or three children for at least twenty minutes?

❖64. Usually offers apologies for unintentional mistakes.

CQ: Does _____ usually offer apologies such as "I'm sorry" or "Excuse me" when he/she unintentionally makes the mistake of bumping into a playmate, grabbing an object that belongs to someone else, or getting in someone's path?

⁶⁻⁹65. Values friendship.

CQ: Does _____ show signs of valuing friendships by being friendly and fair with playmates or attempting to resolve conflict?

❖66. Has a close friend.⁷⁻⁹

CQ: Does _____ have a best friend—another child to whom he/she feels especially close?

NOTES: (continued from page 175)

47. Tends to fabricate, exaggerate, and boast, perhaps due to a good imagination.

55. Brags about new accomplishments and skills.

59. Pushes for autonomy (wants to be independent like an adult).

2. References: The following references were used to sequence skills and behaviors and to validate the developmental ages. (See Bibliography, pages 292–294.)

American Academy of Pediatrics	Davies	National Network for Child Care
Bee (2000)	Eliot	Nutrall
Berk	Gleason	Peterson
Berns	Hendrick	Puckett
Brazelton	Herr	Schuster
Brigance (2002)	Hughes	Stoppard
Catron	McAfee	Taylor
Culbertson	Muzi	Worham

OBJECTIVE

By _____ (date) _____, when provided with the appropriate stimuli or social situation, _____ (child's name) _____ will exhibit the following social and emotional skills and behaviors (list as appropriate):

1. Look attentively at a human face
2. Visually follow moving person
3. Respond with a smile
4. Like to sit supported where others are playing or working
5. Smile at mirror image
6. Show signs of ticklishness
7. Finger mirror image
8. Show delight or laugh when he/she sees fingers approaching to gently poke belly
9. Smile or vocalize as a means of getting attention
10. Hold arms out to be picked up
11. Is shy with strangers
12. Express emotions such as joy, fear, anger, and surprise
13. Play peekaboo
14. Show attraction to caretaker, and may be afraid of strangers
15. Play pat-a-cake
16. Give affection to family members (or caretaker)
17. Show an interest in activities of others
18. Imitate actions of others such as putting blocks into a box
19. Initiate interaction with other children
20. Take favorite toy(s) to bed
21. Show pride and pleasure in new accomplishments
22. Explore environment and return to caretaker as a secure base
23. Show a strong sense of self as an individual as evidenced by saying no to an adult's request
24. Imitate another child's actions
25. Watch the faces of other people for clues to their emotions or feelings
26. Dramatize adult activities
27. Watch other children play, and may attempt to join briefly
28. Show a sense of self as evidenced by wanting less service and dependency
29. Be warmly responsive to adults
30. Play alone in the presence of other children (parallel play)
31. Identify self with children of same age and sex
32. Like to perform for others
33. Play simple group games such as "Ring Around the Rosy"
34. Begin to play with other children with adult supervision
35. Discover satisfaction from doing things with others
36. Be conscious of and curious about sex differences
37. Show preference for some friends over others
38. Begin to take turns
39. Take turns with assistance
40. Give as well as take
41. Meet and accept strangers comfortably
42. Form temporary attachment to one playmate
43. Take pleasure in doing simple favors for others
44. Usually play cooperatively, but may need adult help
45. Seek detailed explanations with frequent use of *why*
46. Be proud of accomplishments.
47. Tend to fabricate, exaggerate, and boast, perhaps due to a good imagination
48. Understand the need to share and take turns
49. Prefer the companionship of children rather than adults
50. Begin to have an awareness of "good" and "bad" behavior in others
51. Begin to have an awareness of "good" and "bad" behavior in self
52. Demonstrate confidence in self
53. React to disappointment and failure in an acceptable manner
54. Take turns without adult supervision
55. Brag about new accomplishments and skills
56. Play cooperatively with one or two children for at least fifteen minutes
57. Usually be eager to comply with class rules and activities
58. Have several friends, but one special friend
59. Push for autonomy (wants to be independent like an adult)
60. Play cooperatively in large-group games
61. Be satisfied and comfortable with self
62. Show concern that playmates are not hurt in play
63. Play cooperatively with two or three children for at least twenty minutes
64. Usually offer apologies for unintentional mistakes
65. Value friendship
66. Have a close friend

❖G-2 PLAY SKILLS AND BEHAVIORS

SKILL: Exhibits play skills and behaviors that will enhance and promote the development of mental health, social skills, physical skills, speech and language skills, and creativity. (See **NOTE 1**.)

DEVELOPMENTAL RECORD BOOK: Page 21.

STANDARDIZED ASSESSMENTS RECORD BOOK: Pages 15 and 16.

COMPREHENSIVE SKILL SEQUENCE: Page 192.

CLASS RECORD BOOK: Page 41.

ASSESSMENT METHODS: Interviewing the parent(s)/caretaker. Observing the child performing the skill, formally or informally.

MATERIALS: In general, no materials are needed, as the assessment will usually be made by interview or observations. However, the examiner may find items of interest to the child, such as a toy, picture, or model to be helpful in eliciting responses from the child.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to the criterion question (**CQ**).

NOTES:

1. Rationale for Play: Play has been defined as "an activity engaged in by choice for its own sake." This definition could extend or be applicable to work that is pleasurable and creative. The same is true of the boundary between play and education. The use or management of play has become recognized as a valuable means for achieving educational goals.

In recent years, professionals have focused on the many ways in which play is vital to the growth and development of young children. Play is recognized as an excellent means of helping the young child develop cognitive thinking, physical, social, and speech skills. It is also recognized for its value in developing morals, self-concept, and personality.

DIRECTIONS

This assessment is made by

- a. using the interview method with the parent(s)/caretaker.
- b. observing the child in a social situation that encourages responses related to skills and behaviors to be assessed.

