

# SELF-HELP AND SOCIAL-EMOTIONAL SCALES

## Overview

The Self-help and Social-Emotional Scales provide a standardized measure of self-help skills in eating, dressing, and toileting as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child’s developmental level and, if needed, to derive standardized scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

### AGE RANGE

Standardized scores can be obtained for children within the age range of 3 years, 0 months through 6 years, 6 months.

### RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales—the Parent Report and the Teacher Report and Scoring Form. The reproducible Parent Report can be found on pages 105 and 106; the reproducible Teacher Report and Scoring Form can be found on pages 109 and 110.

The publisher grants permission to reproduce these forms in quantities as needed for nonprofit educational use.

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***All items in the Self-help and Social-Emotional Scales have been standardized and validated. Standard scores, percentiles, and age equivalents can be determined. You must adhere to the Directions and Scoring Information if you want to compare a child’s scores to the norms found in the BRIGANCE® Screens III Technical Manual.***

# How to Administer the Self-help and Social-Emotional Scales

## ADMINISTRATION METHODS

The three methods listed below can be used to administer the Self-help and Social-Emotional Scales.

For each situation, select the method, or the combination of methods, you think will yield the most valid results as efficiently as possible.

- **Parent Completes the Parent Report:** Most of the skills and behaviors included in the scales—(e.g., eating, dressing, toileting, playing)—can be observed by the parent in the home. Thus, in some situations, having the parent assist you in compiling information about the child’s self-help and social-emotional skills and behaviors may be the most expedient, time-efficient method and may yield the most valid results.

Give the parent a copy of the Parent Report. (See the reproducible Parent Report on page 105.) Ask the parent to complete the form by circling, for each item, the response that best reflects the child’s skill level or behavior. The parent may find it easier to take the form home to complete. It is suggested that you provide the parent with a date for returning the completed Parent Report.

If standardized scores are needed, the parent’s responses are transferred to a copy of the Teacher Report and Scoring Form. This information can then be used to derive (calculate) a standardized score. See the reproducible form on page 109. (See page 108 for scoring procedures and page 111 for an example of a completed Teacher Report and Scoring Form.)

**Note:** If you suspect the parent/caregiver may not understand the items or may not be able to answer the questions objectively, consider an alternate method of administration.

- **Teacher Completes the Teacher Report and Scoring Form:** This method may be used when the teacher has had the opportunity to observe the child demonstrate the skills and behaviors included in the Scales. Observations are recorded on the Teacher Report and Scoring Form by circling the response for each item that best reflects the child’s behavior or skill level. (See the reproducible form on page 109.)

**Note:** If the teacher has not had the opportunity to adequately observe the child, consider an alternate method of administration.

If standardized scores are needed, total the point value for each circled response to get a raw score. The raw score can be used to derive (calculate) standardized scores. (See page 108 for scoring procedures and page 111 for an example of a completed Teacher Report and Scoring Form.)

- **Teacher Interviews the Parent and Records the Parent’s Responses on the Teacher Report and Scoring Form:** The Self-help and Social-Emotional Scales and the Teacher Report and Scoring Form can be used as a parent interview tool. In a face-to-face or phone interview, the teacher reads each item and circles the parent’s/caregiver’s response on the form. If both the parent and teacher have observed the child and wish to complete the form with joint input and discussion, this may be the best method of administration.

If standardized scores are needed, total the point value for each circled response to get a raw score. The raw score can be used to derive (calculate) standardized scores. (See the reproducible form on page 109. See page 108 for scoring procedures and page 111 for an example of a completed Teacher Report and Scoring Form.)

# Parent Report

## INTRODUCTION

**Purpose:** The Parent Report can be a time-efficient method of obtaining information about a child from a very important source—the parent(s)/ caregiver(s). Using the form also allows parents to share and discuss their concerns about their child.

**Rationale:** Numerous studies indicate that most parents are reasonably objective in providing information about their children. In many cases, parent information may be the only source for determining how well a child will do in the school program. Having the parent complete the Parent Report can provide one or more of the following advantages:

1. Parents will become more aware of the goals of the school program and will learn how they may play a more vital part in achieving these goals.
2. Parental resentment and resistance to assessments made by school personnel may be avoided.
3. Data from other sources can be validated or confirmed by comparing it with the information from the completed Parent Report. If parent information is not compatible with information from other sources, this should not become a source of disagreement. Knowing how the parent assesses or views the child can be important.

