

**Ava Skills Coded:
Evidence Supporting Summary Rating**

Outcome 1 – Rating of “5” (some social/emotional skills and behaviors are age appropriate, some are not)

Source of information	Date	Summary of Relevant Results
Family Report	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) long periods of cooperative, goal-oriented play with mom, sharing well • (AA) notices and labels feelings of others, e.g. when brother was crying, said “Aiden sad” • (AA) Relates to adults in immediate social network, notices when they are absent, and greets by name upon return with big hug at the door • (F) doesn’t try to play with other children • (F) when frustrated throws a tantrum (Not yet able to self regulate tantrums; not using signal or symbol system for communicating frustration)
Creative Curriculum	Observed 8/1-25/07	<p>Social/Emotional Section had mix of age appropriate (AA) and immediate foundational (IF) skills, e.g.</p> <ul style="list-style-type: none"> • (AA) adjusts to new situations; shows appropriate trust in adults, respects and cares for classroom environment and materials, participates in classroom routines with nonverbal prompts • (IF) cries to express feelings, not yet label own feelings; follows simple rules with physical help and picture cues; plays beside other children but not much interaction with peers, answers questions with yes/no response or short words to maintain interactions. • (F) Some participation in conversations – initiating communication through eye contact, smiling, waving, saying “Hi” with familiar adults and responds to other children in a limited verbal way, but rarely initiates those contacts.
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) responds to nonverbal prompts to participate in classroom routines, e.g. will go sit in the circle when the music starts to play. • (IF) responds to verbal prompts to participate in classroom routines with individual reminders after group directions. • (F) affectionate and responsive with adults, including eye contact; difficulty interacting with other children (mostly parallel play) • (F) looks at and sometimes follows other children, but rarely initiates play or interactions with peers
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) separated from mom without a problem and selected activity • (AA) noticed when the teacher left the room and was pleased to see her when she returned • (AA) responds to prompts such as music or seeing the circle time materials in place by sitting down in her spot for circle time • (AA) Initiated activity with teacher by bringing a book to read and engaging the teacher by pointing to objects spontaneously or labeling with words she knew. • (IF) maintains brief interaction play when peers initiate, e.g. played in kitchen area, pretended to eat, used imitation or brief word, but not sustained play with peer • (F) mostly played alone; chose to sit near other children but did not invite them to play

Note: Letters in parenthesis indicate whether the evidence is Foundational (F), Immediate Foundational (IF), or Age Appropriate (AA) for the child given her age.

Outcome 2 – Rating of “4” (rarely uses age appropriate skills and behaviors, but has immediate foundational and foundation skills for thinking, reasoning, and problem solving)

Source of information	Date	Summary of Relevant Results
Family	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) completes interlocking puzzles • (AA) organizes furnishings in dollhouse and uses blocks to add on space/other rooms collaboratively with mom • (IF) looks at books, likes coloring in coloring books • (IF) anticipates some routines at home—e.g. at bedtime she knows it's time to put on pajamas • (F) doesn't follow directions—e.g. pick up and put toys in toy box
Bayley	8/5/07	<ul style="list-style-type: none"> • (AA/IF) cognitive = 87 within average range, some difficulty in expressive and receptive language. (AA) She did build bridges and walls, identify gender, relate the temporal sequence of events in pictures, and complete patterns. (IF) Ava did not classify objects, compare sizes, understand 2 prepositions, display verbal comprehension, repeat three number sequences, remember sequences, or label drawings spontaneously or when asked.
PLS4	7/25/07	<ul style="list-style-type: none"> • (F) foundational skills in the areas of receptive and expressive language; below average range Auditory Comprehension=69, Expressive Communication=82 (IF) Ava used more than 10 different nouns and 10 verbs in utterances. (IF) Ava named some objects in photographs and understood some descriptive concepts. (IF) She followed one, but not two step commands without cues. She did not tell how objects were used.
Creative Curriculum	Observed 8/1-25/07	<p>Mostly IF and F skills in Cognitive Dev, e.g.</p> <ul style="list-style-type: none"> • (AA) repeats and persists varying different approaches with trial and error; imitates peers' use of objects to solve problems with toys • (IF) sorts by color, but not yet by size or shape; imitates simple actions observed, beginning to imitate routines with adult support • (F) not yet repeating patterns in sounds, songs, sentences; sometimes understands the concept of 'one' or 'more' when asked <p>Mix of IF and F in Language Dev, e.g.</p> <ul style="list-style-type: none"> • (IF) uses gestures, single words and sometimes 2-word phrases to communicate; usually answers questions with yes/no or gesture • (F) uses facial expressions to ask questions; not yet participating in songs; not yet watching others write or pretending to write
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (IF) has difficulty with verbal directions—easier if follows other children • (IF) nonverbally selects objects for appropriate function (spoon to pretend to feed doll yogurt) though did not identify object function verbally in formal assessment situation • (F) imitated “ice cream” phrase of peer, rather than conversation, in exchange reported on playground
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) completes 8 piece puzzles, figured out how to unscrew with nut and bolt, stringing beads with red first then yellow chosen • (IF) follows one step verbal directions—e.g. imitated other children putting away toys, but did not line up until teacher prompted her • (IF) brought a book to teacher, looked and pointed to simple objects; by herself, did not pretend to read • (IF) limited symbolic play, e.g. dialed on play phone, held to her ear, nodded, said hello; did not have pretend conversation or try to engage another child • (F) used a one word response in conversational exchange with other child in play kitchen area

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Outcome 3 – Rating of “4” (rarely uses age appropriate skills and behaviors, but has immediate foundational and foundation skills with regard to taking action to get her needs met)

Source of information	Date	Summary of Relevant Results
Family	3x during Aug 2007	<ul style="list-style-type: none"> • (AA) uses fork and spoon to eat and drinks from cup with little mess • (IF) needs assistance with dressing; will try to put on pajamas, but still needs help to put on coat • (IF) goes to mom for help, might ask or show, e.g. when she’s hungry • (IF) not toilet trained • (F) not aware of danger when crossing street
Child Care Provider	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) uses silverware without spilling and drinks out of a cup well • (IF) when she needs to go to the bathroom, she goes to another area of the classroom by herself • (IF) seeks provider when needs help—uses a word, short phrase, or pulls provider • (IF) providers need to help with hand washing • (IF) limited awareness of danger, e.g. climbs too high on equipment
Observation	8/15/07 and 8/23/07	<ul style="list-style-type: none"> • (AA) runs, jumps, and plays with toys; motor skills allow her to do/get what she wants • (F) uses one or two words to communicate her needs or took teacher by the hand to show her • (F) requests toys out of reach
Creative Curriculum	Observed 8/1-25/07	<ul style="list-style-type: none"> • (AA) chooses and becomes involved in own activity, beginning to complete multiple tasks without adult assistance; uses materials in appropriate ways, manipulates smaller objects with increasing control • (IF) allows adult to attend to personal needs and uses self help skills to meet needs with help from adults; shows confidence in parent/teacher abilities to keep her safe/healthy and summons them for help, but not yet seeking advice or use adult as a resource or role model to imitate

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