Determine which method, or combination of methods, will yield the most valid results and be convenient and efficient in assessing each skill.

If the interview is the most expedient and valid method, the criterion questions (**CQs**) will serve as a guide. The criterion questions (**CQs**) will also provide guidance and criteria for assessing the skills by other methods.

Ask the following lead questions.

Say: **Tell me about _____'s play activities. Does he/she play with others? What are some of the things he/she likes to play?**

Evaluate the responses to the lead questions. Record in the *Developmental Record Book* all skills that are clearly mastered. If information about specific skills is lacking, ask the criterion questions (**CQs**) related to those specific skills. Rephrase and adapt the questions, if needed. Make the interview as informal as possible.

❖⁰⁻³1. Gets excited when a toy is presented.

CQ: When a toy is presented, does _____ show signs of excitement such as waving arms, reaching, or kicking?

(continues)

Item 1 is part of the Engagement and Initiative assessment in the Social-Emotional subdomain.

Item 3 is part of the Work-Related Skills assessment, Prevocational composite, in the Daily Living subdomain.

Items 6, 7, 8, 15, 16, 22, 23, 24, 25, 32, 38, 39, 40, and 41 are part of the Play Skills and Behaviors assessment in the Social-Emotional subdomain.

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2. Shakes rattle or other object when placed in hand.
CQ: Does _____ shake a rattle or other object when it is placed in his/her hand?
Note: Babies of this age range, three to six months, will not have reaching and grasping skills. Thus, the rattle or other object is placed in the hand for making this assessment.
- ❖⁰⁻⁷3. Likes to reach for object and grab it.
CQ: Does _____ like to reach for an object and grab it?
4. Bites or chews toys in play.
CQ: Does _____ bite or chew on toys in play?
5. Plays peekaboo.
CQ: Does _____ play a game such as peekaboo?
Note: This skill is the same as **SKILL 13** in assessment G-1.
- ❖ 6. Explores the environment with curiosity.
CQ: Does _____ show signs of being curious about the things around him/her through exploring and wanting to do things such as pulling pans from the cupboards?
- ❖ 7. Plays pat-a-cake.
CQ: Does _____ play pat-a-cake?
Note: This skill is the same as **SKILL 15** in assessment G-1.
- ❖¹⁻⁰⁸8. Plays with a variety of toys, doing different activities with each.
CQ: Does _____ play with several toys, doing different activities with each?
9. Engages in a simple game with others such as rolling a ball back and forth.
CQ: Does _____ participate in a simple game such as rolling a ball back and forth?
10. Engages in play that extends beyond self—brushes doll's hair, feeds doll, feeds mother.
CQ: Does _____ engage in any play activities involving a doll or other people such as brushing their hair or feeding them?

- ¹⁻⁶11. Engages in autostymbolic play—i.e., pretends to sleep, eat, or drink from a cup.
CQ: Does _____ do any pretend play activities such as pretending to be sleeping, eating, or drinking from a cup?
12. Imitates environmental sounds during play.
CQ: Does _____ imitate any environmental sounds as he/she is playing such as barking like a dog or buzzing like a car or airplane?
13. Imitates in play an activity involving housework.
CQ: Does _____ imitate any housework activity, such as sweeping, dusting, or folding clothes, as he/she is playing?
Note: This skill is the same as **SKILL 6** in assessment G-3.
14. Imitates motions of an object.
CQ: Does _____ imitate the motions of objects such as a plane flying or an animal walking, as he/she is playing?
- ❖ 15. Associates objects in play such as giving the doll a ride in a car or having the doll take the dog for a walk.
CQ: Does _____ match objects that go together as he/she is playing such as giving the doll a ride in a car or having the doll take the dog for a walk?
- ❖²⁻⁰¹16. Watches other children play, and may attempt to join briefly.
CQ: Does _____ watch other children play and perhaps join the play briefly?
Note: This skill is the same as **SKILL 27** in assessment G-1.
17. Imitates self doing something such as crying or eating.
CQ: Does _____ imitate himself/herself in play by doing something such as eating or crying?
18. Plays alone in the presence of other children (parallel play).
CQ: Does _____ play alone in the presence of other children, perhaps watching them briefly.
Note: This skill is the same as **SKILL 30** in assessment G-1.
19. Tends to like rough-and-tumble play.
CQ: Does _____ tend to like rough-and-tumble play?

(continues)

2-620. Uses a doll or other toy to act out a scene.

CQ: Does _____ use a doll or other toy to act out a scene in play?

21. Watches others play and plays near them (parallel play).

CQ: Does _____ play alone in the presence of other children, watching them play?

❖22. Engages in domestic make-believe play; imitating an adult activity for five minutes.

CQ: Does _____ engage in domestic make-believe activity such as washing dishes, taking care of the baby, or vacuuming for five minutes?

❖23. Engages in domestic make-believe play; imitating an adult activity for ten minutes.

CQ: Does _____ engage in domestic make-believe activity such as washing dishes, taking care of the baby, or vacuuming for ten minutes?

❖24. Engages in domestic make-believe play; imitating an adult activity for fifteen minutes.

CQ: Does _____ engage in domestic make-believe activity such as washing dishes, taking care of the baby, or vacuuming for fifteen minutes?

❖25. Engages in domestic make-believe play; imitating an adult activity for twenty minutes.

CQ: Does _____ engage in domestic make-believe activity such as washing dishes, taking care of the baby, or vacuuming for twenty minutes?

26. Plays simple group games such as "Ring Around the Rosy".

CQ: Does _____ participate in playing a simple small-group game such as "Ring Around the Rosy"?

Note: This skill is the same as **SKILL 33** in assessment G-1.

27. Begins to play with other children with adult supervision.

CQ: Is _____ beginning to play or does he/she play with other children with the help of adult supervision?