**Presenting the Form:** Care should be taken to present the Parent Report in a nonthreatening manner. You may wish to suggest to the parent(s)/ caregiver(s) that it can be helpful to review items on the form and become familiar with the information requested on the form. This may aid in what observations should be made. Allow the parent to ask questions about the form such as why the form needs to be completed, when it should be returned, and how the results will be used.

The parent may want to take the form home to complete it. If so, this will allow the parent to complete the form at a more relaxed time, have the opportunity of involving a spouse, and have the time to do additional observations if needed.

**Must All the Items Be Completed?** The parent may ask, “Must all items be completed?” Encourage the parent to provide a response for all items. If having a standardized score is crucial, you may wish to explain that in order to derive a standardized score, a response must be recorded for each item.

**Recording and Scoring Responses from the Parent Report:** See page 108 for Scoring Directions.

# Parent Report—Self-help and Social-Emotional Scales

Child's Name

Child's Date of Birth

Today's Date

Parent's/Caregiver's Name

Teacher's Name

**Directions:** Read each item and click the response or description that best reflects your child's behavior or skill level. **Remember to save this document when you have finished.**

SELF-HELP SKILLS			
<b>A. Eating Skills</b>			
1.	Does your child use a spoon? If yes, does your child place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?		
	Rarely/No	Sometimes	Most of the time
2.	Does your child use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?		
	Rarely/No	Sometimes	Most of the time
3.	Does your child hold a fork in his/her fingers, not in his/her fist?		
	Rarely/No	Sometimes	Most of the time
<b>B. Dressing Skills</b>			
4.	Does your child put on his/her shoes? <b>Criteria:</b> Buckling, tying, or Velcro® fastening is not required for credit.		
	No	Yes (sometimes on wrong feet)	Yes (each shoe on correct foot 90% of the time)
5.	Does your child dress himself/herself unsupervised?		
	Rarely/No	Sometimes	Most of the time, except for help with difficult fasteners
	Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners)		Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners)
6.	Does your child put on his/her socks?		
	Rarely/No	Sometimes	Most of the time

C. Toileting Skills			
7.	Does your child get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?		
	Rarely/No	Sometimes	Most of the time
8.	Does your child have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?		
	Rarely/No	Sometimes	Most of the time
9.	Does your child urinate ("pee") in the toilet or potty (no more than one accident a week)?		
	Rarely/No	Sometimes	Most of the time
10.	Does your child attempt to wipe himself/herself after toileting?		
	Rarely/No	Sometimes	Most of the time
	OR		
	Does your child wipe himself/herself independently after toileting?		
11.	Does your child take care of his/her toileting needs?		
	Rarely/No	Sometimes	Yes (flushing the toilet most of the time after using it)
			Yes (flushing the toilet and washing and drying his/her hands most of the time)
12.	Does your child go to the bathroom on his/her own without being asked or reminded?		
	Rarely/No	Sometimes	Most of the time

# Parent Report—Self-help and Social-Emotional Scales *(continued)*

SOCIAL AND EMOTIONAL SKILLS			
<b>D. Relationships with Adults</b>			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?		
	Rarely/No	Sometimes	Most of the time
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?		
	Rarely/No	Sometimes	Most of the time
15.	Does your child enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?		
	Rarely/No	Sometimes	Most of the time
16.	Does your child share his/her thoughts and ideas with you?		
	Rarely/No	Sometimes	Most of the time
<b>E. Play and Relationships with Peers</b>			
17.	Does your child have several friends but one who is a special or best friend?		
	No	Yes	
18.	Does your child have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?		
	No	Yes	
19.	Does your child play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?		
	Rarely/No	Sometimes	Most of the time
20.	Does your child give verbal directions or incorporate verbal directions into play activities?		
	Rarely/No	Sometimes	Most of the time

