

Guidelines for Determining Approximate DALs from the *HELP*[®] Strands

Developmental Age Levels (DALs)

Developed by: Stephanie Parks Warshaw

October, 2007
(Replaces Version: December 2006)

Purpose:

These Guidelines (also referred to as the "Rules") were developed as a quick reference to help determine approximate developmental age levels (DALs) when assessing children with the *HELP Strands*. They are a supplement to *Inside HELP*, the administration and reference manual for using the *HELP Strands* as a birth to three, curriculum-based assessment. The "Rules" provide a set of procedures and clarifications to enhance consistent reporting across staff and programs.

Reporting approximate DALs for individual Strands can assist in developing individualized intervention plans, and, in efforts to quantify and track progress of infants and toddlers at the Local, State, and Federal Level.

Development:

The "Rules" are considered an ongoing work in progress. They were included based upon need for clarification as identified by HELP inservice trainings, questions submitted to VORT and the author of *HELP Strands*, and, from a detailed review of completed HELP Strands submitted by the field. Check for updates on VORT's website at:

http://www.vort.com/osep/Guidelines_for_Determining_Approximate_DALs_for_HELP_Strands.pdf

Important Notes:

1. HELP is a curriculum-based assessment process. *The "Rules" cannot provide exact "scores" or age equivalents. Approximate DALs derived from the "Rules" are:*
 - Considered approximate or estimated levels of development compared to the general birth-three population; and,
 - Best understood if shared with families and other team members within a framework of:
 - qualitative descriptions of the child's unique strengths and needs, and,
 - explanation that all children develop at varying rates, and,
 - understanding that any month levels reported are *approximate, not exact, and are for quantification purposes only.*
2. The term "Rules" is used in this document as a quick name for "General guidelines". "Rules" are really about what make sense for this child, at this time, to reflect this child's functioning. The "Rules" should not be rigid - they are guidelines!

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Guidelines for Determining Approximate DALs from the *HELP*® Strands

The "Rules"

Instructions:

1. The "Rules" are only applicable to the *HELP Strands*. They provide a guide to determine an approximate DAL for individual Strands within a Domain, e.g., Strand 1-1 'Development of Symbolic Play', which is a strand within the broader Cognitive domain.
2. The "Rules" should only be used by professionals who use *Inside HELP* with the *HELP Strands* within the context of the stated "Purpose" and "Important Notes" on page 1.
3. If you are viewing the "Rules" online, click the blue underlined [example](#) links to view samples of completed *HELP Strands* that demonstrate the "rule".
4. Individual skill items must be credited and recorded correctly prior to determining approximate DALs for the Strands. Use the "Credit key", skill definitions, and credit criteria from *Inside HELP* and *HELP Strands* to insure proper recording and consistent and accurate skill crediting.
5. Sometimes a child may display persistent atypical or dysfunctional skills and behaviors that are not typical or appropriate at any age, e.g., pervasive repetitive behaviors, self destructive behavior, obligatory abnormal posturing. A description of these patterns is usually more appropriate to report than approximate DALs.

Most important rule: Since each situation, circumstance, and child is unique, there will always be exceptions to the "rules"

"Rules"

1. General rule - Plus, plus, minus, minus:

Report the last age range with a "+" credit after two consecutive "+" credits followed by two "-" credits, unless the Strand ends before two "-" can be observed. [Link to example for "Rule" 1.](#)

Rationale: If a child displays two consecutive "+ +" (observed or reported) skills or behaviors in a strand *with good quality*, you can generally assume earlier skills have been achieved because of the hierarchical nature of the *Strands*.

Exceptions & Clarifications:

- 1.1 This "Rule" does NOT apply to Strands 0.0 or 1-5. Skills in these Strands are conceptually based and in consecutive age order, but are not hierarchical, i.e., one skill is not necessarily dependent upon the other. Use clinical judgment if assigning age levels for Strand 1-5. It is not appropriate to assign age levels to Strand 0-0; instead report descriptions of appropriate, hyper, or hypo reactions.
- 1.2 If any skills or behaviors are credited with "A", you should check earlier skills.
- 1.3 If something "just doesn't seem right", check earlier skills.
- 1.4 If the child's chronological age (CA) falls within the final age range credited, report the child's CA, or OK, rather than the age range.

2. **Age gaps within a Strand.** Sometimes there is a several month gap between skills within a Strand. If so, and, if the child's CA is higher than the last skill credited "+", but lower than the highest age on the next skill, report approximate DAL as "OK", or as the child's CA.

Guidelines for Determining Approximate DALs from the *HELP*® Strands

Link to example for "Rule" 2: In Strand 1-4, an 18 month old child is credited with skill 1.67, at 12-15 mo., but not the next skill #1.98, listed as 18-22 mo. Record OK, *not* 12-15. *Rationale:* 15-18 mo. implies a delay. Typically developing children can develop skill 1.98 anytime between 18 to 22 months and this child is not yet 22 months .

3. **Add "A" atypical to, or in place of the Strand approximate DAL, whenever skills in a strand are recorded as "A" because of quality concerns.** This is very important to help insure that needs are identified regardless of DAL, appropriate interventions are planned, and, progress is measured. Criteria for "A" is listed for each applicable skill in *Inside HELP*.

- 3.1 **If a child displays atypical behaviors for most skills in a Strand or behaviors that are not typical at any age for most items, do not assign an age range, only "A".**

Link to example for "Rule" 3.1: In Strand 3-4, 'Weight-bearing in Standing', a 6 month old displays abnormal muscle tone & postures. Although he demonstrated some weight-bearing skills up to 6 months, he does so with abnormal patterns and postures. Record "A" for this strand rather than an approximate DAL. When writing reports or planning interventions describe child's motor patterns and needs rather than noting a DAL.

- 3.2 **If only one or two skills in a Strand were assessed as "A", add "A" to the approximate DAL.**

Link to example for "Rule" 3.2 In Strand 5-4, 'Learning Rules and Expectations', a 15 month old displayed skills and behaviors up to 15 months but a few are extreme. Record "15 A" for data collection or other quantification purpose, however, a report for planning and evaluation would say something like, "*Johnny displays many behaviors in this area that are typical for a child his age, however, some of his behavior is extreme and is interfering with daily activities for him and his family (list examples)*".

- 3.3 **Add "A" to the DAL for a Strand that assesses, "Left" and "Right" (e.g., left and right grasp or reach) when skills are observed on one side but not on the opposite side.**

Link to example for "Rule" 3.3 10 month old child displays reaching skills up to 10 months but only using his left arm. For data entry or other quantification purposes Approximate DAL = 10 A. However, a curriculum planning and assessment report would say something like, "Johnny displays reaching skills (give examples) appropriate for age with his left arm, but he avoids or stiffens right arm"

4. **Always assess, and consider skills highlighted with an * (asterisk) when assigning an approximate DAL to a Strand, even if the skill is far below the child's age.** These are considered foundational lifetime core skills, and should always be evaluated regardless of age. If the skill is missing or atypical, record "A" for that skill, and add "A" to the approximate DAL assigned to the Strand.