Note: This skill is the same as **SKILL 34** in assessment G-1.

3-628. Begins to take turns.

CQ: Is _____ beginning to take turns, perhaps with adult supervision?

Note: This skill is the same as **SKILL 38** in assessment G-1.

3-629. Can usually play cooperatively, but may need adult help.

CQ: Can _____ usually play cooperatively with children of his/her age with adult assistance?

Note: This skill is the same as **SKILL 44** in assessment G-1.

30. Takes turns with assistance.

CQ: Does _____ take turns, without undue objections, with adult supervision?

Note: This skill is the same as **SKILL 39** in assessment G-1.

31. Has an imaginary companion/playmate.

CQ: Does _____ appear to have an imaginary companion or playmate, perhaps indicated by talking about him or her or talking as if to a companion in play?

❖⁴⁻⁶32. Plays games with rules.

CQ: Does _____ play games that have rules like hopscotch, board or card games, kickball, etc.?

4-633. Incorporates verbal directions into play activities.

CQ: Does _____ give or incorporate verbal direction into play activities?

Note: The child with limited or inhibited speech is not likely to exhibit this skill. When assessing a child with this difficulty, you may wish to note this in the *Developmental Record Book*.

34. Takes turns in play without adult supervision.

CQ: Does _____ take turns in play without adult supervision?

Note: This skill is the same as **SKILL 54** in assessment G-1.

5-635. Plays cooperatively with one or two children for at least fifteen minutes.

CQ: Does _____ usually enjoy cooperative play with one or two other children for at least fifteen minutes?

Note: This skill is the same as **SKILL 56** in assessment G-1.

(continues)

- 5-636. Plays a pretend career/professional role in play.
CQ: Does _____ pretend to play the role of an adult worker in a specific career or profession such as a teacher, cab driver, or secretary?
37. Plays two or three table games.
CQ: Does _____ play at least two games of cards or board games?
38. Plays cooperatively with two or three children for five minutes.
CQ: Does _____ usually play cooperatively with two or three children for five minutes?
39. Plays cooperatively with two or three children for ten minutes.
CQ: Does _____ usually play cooperatively with two or three children for ten minutes?
40. Plays cooperatively with two or three children for fifteen minutes.
CQ: Does _____ usually play cooperatively with two or three children for fifteen minutes?
41. Plays cooperatively with two or three children for twenty minutes. 6-0
CQ: Does _____ usually play cooperatively with two or three children for twenty minutes?

NOTES: (continued from page 181)

1. Rationale for Play: (continued)

Most play activities involve body movement, exercise, and repetition. They provide a means for the child to test his or her skills and muscles. This stimulation increases the demand for oxygen which creates greater respiratory activity and blood circulation, muscle strength, and appetite. This leads to improved health and physical development.

Most play activities involve attending, problem solving, trying out new ideas, learning to get along with others, and using speech skills. This stimulation facilitates mental, social, and speech development.

- 2. Types of Play:** The different types of play that may be observed, depending on the child's developmental level, are described as follows.
- Cooperative play*—Play that involves a group of children involved in the same activity. It frequently takes the form of pretend or dramatic play.
- Parallel play*—Play in which a child is in the same area as another child or children but is involved in a different kind of play activity.
- Self-directed or free play*—Play that the child chooses and for which he or she is free to make his or her own rules. Other children are usually present and may or may not be involved in the same activity.
- Solitary play*—Playing alone. The activity may vary from chewing on teething rings to riding a tricycle or reading a book.
- Structured play*—Play that involves following some rules such as in a ball game or acting out the part of a favorite character.
- 3. Suggestions for Further Reading:** The following sources are recommended for further reading on the subject of play skills and behaviors. See Bibliography, pages 292–294, for publishing information.
- Catron, Carol E., and Jan Allen. *Early Childhood Curriculum: A Creative Play Model*
 - Fromberg, Doris Pronin, and Doris Bergin. eds. *Play from Birth to Twelve and Beyond*
 - Hughes, Fergus P. *Children, Play, and Development*
 - Segal, Marilyn M. *Your Child at Play: Three to Five Years*
- 4. References:** The following references were used to sequence play skills and behaviors and to validate the developmental ages. (See Bibliography, pages 292–294.)
- | | | |
|--------------------------------|----------|--------------------------------|
| American Academy of Pediatrics | Burns | National Network of Child Care |
| Bagnato | Davies | Peterson |
| Beaty | Driscoll | Schickedanz (2001) |
| Bee (2000) | Fromberg | Segal |
| Bee (2002) | Hendrick | Stoppard |
| Berk | Herr | Worltam |
| Brazelton | McAfee | Wyly |
| Brigance (2002) | Muzi | |

OBJECTIVE

By _____ (date) _____, when provided with the appropriate stimuli or social situation, _____ (child's name) _____ will exhibit the following play skills and behaviors (list as appropriate):