<b>F. Motivation and Self-Confidence</b>			
21.	Does your child maintain interest when engaged in a small-group activity or project?		
	Rarely/No	Sometimes	Most of the time
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?		
	Rarely/No	Sometimes	Most of the time
23.	Does your child approach new tasks with confidence and a “can-do” attitude?		
	Rarely/No	Sometimes	Most of the time
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?		
	Rarely/No	Sometimes	Most of the time
<b>G. Prosocial Skills and Behaviors</b>			
25.	If supervised by an adult, does your child take turns without undue objection?		
	Rarely/No	Sometimes	Most of the time
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn’t asked to?		
	Rarely/No	Sometimes	Most of the time
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?		
	Rarely/No	Sometimes	Most of the time
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?		
	Rarely/No	Sometimes	Most of the time

# Teacher Report and Scoring Form

## INTRODUCTION

**Purpose:** The Teacher Report and Scoring Form is used to capture and record information about the child's self-help and social-emotional skills and behaviors. If the teacher has had the opportunity to observe the child, the teacher records those observations on the form by circling responses that best reflect the child's skill levels. If a parent/caregiver completes the Parent Report, providing information about the child's skill levels, the teacher transfers the parent's responses to the Teacher Report and Scoring Form.

**Design:** The Teacher Report and Scoring Form includes the same items as the Parent Report. The major difference is that the point values for the items and the spaces for entering scores are not included on the Parent Report.

### **When Should the Teacher Report and Scoring Form Be Used?**

The point values for calculating scores and the blanks where the scores are recorded are found only on the Teacher Report and Scoring Form. Thus, the form should be used when scores are to be calculated. This includes when either the parent, the teacher, or both provide information about the child.

The parent provides the information about the child by circling the responses on the Parent Report that best reflect the child's skills and behaviors. To calculate a score, the teacher will transfer this information to a copy of the Teacher Report and Scoring Form.

If the teacher is providing information about the child, the teacher circles the response for each item on the Teacher Report and Scoring Form that best reflects the child's skills and behaviors. The point values provided on the form are then used by the teacher to calculate the scores.

If the teacher interviews the parent to obtain information about the child, the teacher circles the response for each item on the Teacher Report and Scoring Form that best reflects the child's skills and behaviors, as reported by the parent. The point values provided on the form are then used to calculate the scores.

**Completing the Teacher Report and Scoring Form:** As indicated in the Directions on the form, the teacher should read each item and circle the response that best reflects the child's skill or behavior—"Rarely/No," "Sometimes," "Most of the Time." If there is uncertainty about a child's skill level or behavior, the teacher may wish to do additional observations.

**Must All the Items Be Completed?** In order to derive a standardized score for an area—Self-help or Social-Emotional—a response must be recorded for each item on the scale.

**Reconciling Conflicting Data:** There will be times when responses from teachers and parents will *not* be compatible. When this occurs, no attempt should be made to prove that the response from another person is invalid. A more positive approach is to try to identify the cause for the incompatibility. The following are some possible causes:

- varying child performance in different situations and with different people
- various interpretations of skill mastery and the context in which a skill is performed
- too much coaching or not enough encouragement
- misunderstanding of directions or what is expected from the child

## SCORING

**Scoring Is Done by the Teacher (or Examiner), NOT the Parent:** Scoring information is not included on the Parent Report because the parent is not expected to do the scoring. The Parent Report is used only to collect information from the parent.

### Scoring Directions:

1. Compute the child's age (as described on page x).
2. If the Self-help and Social-Emotional Scales have been administered by a parent completing the Parent Report, transfer the information from the Parent Report to the Teacher Report and Scoring Form by circling the parent's response for the corresponding item on the Teacher Report and Scoring Form.
3. If you are not administering the Parent Report but are reporting your observations, use the Teacher Report and Scoring Form. Read each item and circle the response that best reflects your opinion of the child's skill level or behavior.
4. Enter the point value for each circled response to the right of the item.
5. Next, total the number of points for each skill area and enter the Total for each skill area.
6. Then total the number of points for all skill areas within the Self-help Scale and enter the TOTAL FOR SELF-HELP. Total the number of points for all skill areas within the Social-Emotional Scale and enter the TOTAL FOR SOCIAL-EMOTIONAL.
7. Refer to the tables on the right.
8. If standardized scores are needed, the raw scores can be used to derive age equivalents and percentiles by using the *BRIGANCE® Screens III Online Management System* or the *BRIGANCE® Screens III Technical Manual*.

