

# Comprehensive Skill Sequences

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Comprehensive Skill Sequences are detailed lists of developmentally sequenced skills that include the milestone skills from the corresponding assessments as well additional intermediate skills. Augmenting an evaluation by assessing the intermediate skills from the Comprehensive Skill Sequences can help pinpoint a student's current strengths and needs along a broader skill continuum and track their ongoing progress in smaller incremental steps.

A Comprehensive Skill Sequence includes the skills in a specific assessment (listed as **bolded** milestone skills) as well as intermediate (secondary) skills. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the Record Book. The intermediate skills do not appear in the Record Book. Educators can reproduce relevant skill sequences and circle the item numbers for skills the student demonstrates.

The Comprehensive Skill Sequences are marked with age notations to reflect a general developmental sequence. For more information about age notations, see page i-17.

## B-1C GENERAL FINE MOTOR SKILLS

See pages 38–43 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in B-1 General Fine Motor Skills.

- <sup>0m</sup> 1. Holds fist clenched, but fans out fist when startled
2. Fists and clenches hands on contact
3. Stops movement in response to bell or rattle
4. Flares hands slightly as arms extend
5. **Places fist in mouth (1)**
6. Retains object placed in one hand
7. Visually fixates on object held 8 to 10 inches (20 to 25 cm) in front of eyes
8. Looks at person momentarily
9. **Makes horizontal eye movements (2)**
10. **Makes vertical eye movements (3)**
11. Watches and visually follows a moving person
12. Visually follows past midline
13. Eyes follow through an arc of 180 degrees
14. Retains objects placed in each hand
15. **Makes circular eye movements (4)**
16. **Glances at hands briefly (5)**
17. **Brings hands to mouth (6)**
18. **Is attracted to high-contrast or brightly colored objects placed within 18 inches (45 cm) of face (7)**
19. **Takes objects in hand to mouth (8)**
20. Exhibits one-arm and two-arm movements—moves one arm without the other arm making a similar movement
21. **Looks at hands or at objects placed in hands (9)**
22. **Swipes or bats at objects at chest level (10)**
23. **Brings hands to midline (11)**
24. **Plays with hands and fingers (12)<sup>4m</sup>**
25. **Has hands predominantly open (13)**
26. **Shakes a rattle when placed in hand (14)**
27. Plays with feet and toes
28. Exhibits ulnar-palmar prehension—objects held against the palm with the little finger and ring finger
29. **Reaches for objects (15)**
30. Grasps objects placed in hand (not reflexive grasp)
31. Grasps feet with hands
32. **Reaches out and grasps objects near body (16)**
33. Pats objects, such as a bottle or a doll
34. Brings feet to mouth
35. **Uses an ulnar-palmar grasp—objects held against the palm with all fingers except the thumb (17)**
36. Rotates wrist

