

Comprehensive Skill Sequence

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.

G-2C KNOWS PERSONAL INFORMATION

See pages 241–242 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in G-2 Knows Personal Information.

- ^{2y} 1. **Knows first name (1)** ^{2y6m}
2. **Knows age (2)** ^{4y}
3. **Knows last name (3)** ^{4y6m}
4. **Knows the names of siblings (4)**
5. **Knows the name of parent/caregiver (5)** ^{5y6m}
6. **Knows birthday (month and day) (6)** ^{6y6m}
7. Knows the name of babysitter/childcare provider
8. **Knows the name of city/town (7)**
9. Knows the name of the school they attend
10. Knows the name of teacher(s)
11. **Knows telephone number of parent/caregiver (8)**
12. Knows bus number/name of bus driver
13. **Knows address (9)**
14. Knows year of birth
15. Knows where parent(s)/caregiver(s) work ^{7y11m}

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.

G-7S HOUSEHOLD CHORES

- ^{12m} 1. Remembers where objects are kept or belong^{2y}
2. Imitates housework
3. Hangs up jacket on a peg, hook, or rack
4. Helps put things away^{3y}
5. Wipes up spills
6. Puts away toys with assistance^{4y}
7. Places dirty clothes in a hamper
8. Helps with making or cleaning up a meal^{5y}
9. Puts clothing on a hanger
10. Cleans up independently after a task, such as playing or eating^{6y}
11. Uses a broom and dustpan correctly
12. Makes the bed
13. Folds clean clothes and puts them in the correct place
14. Does assigned chores independently^{7y}

G-8S CLASSROOM CHORES

- ^{4y} 1. Returns a chair to the table after an activity
2. Returns materials and toys to the proper place after use^{5y}
3. Hands out materials when requested
4. Collects materials when requested
5. Cleans up after a snack^{6y}
6. Tidies up own desk or work area^{7y}

G-9S SAFETY

- ^{15m} 1. Understands hot things are dangerous
2. Is cautious about heights
3. Is cautious about pulling things over on self (e.g., pulling on a cable or cord to a lamp or computer)^{2y}
4. Is careful when opening and closing doors
5. Is careful not to use eating utensils in a dangerous manner^{3y}
6. Is cautious on slippery walking surfaces (e.g., wet steps, icy sidewalk)
7. Walks consistently on the sidewalk
8. Does not play with electrical plugs or turn on unpermitted electrical appliances, therefore avoiding electrical hazards^{4y}
9. Is cautious when near the street
10. Stays in a designated area/location when necessary^{5y}
11. Crosses the street safely (i.e., looks both ways, crosses at the crosswalk)
12. Demonstrates understanding that it is unsafe to accept rides, food, or money from strangers^{6y}
13. Knows how to make an emergency phone call to 911^{7y}

G-10S KNOWS WHAT COMMUNITY LOCATIONS ARE FOR

- ^{5y} 1. Knows where to go when sick
- 2. Knows how or where to get food
- 3. Knows how or where food is grown
- 4. Knows how or where to get clothes
- 5. Knows how or where to get medicine
- 6. Knows how or where to get books
- 7. Knows how or where to get stamps or mail
- 8. Knows how or where to wash clothes^{7y}

G-11S KNOWS WHAT COMMUNITY HELPERS DO

- ^{5y} 1. Knows what doctors and nurses do
- 2. Knows what teachers do
- 3. Knows what firefighters do
- 4. Knows what police officers do
- 5. Knows what librarians do
- 6. Knows what mail carriers do
- 7. Knows what dentists do
- 8. Knows what bus drivers do
- 9. