

**Project D.A.T.A.  
University of Washington**

**Skills Checklist for Preschool Aged Children with Autism**

Child's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Child's Primary Mode of Communication: \_\_\_\_\_

Child's Preferred Items and Activities: \_\_\_\_\_

Staff Member(s) Completing the Form: \_\_\_\_\_

Directions:

- Several items are directly tested; others are observed and scored during classroom routines and activities. Adult instructions are provided for items to be directly tested. Scoring is as follows:

2 = Consistently/always meets criterion

1 = Inconsistently/sometimes meets criterion

0 = Does not/never meet criterion

- After completing the checklist, put a \* next to items that are priorities for learning.
- Items with asterisks (\*\*) have been developed by Project DATA.

## Adaptive

Mealtime	Scoring	Comments	*
Drinks from cup and/or glass <i>Brings cup to mouth and returns cup to surface without spilling</i>	0    1    2		
Eats with fork and/or spoon <i>Spears or scoops food and brings to mouth with minimal spilling.</i>	0    1    2		
Eats an age appropriate variety of food <i>Discuss importance, level of priority with family before making an intervention plan</i>	0    1    2		

Personal Hygiene	Scoring	Comments	*
Initiates toileting <i>Initiates toileting and demonstrates bowel and bladder control. Adult may provide some assistance for clothing and occasional reminders are acceptable</i>	0    1    2		
<b>**Washes hands independently</b> <i>Child is able to complete all steps of hand washing routine independently. Occasional reminders are acceptable as appropriate to age.</i>	0    1    2		
<b>**Wipes nose when needed</b> <i>Child independently finds tissue to wipe nose. Occasional reminders or adult help are acceptable as appropriate to age.</i>	0    1    2		

Personal Management	Scoring	Comments	*
<b>**Sits at table activity for at least 5 minutes</b> <i>Child is able to sit at table with adult in a teaching situation for at least 5 minutes</i>	0    1    2		
<b>**Walks alongside adult during hallway or outside transitions.</b> <i>Child is able to walk with adult in the hallway or outside without holding hands. Occasional reminders to stay with the teacher or adult are acceptable.</i>	0    1    2		
<b>**Navigates visual obstacles</b> <i>Walks around objects on the floor, does not run into objects or walls, walks around adults and peers</i>	0    1    2		

Adapted from, and designed to be used in conjunction with, the *Test [for] Assessment, Evaluation, and Programming System for Infants and Children (AEPS)*, Second Edition. Bricker, D., Capt, B., & Pretti-Frontczak, K. (2002). Baltimore, MD: Paul H. Brookes Publishing.

Personal Management	Scoring	Comments	*
<p><b>**When given a direction to line up or move to another activity child remains with teacher or group during transitions</b></p> <p><i>Child is able to independently walk between activities without holding adult's hands</i></p>	0 1 2		
<p><b>**Puts on and takes off coat or other clothing applicable to the school day (e.g. paint smock, field trip t-shirt).</b></p> <p><i>Child is able to independently put on and take off clothing. May ask for assistance or adult may offer assistance as appropriate to age.</i></p>	0 1 2		
<p><b>**Manages personal materials</b></p> <p><i>When given a direction to get their own materials (e.g. lunchbox, puts lunch away, coat) or when an activity is finished, child is able to clean up or gather materials for specific activity</i></p>	0 1 2		
<p><b>**Rides in school bus, car or other transportation appropriately.</b></p> <p><i>Child is able to sit and remain in car seat or other appropriate seating with absence of protest for duration of trip.</i></p>	0 1 2		
<p><b>**Seeks help when upset or sad</b></p> <p><i>Child is able to calm self by seeking help or appropriately removes self from situation (lies down, goes to bean bag chair, etc.)</i></p>	0 1 2		
<p><b>**Demonstrates aggressive behavior toward others</b></p> <p><i>Child shows aggression toward adults or peers in any situation. Can be hitting, kicking, swatting, spitting, etc.</i></p>	0 1 2 scoring may appear opposite of other items		
<p><b>**Demonstrates aggressive behavior toward self.</b></p> <p><i>Child demonstrates self-injurious behaviors such as head banging, scratching, etc.</i></p>	0 1 2 scoring may appear opposite of other items		
<p><b>**Demonstrates intense fears.</b></p> <p><i>Child becomes upset in typical day to day activities such as not entering a bathroom, store or when a dog comes near child runs away).</i></p>	0 1 2 scoring may appear opposite of other items		

<b>Materials Management</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<p><b>**Interacts with classroom materials functionally</b></p> <p><i>When given classroom materials such as scissors, markers, paper, etc., child is able to act on materials appropriately. For example, child picks up scissors and attempts to cut with scissors.</i></p>	0    1    2		
<p><b>**Manages classroom materials</b></p> <p><i>When given a direction to “Clean up” or “Get _____”, child is able to manage the classroom materials needed to clean up or gather for specific activity</i></p>	0    1    2		

<b>Sensory Processing</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<p><b>**Auditory - Demonstrates appropriate responsiveness to classroom noise</b></p> <p><i>Not distracted or trying to escape noise or noisy environments</i></p>	0    1    2		
<p><b>**Visual - Demonstrates appropriate responsiveness to visual stimuli</b></p> <p><i>Not distracted by moving/shiny objects</i></p>	0    1    2		
<p><b>**Tactile - Demonstrates appropriate responsiveness to tactile stimuli</b></p> <p><i>Responds appropriately to being touched or held, will touch messy items, and does not seek deep pressure by squeezing or hugging</i></p>	0    1    2		
<p><b>**Vestibular - Demonstrates appropriate responsiveness to vestibular stimuli</b></p> <p><i>Does not seek or avoid physical or rhythmical activities such as swinging, rocking, etc.</i></p>	0    1    2		
<p><b>**Oral - Demonstrates appropriate responsiveness to oral stimuli</b></p> <p><i>Does not mouth objects, does not refuse to try new food</i></p>	0    1    2		
<p><b>**Demonstrates self-stimulatory behaviors during class time that interferes with learning and participation</b></p> <p><i>Does not demonstrate self-stimulatory behaviors such as shakes hands, flaps hands, hums, etc. that interferes with learning</i></p>	0    1    2		
<p><b>Other:</b></p>			

## Cognitive

<b>Motor Imitation</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: “Do this”, “Do what I do”, “Copy me”</i>			
<p><b>**Imitates actions with objects</b></p> <p><i>Imitates 5 common actions and 5 novel actions with objects (e.g., place block on block, shake maraca, push car, pull toy, squeeze toy, scribble, drink from a cup, feed a doll)</i></p>	0    1    2		
<p><b>**Imitates large motor movements</b></p> <p><i>Imitates 5 actions that are visible to the child (that the child can see themselves perform) and 5 that are not (e.g., tap table, wave, clap hands, knock, tap leg, march, arms up, shake head no, arms out to side, cover face (i.e. peek-a-boo), touch nose, turn around)</i></p>	0    1    2		
<p><b>**Imitates fine and oral motor movements</b></p> <p><i>Imitates 3 different actions (e.g., open and close hands, extend index finger as in a point, wiggle fingers, thumbs up, squeeze play-do or squeaky toy, pinch clothespin, open/close mouth, tongue out, etc.)</i></p>	0    1    2		
<b>Advanced Motor Imitation</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: “Do this”, “Do what I do”, “Copy me”</i> <i>Use actions from motor imitation that the child has demonstrated he/she can already do</i>			
<p><b>**Discriminates motor imitation based on model provided</b></p> <p><i>Imitates 4 different actions based on discriminating factor (e.g. clap quickly vs. slowly, raise one arm vs. two arms, tap table once vs. twice)</i></p>	0    1    2		
<p><b>**Imitates a sequence of 3 motor actions as teacher is demonstrating actions</b></p> <p><i>Adult begins sequence and child performs actions along with teacher simultaneously</i></p>	0    1    2		
<p><b>**Imitates a sequence of 3 motor actions with one initial instruction</b></p> <p><i>Adult performs 3 motor actions in a row and child repeats sequence after adult is finished</i></p>	0    1    2		

<b>Verbal Imitation</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: “Say ___” or repeat the child’s words Close approximations are acceptable</i>			
Imitates sounds  <i>Child imitates developmentally appropriate speech sounds that he or she uses frequently and that are novel.</i>	0    1    2		
Imitates words  <i>Child imitates developmentally appropriate words that he or she uses frequently and that are novel.</i>	0    1    2		