Link to example for "Rule" 4: Skill 5.04 "Establishes eye contact", under Strand 5-1 'Attachment/Separation/Autonomy': If the child rarely looks at people, record "A" for that item *and* add an "A" to the approximate DAL for Strand 5-1.

5. **Recording N/A.** Do not include individual skills/behaviors assessed as " N/A" in your computations to determine approximate developmental age level nor to measure progress.

Guidelines for Determining Approximate DALs from the *HELP*[®] Strands

a. "N/A" at the Skill level:

- (1) **Some HELP Skills/behaviors are for anticipatory guidance only. For these skills and behaviors, mark "N/A" rather than "-".** These skills and "N/A" instructions are noted in the definition of applicable skills listed in the HELP Strands assessment booklet.
Link to example for "Rule" 5a(1) Strand 3-2 'Supine', skill 3.35 "Raises hips ...in supine".
- (2) **Since most skills within a Strand are in hierarchal order, skills build into more complex or difficult skills with age. Therefore, when applicable, if a child does not appropriately display an earlier skill, record "N/A" rather than "-"** so that it is not considered when determining an approximate DAL.
Link to example for "Rule" 5a(2) Strand 1-4C, 'Cause and Effect': if child displays skill 1.50 "Guides action on toy manually", you can assume the child can accomplish prior skill 1.24 "Touches toy or adult hand to restart an activity". Therefore, if you do not see the child do this, do not mark "-". Leave blank or record "N/A".

b. "N/A" at the Strand level: Record "N/A" for an entire Strand when the Strand is not appropriate to assess due to age, disability or circumstance. In these situations, do not consider the Strand when determining approximate DALs, but provide explanation.

- (1) Some areas of development may be inappropriate to assess due to a child's disability, e.g. Strand 1-6 A. "Picture Concepts" for a child who is blind, or "Advancing Postural Control and Motor Planning" skills for a child who is non-ambulatory. If however you are able to adapt skills in a Strand to accommodate a child's disability (see Strand Prefaces in *Inside HELP*), continue with determining approximate DAL and add a notation about the adaptation (see Rule 12)
- (2) Some areas of development may be inappropriate to assess due to a child's age or circumstance. Link to examples for "Rule" 5b(2), example 1, example 2

6. Usually you do not need to consider isolated "-" credits when determining approximate DALs. All skills are not necessary, appropriate, or relevant to all children. It is normal *not* to demonstrate all skills. Use clinical judgment when an isolated "-" should be considered.

Link to example for "Rule" 6 Strand 1-7 A, 'Matching and Sorting': Although this child did not match black and white colors (skill 1.137) he demonstrated other matching and sorting skills. His mother reported that her child's toys are mostly primary colors. Skill 1.139, "Matches identical simple pictures", was marked "N/A" because it was not assessed since materials were not available, and, since this child displayed a higher level skills, i.e., "Can match similar pictures" (skill 1.145), per "Rule" 1.

Exception: Skills marked with * (asterisk) are considered foundational core skills. They are **always** relevant and should always be assessed, per "Rule" 4.

7. 'Aging-out': If the child is older than, but within a few months of, the age of the last skill in the strand (which the child displayed with good quality), record "OK" for the approximate DAL.

Link to example for "Rule" 7 9 month old displays final skill in Strand 4-1 'Visual responses and tracking', which ends at 5-6 months. Record "OK" rather than 5-6 mo. for this strand since that could imply a delay in visual tracking.

Guidelines for Determining Approximate DALs from the *HELP*[®] Strands

8. If the last skill credited "+" in a Strand has an age range that includes the child's age, record "OK" rather than reporting the skill's age range.
[Link to examples for "Rule" 8, example 1, example 2](#)
9. If the child's age (e.g., 14 mo.) is less than the last skill credited with a "+" in a Strand (e.g., 18-24 mo), report the lowest of the highest age in the range for the approximate DAL, (e.g., 18 mo. for data recording purposes).
[Link to example for "Rule" 9](#)
10. If the age range of the last skill accomplished for a child in a strand is greater than the age range of the next skill in the strand (that the child could not accomplish), do not report the child's DAL as the full age range listed for the last skill accomplished.
[Link to view example for "Rule" 10](#) If the child is 12 mo. and the highest skill accomplished in Strand 1-4B, 'Means-ends' is 1.26 "Works for desired, out of reach object" that has an age range of 5-9 months, and, the next skill in the Strand (which the child did NOT accomplish), 1.40 "Retains two of three objects" has age range of 6.5-7.5, the approximate DAL for this child would be about 5-7 mo. rather than 5-9 mo.
11. It is not appropriate to determine an approximate DAL for Section 0.0 - **Regulatory/Sensory Organization**. The purpose of this section is to look for patterns of preferences, capacities, and difficulties related to regulatory and sensory organization issues. Instead of determining DALs, child responses can be described as "Typical," "Over-reactive" or "Under-reactive."
12. When you adapt skills in a Strand to accommodate a child's disability or other special needs determine the approximate DAL with adaptations and add a notation or description to qualify the credit and help plan interventions. Suggested adaptations are available for each Strand Preface in *Inside HELP*:



Assessment Adaptations

→ The "Rules" are an extension of *Inside HELP*'s 'Assessment Notes' included in each *Strand Preface* and, 'Instructions', pages 1.23-i.26. They are considered an ongoing work in progress. Check for updates on VORT's website at:
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Child Name/ID: _____

Team Member: _____

"Rule" 3.1, 3.2 Birth - 15 months

3.0 GROSS MOTOR**3-1 Prone**

(confirm caregivers' understanding of SIDS precautions, see Inside HELP - page 152)

Date	+ A NA O	ID #	Age range begins	HELP Skills/Behaviors
		3.05	0-2	Holds head to one side in prone—able to rest with head turned fully to each side; A if 'stuck' or only one side.
		3.03	0-2	Lifts head in prone—1-2 seconds; entire face off the surface; A if head always tilted
		3.04	0-2.5	Holds head up 45 degrees in prone—holds head up, chin 2-3 inches above surface; few seconds
		3.09	1.5-2.5	Extends both legs—mark A if "frog-like" or stiff posture
		3.16	2-3	Rotates and extends head—turns head to each side at least 45 degrees with no head bobbing
		3.15	2-4	Holds chest up in prone—weight on forearms; holds upper chest off surface
		3.07	3-5	Holds head up 90 degrees in prone—holds head up in midline, face at 90 degree angle to surface, few seconds; mark A if supports head in hyperextension (as if looking at ceiling, back of head on upper back)
		3.26	4-6	Bears weight on hands in prone—in contrast to #3.15, entire chest is raised from surface with weight supported on palms; A if excessive head bobbing, stiff legs, asymmetry, elbows behind shoulders
		3.43	6-7.5	Holds weight on one hand in prone—maintains weight on one hand and his abdomen, with his arm extended and chest off the surface, to reach with opposite arm; A, if only one side

3-2 Supine

(see Inside HELP - page 156)

6 months old

	A	3.02	0-2	Turns head to both sides in supine—may have preference but should turn head easily
	A	3.09	1.5-2.5	Extends both legs— mark A if in a frog-like or stiff position
	+	3.11	1.5-2.5	Kicks reciprocally—uses both legs equally; A if stiff, moves legs together or one but not the other
	A	3.14	2-3.5	Assumes withdrawal position—moves in and out of flexion easily
	A	4.07	1-3.5	Brings hands to midline in supine—both arms move symmetrically to chest, face; also in 4-5
		4.23	4-5	Looks with head in midline—arms and legs symmetrical
		1.29	5-6	Brings feet to mouth—both feet easily toward face; legs slightly flexed, A if buttocks not raised off surface, no rounding of back
		3.35	5-6.5	Raises hips pushing with feet in supine—not item to elicit/teach; A if often arches back; N/A if not observed
		3.42	6-8	Lifts head in supine—lifts head slightly, chin tucked toward chest briefly
		5.27	6-12	Struggles against supine position—not an item to elicit/teach; N/A if not observed

3-3 Sitting

(see Inside HELP - page 161)

8 months old

	+	3.21	3-5	Holds head steady in supported sitting—head upright 1 minute, no bobbing
	+	3.22	3-5	Sits with slight support—trunk fairly upright (some rounding); support at waist
	+	3.32	4-5	Moves head actively in supported sit—moves head freely, no bobbing, in line with trunk
	A	3.29	5-6	Sits momentarily leaning on hands—few seconds; hands on floor or slightly flexed legs
		3.33	5-6	Holds head erect when leaning forward—propped as in #3.29, head upright and steady
		3.34	5-8	Sits independently indefinitely may use hands—steady and erect; can use both hands to play
		3.51	8-9	Sits without hand support for 10 minutes—may use variety of sitting positions; does not need to prop

3-4 Weight-bearing in Standing (Legs should be slightly bent; A if often stiff, crossed, 'locked' at knees; Inside HELP - page 166)

		3.23	3-5	Bears some weight on legs—briefly; adult provides most of support
		3.36	5-6	Bears almost all weight on legs—adult is providing less support than in #3.23
		3.45	6-7	Bears large fraction of weight on legs and bounces—actively bounces few times; minimal adult support
		3.46	6-10.5	Stands, holding on—several seconds at chest high support; hands only for balance; not leaning
		3.60	9.5-11	Stands momentarily—1 or 2 seconds; legs spread widely, arms at "high guard"
		3.68	11-13	Stands a few seconds—same as #3.60 but more than 3 seconds
		3.71	11.5-14	Stands alone well—head and trunk erect; arms free to play; A if always on toes, asymmetrical

I. FOUNDATIONS 4.0 FINE MOTOR

"Rule" 3.3 10 months old

4-3 Reach/Approach (Observe left and right sides; mark "A" if avoids one side; see Inside HELP - page 232)

Date	+ A NA O	ID #	Age range begins	HELP Skills/Behaviors
	L R	4.08	1-3	Activates arms on sight of toy—arms become active immediately upon seeing a toy—stop when toy removed
	+ +	1.11	2-3	Inspects own hands—watches movements of his own hands; also in 1-4C; A* if > 5 mo & spends excessive time
	- +	4.16	2.5-4.5	Reaches toward toy without grasping—backhand approach, object to side; may contact but not grasp
	- +	4.27	4-5	Reaches for toy followed by momentary grasp—with both arms, hands are now open; object at midline; make contact; sometimes able to grasp briefly; may initially under-reach
	- +	4.29	4.5-5.5	Reaches and grasps object—reaches with an angular approach using both arms, his hands open, one hand grasping and the other one joining; may initially under-reach
	- +	4.34	5-6	Recovers object—dropped within his visual and reaching range, or, where he can feel or hear it
		4.42	7-8.5	Reaches and grasps object with extended elbow—i.e., with a straight arm; typically unilateral; direct, accurate
		4.49	9-10	Extends wrist—i.e., bending hand at wrist slightly upwards
		4.57	11-12	Supinates forearm—palm facing upward

4-4 Development of Voluntary Release (see Inside HELP - page 237)

		4.13	2-4	Grasps toy actively—voluntarily for several seconds
		4.15	2.5-3.5	Keeps hands open 50 percent of time—appear relaxed when at rest
		4.20	4-6	Grasp reflex inhibited—does not automatically close his hand tightly around objects that touch his palm
		4.25*	4-8	Keeps hands open most of the time—during rest and when exploring objects
		4.33	5-6	Drops object—either incidentally or when an adult removes it
		4.38	5.5-7	Transfers object: + at 7 mo if directly from one hand to other; + - or 5-6 mo if two-stage transfer; also in 4-5
		4.41	6-8	Manipulates toy actively with wrist movements—by twisting or rotating forearm and flexing & straightening wrist
		1.52	8-10	Drops objects systematically—repeatedly drops to practice release
		4.50	9-10	Releases object voluntarily—with control on a surface
		4.56	10-11	Puts objects in container—does not need to put hand in or lean it on container
		4.60	12-13	Puts three or more objects into small container—small objects; also in 1-5
		4.67	14-15	Puts many objects into container without removing any—at least six pellet sized objects
		4.84	15-23	Puts tiny object into small container—size of a pellet into a narrow necked bottle

4-5 Bilateral and Midline skills (mark "A" if avoids one arm/hand, or always jerky, stiff movement; see Inside HELP - page 243)

		4.02*	0-2	Moves arms symmetrically—both equally in a random smooth manner
		4.07	1-3.5	Brings hands to midline in supine—also in 3-2; both arms near face or chest
		4.21	3.5-5	Clasps hands—fingers one hand with the other
		4.23	4-5	Looks with head in midline—to look at an object held above his chest; symmetrical arms, legs; also in 3-2
		4.26	4-5	Reaches for object bilaterally—moving both arms as a unit; A if obligatory after 8 mo. and small object
		6.16	4.5-5.5	Places both hands on bottle—spontaneously or initial prompting; 3 seconds; also in 6-3
		4.35	5-6	Retains small object in each hand—few seconds; may place 2 nd object in child's hand
		4.37	5.5-7	Reaches for object unilaterally—only one arm if object small; observe left and right side
		4.38	5.5-7	Transfers object—see this skill in Strand 4-4
		4.46	8.5-12	Bangs two cubes held in hands—both objects together at midline
		1.61	10.5-12	Unwraps a toy—loosely wrapped object using both hands
		4.54*	11-13	Uses both hands freely; may show preference for one—does NOT neglect, avoid one hand during activities
		4.68	16-18	Uses both hands in midline—one holds, other manipulates; at midline cooperatively

*Continue to always assess

Child Name/ID: _____

Team Member: _____

"Rule" 4 12 months old **5.0 SOCIAL-EMOTIONAL**

5-1 Attachment/Separation/Autonomy ("A" if behaviors usually extreme, hostile, ambivalent; see *Inside HELP*-- page 280)

