

Documenting the Basis for the Rating Form

Outcome 1: Positive Social-Emotional Skills (Including Social Relationships)

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Functioning that will lead to immediate foundational skills (F)

Using 3 to 4 word utterances and gestures to make her wants and needs known at home and in childcare, which limits her ability to fully express thoughts and needs.

Her mother reports that she understands about 50% of Rachel's utterances. It is difficult for unfamiliar adults to understand Rachel's connected speech.

Functioning that shows immediate foundational skills (IF)

Occasionally stands up for herself with her sister

Will attempt to repair a communication attempt when not understood, but easily gives up if not immediately successful. When she can, she will use pointing and gestures to aid her communication.

Able to join into cooperative play, does not initiate play verbally with peers.

She was able to receptively identify grammatical markers (i.e. plurals, past tense, verb forms), but does not use them in speech.

Functioning that is age appropriate (AA)

DIAL indicates typical development in social

Primarily typical nonverbal social interaction.

She interacts nonverbally to peers and responds to play cues by other children.

Shares toys in play

Participates in family chores

Communicates to inform, direct, ask questions, and express ideas.

Has good attention and is cooperative in adult directed tasks

Engages in pretend play with other children

Initiates and completes age-appropriate activities

Watches, listens and participates during large and small group activities, and is able to follow group directions

Follows context-specific rules

Uses age-appropriate conversational rules

Behavior that is not age appropriate but not like that of a younger child (BNAA)

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Outcome 2: Acquiring and Using Knowledge and Skills

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

Functioning that will lead to immediate foundational skills (F)

Using 3 to 4 word utterances and gestures to make her wants and needs known at home and in childcare, which limits her ability to fully express thoughts and needs.

Her mother reports that she understands about 50% of Rachel's utterances. It is difficult for unfamiliar adults to understand Rachel's connected speech.

Functioning that shows immediate foundational skills (IF)

She asks questions and was able to answer simple questions that could be answered using short phrases

Rachel was able to imitate syllableness in her speech, however was not yet segmenting syllables/words, blending syllables or identifying rhyming words

She was able to receptively identify differences in grammatical structures through pointing tasks. Not observed to use auxiliary verbs, singular verb forms, plurals, possessives, -ing or past tense.

Functioning that is age appropriate (AA)

DIAL indicates typical cognition and motor skills

Engages in imaginary play. She plays with her "babies" and will act out a variety of scenarios using her dolls and stuffed animals. Talks to her dolls

Able to entertain herself

Rachel can name 8 basic colors, count to 20, and write the first letter of her name while playing school with her sister.

In the classroom, she was able to complete a 10-piece puzzle, recognize her name, and use color words appropriately.

Rachel demonstrated an understanding of 8 colors, 5 shapes, 6 different size concepts, 10 qualitative concepts, 8 quantitative concepts, 12 spatial relations concepts, and 7 temporal relation concepts. She can group objects on the basis of function and physical attribute.

Rachel recalls events that occur on the same day with contextual cues and is able to give possible causes for some events. She use imaginary props in play and will take on a role in play with peers. Rachel can count at least 20 objects, recognizes some printed numerals and maintains participation in adult lead activities.

She followed two-step unrelated directions

Behavior that is not age appropriate but not like that of a younger child (BNAA)

Rachel will repeat an utterances when asked, but often gives up and refuses to repeat herself if the first attempt is not understood. When she can, she will use pointing and gestures to aid her communication.

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Outcome 3: Taking Appropriate Action to Meet Needs

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 mo)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

Functioning that will lead to immediate foundational skills (F)

Functioning that shows immediate foundational skills (IF)

Functioning that is age appropriate (AA)

	<p><i>She will play cooperatively and respond to peers in play, but seldom initiates play with peers.</i></p>	<p><i>DIAL indicates typical self-help and motor skill development</i></p> <p><i>Rachel is her mother's "little helper" and is always willing to help with chores such as sweeping the floor with a hand brush, folding laundry or picking up her toys.</i></p> <p><i>Uses conversational rules and will alternate between speaker/listener roles. Responds to topic changes initiated by others and asks questions for clarification.</i></p> <p><i>She watches, listens and participates during large and small group activities and is able to follow group directions. She is able to meet her needs in socially appropriate ways and seeks adult permission when needed.</i></p> <p><i>Able to write using a three-fingered grasp, draw representational figures, and copy complex shapes. When writing her name, she can write an R from memory but needs a model for the other letters of her name.</i></p>
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Behavior that is not age appropriate but not like that of a younger child (BNAA)

<p><i>She will repeat an utterances when asked, but often gives up and refuses to repeat herself if the first attempt is not understood.</i></p>
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<p><i>Able to run avoiding obstacles, alternate her feet while walking up and down stairs, jump and balance on one foot and catch, kick and throw a ball. She is learning to skip and rides a tricycle at home.</i></p> <p><i>Eats and drinks a variety of foods and uses utensils appropriately. She has age appropriate personal hygiene skills. Rachel carries out all toileting functions independently. She brushes her own teeth and helps to wash herself during baths. She is able to put on and take off clothes, needing help with fasteners and zippers.</i></p>
