

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.

H-1C SOCIAL AWARENESS

See pages 255–256 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in H-1 Social Awareness.

- ^{2m} 1. **Shows interest in people's faces (1)**
2. Shows a preference for being near others who are working or playing
3. **Responds with a smile (2)^{4m}**
4. **Responds to strong emotions expressed by others (3)^{9m}**
5. Imitates facial expressions of others
6. Responds differently to tones of voice associated with different feelings
7. Responds differently to facial expressions associated with different feelings
8. Responds differently to body language associated with different feelings
9. **Demonstrates pride in response to praise (4)**
10. Imitates emotional body language of others
11. **Makes visual contact with others (5)^{12m}**
12. **Imitates the actions of others (6)^{18m}**
13. **Demonstrates awareness of others' feelings (7)**
14. **Demonstrates awareness of desirable and undesirable behaviors in others (8)**
15. **Exercises control to avoid hurting others (9)**
16. Uses words to describe how others are feeling
17. **Identifies the impact of others' behavior (10)**
18. **Identifies the impact of own behavior (11)^{3y6m}**
19. Follows routines when in a group setting (e.g., lining up with other students)
20. Independently adjusts behavior to align with behavior of others in a new setting (e.g., quiets down in a library)
21. **Shows signs of empathy for others (12)^{4y}**
22. Uses words to describe the facial expressions associated with different feelings
23. Uses words to describe the body language associated with different feelings
24. Demonstrates resilience by accepting criticism, disappointment, and failure
25. **Distinguishes between kind and unkind responses to the problems of others (13)^{5y}**

H-2C RELATIONSHIPS WITH ADULTS

See pages 257–259 for assessment procedures for the milestone skills (the skills in **bold print**) that appear in H-2 Relationships with Adults.

- ^{0m} 1. Quiets down when picked up
2. **Is soothed by shared movement activities (1)**
3. Visually follows a person
4. Discriminates between a familiar person and an unfamiliar person
5. Vocalizes or seems pleased when spoken to
6. **Looks attentively at an adult's face (2)^{2m}**
7. **Smiles, coos, or gurgles to get an adult's attention (3)**
8. **Prefers to be with others who are playing or working (4)**
9. **Shows preference for parent/caregiver (5)**
10. **Likes to play peekaboo or a similar game (6)^{6m}**
11. **Likes to play pat-a-cake or a similar clapping game (7)^{9m}**
12. Throws objects deliberately as a "game" to get others to pick them up
13. **Communicates *I want up* using gesture or vocalization (8)**
14. **Gives affection (9)**
15. **Shows interest in an object to which an adult is pointing (10)**
16. **Follows the gaze of another person (11)^{12m}**
17. **Shows interest in the activities of others (12)**
18. **Shows apprehension when separated from primary caregiver but is easily soothed upon return (13)**
19. Seeks out an adult for play
20. Tries to get the attention of an adult to resume a play activity
21. Listens to a person speaking to them
22. **Communicates, either verbally or nonverbally, about basic needs (14)^{18m}**
23. **Checks in with parent/caregiver periodically while exploring (15)**
24. **Shares an item of interest (16)**
25. **Shows sense of self as an individual by expressing preferences or possession (17)^{2y}**
26. Reacts to other people's emotions, such as anger or pleasure
27. Tests boundaries with parent/caregiver with more assertive behavior (e.g., says or signs *Me do it* or pushes something undesired away)
28. Separates from caregiver to a familiar person (but not a primary caregiver) easily
29. Shows an interest in the conversations of adults
30. Shows skepticism of new people, but warms up with support from a trusted adult
31. **Asks an adult for help when needed (18)^{2y6m}**
32. **Engages in a shared activity with an adult for five minutes (19)**
33. **Voluntarily shares personal information with a familiar adult (20)**
34. **Shares ideas or opinions willingly with a familiar adult (21)**
35. **Shares thoughts and ideas spontaneously (22)**
36. Talks to adults other than those in their inner circle
37. Demonstrates comfort with a familiar adult, perhaps by being silly or affectionate
38. **Invites an adult to join an activity (23)^{3y6m}**
39. Seeks the approval of adults by following rules, being helpful, or doing something well
40. **Likes to perform for others (24)**
41. Meets and accepts new people comfortably in the presence of a trusted adult
42. Responds to classroom routines and procedures for learning
43. **Shares feelings with a familiar adult when sad (25)**
44. **Shares feelings with a familiar adult when happy (26)^{6y}**

H-3C PLAY AND RELATIONSHIPS WITH PEERS

See pages 260–262 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in H-3 Play and Relationships with Peers.