Date	+ - A N A O	ID #	Age range begins	HELP Skills/Behaviors
	-	5.01	0-3	Enjoys and needs a great deal of physical contact and tactile stimulation--cries, looks, or smiles to establish contact; A if needs constant holding
	A		0-2	Establishes eye contact--a few seconds at a time; A if older child and extreme vigilance or usually averts
	±	5.06	0-3	Draws attention to self when in distress--cries or fusses to attract attention and approach; A if extreme
	+	1.18	3-6	Awakens or quiets to parent's voice--shows differentiated and preferential responses to parents' voice: e.g., "stills," smiles, quiets, or turns; A if negative responses
	-	5.11	3-5	Socializes with strangers/anyone--after a few moments of warming up; A if older child and inappropriate
	+	5.10	3-6	Discriminates strangers--e.g., may delay or not smile to a stranger but readily smiles to parent
	+	5.17	4-8	Recognizes parent visually--shows differentiated and preferential responses when he sees parent e.g., smile more, excite, reach for, watch, vocalize and or fuss
	+	5.21	5-9	Lifts arms to parent--to be picked up or "rescued" from an unfamiliar or strange situation; also in 2-4A
	-	5.22	5-7	Explores adult features--touch, poke, probe and or pat; also in 5-2
	+	5.20	5-8	Displays stranger anxiety--actively resists, rejects, reaches for or moves to parent, or cries if stranger tries to hold, play with or looks at the child; N/A if appropriately not present
	+	5.25	6-10	Shows anxiety over separation from parent--e.g., crying; searching; diminished activity level; somber mood; quick "recovery," when parents return, e.g., promptly smiles to greet, shows a toy, moves close to parent, stops crying; A if ambivalent responses; N/A if appropriately not present
	+	5.31	8-12	Lets only parent meet his needs--e.g., to feed, dress, change and comfort him
	-	5.36	9-12	Explores environment enthusiastically-- comfortable moving away from parent to explore, but also looks back to make sure parent is still there; A if no apparent concern where parent is, or, preoccupation with objects.
	-	5.37	12-13	Likes to be in constant sight and hearing of adult- A if extreme, hyper-vigilant
		5.41	12-15	Attempts self-direction: resists adult control--e.g., wants to feed or dress self; ignores "no"; A if hostile, never requests parents as resources when faced with problem.
		5.69	24-30	Displays dependent behavior; clings/whines--periodic bouts of clinging/whining but still able to exercise independence and move away from parent to explore; A if excessive, usually angry or hostile
		5.68	24-36	Feels strongly possessive of loved ones--e.g., may verbalize "my mommy!"
		5.85	30-36	Separates easily in familiar surroundings--unless history of trauma or has few positive separation experience
		5.86	30-36	Shows independence--any behaviors indicative of urge to show his independence and move away from his parent. A if overly aggressive, hits, never complies
		6.75	30 +	Insists on doing things independently--e.g., at mealtimes, dressing, and figuring out how to make a toy work

5-2 Development of Self (see *Inside HELP* -- page 292)

		1.11	2-3	Inspects own hands--to watch the movements he can make; A if older and preoccupied; also in 1-4C and 4-3
		1.17	3-5	Plays with own hands, feet, fingers, toes--more than merely visual inspection
		5.16	3-5.5	Makes approach movements to mirror--e.g., staring intently, brightening, reaching with head, body or hands
		5.22	5-7	Explores adult features--pats, touches to explore; learning parent is separate; also in 5-1
		2.16	5-7	Looks and vocalizes to own name--does NOT need to vocalize; also in 2-1A
		5.23	5.5-8.5	Smiles at mirror image--or brightens in recognition
		5.24	6-9	Distinguishes self as separate from parent--relies heavily on clinical judgment
		5.28	6-9	Responds playfully to mirror--laughs, pats or reaches toward, makes faces, mouths, or vocalizes his image.
		5.30	7-12	Shows like/dislike for certain people, objects, places--Note preferences and dislikes to help plan
		5.39	12-15	Displays independent behavior; is difficult to discipline--the "no" stage; e.g., pushing things away; purposeful non-compliance; A if hostile and predominate
		5.47	12-18	Shows toy preferences--e.g., always choosing a certain toy when several are available or holding on to certain toys; A if perseverates, 'tunes-out'

*Continue to always assess

Strand continued next page

"Rule" 5a (1)

Birth -15 months 12 months old **3.0 GROSS MOT****3-1 Prone**

(confirm caregivers' understanding of SIDS precautions, see Inside HELP - page 152)

Date	+ - A NA O	ID #	Age range begins	HELP Skills/Behaviors
		3.05	0-2	Holds head to one side in prone—able to rest with head turned fully to each side; A if 'stuck' or only one side.
		3.03	0-2	Lifts head in prone—1-2 seconds; entire face off the surface; A if head always tilted
		3.04	0-2.5	Holds head up 45 degrees in prone—holds head up, chin 2-3 inches above surface; few seconds
		3.09	1.5-2.5	Extends both legs—mark A if "frog-like" or stiff posture
		3.16	2-3	Rotates and extends head—turns head to each side at least 45 degrees with no head bobbing
		3.15	2-4	Holds chest up in prone—weight on forearms; holds upper chest off surface
		3.07	3-5	Holds head up 90 degrees in prone—holds head up in midline, face at 90 degree angle to surface, few seconds mark A if supports head in hyperextension (as if looking at ceiling, back of head on upper back)
		3.26	4-6	Bears weight on hands in prone—in contrast to #3.15, entire chest is raised from surface with weight supported on palms; A if excessive head bobbing, stiff legs, asymmetry, elbows behind shoulders
		3.43	6-7.5	Holds weight on one hand in prone—maintains weight on one hand and his abdomen, with his arm extended and chest off the surface, to reach with opposite arm; A, if only one side

3-2 Supine

(see Inside HELP - page 156)

		3.02	0-2	Turns head to both sides in supine—may have preference but should turn head easily
		3.09	1.5-2.5	Extends both legs— mark A if in a frog-like or stiff position
		3.11	1.5-2.5	Kicks reciprocally—uses both legs equally; A if stiff, moves legs together or one but not the other
		3.14	2-3.5	Assumes withdrawal position—moves in and out of flexion easily
		4.07	1-3.5	Brings hands to midline in supine—both arms move symmetrically to chest, face; also in 4-5
	+	4.23	4-5	Looks with head in midline—arms and legs symmetrical
	+	1.29	5-6	Brings feet to mouth—both feet easily toward face; legs slightly flexed, A if buttocks not raised off surface, no rounding of back
	N/A	3.35	5-6.5	Raises hips pushing with feet in supine—not item to elicit/teach; A if often arches back; N/A if not observed
	+	3.42	6-8	Lifts head in supine—lifts head slightly, chin tucked toward chest briefly
	N/A	5.27	6-12	Struggles against supine position—not an item to elicit/teach; N/A if not observed

3-3 Sitting

(see Inside HELP - page 161)

