

# 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.

## I-1C SELF-AWARENESS AND SELF-EFFICACY

See pages 273–275 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in I-1 Self-Awareness and Self-Efficacy.

- <sup>2m</sup> 1. Repeats an accidental action that brings pleasure or satisfaction <sup>4m</sup>
2. **Smiles at mirror image (1)**
3. **Acknowledges mirror image (2)** <sup>6m</sup>
4. **Indicates food preferences (3)**
5. Responds playfully to own mirror image
6. Understands and responds to name
7. **Expresses emotions such as joy, fear, anger, and surprise (4)** <sup>9m</sup>
8. **Indicates toy preferences (5)** <sup>12m</sup>
9. Refers to self by name
10. Recognizes the difference between others and self
11. Recognizes self in a mirror or a picture
12. **Displays a strong sense of ownership (6)** <sup>2y</sup>
13. Refers to self by a pronoun (e.g., *Me do it*)
14. Recognizes when a rule has been broken
15. Demonstrates understanding of words that describe feelings and emotions
16. **Shows pride in new accomplishments (7)**
17. **Shares emotional state with adults when happy (8)**
18. **Shares emotional state with adults when sad or upset (9)**
19. **Expresses a desire for control over decisions (10)**
20. **Talks briefly about what they are doing (11)** <sup>3y</sup>
21. **Identifies a favorite in a specific category (12)**
22. **Advocates for autonomy and independence (13)**
23. **Recognizes impact of own behavior (14)**
24. **Demonstrates self-confidence (15)**
25. Avoids danger
26. Identifies what they want to be when they grow up
27. **Accurately compares own preferences with those of others (16)** <sup>4y</sup>
28. **Describes instances of own behavior leading to negative outcomes (17)**
29. **Describes instances of own behavior leading to positive outcomes (18)**
30. **Demonstrates satisfaction and comfort with self (19)** <sup>5y</sup>
31. **Identifies important aspects of own identity (20)**
32. **Describes own abilities and strengths (21)**
33. **Accurately compares own abilities with those of others (22)**

34. **Describes own thinking or thought process (23)**
35. Identifies a self-control strategy that works for them
36. Describes personal needs for social comfort
37. **Retroactively explains a problem-solving strategy (24)**<sup>6y6m</sup>

## I-2C SELF-MANAGEMENT

See pages 276–277 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in I-2 Self-Management.

- <sup>2y6m</sup>1. Says or signs *please* and *thank you* when reminded
2. Separates from parent or caregiver without getting upset
3. Demonstrates understanding of the benefits of cooperation
4. **Follows rules for managing behavior in familiar settings (1)**
5. **Regains control with support after an emotional episode (2)**<sup>3y</sup>
6. Controls physical aggression in response to strong emotions or unmet needs
7. **Maintains interest when reading with an adult (3)**
8. **Demonstrates awareness of desirable behaviors in self (4)**
9. **Engages in a chosen activity for at least five minutes (5)**
10. **Demonstrates self-control in response to frustration (6)**
11. **Adapts to changes in the environment (7)**
12. **Adapts to changes in routines and activities with flexibility (8)**<sup>3y6m</sup>
13. Cleans up toys when asked
14. **Maintains interest when engaged in a small-group activity or project (9)**
15. **Regulates negative emotions during activities (10)**
16. **Listens and takes feedback well (11)**<sup>4y6m</sup>
17. **Willingly follows class rules (12)**
18. **Willingly participates in class activities (13)**
19. **Adjusts behavior in different environments (14)**<sup>5y</sup>
20. **Remains at a task until it is time to quit or transition (15)**
21. **Transitions smoothly from one activity to another (16)**
22. **Has effective self-control strategies to cope with distress (17)**
23. **Works on a small-group activity or project for an extended period (18)**
24. Effectively uses a self-control strategy that works for them<sup>6y6m</sup>