^{2m} 1. **Gets excited when a toy is presented (1)**

2. Repeats an accidental behavior that brings pleasure or satisfaction
3. Repeats a smile, laugh, or vocalization that gets a pleasing reaction from others
4. **Shakes rattle or other object when placed in hand (2)^{6m}**
5. Splashes in bath
6. **Bites or chews toys in play (3)**
7. Likes to reach for an object and grab it
8. Rotates and examines objects curiously
9. Kicks legs in play
10. Grasps an object and waves or bangs it
11. Moves to retrieve a toy that is out of reach ^{12m}
12. **Imitates the actions of others (4)**
13. **Links objects to functions (5)**
14. Shows or offers an object to another person as a means of gaining social interaction
15. **Takes favorite toy or comfort object to bed (6)**
16. Uses gestures such as pointing to direct attention
17. **Imitates the actions of a peer (7)^{18m}**
18. **Imitates environmental sounds during play (8)**
19. **Imitates motions of objects (9)**

20. **Watches a peer play and joins briefly (10)**

21. **Engages in parallel play (11)^{2y}**
22. Talks to self during play
23. Identifies with peers of the same age
24. **Takes turns with peers with adult assistance (12)**
25. **Engages in pretend play (13)**
26. **Plays with a variety of play behaviors (14)**
27. **Engages in play that extends beyond self (15)**
28. **Matches toys that go together (16)**
29. **Talks to and for objects (17)**
30. **Engages in a simple game with adult assistance (18)^{2y6m}**
31. **Initiates interactions with a peer (19)**
32. Shows an interest in the conversations of peers
33. **Plays with peers with adult assistance (20)**
34. Acts out an entire scene of a complex episode, such as preparing a meal
35. Participates in simple group activities (e.g., singing, clapping, dancing)
36. Talks to peers other than those in their inner circle
37. **Plays simple group games (21)**
38. **Uses a doll or another toy to act out a scene (22)**
39. **Acts out an imaginary role in play (23)^{3y}**

40. Follows caregiver and copies activity in play
41. Likes to dramatize in activities such as dress-up
42. **Shows preference for some friends over others (24)**
43. Forms a temporary attachment to one playmate
44. **Invites a peer to join an activity (25)**
45. **Plays cooperatively with some adult assistance (26)**
46. Has an imaginary friend
47. Exhibits silliness and a sense of humor in play with peers
48. **Prefers the companionship of peers to that of adults (27)^{3y6m}**
49. **Demonstrates willingness to share and take turns (28)**
50. Stops a play activity on request
51. Has several friends
52. **Engages in coordinated pretend play with peers (29)**
53. **Uses one object to represent another in play (30)^{4y}**
54. **Plays cooperatively with peers in a small group (31)**
55. **Plays games that have rules (32)**
56. Identifies a peer as a best friend
57. **Plays cooperatively in large-group games (33)^{6y}**
58. **Values friendship (34)**
59. **Works together with peers to adapt play activities (35)^{7y}**

H-4C COOPERATION AND LIVING IN COMMUNITY

See pages 263–265 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in H-4 Cooperation and Living in Community.

- ^{18m} 1. Helps do a simple household task
2. **Proudly helps put things away (1)**
3. **Takes pleasure in doing simple favors for others (2)** ^{2y6m}
4. Responds to and imitates adults
5. Uses words to make requests
6. **Responds well to directions from adults (3)**
7. **Demonstrates satisfaction from doing things with others (4)**
8. **Gives as well as takes (5)**
9. **Responds to a greeting (6)**
10. Usually cooperates with adult requests
11. Says or signs *please*
12. Acknowledges compliments or service by saying or signing *thank you*
13. **Engages in back-and-forth conversations initiated by others (7)**
14. Engages in simple group activities
15. **Volunteers to help a peer without prompting (8)**
16. Begins to take another's perspective
17. **Refuses something unwanted in a polite way (9)**
18. **Participates cooperatively in group activities (10)**
19. Helps with tasks, such as setting the table
20. Changes behavior in different contexts or locations
21. **Asks for permission when necessary (11)**
22. Refrains from physical aggression when angry, disappointed, or wishes are not met
23. **Follows classroom procedures and adapts to everyday routines (12)**
24. **Participates fairly when engaged in a small-group activity or project (13)** ^{3y6m}
25. **Cleans up and puts materials away independently (14)**
26. **Shares and takes turns voluntarily (15)**
27. **Offers an apology for an accident or a mistake (16)**
28. **Is truthful when sharing information with adults (17)**
29. **Is truthful when sharing information with peers (18)**
30. Accepts help from an adult
31. Refrains from interrupting others when they are talking
32. Refrains from hitting, pushing, or kicking others when waiting in line
33. **Accepts feedback or correction from an adult (19)**
34. **Accepts feedback or correction from a peer (20)**
35. **Demonstrates resilience by accepting disappointment or failure (21)** ^{5y6m}
36. Listens attentively when asked to do so
37. **Reacts to conflict with self-control (22)**
38. Asks for help when needed in performing a task only after making a reasonable attempt to perform it
39. **Works cooperatively to solve problems (23)**
40. **Follows conversation norms (24)**
41. **Responds to a disappointment or failure with self-control (25)** ^{6y6m}