		3.21	3-5	Holds head steady in supported sitting—head upright 1 minute, no bobbing
		3.22	3-5	Sits with slight support—trunk fairly upright (some rounding); support at waist
		3.32	4-5	Moves head actively in supported sit—moves head freely, no bobbing, in line with trunk
		3.29	5-6	Sits momentarily leaning on hands—few seconds; hands on floor or slightly flexed legs
		3.33	5-6	Holds head erect when leaning forward—propped as in #3.29, head upright and steady
		3.34	5-8	Sits independently indefinitely may use hands—steady and erect; can use both hands to play
		3.51	8-9	Sits without hand support for 10 minutes—may use variety of sitting positions; does not need to prop

3-4 Weight-bearing in Standing (Legs should be slightly bent; A if often stiff, crossed, 'locked' at knees; Inside HELP - page 166)

		3.23	3-5	Bears some weight on legs—briefly; adult provides most of support
		3.36	5-6	Bears almost all weight on legs—adult is providing less support than in #3.23
		3.45	6-7	Bears large fraction of weight on legs and bounces—actively bounces few times; minimal adult support
		3.46	6-10.5	Stands, holding on—several seconds at chest high support; hands only for balance; not leaning
		3.60	9.5-11	Stands momentarily—1 or 2 seconds; legs spread widely, arms at "high guard"
		3.68	11-13	Stands a few seconds—same as #3.60 but more than 3 seconds
		3.71	11.5-14	Stands alone well—head and trunk erect; arms free to play; A if always on toes, asymmetrical

"Rule" 5a(2) 12 months old

1.0 COGNITIVE

1-4 Problem Solving

A. Object Permanence

(see Inside HELP - page 39)

Date	+ A NA O	ID #	Age range begins	HELP Skills/Behaviors
		1.09	2-3	Reacts to disappearance of slowly moving object—continues to look at barrier a few secs. after disappears
		1.20	4-6	Finds a partially hidden object—cover hides at least 50 percent of the object
		1.32		Finds hidden object using:—when watching object completely covered, removes correct cover on 1st try
		1.32a	7-9	a. one screen—only one cover is present
		1.32b	8-10	b. two screens—two covers laying next to each other
		1.32c	9-10	c. three screens—three covers laying next to each other
		1.49	9-12	Finds hidden object under three superimposed screens—watches object hidden under three layered covers, pulls off one at a time
		1.62	11-13	Hidden displacement one screen—e.g., with child watching, put Cheerio in your hand, make fist & cover with cloth; when child NOT watching, empty on tray & cover with cloth; show your empty hand; child looks under cloth.
		1.78	13-14	Hidden displacement two screens—same as #1.62, but 2nd screen available; goes directly to correct cover
		1.80	14-15	Hidden displacement three screens—same as #1.62, but now under any of 3 covers
		1.81	14-15	Hidden displacement two screens alternately—same as #1.78, alternate screens
		1.94	17-18	Series of hidden displacements; object under last screen— see procedure page 45. Child systematically looks for and finds under the last of three covers after watching adult pass hand under each
		1.113	21-22	Series of hidden displacements; object under 1 st screen—same as #1.94 but object left under 1 st cover— child searches under third cover first, then middle cover before finding under the 1 st

B. Means-Ends

(see Inside HELP - page 46)

		1.25	5-6.5	Reaches for second object purposefully—when holding one, reaches for 2nd with either hand; may not attain
		1.26	5-9	Works for desired, out of reach object— e.g., may pivot, roll, stretch, wiggle, crawl; does not have to obtain
		1.40	6.5-7.5	Retains two of three objects offered—immediately drops one without thought; may not obtain 3rd
		1.45	8-10	Retains two and reaches for 3rd object—intentional thought; e.g., may reach with mouth, lay one block down
		1.47	8-10	Retrieves object using other material—pulls cloth to get out-of-reach object laying at end
		1.46	8-11	Overcomes obstacle to obtain object—moves around obstacle, pushes out of way, or reaches over it
		1.53	9-12	Uses locomotion to regain object; resumes play—e.g., crawls to get block to put in box
		1.74	9-12	Pulls string horizontally to obtain toy—not just to play with string
		1.79	13-15	Pulls string vertically to get toy—pulls string up to get dangling toy
		4.64	12.5-18	Inverts small container to obtain tiny object after demonstration—may first poke finger in or shake bottle
		4.66	13.5-19	Inverts small container spontaneously to obtain tiny object—same as #4.64—no demo; also in 1-5
		1.95	17-24	Solves simple problems using tools—e.g., use stick to get ball under sofa; stool to reach toy on a counter
		6.55	21-23	Opens doors by turning knob—purposefully turns to open, not just playing; also in 6-7

C. Cause and Effect

(see Inside HELP - page 54)

12 months old

		1.11	2-3	Inspects own hands—to explore movements if under 5 months; also in 4-3, 5-2
		1.14	3-4	Enjoys repeating newly learned activity—systematically makes body movement repeatedly to prolong spectacle; also in 2-4A
		1.21	4-5	Continues a familiar activity by initiating movements involved— e.g., wiggles to repeat Pat-a-cake
		1.30	5.5-8	Shows interest in sounds of objects—e.g., uses two different actions with same toy to make different sound
Blank or N/A		1.24	5-9	Touches toy or adult's hand to restart an activity—but does not try to activate manually
	+	1.50	9-12	Guides action on toy manually—rather than using attached switch, key, button
	+	1.67	12-15	Hands toy back to adult—when the action of toy stops; for help to restart
	-	1.98	18-22	Attempts and then succeeds in activating mechanical toy—credit @ 18-20 WITH demo; 20-22 NO demo

"Rule" 56 6 months old

3.0 GROSS MOTOR 15 - 36 months**3-7 Advancing Postural Control**

(Mark A if asymmetrical; legs rigid or knees pressed together; always on toes; excessive falling, bumping or fear; slumped posturing)

A. Standing

(see Inside HELP - page 195)

Date	+ A NA O	ID #	Age range begins	HELP Skills/Behaviors
	N/A	3.82	14.5-15.5	Bends over and looks through legs—e.g., to pick up ball that rolls slightly behind him; N/A if not observed
		3.83	15-18	Demonstrates balance reactions in standing—on tilt board or mattress
		3.84	15-18	Walks into large ball while trying to kick it—ball should move forward
		3.89	16-17	Stands on one foot with help—each foot, 2-3 seconds, both hands held
		3.102	16-23	Picks up toy from floor without falling—stoops or squats and then returns to stand; no support
		3.96	18-24.5	Kicks ball forward—no support, either foot
		3.103	20-21	Squats in play—feet flat on floor, does not use hands for balance or propping, able to resume standing
		3.104	20-22	Stands from supine by rolling to side—rather than turning fully to hands and knees
		3.109	23-25.5	Stands on tiptoes—voluntary 2-3 seconds; should not be a typical posture
		3.122	24-30	Imitates one foot standing—momentarily without support, each foot
		3.113	24-36	Imitates simple bilateral movements of limbs, head and trunk—e.g., Simon Says arms: up, down, front, back out to side, crossed in front
		3.135	30-33	Stands from supine using a sit-up—rather than rolling to side as in #3.104 above
		3.136	30-36	Stands on one foot one-five seconds—no support, each foot