1. Get excited when a toy is presented
2. Shake rattle or other object when placed in hand
3. Like to reach for object and grab it
4. Bite or chew toys in play
5. Play peekaboo
6. Explore the environment with curiosity
7. Play pat-a-cake
8. Play with a variety of toys, doing different activities with each
9. Engage in a simple game with others such as rolling a ball back and forth
10. Engage in play that extends beyond self—brushes doll's hair, feeds doll, feeds mother
11. Engage in autostymbolic play—i.e., pretend to sleep, eat, or drink from a cup
12. Imitate environmental sounds during play
13. Imitate in play an activity involving housework
14. Imitate motions of an object
15. Associate objects in play such as giving the doll a ride in a car or having the doll take the dog for a walk
16. Watch other children play and may attempt to join briefly
17. Imitate self doing something such as crying or eating
18. Play alone in the presence of other children (parallel play)
19. Tend to like rough-and-tumble play
20. Use a doll or other toy to act out a scene
21. Watch others play and play near them (parallel play)
22. Engage in domestic make-believe play, imitating an adult activity for five minutes
23. Engage in domestic make-believe play, imitating an adult activity for ten minutes
24. Engage in domestic make-believe play, imitating an adult activity for fifteen minutes
25. Engage in domestic make-believe play, imitating an adult activity for twenty minutes
26. Play simple group games such as "Ring Around the Rosy"
27. Begin to play with other children with adult supervision
28. Begin to take turns
29. Usually play cooperatively, but may need adult help
30. Take turns with assistance
31. Have an imaginary companion/playmate
32. Play games with rules
33. Incorporate verbal directions into play activities
34. Take turns in play without adult supervision
35. Play cooperatively with one or two children for at least fifteen minutes
36. Play a pretend career/professional role in play
37. Play two or three table games
38. Play cooperatively with two or three children for five minutes
39. Play cooperatively with two or three children for ten minutes
40. Play cooperatively with two or three children for fifteen minutes
41. Play cooperatively with two or three children for twenty minutes

❖ G-3 INITIATIVE AND ENGAGEMENT SKILLS AND BEHAVIORS

SKILL: Exhibits initiative and engagement skills and behaviors that will foster and enhance independence, confidence in performing functional skills, and the development of responsibility self-discipline, study skills, and attention span.

DEVELOPMENTAL RECORD BOOK: Page 22.

STANDARDIZED ASSESSMENTS RECORD BOOK: Pages 15 and 16.

COMPREHENSIVE SKILL SEQUENCE: Page 193.

CLASS RECORD BOOK: Page 42.

ASSESSMENT METHODS: Interviewing the parent(s)/caretaker. Observing the child performing the skill, formally or informally.

MATERIALS: In general, no materials are needed as the assessment will usually be made by interview or observations. However, the examiner may find items of interest to the child, such as a toy, picture, or model to be helpful in eliciting responses from the child.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to the criterion question (CQ).

NOTES:

1. Rationale for Initiative and Engagement Skills and Behaviors: At an early age most children begin to develop habits, attitudes, behaviors, and skills that can greatly affect their adjustment and performance in school. Habits, attitudes, behaviors, and skills developed at an early age may be carried into adult life and determine career success or failure.

Thus, it is important that the young child's environment foster and promote the development of good habits, attitudes, behaviors, and skills related to initiative and becoming engaged in activities.

Proper initiative and engagement skills and behaviors are also recognized for their value in developing morals, self-concept, and personality.

Most initiative and engagement skills and behaviors involve attending, thinking, physical performance, social skills, and speech. This stimulation facilitates mental, social, physical, and speech development.

(continues on page 188)

DIRECTIONS

This assessment is made by

- using the interview method with the parent(s)/caretaker.
- observing the child in a social situation that encourages responses related to skills and behaviors to be assessed.

Determine which method, or combination of methods, will yield the most valid results and be convenient and efficient in assessing each skill.

If the interview is the most expedient and valid method, the criterion questions (CQs) will serve as a guide. The criterion questions (CQs) will also provide guidance and criteria for assessing the skills by other methods.

For the child of eighteen months of age or older, ask the following lead questions of the parent/caretaker:

Say: **Tell me about _____'s activities. Does he/she pretend to do any work? What are some of the little jobs he/she likes to do?**

Evaluate the responses to the lead questions. Record in the *Developmental Record Book* all skills that are clearly mastered. If information about specific skills is lacking, ask the criterion questions (CQs) related to those specific skills. Rephrase and adapt the questions, if needed. Make the interview as informal as possible.

⁰⁻⁶1. Holds arms out to be picked up.

CQ: Does _____ hold his/her arms out to be picked up?

(continues)

Items 2 and 7 are part of the Play Skills and Behaviors assessment in the Social-Emotional subdomain.

Items 3, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 25, 29, and 30 are part of the Work-Related Skills assessment, Prevocational composite, in the Daily Living subdomain.

- ❖ 2. Searches for hidden (covered) object.
CQ: Does _____ search for an object of interest if it is covered, perhaps with a small blanket, as he/she is watching?
- ❖ 3. Shows determination by going for toy out of reach.
CQ: Does _____ work to get a toy that's out of reach by stretching, pivoting, rolling, or creeping?
- ¹⁻⁰⁴ 4. Begins to link objects to functional relationships.
CQ: Is _____ beginning to link or match objects to their function such as combing hair when given a comb, putting a key in the lock, or pretending to sweep when playing with a broom?
- 5. Imitates actions of others such as putting blocks into a box.
CQ: Does _____ imitate an activity such as putting blocks into a box?
- ¹⁻⁶⁶ 6. Imitates in play an activity involving housework.
CQ: Does _____ imitate any housework activity, such as sweeping, dusting, or folding clothes, as he/she is playing?
Note: This skill is the same as SKILL 13 in assessment G-2.
- ❖ 7. Dramatizes adult activities.
CQ: Does _____ mimic or dramatize activities he/she sees adults doing such as driving a car or cleaning the house?
Note: This skill is the same as SKILL 26 in assessment G-1.
- ❖ 8. Opens doors or cabinets without knobs.
CQ: Does _____ open doors or cabinets by himself/herself?
- ^{❖2-09} 9. Helps put things away.
CQ: Does _____ help put things away such as his/her toys or clothes?
- ❖ 10. Exhibits signs of developing independence by having the attitude that "I can do it myself."
CQ: Does _____ exhibit signs of pushing for independence by insisting he/she do things for himself/herself?