### Average Performance Range

The raw scores in the tables on the right are based on composite scores of 90–110 to represent the Average range. Some programs, however, would prefer to define a broader Average range to limit the over-identification of children as Below Average. In these cases, we suggest using composite scores of 80–120 to represent the Average range. (See the discussion of composite score ranges on page 32 of the *Screens III Technical Manual*.) If your program would like to use a broader Average range, refer to pages 180–188 in the *Technical Manual* to determine raw scores that fall within the 80–120 range.

## Score Comparisons for Scales

Use the tables below to determine if the child's raw score is within the Above Average, Average, or Below Average performance range for his/her age range. Children scoring in the Below Average range, particularly when performance on the remainder of the *BRIGANCE® Early Childhood Screen III (3–5 years)* is problematic, should be considered for additional observations or evaluation by a specialist. (The scores below reflect scores generated by the *Screens III Online Management System* and by the online scoring tool available at [BRIGANCE.com](http://BRIGANCE.com).)

### Self-help Scale Maximum Score = 17

Child's Age	Above Average	Average	Below Average
3-0 through 3-3	> 13	8-13	< 8
3-4 through 3-7	> 14	9-14	< 9
3-8 through 3-11	> 14	10-14	< 10
4-0 through 4-3	> 15	8-15	< 8
4-4 through 4-7	> 15	9-15	< 9
4-8 through 4-11	17	10-16	< 10
5-0 through 5-5	17	14-16	< 14
5-6 through 5-11	17	14-16	< 14

### Social-Emotional Scale Maximum Score = 16

Child's Age	Above Average	Average	Below Average
3-0 through 3-3	> 10	4-10	< 4
3-4 through 3-7	> 12	5-12	< 5
3-8 through 3-11	> 12	5-12	< 5
4-0 through 4-3	> 13	3-13	< 3
4-4 through 4-7	> 13	5-13	< 5
4-8 through 4-11	> 14	6-14	< 6
5-0 through 5-5	> 14	8-14	< 8
5-6 through 5-11	> 14	9-14	< 9



# Teacher Report and Scoring Form—Self-help and Social-Emotional Scales

<b>A. Child's Name</b> _____ Parent(s)/Caregiver(s) _____	Date of Screening _____ Birth Date _____ Age _____	<b>Year</b> _____	<b>Month</b> _____	<b>Day</b> _____	School/Program _____ Teacher _____ Examiner _____
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**Directions:** Read each item and circle the response or description that best reflects the child's skill level.

SELF-HELP SKILLS				
<b>A. Eating Skills</b>				
1.	Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
2.	Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
3.	Does _____ hold a fork in his/her fingers, not in his/her fist?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
<b>Total for A. Eating Skills</b> ____ / 3				
<b>B. Dressing Skills</b>				
4.	Does _____ put on his/her shoes? <b>Criteria:</b> Buckling, tying, or Velcro® fastening is not required for credit.	No = 0	Yes (sometimes on wrong feet) = 1	Yes (each shoe on correct foot 90% of the time) = 2 ____ / 2
5.	Does _____ dress himself/herself unsupervised?	Rarely/No = 0	Sometimes = 0	Most of the time, except for help with difficult fasteners = 1 ____ / 3
6.	Does _____ put on his/her socks?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
<b>Total for B. Dressing Skills</b> ____ / 6				

<b>C. Toileting Skills</b>				
7.	Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
8.	Does _____ have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
9.	Does _____ urinate ("pee") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
10.	Does _____ attempt to wipe himself/herself after toileting?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 2
	<i>OR (Answer only the more appropriate of these two questions.)</i>			
	Does _____ wipe himself/herself independently after toileting?	Rarely/No = 0	Sometimes = 0	Most of the time = 2 ____ / 2
11.	Does _____ take care of his/her toileting needs?	Rarely/No = 0	Sometimes = 0	Yes (flushing the toilet most of the time after using it) = 1 Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2 ____ / 2
12.	Does _____ go to the bathroom on his/her own without being asked or reminded?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
<b>Total for C. Toileting Skills</b> ____ / 8				
<b>TOTAL FOR SELF-HELP</b> (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) ____ / 17				