B. Walking/Running

(see Inside HELP - page 199)

		3.80	14-15	Walks sideways—no support, e.g., while pulling toy on a string
		3.76	12.5-21	Walks backwards—few steps while facing forward
		3.81	14-18	Runs—hurried walk; one foot always on ground; high guard posture
		3.87	15-18	Pulls toy behind while walking—e.g., while pulling toy on string
		3.91	17-18.5	Carries large toy while walking—with one or two hands, e.g., small trash can, pillow, stuffed animal
		3.92	17-18.5	Pushes and pulls large toys or boxes—e.g., small chair, stool, large box; on smooth surface
		3.99	18-24	Runs fairly well—arms not in high guard posture
		3.110	23-25	Walks with legs closer together—mature gait; feet aligned under shoulders
		3.118	24-30	Runs—stops without holding and avoids obstacles; e.g., stops before wall, does not use hands
		3.124	25.5-30	Walks on tip—toes a few steps—should be voluntary; not preferred method
		3.127	28-29.5	Walks backward ten feet—general direction, facing forward
		3.137	30-36	Walks on tiptoes ten feet—voluntarily; may have some walking steps
		3.144	34.5-36	Avoids obstacles in path—small and large; moves around or steps over
		3.145	34.5-36	Runs on toes—coordinated fashion; both feet leave ground
		3.146	34.5-36+	Makes sharp turns around corners when running—turns and stops with control

C. Jumping

(see Inside HELP - page 203)

		3.107	22-30	Jumps in place both feet—both feet leave floor simultaneously, any height; one of three tries
	✓	3.116	24-30	Jumps a distance of 8 to 14 inches—standing broad jump; may have lead foot; one of several tries
		3.117	24-26.5	Jumps from bottom step—6-7 inch step; without assistance; both feet together
		3.125	27-29	Jumps backwards—approx. 1 inch; both feet together
		3.128	29-32	Jumps sideways—each direction, approx. 1 inch; both feet together
		3.129	29-31	Jumps on trampoline with adult holding hands—both feet lifting off surface, two consecutive jumps
		3.132	30-36	Jumps over string 2 to 8 inches high—at least 2 inches, feet do not touch string

Strand continued next page

2.0 II. LANGUAGE – EXPRESSIVE

"Rule" 6

2-3 Expressive Vocabulary (see Inside HELP – page 105)

Date	+ A NA O	ID #	Age range begins	HELP Skills/Behaviors
		2.29	11–14	Says "dada" or "mama," specifically— <i>other consistent label to mean a primary caregiver</i>
		2.37	12–15	Uses expressive vocabulary one–three words— <i>spontaneously</i> , + "mama or "dada." <i>May be approximation</i>
		2.40	12.5–14.5	Uses exclamatory expressions— <i>any contextually appropriate exclamation</i>
		2.41	13–15	Says "no" meaningfully—to <i>protest or refuse</i>
		2.42	13–18	Names one or two familiar objects—in <i>response to "What's this?"; if in expressive vocabulary</i>
		2.45	15–17.5	Uses 10-15 words spontaneously—in <i>addition to "mama or "dada" and exclamatory words; not in imitation</i>
		2.50	17.5–20.5	Uses expressive vocabulary of 15-20 words— <i>objects and people, and some action or verb-like words, e.g., "go," "up," and relational descriptors or modifiers such as "hot," "all-gone," "more," "this"</i>
		2.52	18–24	Uses own name to refer to self— <i>formal or "nick name" or an approximation</i>
		2.56	19–21.5	Names two pictures— <i>of familiar objects, on request or, spontaneously</i>
		2.58	20.5–24	Uses nouns, verbs, modifiers—at <i>least 20; includes some verbs and modifiers e.g., go, open, up, more, gone</i>
		2.61	21.5–24	Names three pictures— <i>Same as #2.56, but three</i>
		2.71	24–27	Imitates spontaneously or requests new words— <i>do not credit if child repeatedly requests "what's this" without appearing to process or listen to or respond to the answer</i>
		2.70	24–29	Names five pictures— <i>spontaneously or on request.</i>
		2.66	24–30	Uses "self-centered" pronouns— <i>e.g., "I," "me," "mine"; also in 5–2</i>
		2.69	24–30.5	Uses expressive vocabulary of 50+ words— <i>not in imitation; either singly or in multi-word phrases</i>
		2.76	25–30	Uses size words— <i>understands and can say one or two, e.g., "big," "little," "tiny"; also in 1–7B</i>
		2.78	27–40	Refers to self using pronoun— <i>says "I," or, "me" may not be grammatically correct. Can switch perspectives e.g., if asked, "Do you want juice?" child responds, "I want juice"</i>
		2.80	28–33	Verbalizes one preposition—to <i>indicate location e.g., "in," "out," "on," "off," "under," "next to"</i>
		2.83	29–36	Names eight or more pictures— <i>same as #2.56. May also use simple drawings, pictures in a book</i>
		2.89	30–33	Gives full name on request— <i>first, last name (sometimes middle) when asked "What's your name?"</i>
		2.92	30.5–35	Uses expressive vocabulary of 200 + words— <i>unnecessary to note/count every word</i>
		2.93	33–35.5	Verbalizes two prepositions— <i>same as #2.80 but two</i>
		2.99	35 +	Uses expressive vocabulary of 300-1,000 words— <i>do not need to count all</i>
		2.100	35.5 +	Verbalizes three prepositions— <i>same as #2.80 but three</i>

2-4 Communicating with Others to initiate, regulate, or maintain a reciprocal 'conversation'

A. Gesturally adapt or mark N/A if severe motor disability (see Inside HELP – page 119)

16 months old

	+	1.06	1–6	Shows active interest in person/object for at least 1 minute—"communicative readiness" by using his gaze and body position to <i>initiate, maintain, terminate or avoid interaction with a person/object</i>
	+	1.21	4–5	Continues a familiar activity by initiating movements involved— <i>e.g., when the parent stops rocking, or bouncing the child, the child wiggles to continue; also in 1–4C</i>
	–	5.21	5–9	Lifts arms to parent—to <i>signal desire to be picked up or "rescued" from an unfamiliar situation; also in 5–1</i>
	+	2.19	6–9	Waves or responds to bye-bye— <i>may be an approximation of a true wave</i>
	+	5.32	9–12	Extends toy to show others, not for release—to <i>say "look at," acknowledge, share, or explain it</i>
	–	1.73	12–14	Understands pointing— <i>understands and uses to communicate</i>
	–	2.39	12–15	Greets with verbal cues— <i>waves to say "bye" or "hi"; does not need to see model</i>
		5.38	12–15	Gives toy to familiar adult spontaneously and upon request— <i>for the purpose of initiating an interaction, not because he is no longer interested; also in 5–5</i>
		2.38	12–19	Gestures spontaneously to indicate needs— <i>pointing, showing, extending arms or hand, taking adult hand; also combines gestures; credit in 2–4B if also vocalizes</i>
		1.97	17.5–18.5	Points to distant object outdoors—to <i>get attention, request info., or to exclaim.</i>
		5.58	18–24	Interacts with peers using gestures— <i>sometimes aggressive, e.g., pushing, pulling or grabbing; also in 5–5</i>

