

# 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 as 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.

## F-1C EATING AND DRINKING

See pages 214–217 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in F-1 Eating and Drinking.

- <sup>0m</sup> 1. Exhibits sucking reflex
2. Exhibits rooting reflex—turns head when cheek is touched
3. **Sucks well, forming a tight seal around the nipple when sucking (1)**
4. Comforts self with thumb or pacifier
5. **Opens mouth in anticipation of feeding (2)**
6. **Brings hands to mouth (3)**<sup>4m</sup>
7. **Swallows soft or pureed food (4)**
8. **Opens mouth as spoon with soft or pureed food is presented (5)**
9. **Refuses excess food (6)**
10. **Uses tongue to move pureed food within mouth (7)**
11. **Uses lips to take food off a spoon (8)**
12. **Holds a bottle or learning cup independently (9)**<sup>9m</sup>
13. **Munches or mouths solid food (10)**
14. Reaches for the spoon when being fed
15. **Chews, but without a rotary or grinding motion (11)**
16. **Chews and swallows semisolid food (12)**
17. **Feeds self a cracker (13)**
18. Uses lips to close mouth tightly
19. **Drinks from an open cup held by an adult (14)**<sup>12m</sup>
20. Chews with some rotary or grinding motion
21. Lifts empty cup to mouth to imitate drinking
22. **Picks up and feeds self small finger foods (15)**
23. **Chews with a rotary or grinding motion (16)**
24. Holds a spoon but cannot use it alone
25. **Chews and swallows solid food (17)**
26. **Asks for more of a specific food (18)**
27. **Lifts an open cup or glass from the table to drink (19)**
28. Licks a large area of lower lip to remove food
29. **Holds an open cup with both hands and drinks with some assistance (20)**
30. **Returns an open cup to the table after drinking (21)**<sup>15m</sup>
31. Feeds self finger foods frequently
32. **Manipulates a spoon to scoop food (22)**
33. **Takes a spoon from the dish to their mouth, with some spilling (23)**
34. Sits in a small chair without assistance
35. **Drinks from a straw (24)**

36. **Holds an open cup with one hand and drinks (25)**
37. **Chews with ease and a rotary motion (26)**
38. **Places a spoon in their mouth without turning it upside down, with moderate spilling (27)**
39. **Asks for food when hungry (28)**<sup>2y6m</sup>
40. **Places a spoon in their mouth without turning it upside down, with minimal spilling (29)**
41. Gets a drink without assistance
42. Holds a fork in their fist
43. **Eats with a spoon without spilling (30)**
44. Insists on feeding self part of meal<sup>3y6m</sup>
45. **Eats with a fork, perhaps by holding it in their fist (31)**
46. **Uses the side of a fork for cutting soft food (32)**
47. Pours from a pitcher to a cup
48. Pours well from a small pitcher
49. **Uses a napkin (33)**
50. Drinks from a drinking fountain
51. Wipes up spills<sup>5y</sup>
52. **Holds a fork with their fingers (not in fist) (34)**
53. Opens food or drink packages
54. **Uses a knife for spreading (35)**
55. **Uses a knife for cutting soft foods (36)**
56. Serves self using a spoon or fork
57. Opens a milk carton (a half-pint carton, such as those used for milk at school)

58. Carries a cafeteria tray or plate without assistance
59. Scrapes food from dishes/tray
60. Rinses dishes/tray and utensils and places them in the correct place<sup>6y</sup>
61. Sets the table in preparation for eating<sup>7y</sup>

### F-2C UNDRESSING

See pages 218–219 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in F-2 Undressing.

- <sup>12m</sup> 1. **Removes socks (1)**
2. **Cooperates in undressing (2)**<sup>15m</sup>
3. **Assists in undressing (3)**
4. **Unzips a front non-separating zipper (4)**
5. Removes shoes<sup>2y</sup>
6. **Removes an unbuttoned or unzipped coat (5)**
7. **Removes an unbuttoned shirt (6)**
8. **Removes pants, shorts, or skirts (7)**<sup>2y6m</sup>
9. **Unfastens a hook-and-loop closure (e.g., VELCRO® brand fastener\*) (8)**
10. **Unbuttons front buttons (9)**
11. Unties a bow<sup>3y</sup>
12. **Unsnaps front snaps (10)**
13. **Undresses self, but may need help with pullover clothing (11)**
14. **Unzips a front separating zipper (12)**
15. Unbuckles a belt or shoes<sup>4y</sup>
16. **Removes some pullover clothing (13)**

17. **Removes more difficult pullover clothing (14)**<sup>5y</sup>

18. Unzips a back (non-separating) zipper<sup>6y</sup>

### F-3C DRESSING

See pages 220–221 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in F-3 Dressing.