# Self-help and Social-Emotional Scales (continued)

SOCIAL AND EMOTIONAL SKILLS			
<b>D. Relationships with Adults</b>			
13.	Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
14.	Does _____ look forward to sharing his/her feelings with you when he/she is happy?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
15.	Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
16.	Does _____ share his/her thoughts and ideas with you?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
<b>Total for D. Relationships with Adults</b> ____ / 4			
<b>E. Play and Relationships with Peers</b>			
17.	Does _____ have several friends but one who is a special or best friend?		
	No = 0	Yes = 1	
			____ / 1
18.	Does _____ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?		
	No = 0	Yes = 1	
			____ / 1
19.	Does _____ play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
20.	Does _____ give verbal directions or incorporate verbal directions into play activities?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
<b>Total for E. Play and Relationships with Peers</b> ____ / 4			

<b>F. Motivation and Self-Confidence</b>			
21.	Does _____ maintain interest when engaged in a small-group activity or project?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
22.	Does _____ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
23.	Does _____ approach new tasks with confidence and a "can-do" attitude?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
24.	Does _____ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
<b>Total for F. Motivation and Self-Confidence</b> ____ / 4			
<b>G. Prosocial Skills and Behaviors</b>			
25.	If supervised by an adult, does _____ take turns without undue objection?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
26.	Does _____ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
27.	Does _____ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
28.	Does _____ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
			____ / 1
<b>Total for G. Prosocial Skills and Behaviors</b> ____ / 4			
<b>TOTAL FOR SOCIAL-EMOTIONAL</b>			
(D. Relationships with Adults, E. Play and Relationships with Peers, F. Motivation and Self-Confidence, and G. Prosocial Skills and Behaviors) ____ / 16			

# Example of the Completed Teacher Report and Scoring Form—Self-help and Social-Emotional Scales

A. Child's Name Hannah Sorenson Date of Screening 2019 12 12 School/Program Hammond School  
 Parent(s)/Caregiver(s) Alice Sorenson Birth Date 2015 10 7 Teacher Jennifer Woods  
 Age 4 2 5 Examiner Sarah Goodale

Directions: Read each item and circle the response or description that best reflects the child's skill level.

SELF-HELP SKILLS			
<b>A. Eating Skills</b>			
1.	Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
2.	Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
3.	Does _____ hold a fork in his/her fingers, not in his/her fist?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
<b>Total for A. Eating Skills</b> <u>3</u> / 3			
<b>B. Dressing Skills</b>			
4.	Does _____ put on his/her shoes? <b>Criteria:</b> Buckling, tying, or Velcro® fastening is not required for credit.		
	No = 0	Yes (sometimes on wrong feet) = 1	Yes (each shoe on correct foot 90% of the time) = 2 <u>1</u> / 2
5.	Does _____ dress himself/herself unsupervised?		
	Rarely/No = 0	Sometimes = 0	Most of the time, except for help with difficult fasteners = 1 <u>1</u> / 3
	Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners) = 2		Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners) = 3
6.	Does _____ put on his/her socks?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
<b>Total for B. Dressing Skills</b> <u>3</u> / 6			

<b>C. Toileting Skills</b>			
7.	Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
8.	Does _____ have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
9.	Does _____ urinate ("pee") in the toilet or potty (no more than one accident a week)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
10.	Does _____ attempt to wipe himself/herself after toileting?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
	OR (Answer only the more appropriate of these two questions.)		
	Does _____ wipe himself/herself independently after toileting?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 2 <u>2</u> / 2
11.	Does _____ take care of his/her toileting needs?		
	Rarely/No = 0	Sometimes = 0	Yes (flushing the toilet most of the time after using it) = 1 <u>1</u> / 2
	Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2		
12.	Does _____ go to the bathroom on his/her own without being asked or reminded?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
<b>Total for C. Toileting Skills</b> <u>7</u> / 8			
<b>TOTAL FOR SELF-HELP</b> (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) <u>13</u> / 17			