<b>Visual Performance: Matching</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: “Put with same” or “Match”</i>			
Identical 3D objects from an array of three  <i>Matches 6 different objects</i>	0    1    2		
Identical pictures or photos from an array of three  <i>Matches 6 different pictures</i>	0    1    2		
<b>**Objects to pictures from an array of three</b>  <i>Matches 6 different objects to pictures</i>	0    1    2		
<b>**Pictures to objects from an array of three</b>  <i>Matches 6 different pictures to objects</i>	0    1    2		
<b>**Matches block design to teacher sample</b>  <i>Teacher makes block design; gives child identical blocks and asks child to copy, using at least 3 blocks</i>	0    1    2		
<b>**Identifies the object/picture that is the same when shown a sample</b>  <i>Teacher holds up a picture or object and child points to or touches the one that is the same (on table)</i>	0    1    2		
<b>**Non identical objects/pictures from an array of three</b>  <i>Matches 6 different objects/pictures from at least 3 different categories (e.g., cars, foods, blocks)</i>	0    1    2		

Concepts - Categorizing	Scoring	Comments	*
Groups objects according to: <ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Color</li> </ul> <p><i>Child groups objects according to criteria when given a visual model or told to “Put all the big blocks in this box”</i></p>	0    1    2 0    1    2 0    1    2		
Groups functionally related objects <p><i>Child puts together at least three objects that are functionally related (to paint, child gathers paint, brush, paper; while in sandbox child gets bucket, shovel, and sifter)</i></p>	0    1    2		
Categorizes like objects <p><i>Child puts together at least three objects in a group according to a broad-based category (e.g., food, clothing, animals; child gathers all toy animals together, puts play dishes and utensil on table, gathers clothing in order to play dress-up).</i></p>	0    1    2		

Sequencing	Scoring	Comments	*
Refer to 3-6 AEPS for more specific information			

Visual Performance: <i>Puzzles</i>	Scoring	Comments	*
<b><i>Instruction: “Put the pieces in”, “Put the puzzle together”</i></b>			
<b><i>**Completes a non-interlocking inset puzzle</i></b> <p><i>When given pieces of inset puzzles, child will insert pieces. Child can self-correct.</i></p>	0    1    2		
<b><i>**Completes a puzzle with multiple-connecting pieces in an inset puzzle</i></b> <p><i>Puzzle must have at least 5 pieces</i></p>	0    1    2		
<b><i>**Completes an inset interlocking puzzle</i></b> <p><i>Puzzle must have at least 5 pieces</i></p>	0    1    2		
<b><i>**Completes an interlocking puzzle with 10 or more pieces</i></b> <p><i>Puzzle does not have a frame for pieces</i></p>	0    1    2		

<b>Appropriate Play</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: "Time to play", "Let's play"</i>			
Correctly activates mechanical toy <i>Mechanical toys may include jack-in-the-box, wind-up radio, See-N-Say</i>	0   1   2		
Uses functionally appropriate actions with objects <i>Child acts on objects using functionally or socially appropriate actions. Functionally or socially appropriate actions are those for which the object was intended or designed (e.g. child holds play telephone to ear, puts comb to head and attempts to comb hair, puts glasses on eyes).</i>	0   1   2		
<b>**When playing with toys, child will make sounds/noise associated with toy.</b> <i>For example, when pushing a car, child will say "vroom, vroom" or when pushing a toy down a slide says, "Whee"</i>	0   1   2		
<b>**Demonstrates multiple responses (more than 2 different actions) with toys related to play theme</b> <i>For example, feeds baby, brushes baby's teeth, and puts the baby to bed</i>	0   1   2		
Uses representational actions with objects <i>For example, child uses a box as a hat, a spoon as a telephone, a stick to stir food</i>	0   1   2		

<b>Independent Play</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: "Time to play", "Let's play"</i>			
<b>**Initiates a preferred play activity</b> <i>When given time to play, child will seek out play activity independently</i>	0   1   2		
<b>**Entertains self by playing appropriately with toys for at least 5 minutes.</b> <i>Child can choose toy or given toys</i>	0   1   2		
<b>**Begins and completes at least 3 different age appropriate activities independently</b> <i>For example, chooses a book, looks at it, puts it away</i>	0   1   2		