- <sup>3m</sup> 1. Allows self to be dressed while supported by parent/caregiver at shoulders<sup>9m</sup>
2. Allows self to be dressed while supported by parent/caregiver at lower spine<sup>12m</sup>
3. **Cooperates in dressing (1)**<sup>15m</sup>
4. **Assists in dressing (2)**
5. Knows own clothing from that of others<sup>2y</sup>
6. **Fastens a hook-and-loop closure (e.g., VELCRO® brand fastener\*) (3)**
7. **Puts on a front-opening garment positioned so that arms can be placed into the correct sleeves (4)**
8. Attempts to put on socks<sup>2y6m</sup>
9. **Puts on a short-sleeved shirt that opens down the front (5)**
10. **Puts on a long-sleeved coat or shirt that opens down the front (6)**
11. **Puts on pants, shorts, or skirts (7)**
12. Uses appropriate names to describe articles of clothing
13. Knows if articles of clothing are inside out
14. Turns clothes right side out<sup>3y6m</sup>

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15. Puts on shoes, even if each is on the incorrect foot
16. **Zips a front non-separating zipper (8)**
17. **Buttons large front buttons (9)**
18. **Snaps front snaps (10)**
19. **Puts on socks (11)<sup>4y</sup>**
20. Inserts a belt in belt loops
21. **Dresses with little help except with difficult fasteners (sometimes clothes may be on backward) (12)**
22. **Buttons small front buttons (13)**
23. **Buckles a belt or shoes (14)**
24. **Dresses independently except for help with difficult fasteners (15)<sup>5y</sup>**
25. Puts each shoe on the correct foot
26. Attempts to tie shoes
27. **Zips a front separating zipper (16)**
28. **Dresses completely, putting on all clothes correctly and fastening all fasteners except for tying shoelaces (17)**
29. **Ties shoes (18)**
30. Puts on backpack independently
31. Ties a bow on front of clothing
32. **Dresses completely, putting on all clothes correctly and fastening all fasteners including tying shoelaces (19)<sup>6y6m</sup>**
33. Selects clothing independently<sup>7y</sup>

#### F-4C SHOE SKILLS

See pages 222–223 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in F-4 Shoe Skills.

- <sup>18m</sup> 1. **Removes shoes (1)<sup>2y</sup>**
2. Attempts to put on shoes
3. Unfastens shoes with hook-and-loop fasteners (e.g., VELCRO® brand fasteners\*)
4. **Unties a bow (2)**
5. Fastens shoes with hook-and-loop fasteners (e.g., VELCRO® brand fasteners\*)
6. **Puts on shoes, perhaps on the wrong feet (3)<sup>3y</sup>**
7. Attempts to tie an overhand knot
8. **Ties an overhand knot, perhaps loosely (4)**
9. **Puts each shoe on the correct foot (5)<sup>5y</sup>**
10. **Straightens the tongue of the shoe (6)**
11. **Ties an overhand knot tightly (7)**
12. Attempts to tie a single bow knot
13. **Ties a single bow knot with assistance (8)**
14. **Ties a single bow knot independently, perhaps loosely (9)**
15. **Ties shoes independently and tightly (10)<sup>6y6m</sup>**

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#### F-5C TOILETING

See pages 224–225 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in F-5 Toileting.

- <sup>12m</sup> 1. **Is usually dry after a nap (1)**
2. **Indicates wet or soiled diaper or pants (2)**
3. **Seeks privacy for a bowel movement (3)<sup>18m</sup>**
4. Has bowel movement if placed on the toilet at an opportune time
5. Urinates in the toilet if placed on the toilet at an opportune time
6. **Begins to anticipate and communicate toileting needs (4)**
7. **Anticipates and verbalizes/communicates toileting needs fairly consistently (5)**
8. **Gets on the toilet independently, but may need help with clothing (6)**
9. **Flushes the toilet (7)<sup>3y</sup>**
10. **Has bladder control most of the time (8)**
11. **Has bowel control most of the time (9)**
12. **Distinguishes between urinating and having a bowel movement and communicates each need differently (10)**
13. **Consistently uses toilet for toileting needs (11)**
14. **Manipulates clothing before toileting (12)**

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15. Stays dry at night if toileted in the evening
16. **Attempts to wipe self (13)**
17. **Recognizes and acts on toileting needs (14)**
18. **Wipes self with assistance (15)**
19. **Manages clothing independently when toileting (16)**
20. **Wipes self independently (17)<sup>4y</sup>**
21. **Cares for toileting needs independently, without being asked (18)<sup>4y6m</sup>**
22. Uses the toilet when warned that facilities might not be available for a while (e.g., prior to a car ride)<sup>6y</sup>
23. Independently uses the toilet without having been warned that facilities will not be available for a while (e.g., prior to boarding a bus)
24. Uses the toilet during a scheduled bathroom break so there is no need to interrupt activities at other times<sup>7y</sup>