# Example of the Completed Self-help and Social-Emotional Scales (continued)

SOCIAL AND EMOTIONAL SKILLS					
<b>D. Relationships with Adults</b>					
13.	Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
14.	Does _____ look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
15.	Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
16.	Does _____ share his/her thoughts and ideas with you?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
<b>Total for D. Relationships with Adults</b>				2	4
<b>E. Play and Relationships with Peers</b>					
17.	Does _____ have several friends but one who is a special or best friend?	No = 0	Yes = 1		1 / 1
18.	Does _____ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?	No = 0	Yes = 1		1 / 1
19.	Does _____ play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
20.	Does _____ give verbal directions or incorporate verbal directions into play activities?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
<b>Total for E. Play and Relationships with Peers</b>				2	4

<b>F. Motivation and Self-Confidence</b>					
21.	Does _____ maintain interest when engaged in a small-group activity or project?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
22.	Does _____ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
23.	Does _____ approach new tasks with confidence and a "can-do" attitude?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
24.	Does _____ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
<b>Total for F. Motivation and Self-Confidence</b>				3	4
<b>G. Prosocial Skills and Behaviors</b>					
25.	If supervised by an adult, does _____ take turns without undue objection?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
26.	Does _____ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
27.	Does _____ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
28.	Does _____ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
<b>Total for G. Prosocial Skills and Behaviors</b>				3	4
<b>TOTAL FOR SOCIAL-EMOTIONAL</b>					
(D. Relationships with Adults, E. Play and Relationships with Peers, F. Motivation and Self-Confidence, and G. Prosocial Skills and Behaviors)					
				10	16

# Self-help Scale (Items 1–12)

## Overview

The Self-help Scale focuses on the development of the child's eating skills, dressing skills, and toileting skills.

### DOMAIN

Adaptive Behavior: Self-help Skills

### SKILLS

- Eats with as much independence as is age-appropriate
- Removes and puts on clothing with as much independence as is age-appropriate
- Cares for toileting needs with as much independence as is age-appropriate

### FORMS

- Copy of the Parent Report on page 105 (if the parent will be providing information about the child's skill levels and behaviors)
- Copy of the Teacher Report and Scoring Form on page 109

### SCORING INFORMATION

- For each skill, circle the response on the Teacher Report and Scoring Form that best reflects the child's skill level or behavior.
- A point value is given for each response. Enter the point value for the circled response to the right of the item.
- Total the number of points for each skill area and enter the Total for each skill area.
- Next, total the number of points for all skill areas within the Self-help Scale and enter the TOTAL FOR SELF-HELP.

## Directions

Assess the child's mastery of these skills and behaviors by one of the following methods:

- The parent completes the Parent Report.
- The teacher completes the Teacher Report and Scoring Form.
- The teacher interviews the parent and records the parent's responses on the Teacher Report and Scoring Form.

(See Administration Methods on page 103.)

### A. EATING SKILLS

- 1 Inserts spoon in mouth without turning it upside down, with little or no spilling**

Ask: Does \_\_\_\_\_ place the spoon in his/her mouth without turning the spoon upside down and with little or no spilling of food?

- 2 Uses side of fork for cutting soft food**

Ask: Does \_\_\_\_\_ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?

- 3 Holds fork in fingers (not in fist)**

Ask: Does \_\_\_\_\_ hold a fork in his/her fingers, not in his/her fist?

## B. DRESSING SKILLS

### 4 Puts on shoes

Ask: Does \_\_\_\_\_ put on his/her shoes?

**Criteria:** Buckling, tying, or Velcro™ fastening is not required for credit.

### 5 Dresses unsupervised (independently)

Ask: Does \_\_\_\_\_ dress with no help or supervision?

### 6 Puts on socks

Ask: Does \_\_\_\_\_ put on his/her socks?

## C. TOILETING SKILLS

### 7 Gets on potty by self, but may need help with clothing

Ask: Does \_\_\_\_\_ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?

### 8 Has bowel control (occasional accidents)

Ask: Does \_\_\_\_\_ have bowel movements (“poop”) in the toilet or potty (no more than one accident a week)?

### 9 Has bladder control (occasional accidents)

Ask: Does \_\_\_\_\_ urinate (“pee”) in the toilet or potty (no more than one accident a week)?