"Rule" 7

1.0 COGNITIVE

1-1 Development of Symbolic Play (see Inside HELP - page 20)

Date	+ - A NA O	ID #	Age range begins	HELP Skills/Behaviors
		1.13	2.5-4	Begins play with rattles—holds, looks, mouths, a few seconds
		1.15	3-6	Uses hands and mouth for sensory exploration of objects—shakes, mouths, pats, waves; regardless of object
		4.39	5.5-7	Bangs object on table—hits any surface repetitively with object
		1.35	6-9	Plays 2-3 minutes with a single toy—all of above schemes but also now includes examining, e.g., rotating, transfer, poke, tear
		1.23	7-9	Plays with paper—applies complex sensory motor schemes: crumples, tears, pulls
		1.36	6-11	Slides toy or object on surface—another complex motor scheme of "sliding," e.g., car
		5.35	9-12	Engages in simple relational play—combines 2 different but related objects, e.g., puts a brush to dolls head; stick to a xylophone; block in cup; spoon in cup
		1.59	10-15	Demonstrates drinking from cup—plays with objects according to function, e.g., cups are for drinking, dolls are for hugging, cloth is for wiping
		5.52		Imitates doing housework and other real-life activities—combines simple actions in a sequence and uses props to imitate adult behavior in play
		5.52a	15-18	a. symbolic play with realistic props—e.g., uses small broom to sweep, cloth to wipe
		5.52b	18-24	b. symbolic play with similar but not real props—e.g., uses stick as a toothbrush, napkin as a blanket
		5.77	24-30	Dramatizes using a doll—links three actions with doll in sequence; acts as if doll can see or hear
		1.130	24-30	Engages in simple make-believe activities—short, discrete pieces of make-believe drama, e.g., playing doctor, having a birthday party; uses abstract props, e.g., table as an oven
		2.85	29.5-36	Talks intelligently to self—as if pretend person is there; to expand play
		1.153	30-36	Plays house—assigns roles to others; uses more than three props (some abstract or imaginary); thematic with several steps

1-2 Gestural Imitation (See Inside HELP - page 30)

24 months old

		1.42a	7-8	Imitates familiar gesture—gesture he can see and is in repertoire, e.g., patting, banging
		1.42b	9-11	Imitates new gesture—not part of his repertoire—reproductions frequently not accurate, e.g., rubbing
		1.66	11-14	Imitates several new gestures—at least three; immediate and accurate
	+	1.84	14-17	Imitates "invisible" gesture—unfamiliar movement not visible to himself, e.g., wrinkling nose; pulling earlobe; patting head; may be approximation
	+	1.96	17-20	Imitates several "invisible" gestures—at least 3 invisible unfamiliar gestures, one accurately and directly

1-3 Sound Awareness and Localization ✓ Left and Right, 1-3 ft. from child's ear. Credit only if responds 2x's and source is out of sight. Use bell, different toned rattles, squeak toy, environmental sounds. (See Inside HELP - page 33)

Left Right

		1.03	0-1	Responds to sounds—reflexive responses, e.g., startles, change in respiration, expression; eyes widening
		1.04	0-2.5	Responds to voice—e.g., expression brightens or becomes intent; looks at speaker; smiles; slowly turns toward voice; quiets; stops or increases sucking
		1.10	2-3.5	Searches with eyes for sound—alerting/attending responses; definite eye searching, smiling, moving head to sound source; does not have to find source
		1.16	3-7	Turns eyes and head to sound of hidden voice—finds speaker at side out of immediate sight
		1.19	3.5-5	Localizes sound with eyes—looks directly; lateral plane to side
		1.41		Finds hidden sound from...
		1.41a	7-10	a. below after turning head to side—make sound at level of child's waist; child turns head to side and then looks down to find
		1.41b	9-13	b. below by looking directly—make sound at child's waist; child looks directly to sound
		1.41c	13-16	c. above after turning head to side—make sound above shoulder; turns head to side then up
		1.41d	16-21	d. above by looking directly—make sound above shoulder; child looks direct up
		1.41e	36	e. directly above and behind—make sound directly above head, then directly in back

*Continue to always assess

1.0 COGNITIVE

1-4 Problem Solving

A. Object Permanence

(see Inside HELP - page 39)

"Rule" 8 : 21 months old

Date	⁺ NA	^A O	ID #	Age range begins	HELP Skills/Behaviors
			1.09	2-3	Reacts to disappearance of slowly moving object—continues to look at barrier a few secs. after disappears
			1.20	4-6	Finds a partially hidden object—cover hides at least 50 percent of the object
			1.32		Finds hidden object using:—when watching object completely covered, removes correct cover on 1st try
			1.32a	7-9	a. one screen—only one cover is present
*			1.32b	8-10	b. two screens—two covers laying next to each other
			1.32c	9-10	c. three screens—three covers laying next to each other
			1.49	9-12	Finds hidden object under three superimposed screens—watches object hidden under three layered covers, pulls off one at a time
			1.62	11-13	Hidden displacement one screen—e.g., with child watching, put Cheerio in your hand, make fist & cover with cloth; when child NOT watching, empty on tray & cover with cloth; show your empty hand; child looks under cloth.
			1.78	13-14	Hidden displacement two screens—same as #1.62, but 2nd screen available; goes directly to correct cover
			1.80	14-15	Hidden displacement three screens—same as #1.62, but now under any of 3 covers
			1.81	14-15	Hidden displacement two screens alternately—same as #1.78, alternate screens
			1.94	17-18	Series of hidden displacements; object under last screen— see procedure page 45. Child systematically looks for and finds under the last of three covers after watching adult pass hand under each
			1.113	21-22	Series of hidden displacements; object under 1 st screen—same as #1.94 but object left under 1 st cover — child searches under third cover first, then middle cover before finding under the 1 st

B. Means-Ends

(see Inside HELP - page 46)

21 months old

			1.25	5-6.5	Reaches for second object purposefully—when holding one, reaches for 2nd with either hand; may not attain
			1.26	5-9	Works for desired, out of reach object— e.g., may pivot, roll, stretch, wiggle, crawl; does not have to obtain
			1.40	6.5-7.5	Retains two of three objects offered—immediately drops one without thought; may not obtain 3rd
			1.45	8-10	Retains two and reaches for 3rd object—intentional thought; e.g., may reach with mouth, lay one block down
			1.47	8-10	Retrieves object using other material—pulls cloth to get out-of-reach object laying at end
			1.46	8-11	Overcomes obstacle to obtain object—moves around obstacle, pushes out of way, or reaches over it
			1.53	9-12	Uses locomotion to regain object; resumes play—e.g., crawls to get block to put in box
			1.74	9-12	Pulls string horizontally to obtain toy—not just to play with string
			1.79	13-15	Pulls string vertically to get toy—pulls string up to get dangling toy
			4.64	12.5-18	Inverts small container to obtain tiny object after demonstration—may first poke finger in or shake bottle
			4.66	13.5-19	Inverts small container spontaneously to obtain tiny object—same as #4.64—no demo; also in 1-5
	+		1.95	17-24	Solves simple problems using tools—e.g., use stick to get ball under sofa; stool to reach toy on a counter
	+		6.55	21-23	Opens doors by turning knob—purposefully turns to open, not just playing; also in 6-7