<b>Premath</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
Demonstrates concept of one <i>Child shows, gives, and/or assigns one and only one object (e.g. takes one crayon from a box of many when told, "Take just one crayon).</i>	0 1 2		
Demonstrates functional use of one-to-one correspondence <i>Child demonstrates one-to-one correspondence by assigning one object to each of two or more object and/or people (e.g. child places one fork next to each plate).</i>	0 1 2		
<b>**Can reproduce and make simple patterns</b> <i>Child is able to replicate or extend simple abab patterns or creates patterns on own (e.g. makes a pattern of train, car, train, car or with colored legos does red, yellow, red, yellow).</i>	0 1 2		

<b>Phonological Awareness and Emergent Reading</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
Recognizes environmental symbols (signs, logos, labels) <i>Child assigns correct meaning and words to familiar symbols such as road signs, logos for brand names, restaurants, stores, and familiar food and product labels by producing an associated word or action (e.g., child says, "I want hamburger" at the sight of a fast-food logos; says, "Bus" at the bus stop sign)</i>	0 1 2		
Sits and attends to entire story during reading time with an adult <i>Child sits close to adults and attends while the adult reads an entire short children's book</i>	0 1 2		
Sits and attends to entire story during reading time in a large group <i>Child sits and attends while the adult reads an entire short children's book</i>	0 1 2		
Makes comments and asks questions while looking at picture books <i>Child uses gesture and/or words to share or obtain information about pictures and text in familiar books (e.g., the child looks at the page intently while asking, "Where's the mouse?" and then points to the mouse picture on the</i>	0 1 2		

<i>page and says, "There it is")</i>			
Orally fills in or completes familiar text while looking at picture books  <i>Child fills in the correct words if an adult leaves out words while reading out loud (e.g., adult reads "Goodnight house, goodnight _____," and the child fills in the word "mouse")</i>	0	1	2
Says nursery rhymes or poems along with familiar adult  <i>Child shows recognition of sound games by joining in with adults or other children reciting nursery rhymes, keeping the pace and intonation of the rhyme and emphasizing the main ideas, nouns, and rhyming words (e.g., while the groups sings "Itsy Bitsy Spider," the child clearly says key words such as "spider", "spout", "down," "rain," "out," with special emphasis on "spout" and "out")</i>	0	1	2
Fills in rhyming words in familiar rhymes  <i>Child fills in the appropriate word in a familiar nursery rhyme when adult recites the entire rhyme except for the one rhyming word</i>	0	1	2
Repeats simple nursery rhymes  <i>Child repeats at least two lines of simple nursery rhymes or songs without prompts. The rhymes should be familiar and simple. Child does not have to remember the entire rhyme. Child can make minor mistakes in reciting non-rhyming words.</i>	0	1	2
Answers simple factual questions after hearing a familiar story.  <i>At the end of the story, child can answer what happened to Goldilocks.</i>	0	1	2

## Social Communication

Prelinguistic Communicative Interactions	Scoring	Comments	*
Turns and looks toward noise-producing object <i>Turns and looks for @ least 5 sec. Speaker must be w/in 3 ft. of child.</i>	0    1    2		
Turns and looks toward object and person speaking <i>Turns and looks toward object for @ least 5 sec. while another person holds the object and comments on it. Object and speaker must be w/in 3 ft. of child.</i>	0    1    2		
Turns and looks toward person speaking. <i>Turns to and looks toward face of speaker for @ least 5 sec. Speaker must be within 3 ft. of child.</i>	0    1    2		
Looks toward an object <i>Looks in direction of an object when a person presents the object w/in child's reach. Child's glance must be longer than 1 sec.</i>	0    1    2		
Follows persons pointing gesture to establish joint attention <i>Child looks in the direction of a person's pointing gesture while that person looks at an object, person, and/or event and comments on it. Child's glance must be longer than 1 second.</i>	0    1    2		
Follows persons gaze to establish joint attention <i>Child looks in direction of person's gaze while person looks at object, person, or event. Child's glance longer than 1 sec.</i>	0    1    2		