- ²⁻⁶¹¹ 11. Engages with an adult by doing an activity for five minutes.
CQ: Does _____ become engaged in an activity with an adult by doing an activity, such as a craft or block construction project, for at least five minutes?
 - 12. Engages in domestic make-believe play, imitating an adult activity for at least ten minutes.
CQ: Does _____ engage in domestic make-believe play for at least ten minutes, imitating an adult activity such as washing dishes, taking care of the baby, or vacuuming?
 - ³⁻⁰¹³ 13. Uses blocks or other objects to build simple enclosures such as pens or yards.
CQ: Does _____ use blocks or other objects in play to build simple enclosures such as pens or yards?
 - ❖ 14. Watches TV for five minutes.
CQ: How long will _____ watch TV without losing interest?
 - ❖ 15. Watches TV for ten minutes.
CQ: How long will _____ watch TV without losing interest?
 - ❖ 16. Watches TV for fifteen minutes.
CQ: How long will _____ watch TV without losing interest?
 - ❖ 17. Watches TV for twenty minutes or more.
CQ: How long will _____ watch TV without losing interest?
 - ❖ 18. Engages in activities for five minutes.
CQ: How long will _____ play with toys by himself/herself?
 - ❖ 19. Engages in activities for ten minutes.
CQ: How long will _____ play with toys by himself/herself?
 - ❖ 20. Engages in activities for fifteen minutes.
CQ: How long will _____ play with toys by himself/herself?
 - ❖ 21. Engages in activities for twenty minutes or more.
CQ: How long will _____ play with toys by himself/herself?
 - 22. Engages in a small-group project or activity for at least five minutes.
CQ: Does _____ become engaged in a small-group project or activity for at least five minutes?
- (continues)

- 3-6²³. Engages in a small-group project or activity for at least twelve minutes.
CQ: Does _____ become engaged in a small-group project or activity for at least twelve minutes?
24. Uses blocks or other objects to build more complex enclosures such as a house, barn, or garage.
CQ: Does _____ use blocks or other objects in play to build more complex enclosures such as a house, barn, or garage?
- ❖4-0²⁵. Performs simple errands.
CQ: Does _____ perform simple errands such as going for the mail or going upstairs to get the broom?
26. Usually remains at a ten- to twelve-minute task until it is time to quit or change.
CQ: Does _____ usually remain at a task that takes ten to twelve minutes to complete such as drawing or working a puzzle, until it is time to quit or change?
- 5-0²⁷. Likes to finish what he/she starts with less dawdling than at an earlier age.
CQ: Does _____ usually like to finish what he/she starts with less dawdling than at an earlier age?
28. Pushes for autonomy (wants to be independent like an adult).
CQ: Does _____ show signs of pushing for autonomy and wanting to be independent like an adult? Does he/she exhibit behaviors such as insisting he/she perform most self-help skills like tying shoes, or does he/she want to do chores to earn spending money?
Note: This skill is the same as **SKILL 59** in assessment G-1.
- ❖6-0²⁹. Works on a small-group project or activity for at least twenty minutes.
CQ: Does _____ engage in a small group doing a math activity or craft project for at least twenty minutes?
- ❖30. Remains engaged in an assigned task even when minor distractions are present.⁷⁻⁰
CQ: Does _____ usually remain engaged in an assigned task even when minor distractions are present such as another child sharpening a pencil?

NOTES: (continued from page 186)

2. References: The following references were used to sequence initiative and engagement skills and behaviors and to validate the developmental ages. (See Bibliography, pages 292-294.)

American Academy of Pediatrics	Kail
Brazelton	National Network for Child Care
Brigrance (1998a)	Stoppard
Burns	Worham
Gemelli	
Hendrick	

OBJECTIVE

By _____ (date) _____, when provided with the appropriate stimuli or social situation, _____ (child's name) _____ will exhibit the following initiative and engagement skills and behaviors (list as appropriate):

1. Hold arms out to be picked up
2. Search for hidden (covered) object
3. Show determination by going for toy out of reach
4. Begin to link objects to functional relationships
5. Imitate actions of others such as putting blocks into a box
6. Imitate in play an activity involving housework
7. Dramatize adult activities
8. Open doors or cabinets without knobs
9. Help put things away
10. Exhibit signs of developing independence by having the attitude that "I can do it myself"
11. Engage with an adult by doing an activity for five minutes
12. Engage in domestic make-believe play, imitating an adult activity for at least ten minutes
13. Use blocks or other objects to build simple enclosures such as pens or yards
14. Watches TV for five minutes
15. Watches TV for ten minutes
16. Watches TV for fifteen minutes
17. Watches TV for twenty minutes
18. Engages in activities for five minutes
19. Engages in activities for ten minutes
20. Engages in activities for fifteen minutes
21. Engages in activities for twenty minutes
22. Engage in a small-group activity or project for at least five minutes
23. Engage in a small-group activity or project for at least twelve minutes
24. Use blocks or other objects to build more complex enclosures such as a house, barn, or garage
25. Perform simple errands
26. Usually remain at a ten- to twelve-minute task until it is time to quit or change
27. Like to finish what he/she starts with less dawdling than at an earlier age
28. Push for autonomy (wants to be independent like an adult)
29. Work on a small-group project or activity for at least twenty minutes
30. Remain engaged in an assigned task even when minor distractions are present

G. SOCIAL AND EMOTIONAL DEVELOPMENT

Child's Name: _____ Date: _____ Examiner: _____

Comprehensive Skill Sequences
See pages xii and xiii in the Introduction for explanations and uses.

G-1C GENERAL SOCIAL AND EMOTIONAL DEVELOPMENT

See pages 175–180 for assessment procedures for skills in **bold print** (“milestone” skills). The numeral in parentheses indicates the skill number for this assessment in the *Inventory of Early Development-II (IED-II)* and in the *Developmental Record Book*. The additional skills listed below are considered “intermediate” and, combined with the “milestone” skills, can be used to conduct a more comprehensive assessment.