### 10 Wipes self

Ask: Does \_\_\_\_\_ attempt to wipe himself/herself after toileting?

Ask: Does \_\_\_\_\_ wipe himself/herself independently after toileting?

### 11 Takes care of toileting needs

Ask: Does \_\_\_\_\_ flush the toilet after using it?

Ask: Does \_\_\_\_\_ take care of all of his/her toileting needs, including flushing the toilet and washing and drying his/her hands?

### 12 Recognizes and acts on toileting needs

Ask: Does \_\_\_\_\_ go to the bathroom on his/her own without being asked or reminded?

# Social-Emotional Scale (Items 13–28)

## Overview

The Social-Emotional Scale focuses on the child's interpersonal and self-regulatory skills that are necessary for positive interactions and relationships with people.

### DOMAIN

Social and Emotional Development

### SKILLS

- Demonstrates skills and behaviors that promote positive relationships with people
- Demonstrates skills and behaviors that promote self-esteem, pride, and resilience
- Demonstrates compassion, empathy, and concern for other people

### FORMS

- Copy of the Parent Report on page 106 (if the parent will be providing information about the child's skill levels and behaviors)
- Copy of the Teacher Report and Scoring Form on 110

### SCORING INFORMATION

- For each skill, circle the response on the Teacher Report and Scoring Form that best reflects the child's skill level or behavior.
- A Point Value is given for each response. Enter the Point Value for the circled response to the right of the item.
- Total the number of points for each skill area and enter the Total for each skill area.
- Total the number of points for all skill areas within the Social-Emotional Scale and enter the TOTAL FOR SOCIAL-EMOTIONAL.

## Directions

Assess the child's mastery of these skills and behaviors by one of the following methods:

- The parent completes the Parent Report.
- The teacher completes the Teacher Report and Scoring Form.
- The teacher interviews the parent and records the parent's responses on the Teacher Report and Scoring Form.

(See Administration Methods on page 103.)

### D. RELATIONSHIPS WITH ADULTS

#### 13 Demonstrates pride in response to praise

Ask: Does \_\_\_\_\_ respond with feelings of pride and enthusiasm when he/she earns positive feedback?

#### 14 Shares feelings with adults when happy

Ask: Does \_\_\_\_\_ look forward to sharing his/her feelings with you when he/she is happy?

#### 15 Enjoys sharing information about self with adult

Ask: Does \_\_\_\_\_ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?

#### 16 Shares thoughts and ideas

Ask: Does \_\_\_\_\_ share his/her thoughts and ideas with you?

## E. PLAY AND RELATIONSHIPS WITH PEERS

### 17 Has several friends, but one special friend

Ask: Does \_\_\_\_\_ have several friends but one who is a special or best friend?

### 18 Has a best friend

Ask: Does \_\_\_\_\_ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?

### 19 Plays cooperatively in a large-group game

Ask: Does \_\_\_\_\_ play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?

### 20 Incorporates verbal directions into play activities

Ask: Does \_\_\_\_\_ give verbal directions or incorporate verbal directions into play activities?

## F. MOTIVATION AND SELF-CONFIDENCE

### 21 Maintains interest when engaged in a small-group activity or project

Ask: Does \_\_\_\_\_ maintain interest when engaged in a small-group activity or project?

### 22 Likes to finish what he/she starts

Ask: Does \_\_\_\_\_ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?

### 23 Approaches new tasks with confidence

Ask: Does \_\_\_\_\_ approach new tasks with confidence and a "can do" attitude?

### 24 Remains engaged in an assigned task even when minor distractions are present

Ask: Does \_\_\_\_\_ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?

## G. PROSOCIAL SKILLS AND BEHAVIORS

### 25 Takes turns (with assistance)

Ask: If supervised by an adult, does \_\_\_\_\_ take turns without undue objection?

### 26 Understands the need to share and take turns

Ask: Does \_\_\_\_\_ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?

### 27 Asks adults for permission

Ask: Does \_\_\_\_\_ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?

### 28 Reacts to disappointment and failure in an acceptable manner

Ask: Does \_\_\_\_\_ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?



## Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.