Transition to Words	Scoring	Comments	*
Uses gestures and/or vocalization to protest actions and/or reject objects or people <i>For example, adult presents food to child: child turns from food, pushes it away, and/or makes a negative sound.</i>	0    1    2		
Gestures and/or vocalizes to greet others <i>Child waves arm and/or vocalizes when greeting and when leaving others</i>	0    1    2		
Points to an object, person and/or event to comment	0    1    2		

<i>For example, points to a picture when looking at a book, child points to other children playing</i>				
<b>Transition to Words</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>	
<p>Responds with a vocalization and gesture to simple questions</p> <p><i>For example, adult asks, “Want up?” and child reaches for adult and says, “Ba-ba-ba”; adult asks, “Where’s mama?” and child points to mother and says, “Ma-ma”; adult asks, “All done?” and child shakes head and says, “Na-na”</i></p>	0    1    2			
<p>Gain’s persons attention and refers to an object, person, and/or event</p> <p><i>Looks at, reaches for, touches, or vocalizes and then points to an object, person and/or event (e.g. child looks at a person then points to ball, child pulls on a person’s arm and then points out the window)</i></p>	0    1    2			
<p><b>**Goes to adult or peer to gain their attention (moves at least 3 ft.) and refers to an object, person, and/or event.</b></p> <p><i>Moves to adult or peer, taps them or uses name, then points to or names an object, person and/or event (e.g., child taps parent then asks for cookies by pointing to cookies on the shelf)</i></p>	0    1    2			
<p><b>**Child appropriately persists in gaining person’s attention.</b></p> <p><i>If child is not able to get person’s attention, s/he will move toward person, tap them, and use their name, appropriately until they are able to successfully gain the person’s attention.</i></p>	0    1    2			

<b>Comprehension and Expression of Words and Sentences</b>	<b>Receptive</b>	<b>Expressive</b>	<b>Comments</b>	<b>*</b>
<i>Instruction: “Show me _____”, “Where is _____?”</i>				

Identifies at least 15 common objects in environment  <i>For example, when playing with dishes, a person asks child to “show me the cup”, and child picks the cup; when asked, “What is it?” the child labels the object.</i>	0 1 2	0 1 2		
<b>Comprehension and Expression of Words and Sentences</b>  <i>Instruction: “Show me _____”, “Where is _____?”</i>	<b>Receptive</b>	<b>Expressive</b>	<b>Comments</b>	<b>*</b>
Identifies at least 15 common objects in pictures  <i>For example, child points to a ball or truck in pictures from an array of at least 3. Child names objects in pictures spontaneously or when asked.</i>	0 1 2	0 1 2		
Identifies at least 15 common objects in picture books.  <i>For example, child points to a ball, dog, or truck in a picture book. Child names objects in pictures spontaneously or when asked.</i>	0 1 2	0 1 2		
Uses pronouns (at least 2)  <i>Pronouns may include me, mine, I, you, my, this</i>	0 1 2	0 1 2		
<b>**Identifies body parts on self (as age appropriate)</b>  <i>For example, teacher says, “Show me your _____”, or “Where is your _____?” Child answers when a teacher points at a body part and says, “What is this?”</i>	0 1 2	0 1 2		
<b>**Identifies at least 5 actions in pictures</b>  <i>For example, when looking at a book or pictures out on table, teacher says, “Who is jumping?” or “Show me reading”. When a teacher asks, “What is s/he doing?” child names action.</i>	0 1 2	0 1 2		
<b>**Identifies at least 5 common objects or pictures by function</b>  <i>For example, teacher puts out objects or pictures and asks, “Which one do you eat?”, “Which one do</i>	0 1 2	0 1 2		

<i>you play with?"; "Which one do you read?" Child fills in the blank when asked, "you eat with a _____?"</i>						
<b>**Identifies at least 5 common objects or pictures by feature</b>  <i>For example, teacher puts out objects or pictures and asks questions such as, "Which one has a tail?", and "Which one has wheels?" Child fills in the blank when a teacher says, "A bird has a _____".</i>	0	1	2	0	1	2
<b>**Identifies at least 10 common objects or pictures by class</b>  <i>For example, teacher puts out objects or pictures and asks questions such as, "Which one is an animal?", "Which one is a food? Child fills in the blank when a teacher says, "This is a kind of _____".</i>	0	1	2	0	1	2