- | | |
|---|--|
| <ul style="list-style-type: none"> 0-1. Looks attentively at a human face. (1) 2. Quiets down when picked up. 3. Visually follows moving person. (2) 4. Responds with a smile. (3) 5. Vocalizes when spoken to or pleased. 0-6. Likes to sit supported where others are playing or working. (4) 7. Discriminates between a familiar face and a strange face. 8. Smiles at mirror image. (5) 9. Shows signs of ticklishness. (6) 10. Fingers mirror image. (7) 11. Shows delight or laughs when he/she sees fingers approaching to gently poke belly. (8) 12. Smiles or vocalizes as a means of getting attention. (9) 13. Holds arms out to be picked up. (10) 14. Responds to angry voice with a frown. 15. Repeats performance laughed at. 0-716. Is shy with strangers. (11) 17. Cries or “shouts” to attract attention, listens, then cries or “shouts” again. 18. Makes playful response to mirror image, pats self. 19. Understands and responds to name. | <ul style="list-style-type: none"> 20. Expresses emotions such as joy, fear, anger, and surprise. (12) 21. May show separation anxiety. 22. Plays peekaboo. (13) 23. Shows attraction to caretaker, and may be afraid of strangers. (14) 24. Plays pat-a-cake. (15) 25. Gives affection to family members (or caretaker). (16) 26. Throws objects deliberately as a “game” to get others to pick them up. 1-027. Shows an interest in activities of others. (17) 28. Is apt to be shy with strangers. 29. Imitates actions of others such as putting blocks into a box. (18) 30. Initiates interaction with other children. (19) 31. Takes favorite toy(s) to bed. (20) 32. Shows or offers an object to another person as a means of gaining social interaction. 33. Shows pride and pleasure in new accomplishments. (21) 34. Listens to person speaking to him/her. 35. Reacts to other people’s emotions such as anger and pleasure. 36. Explores environment and returns to caretaker as a secure base. (22) 37. Refers to self by name. 38. Recognizes difference between <i>you</i> and <i>me</i>. 1-039. Shows a strong sense of self as an individual as evidenced by saying no to an adult’s request. (23) 40. Shows a sense of ownership—“My” or “Mine.” 41. Imitates another child’s actions. (24) |
| <ul style="list-style-type: none"> 53. Dawdles when eating, bathing, and dressing. 54. Shows a sense of self as evidenced by wanting less service and dependency. (28) 55. Is warmly responsive to adults. (29) 56. Plays alone in presence of other children (parallel play). (30) 57. Shows symptoms of pity or shame. 58. Identifies self with children of same age and sex. (31) 59. Experiments with negativism by being assertive, demanding, and independent. (For example, he/she says, “No. I do it myself.”) 60. Likes to perform for others. (32) 61. Usually knows when rules have been broken. 2-062. Participates in simple group activities such as singing, clapping, dancing. 63. Plays simple group games such as “Ring Around the Rosy.” (33) | <ul style="list-style-type: none"> 42. Watches the faces of other people for clues to their emotions or feelings. (25) 43. Dramatizes adult activities. (26) 44. Recognizes self in mirror or picture. 45. Uses <i>no</i> to indicate refusal. 46. Participates in rough-and-tumble play. 2-047. Watches other children play, and may attempt to join briefly. (27) 48. Begins to realize others have rights and privileges. 49. Separates from caretaker without tantrums. 50. Begins to see benefits of cooperation. 51. Refers to self by pronoun. (For example, he/she says, “Me do it.”) 52. Shows signs of gender identification by imitating behavior of parent/caretaker of same gender. |

Child's Name: _____

Date: _____

Examiner: _____

Comprehensive Skill Sequences

See pages xii and xiii in the Introduction for explanations and uses.

64. **Begins to play with other children with adult supervision. (34)**
65. Says *Please* or *thank you* when reminded.
66. **Discovers satisfaction from doing things with others. (35)**
67. Knows gender identity.
68. **Is conscious of and curious about sex differences. (36)**
69. Shows signs of frustration if not understood.
70. Has fleeting social contacts perhaps due to short attention span.
71. Is subject to fits of anger (temper tantrums).
Note: Much inconsistency was found in the references as to the most appropriate placement of this behavior.
72. Exhibits jealousy.
73. Shows an interest in the conversation of others.
- 3-074. **Shows preference for some friends over others. (37)**
75. Refrains from fits of anger (temper tantrums) when disappointed or when wishes are not met.
76. **Begins to take turns. (38)**
77. Uses words to make requests (other than for food, water, and toileting).
- 3-678. **Takes turns with assistance. (39)**
79. Is usually obedient.
80. Says *please* appropriately.
81. Acknowledges compliments or service by saying *thank you*.
82. Participates in singing games.
83. May exhibit silliness in play and a sense of humor, perhaps teasingly.
84. **Gives as well as takes. (40)**
85. Is more likely to refrain from hitting others when angry than at an earlier age.
86. **Meets and accepts strangers comfortably. (41)**
87. **Forms temporary attachment to one playmate. (42)**
88. Begins to "label" happiness, sadness, fear, and anger in self.
89. May have difficulty distinguishing between fantasy and reality.
90. **Takes pleasure in doing simple favors for others. (43)**
91. Refrains from hitting others when angry, disappointed, or when wishes are not met.
92. **Can usually play cooperatively, but may need adult help. (44)**
93. Relates experiences with some understanding of sequence and closure/ending.
- 4-094. "Bids" for attention.
95. **Seeks detailed explanations with frequent use of why. (45)**
96. Listens courteously when someone is speaking.
97. **Is proud of accomplishments. (46)**
98. **Tends to fabricate, exaggerate, and boast, perhaps due to a good imagination. (47)**
99. Is prone to make social comparison—"My picture is better." "I'm bigger than you."
- 4-6100. **Understands the need to share and take turns. (48)**
101. Prefers the companionship of children rather than adults. (49)
102. **Begins to have an awareness of "good" and "bad" behavior in others. (50)**
103. **Begins to have an awareness for "good" and "bad" behavior in self. (51)**
104. **Demonstrates confidence in self. (52)**
105. **Reacts to disappointment and failure in an acceptable manner. (53)**
106. **Takes turns without adult supervision. (54)**
107. Refrains from interrupting others when they are talking.
108. Uses the words *excuse me* appropriately.
109. Is apt to take objects belonging to others.
110. Refrains from hitting, pushing, or kicking others when waiting in line.
- 5-0111. **Brags about new accomplishments and skills. (55)**
112. Participates in conversation without monopolizing it.
113. Desires a companion, beginning to value friendship.
114. Seeks approval, avoids disapproval of adults.
115. **Plays cooperatively with one or two children for at least fifteen minutes. (56)**
116. **Usually is eager to comply with class rules and activities. (57)**
117. **Has several friends, but one special friend. (58)**
- 5-6118. **Pushes for autonomy (wants to be independent like an adult). (59)**
119. **Plays cooperatively in large-group games. (60)**
120. **Is satisfied and comfortable with self. (61)**
121. Uses language aggressively but appropriately.
122. Is dependable—can be depended on to keep a promise or to tell the truth.
123. Likes to impress companions.
124. **Shows concern that playmates are not hurt in play. (62)**
125. **Plays cooperatively with two or three children for at least twenty minutes. (63)**
126. **Usually offers apologies for unintentional mistakes. (64)**
127. Displays behavior that is socially acceptable in public or at least usually not a problem.
- 6-0128. **Values friendship. (65)**
129. Proposes alternate ways to solve peer problems.
129. **Has a close friend. (66)⁷⁻⁰**