C. Cause and Effect

(see Inside HELP - page 54)

			1.11	2-3	Inspects own hands—to explore movements if under 5 months; also in 4-3, 5-2
			1.14	3-4	Enjoys repeating newly learned activity—systematically makes body movement repeatedly to prolong spectacle; also in 2-4A
			1.21	4-5	Continues a familiar activity by initiating movements involved— e.g., wiggles to repeat Pat-a-cake
			1.30	5.5-8	Shows interest in sounds of objects—e.g., uses two different actions with same toy to make different sound
			1.24	5-9	Touches toy or adult's hand to restart an activity—but does not try to activate manually
			1.50	9-12	Guides action on toy manually—rather than using attached switch, key, button
			1.67	12-15	Hands toy back to adult—when the action of toy stops; for help to restart
			1.98	18-22	Attempts and then succeeds in activating mechanical toy—credit @ 18-20 WITH demo; 20-22 NO demo

Child Name/ID: _____

Team Member: _____

ULL

"Rule" 9: 4 mo. Birth -15 months

3.0 GROSS MOTOR**3-1 Prone**(confirm caregivers' understanding of SIDS precautions, see *Inside HELP* - page 152)

Date	+ NA	A O	ID #	Age range begins	HELP Skills/Behaviors
			3.05	0-2	Holds head to one side in prone—able to rest with head turned fully to each side; A if 'stuck' or only one side.
			3.03	0-2	Lifts head in prone—1-2 seconds; entire face off the surface; A if head always tilted
			3.04	0-2.5	Holds head up 45 degrees in prone—holds head up, chin 2-3 inches above surface; few seconds
			3.09	1.5-2.5	Extends both legs—mark A if "frog-like" or stiff posture
			3.16	2-3	Rotates and extends head—turns head to each side at least 45 degrees with no head bobbing
			3.15	2-4	Holds chest up in prone—weight on forearms; holds upper chest off surface
			3.07	3-5	Holds head up 90 degrees in prone—holds head up in midline, face at 90 degree angle to surface, few seconds; mark A if supports head in hyperextension (as if looking at ceiling, back of head on upper back)
			3.26	4-6	Bears weight on hands in prone—in contrast to #3.15, entire chest is raised from surface with weight supported on palms; A if excessive head bobbing, stiff legs, asymmetry, elbows behind shoulders
			3.43	6-7.5	Holds weight on one hand in prone—maintains weight on one hand and his abdomen, with his arm extended and chest off the surface, to reach with opposite arm; A, if only one side

3-2 Supine(see *Inside HELP* - page 156)

			3.02	0-2	Turns head to both sides in supine—may have preference but should turn head easily
			3.09	1.5-2.5	Extends both legs— mark A if in a frog-like or stiff position
			3.11	1.5-2.5	Kicks reciprocally—uses both legs equally; A if stiff, moves legs together or one but not the other
			3.14	2-3.5	Assumes withdrawal position—moves in and out of flexion easily
			4.07	1-3.5	Brings hands to midline in supine—both arms move symmetrically to chest, face; also in 4-5
			4.23	4-5	Looks with head in midline—arms and legs symmetrical
			1.29	5-6	Brings feet to mouth—both feet easily toward face; legs slightly flexed, A if buttocks not raised off surface, no rounding of back
			3.35	5-6.5	Raises hips pushing with feet in supine—not item to elicit/teach; A if often arches back; N/A if not observed
			3.42	6-8	Lifts head in supine—lifts head slightly, chin tucked toward chest briefly
			5.27	6-12	Struggles against supine position—not an item to elicit/teach; N/A if not observed

3-3 Sitting(see *Inside HELP* - page 161)

4 months

	N/A		3.21	3-5	Holds head steady in supported sitting—head upright 1 minute, no bobbing
	+		3.22	3-5	Sits with slight support—trunk fairly upright (some rounding); support at waist
	+		3.32	4-5	Moves head actively in supported sit—moves head freely, no bobbing, in line with trunk
	+		3.29	5-6	Sits momentarily leaning on hands—few seconds; hands on floor or slightly flexed legs
	+		3.33	5-6	Holds head erect when leaning forward—propped as in #3.29, head upright and steady
			3.34	5-8	Sits independently indefinitely may use hands—steady and erect; can use both hands to play
			3.51	8-9	Sits without hand support for 10 minutes—may use variety of sitting positions; does not need to prop

3-4 Weight-bearing in Standing (Legs should be slightly bent; A if often stiff, crossed, 'locked' at knees; *Inside HELP* - page 166)

			3.23	3-5	Bears some weight on legs—briefly; adult provides most of support
			3.36	5-6	Bears almost all weight on legs—adult is providing less support than in #3.23
			3.45	6-7	Bears large fraction of weight on legs and bounces—actively bounces few times; minimal adult support
			3.46	6-10.5	Stands, holding on—several seconds at chest high support; hands only for balance; not leaning
			3.60	9.5-11	Stands momentarily—1 or 2 seconds; legs spread widely, arms at "high guard"
			3.68	11-13	Stands a few seconds—same as #3.60 but more than 3 seconds
			3.71	11.5-14	Stands alone well—head and trunk erect; arms free to play; A if always on toes, asymmetrical

"Rule" 10

If the age range of the skill which is the child's highest credit is greater than the age range of the next skill in that strand (which he could not accomplish), you would not report the child's developmental level as the full range reported for the skill accomplished.

Example: Reporting for a 12 month-old child from
Strand 1-4B. Means-Ends (Cognitive Domain):

Date	Credit	Skill#	Age	Skill
7/14/96	+	1.25	5-6.5	Reaches for second object purposefully
7/14/96	+	1.26	5-9	Works for desired, out-of-reach object
7/14/96	-	1.40	6.5-7.5	Retains two of three objects offered
7/14/96	-	1.45	8-10	Retains two and reaches for third object
		1.47	8-10	Retrieves object using other material
		1.46	8-11	Overcomes obstacle to obtain object

In example 2a above, the "approximate" developmental level for the child on Strand 1-4B would be **5-7 months** since the highest skill mastered in Means-Ends was #1.26 "Works for desired, out of reach object." This skill has an age range of 5-9 months. But since the child could not master higher skills in this strand with a lower age range, e.g., "Retains two of three objects offered," with an age range of 6.5-7.5, and "Retains two and reaches for 3rd object" with an age range 8-10 months, you would **not** report that the child displayed Means-Ends skills in the 5-9 month range. Instead, you could report e.g., "Johnny displayed Means-Ends skills at about the 5-7 month developmental level. He worked to attain an out-of-reach object, and purposely reached for a second object while holding one, but could not yet figure out how to obtain a third object."

(from: Inside HELP, p. i. 24)