37. **Places both hands on a toy at midline (18)**
38. Exhibits a one-handed approach and grasp
39. **Grasps objects voluntarily (19)**
40. **Exhibits a one-handed, visually directed reach (20)<sup>6m</sup>**
41. Releases an object in the air
42. **Glances from a toy in one hand to a toy in the other hand (21)**
43. **Reaches across the midline (22)**
44. **Uses a radial-palmar grasp—all four fingers in opposition to the base of the thumb (23)**
45. Transfers objects from one hand to the other
46. Exhibits a raking grasp
47. **Grasps small objects off a flat surface (24)**
48. Extends (offers) a toy to another person without releasing
49. Releases an object onto a surface
50. Bangs and shakes a rattle
51. **Bangs objects on a surface (25)**
52. Goes for a toy that is out of reach
53. Uses a radial-digital grasp—uses tips of all fingers against the thumb to hold a small object
54. **Holds a bottle or a cup independently (26)**
55. **Bangs two objects in hands together (27)<sup>9m</sup>**
56. Exhibits a crude, purposeful (not reflexive) release
57. Releases one object to take another
58. Rotates and examines objects
59. **Uses an inferior pincer grasp—the side or pad of the index finger in opposition to the thumb (28)**
60. **Pokes objects (29)**
61. Exhibits a lateral grasp—the thumb against the side of the index finger
62. Exhibits a three-jaw chuck grasp—holds an object with the thumb and first two fingers
63. **Uses a neat pincer grasp—very precise opposition of the thumb and the tip of the index finger (30)**
64. **Claps hands (31)**
65. Participates in a hand-clapping game, such as pat-a-cake
66. Pulls a string or strap to get an object that is out of reach
67. **Squeaks a toy with hand (32)<sup>12m</sup>**
68. **Puts objects, such as blocks, into a container (33)**
69. Holds two blocks offered in one hand
70. **Takes objects, such as blocks, out of a container (34)<sup>15m</sup>**
71. **Grasps and releases objects easily and automatically (35)**
72. **Unwraps objects (36)**
73. **Holds a container with one hand and releases objects, such as blocks, into it with the other hand (37)**
74. **Pours or dumps objects from a container (38)**
75. Puts rings on pegs
76. Places round shapes in formboard
77. **Turns knobs (e.g., those on a toy or a radio) (39)**
78. Places round and square shapes in formboard
79. Twists 3-inch (7.5 cm) lid off a jar and replaces it
80. Strings 1-inch (2.5 cm) cube beads on shoelace
81. Strings ½-inch (12 mm) beads
82. Pours liquids from one container into another<sup>2y</sup>
83. **Scribbles, seldom going off the page (40)**
84. **Turns a reachable doorknob to open a door (41)**
85. **Stacks objects that are graduated in size (42)<sup>2y6m</sup>**
86. **Demonstrates a hand preference (43)**
87. **Moves fingers independently (44)**
88. Opens a twist cap
89. Stirs or mixes contents of a bowl with a utensil
90. Cuts dough or soft clay with a cookie cutter
91. Sorts objects of two colors<sup>3y6m</sup>
92. Follows a moving target without losing attention
93. **Wiggles thumb in imitation (45)<sup>4y</sup>**

94. Places springed clothespins on a wire or the side of a can
95. Winds up a toy
96. Inserts a key into a lock and opens it
97. Sews through holes in a sewing card
98. Squeezes a tube (with control)
99. Ties a knot in string<sup>5y</sup>
100. Builds a structure with blocks or other manipulative materials<sup>6y</sup>
101. Picks up small objects with tweezers
102. Threads a large needle<sup>7y</sup>

### B-2C BUILDS TOWER WITH BLOCKS

See page 44 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in B-2 Builds Tower with Blocks.

- <sup>6m</sup>1. Picks up a block
2. Transfers a block from one hand to the other
3. Reaches for and holds two blocks
4. Bangs two blocks together at midline of body<sup>12m</sup>
5. Places a block on a flat surface with voluntary release
6. **Attempts to build a tower (1)**
7. **Builds a two-block tower (2)**<sup>18m</sup>
8. **Builds a three-block tower (3)**
9. **Builds a four-block tower (4)**
10. **Builds a five-block tower (5)**<sup>2y</sup>
11. **Builds a six-block tower (6)**
12. **Builds a seven-block tower (7)**<sup>2y6m</sup>
13. **Builds an eight-block tower (8)**<sup>3y6m</sup>

14. **Builds a nine-block tower (9)**
15. **Builds a ten-block tower (10)**<sup>4y6m</sup>
16. Copies a block pattern of three blocks in a vertical position
17. **Builds an eleven-block tower (11)**<sup>6y</sup>
18. **Builds a twelve-block tower (12)**
19. Imitates building a three-block bridge
20. Imitates building a three-block pyramid
21. Imitates building a four-block wall
22. Imitates building a six-block pyramid<sup>7y</sup>

### B-3C EARLY HANDWRITING SKILLS

See pages 45–46 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in B-3 Early Handwriting Skills.