Child's Name: _____

Date: _____

Examiner: _____

Comprehensive Skill Sequences

See pages xii and xiii in the Introduction for explanations and uses.

G-2C PLAY SKILLS AND BEHAVIORS

See pages 181–185 for assessment procedures for skills in **bold** print (“milestone” skills). The numeral in parentheses indicates the skill number for this assessment in the *Inventory of Early Development-II (IED-II)* and in the *Developmental Record Book*. The additional skills listed below are considered “intermediate” and, combined with the “milestone” skills, can be used to conduct a more comprehensive assessment.

- 0-³1. **Gets excited when a toy is presented.** (1)
2. Is attracted by contrasting colors such as yellow and red.
3. Repeats an accidental behavior which brings pleasure or satisfaction.
4. Repeats smile, laugh, or vocalization that gets a pleasing reaction from others.
5. **Shakes rattle or other object when placed in hand.** (2)
6. Splashes in bath.
- 0-⁷7. **Likes to reach for object and grab it.** (3)
8. Seeks out an adult for play.
9. Tries to get the attention of an adult to resume a play activity.
10. Rotates and examines objects curiously.
11. **Bites and chews toys in play.** (4)
12. **Plays peekaboo.** (5)
13. **Explores the environment with curiosity.** (6)
14. Kicks legs in play.
15. Plays game of “up” and “down.”
16. Grasps an object and waves or bangs it.
17. Moves to retrieve a toy out of reach.
18. **Plays pat-a-cake.** (7)
- 1-⁹20. Throws objects deliberately to get them picked up. **Plays with a variety of toys, doing different activities with each.** (8)
21. **Engages in a simple game with others such as rolling a ball back and forth.** (9)
22. Seldom takes toy to mouth.
23. Uses gestures such as pointing to direct adult attention.
24. **Engages in play that extends beyond self—brushes doll's hair, feeds doll, feeds mother.** (10)
- 1-⁶25. **Engages in autostymbolic play—i.e., pretends to sleep, eat, or drink from a cup.** (11)
26. Entertains self with toys for fifteen minutes.
27. **Imitates environmental sounds during play.** (12)
28. **Imitates in play an activity involving housework.** (13)
29. Pulls people to show them a toy.
30. **Imitates motions of an object.** (14)
31. **Associates objects in play such as giving the doll a ride in a car or having the doll take the dog for a walk.** (15)
- 2-⁹32. Engages in play activities such as stacking things and knocking them down, and filling containers and dumping them.
33. **Watches other children play, and may attempt to join briefly.** (16)
34. **Imitates self doing something such as crying or eating.** (17)
35. **Plays alone in the presence of other children (parallel play).** (18)
36. Uses imagination in play.
37. Talks to or for doll or toy animal.
38. Talks to self during play.
39. **Tends to like rough-and-tumble play.** (19)
- 2-⁴40. Uses one object to represent another in play.
41. **Uses a doll or other toy to act out a scene.** (20)
42. **Watches others play and plays near them (parallel play).** (21)
43. Imitates someone else doing something such as pretending a doll is eating or crying.
44. Imitates an entire scene of a complex episode such as preparing a meal.
45. Participates in simple group activities (singing, clapping, dancing).
46. **Engages in domestic make-believe play, imitating an adult activity for at least five minutes.** (22)
47. **Engages in domestic make-believe play, imitating an adult activity for at least ten minutes.** (23)
48. **Engages in domestic make-believe play, imitating an adult activity for at least fifteen minutes.** (24)
49. **Engages in domestic make-believe play, imitating an adult activity for at least twenty minutes.** (25)
50. Enjoys helping with household chores.
51. **Plays simple group games such as “Ring Around the Rosy.”** (26)
52. **Begins to play with other children with adult supervision.** (27)
- 3-⁰53. **Begins to take turns.** (28)
54. Uses blocks to build simple enclosures such as pens or yards.
55. **Can usually play cooperatively, but may need adult help.** (29)
56. Follows caretaker and copies activity in play.
57. Likes to dramatize in activities such as “Dress Up.”
- 3-⁶58. **Takes turns with assistance.** (30)
59. Uses blocks to build more complex enclosures such as a house, barn, or garage.
- 4-⁰61. **Has an imaginary companion/playmate.** (31)
- 4-⁶62. **Incorporates verbal directions into play activities.** (33)
63. **Takes turns in play without adult supervision.** (34)
64. Loves to whisper and tell secrets.
65. Enjoys construction toys.
66. Willingly stops a play activity on request.
- 5-⁶67. Occupies self unattended.
68. Highly imaginative, sets scene without props.
69. **Plays cooperatively with one or two children for at least fifteen minutes.** (35)
- 5-⁶70. **Plays a pretend career/professional role in play.** (36)
71. **Plays two or three table games.** (37)
72. **Plays cooperatively with two or three children for at least five minutes.** (38)⁶⁻⁰
73. **Plays cooperatively with two or three children for at least ten minutes.** (39)
74. **Plays cooperatively with two or three children for at least fifteen minutes.** (40)
75. **Plays cooperatively with two or three children for at least twenty minutes.** (41)