<b>Comprehension of Words and Sentences: Following Directions</b>	<b>Scoring</b>			<b>Comments</b>	<b>*</b>
Carries out one-step directions without contextual cues  <i>For example, adult tells the child, "Get the ball" when it is not immediately present and child gets the ball</i>  <i>At least 5 of directions</i>	0	1	2		
Sit down ___ Stand up ___ Come here ___ Hold my hand ___ Hands down ___  Look at... ___ Wait (i.e., stop moving for 5 seconds) ___ Give me... ___ Point to ... ___  Go get ... ___ Wave bye-bye ___ Clap your hands ___ Put on the shelf ___ Close it ___					
<b>**Carries out one-step directions related to safety</b>  <i>For example: hold hands, stop, wait, hands down, walk with me</i>	0	1	2		
<b>**Gives an item to a person</b>  <i>Example instruction may include "Go give Mary the ball"</i>	0	1	2		
<b>**Follows an instruction to go to a person and do an action</b>  <i>Example instruction may include "Go give mommy a hug"</i>	0	1	2		
<b>**Follows instruction to walk to someone and get a named item</b>  <i>Example instruction may include "Go get the ball from Joe"</i>	0	1	2		
Carries out two-step direction with contextual cues  <i>Follows at least 3 different two-step directions (e.g. when</i>	0	1	2		

<i>playing with dolls and dishes, person asks child, “get the cup and give baby a drink”)</i>			
Carries out two-step direction without contextual cues  <i>Follows at least 3 different two-step directions. When doll is not present in immediate environment, person tells the child, “go get your doll and put it on the table”.</i>	0	1	2

<b>Responding Using Gestures and Words</b>	<b>Scoring</b>			<b>Comments</b>	<b>*</b>
<b>Criterion: Child responds to each area at least 3 times</b>					
**Child chooses item when asked to make a choice  <i>Present two items and ask child to choose</i>	0	1	2		
**Child responds to question “What do you want?” when highly preferred activity or item is present	0	1	2		
**Child responds to question “What do you want?” when highly preferred activity or item is not present	0	1	2		
**Child answers questions with what, where, who, which, how, why, and when ( <i>circle items child uses</i> )	0	1	2		
**Child responds yes/no either verbally or with a gesture (nod or shake) ● When asked, “Do you want ___?” ● When asked, “Is this a cow?”  <i>Child must be able to answer both yes and no</i>	0	1	2		

<b>Production of Social-Communicative Signals, Words, and Sentences</b>	<b>Scoring</b>			<b>Comments</b>	<b>*</b>
<b>Criterion: Child may use gestures, word approximations, words or any combination. Note in comments section how child communicates.</b>					
**Uses gestures toward an adult to request  <i>For example, grabbing hand and pulling/ pushing adult</i>	0	1	2		
**Combines eye gaze and gestures to request  <i>Child looks at item, then adult and points or reaches toward item.</i>	0	1	2		
**Requests by pointing to objects out of reach	0	1	2		

**Child spontaneously asks for items/activities that are in sight	0	1	2		
**Child spontaneously asks for items/activities that are out of sight	0	1	2		
**Expressively requests help when needed	0	1	2		
**Requests end of an activity (e.g., “all done,” “finished”)	0	1	2		
**Requests break when needed in an appropriate manner	0	1	2		
**Uses sentence stems such as “I want ___,” “it’s a ___,” “I see ___,” and “I have ___”	0	1	2		

## Social

Interaction with Familiar Adults	Scoring			Comments	*
Responds appropriately to familiar adult’s affect  <i>Child appropriately responds to familiar adult’s affect, including facial expressions, gestures, tone, requests comments, or corrections, (e.g., when familiar adults enters the room child smiles in recognition; when familiar adults asks child for a hug, child gives adult hug.; when familiar adults corrects child’s behavior, child looks sad or cries; when familiar adult affectionately pats child on the back, child pats adult on the arm)</i>	0	1	2		
**Comments/shares information with familiar adult					
• Shows (holds up)	0	1	2		
• Points to item	0	1	2		
• Gives item	0	1	2		
• Tells about (or uses AAC)	0	1	2		
Initiates simple social game with familiar adults  <i>For example, child claps hands and adult says “Pat-a-cake”, child crawls under table then peeks out at adult and says, “Boo”; child rolls ball toward adult and adult rolls it back.</i>	0	1	2		
**Child repeats own behavior to maintain a social interaction	0	1	2		
**Child repeats an action with a toy/object to maintain a social game	0	1	2		
Maintains a social-communicative interaction with an adult for two sequences of turn-taking (adult and child turn-taking is one sequence)	0	1	2		
Child references adult’s face during a social-communicative interaction  <i>For example, adult looks surprised and child reacts</i>	0	1	2		