- <sup>12m</sup>1. Holds a crayon in fist and makes jabs and incidental marks
2. **Attempts to scribble (1)**
3. **Scribbles (2)**<sup>2y</sup>
4. **Scribbles well (3)**<sup>3y</sup>
5. **Uses one hand consistently (4)**
6. **Holds a crayon (or pencil) with fingers, perhaps gripping incorrectly, with hand not fisted (5)**
7. **Draws a somewhat recognizable picture (6)**<sup>4y</sup>
8. Traces along a vertical line
9. Traces along a horizontal line
10. **Draws a recognizable picture (7)**
11. **Holds a crayon (or pencil) using a functional grasp between thumb and fingers (8)**<sup>5y</sup>

12. Traces uppercase letters
13. Copies uppercase letters
14. Copies first name
15. Colors within lines
16. Makes circles between writing lines
17. Makes vertical lines between writing lines<sup>6y</sup>
18. Traces lowercase letters
19. Copies lowercase letters<sup>7y</sup>

### B-5C COPIES FORMS

See pages 48–51 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in B-5 Copies Forms. In the skills, the word *imitates* means that the student draws the form after watching another person draw the form. The word *copies* means that the student looks at a printed form and then draws a form like it.

- <sup>2y</sup>1. Imitates a vertical line |
2. Imitates a horizontal line —
3. Imitates a circle ○<sup>3y</sup>
4. **Copies a vertical line | (1)**
5. **Copies a horizontal line — (2)**
6. Imitates a plus sign +
7. **Copies a circle ○ (3)**
8. Imitates an ×<sup>4y</sup>
9. Imitates a square □
10. **Copies a plus sign + (4)**<sup>4y6m</sup>
11. **Copies an × (5)**<sup>5y6m</sup>
12. **Copies a square □ (6)**
13. Imitates a rectangle ▭
14. **Copies a rectangle ▭ (7)**

15. Imitates a triangle  $\triangle$
16. **Copies a triangle  $\triangle$  (8)**
17. Imitates a heart  $\heartsuit$
18. **Copies a heart  $\heartsuit$  (9)**
19. Imitates overlapping circles  $\circ\circ$
20. **Copies overlapping circles  $\circ\circ$  (10)<sup>6y</sup>**
21. Imitates a square with intersecting lines (windowpanes)  $\boxplus$
22. **Copies a square with intersecting lines (windowpanes)  $\boxplus$  (11)**
23. Imitates a diamond  $\diamond$
24. **Copies a diamond  $\diamond$  (12)<sup>6y6m</sup>**
11. **Cuts a 5-inch (12.5 cm) circle within ¼-inch (6 mm) limits (10)<sup>5y</sup>**
12. **Cuts a 5-inch (12.5 cm) curving line within ¼-inch (6 mm) limits (11)<sup>6y</sup>**
13. Cuts construction paper
14. Cuts cloth
15. **Cuts out pictures that have irregular shapes (12)**
16. Cuts an enclosed area from pictures by punching a hole in the paper and cutting out the enclosed area<sup>7y</sup>

### B-9C CUTS WITH SCISSORS

See pages 60–62 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in B-9 Cuts with Scissors.

- <sup>2y6m</sup>1. **Places and holds scissors on fingers correctly (1)**
2. **Opens and closes scissors (2)**
3. **Holds the paper for cutting (3)**
4. **Snips or makes small cuts in paper (4)**
5. Advances snips into cuts
6. **Cuts a piece of paper 5 inches (12.5 cm) square in two (5)<sup>4y</sup>**
7. **Cuts a 5-inch (12.5 cm) line within ½-inch (12 mm) limits (6)**
8. **Cuts a triangle with 2-inch (5 cm) sides within ½-inch (12 mm) limits (7)**
9. **Cuts a 5-inch (12.5 cm) circle within ½-inch (12 mm) limits (8)**
10. **Moves the paper while cutting (9)**

# Supplemental Skill Sequences

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Supplemental Skill Sequences provide optional lists of supplemental skills that can be used or modified to track student progress in specific skill areas not covered by *IED 4* milestone assessments. Assessing the skills in these lists can further help educators meet student and program needs.