Child's Name: _____

Date: _____

Examiner: _____

See pages xii and xiii in the Introduction for explanations and uses.

Comprehensive Skill Sequences

G-3C INITIATIVE AND ENGAGEMENT SKILLS AND BEHAVIORS

See pages 186–189 for assessment procedures for skills in **bold print** (“milestone” skills). The numeral in parentheses indicates the skill number for this assessment

in the *Inventory of Early Development-II (IED-II)* and in the *Developmental Record Book*. The additional skills listed below are considered “intermediate” and, combined with the “milestone” skills, can be used to conduct a more comprehensive assessment.

- 1-01. Visually follows person.
2. Opens mouth as spoon with food is presented.
3. Looks at an object as if wanting to grasp it.
- 0-64. **Holds arms out to be picked up.** (1)
5. Rotates and examines objects.
6. Pokes and examines objects with index finger.
7. Constantly explores the environment with curiosity.
8. Reaches for spoon when being fed.
9. Works to get what he/she wants.
10. **Searches for hidden (covered) object.** (2)
11. **Shows determination by going for toy out of reach.** (3)
- 1-012. Shows an interest in the activities of others.
13. “Nests” or stacks objects graduated in size.
14. **Begins to link objects to functional relationships.** (*cup/drink, key/unlock door, etc.*) (4)
15. Pursues and retrieves a toy that is out of sight.
16. **Imitates actions of others such as putting blocks into a box.** (5)
- 1-617. Helps do a simple household task.
18. Shows pride and pleasure in new accomplishments.
19. **Imitates in play an activity involving housework.** (6)
20. **Dramatizes adult activities.** (7)
21. **Opens doors or cabinets without knobs.** (8)
- 2-022. **Helps put things away.** (9)
23. **Exhibits signs of developing independence by having the attitude that “I can do it myself.”** (10)
24. Warmly responds to adults and likes to imitate them.
25. Likes to perform for others.
- 2-626. Enjoys helping with household chores.
27. **Engages with an adult by doing an activity for five minutes.** (11)
28. **Engages in domestic make-believe play, initiating an adult activity for at least ten minutes.** (12)
- 3-029. Follows caretaker and copies activity in play.
30. Initiates an entire scene of a complex episode such as preparing a meal.
31. Engages in simple group activities
32. Discovers satisfaction from doing things—chores, walks, games, etc.—with others.
33. Sorts dissimilar objects.
34. **Uses blocks or other objects to build simple enclosures such as pens or yards.** (13)
35. **Watches TV for five minutes.** (14)
36. **Watches TV for ten minutes.** (15)
37. **Watches TV for fifteen minutes.** (16)
38. **Watches TV for twenty minutes or more.** (17)
39. Engages in activities for five minutes. (18)
40. Engages in activities for ten minutes. (19)
41. Engages in activities for fifteen minutes. (20)
42. Engages in activities for twenty minutes or more. (21)
43. Engages in a small-group project or activity for at least five minutes. (22)
- 3-644. Takes pleasure in doing simple favors for others.
45. **Engages in a small-group project or activity for at least twelve minutes.** (23)
46. Usually cooperates with adult requests, directions, class rules, etc.
47. **Uses blocks or other objects to build more complex enclosures such as a house, barn, or garage.** (24)
48. Helps with task such as setting table.
49. Cleans up toys.
- +050. Demands detailed explanation with frequent use of the word *why*.
51. Is proud of accomplishments—may be boastful.
52. **Performs simple errands.** (25)
53. Enjoys construction toys.
54. Demonstrates confidence in self and willingly tries new tasks.
55. **Usually remains at a ten- to twelve-minute task until it is time to quit or change.** (26)
56. Willingly stops an activity on request.
57. Accepts help from an adult.
- 5-058. Brags about new accomplishments and skills.
59. Occupies self unattended.
60. **Likes to finish what he/she starts with less dawdling than at an earlier age.** (27)
61. Listens attentively when asked to do so.
62. Is willing to attempt a new task even when uncertain.
63. Asks for help when needed in performing a task but only after making a reasonable attempt to perform it.
64. **Pushes for autonomy (wants to be independent like an adult).** (28)
65. Assumes or pretends a career role in play by saying “I want to be a _____.”
66. Accepts help from another child.
67. Is satisfied and comfortable with self.
68. Is dependable.
- 6-069. **Works on a small-group project or activity for at least twenty minutes.** (29)
70. Takes responsibility for appropriate care of materials and the environment without reminders.
71. **Remains engaged in an assigned task even when minor distractions are present.** (30)
72. Creates challenges for self by increasing the difficulty of tasks.⁷⁻⁰