<b>Interaction with Peers</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
Observes peers in play vicinity <i>Child watches peers play who are within 3 feet</i>	0 1 2		
Maintains proximity to peers <i>Child stays within 3 feet of peers when playing in an unstructured setting.</i>	0 1 2		
<b>Interaction with Peers</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<b>**Parallel play near peers using same or similar materials</b> <i>Child plays with farm materials near peer playing with animals. Child plays with dollhouse materials while peer plays with dollhouse.</i>	0 1 2		
<b>**Engages in associative play with peers.</b> <i>Child plays with same materials but child(ren) may have different agendas or goals about play. Children do not have to carry out same activity, but are playing on same toys. Children not working toward same goals as in cooperative play.</i>	0 1 2		
Responds to interactions from peers <i>For example, physically accepts toy from peer, answers question</i>	0 1 2		
Initiates social behavior toward a peer <i>For example, offers a toy, spontaneously requests an object</i>	0 1 2		
<b>**Imitates peer</b> <i>For example, when peer is clapping hands in circle, child imitates actions, when peer says, "hip, hip, hooray", child says, or approximates, the same</i>	0 1 2		
<b>**Takes turns during simple social activities with peers with minimal adult assistance</b> <i>For example, rolling ball back and forth, pushing on swing</i>	0 1 2		
<b>**Maintains engagement in 3 different social games/songs with peers</b> <i>Child completes activity with peers (e.g. ring-around-the-rosie, peek-a-boo, finger play songs)</i>	0 1 2		

<b>Participation</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<p><b>**Accepts interruptions/unexpected change</b></p> <p><i>Child may verbally or nonverbally, appropriately express displeasure with change, but is able to accept change/interruptions and moves on.</i></p>	0 1 2		
<p><b>**Relinquishes preferred toy, food, or materials to peer when peer asks.</b></p> <p><i>Child may receive adult reminder/support, but will relinquish item without protest or with appropriate protest (e.g. "I don't want to" or "Wait")</i></p>	0 1 2		
<b>Participation</b>	<b>Scoring</b>	<b>Comments</b>	<b>*</b>
<p><b>**Responds/participates when one other child is present</b></p> <p><i>Child continues or begins participation when peer is present; does not have to engage <u>with</u> peer unless responding to peer is necessary.</i></p>	0 1 2		
<p><b>**Responds/participates when more than one other child is present</b></p> <p><i>Child continues or begins participation when peers are present; does not have to engage <u>with</u> peers unless responding to peer is necessary.</i></p>	0 1 2		
<p><b>**Participates appropriately in group activity for:</b></p> <ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• 10 minutes</li> <li>• 15 minutes</li> </ul>	0 1 2 0 1 2 0 1 2		
<b>**See social skills assessment for more detailed scope &amp; sequence in social behavior**</b>			

**For Instructor Use:** Fill out priority skills for instruction based on check marked skills above.

**Adaptive**

Skill Area	Priority Skill(s) for Instruction
Mealtime	
Personal Hygiene	
Personal Management	
Materials Management	
Sensory Processing	


**Cognitive**

Skill Area	Priority Skill(s) for Instruction
Motor Imitation	
Advanced Motor Imitation	
Verbal Imitation	
Visual Performance: Matching	
Concepts-Categorizing	
Sequencing	

Visual Performance: Puzzles	
Appropriate Play	
Independent Play	
Premath	
Phonological Awareness and Emergent Reading	

**Social Communication**

Skill Area	Priority Skill(s) for Instruction
Prelinguistic Communicative Interactions	
Transition to Words	

Comprehension and Expression of Words and Sentences	
Comprehension of Words and Sentences: Following Directions	
Responding Using Words and Gestures	
Production of Social-Communication Signals, Words, and Sentences	

**SOCIAL**

Skill Area	Priority Skill(s) for Instruction
Interactions with Familiar Adults	

Interaction with Peers	
Participation	