Although specific assessment procedures for supplemental skills are not included in the *IED 4*, many of the skills can be assessed using observation and interview. These skills do not appear in the Record Book. Educators can reproduce relevant skill sequences and circle the item numbers for skills the student demonstrates.

## B-10S SELF-HELP SKILLS

This sequence gives some of the self-help skills that require fine motor control. See section F Adaptive Development: Self-Help for full self-help skill sequences.

- <sup>4m</sup> 1. Holds a bottle or a cup independently<sup>9m</sup>
2. Feeds self finger foods<sup>15m</sup>
3. Unzips a front non-separating zipper<sup>2y</sup>
4. Unbuttons front buttons
5. Unties a bow
6. Uses a spoon without spilling<sup>3y</sup>
7. Unsnaps front snaps
8. Buttons large front buttons
9. Unzips a front separating zipper
10. Snaps front snaps
11. Zips a front non-separating zipper<sup>4y</sup>
12. Buttons small front buttons
13. Buckles a belt or shoes
14. Attempts to tie shoes<sup>5y</sup>
15. Zips a front separating zipper
16. Ties shoes<sup>6y</sup>

## B-11S PAPER SKILLS

- <sup>2y</sup> 1. Tears paper into pieces<sup>3y6m</sup>
2. Folds paper in half (may be imprecise)
3. Uses glue correctly<sup>4y</sup>
4. Puts a paper clip on paper
5. Separates sheets of paper
6. Uses a stapler
7. Straightens a stack of paper
8. Creases paper with fingers<sup>5y</sup>
9. Folds paper diagonally and creases it
10. Uses a pencil sharpener
11. Seals an envelope
12. Folds a letter and inserts it into an envelope<sup>6y</sup>
13. Uses a pencil eraser
14. Rips out a perforated page from a book or notebook
15. Draws a line with a ruler<sup>7y</sup>

### B-12S TECHNOLOGY SKILLS

- <sup>4y</sup> 1. Uses a touch screen on a device
2. Touches a screen to open an app or a program <sup>5y</sup>
3. Uses a touch pad to move the cursor and select an icon on a computer screen
4. Manipulates a computer mouse (e.g., grasps the mouse, finds an icon on the screen with the cursor, and clicks)
5. Clicks to open an app or a program
6. Turns on a device
7. Adjusts volume on a device
8. Plugs in or connects headphones to a device
9. Plugs in or connects a charger to a device <sup>6y</sup>
10. Dials numbers to make a phone call
11. Logs in to a device <sup>7y</sup>

### B-13S PAINTING

- <sup>2y</sup> 1. Makes whole-arm strokes that may form an arc and go off the page <sup>2y6m</sup>
2. Makes some wrist/scrubbing action
3. Makes dots and circular strokes
4. Experiments with vertical and horizontal lines, dots, or circular movements <sup>3y</sup>
5. Smears and dabs paint
6. Gives name to a picture that other people might or might not readily identify <sup>4y</sup>
7. Makes objects and designs that are crude or imperfect in size and space relationships but that are usually recognizable <sup>5y</sup>
8. Evaluates and criticizes own painting
9. Selects colors with care <sup>6y</sup>
10. Makes objects and designs that are more detailed and integrated, improved in size and space relationships, and more recognizable <sup>7y</sup>

### B-14S CLAY (OR PLAY DOUGH)

- <sup>18m</sup> 1. Manipulates clay <sup>2y6m</sup>
2. Pounds clay
3. Squeezes clay
4. Pulls clay apart <sup>3y</sup>
5. Makes flat, round cakes
6. Makes balls <sup>4y</sup>
7. Makes rolled ropes
8. Makes crude objects (e.g., person, toy, animal) that other people do not always recognize <sup>5y</sup>
9. Makes refined objects (e.g., person, toy, animal) that other people recognize <sup>6y</sup>
10. Makes objects that are more detailed, more integrated, improved in size and space relationships, and more recognizable <sup>7y</sup>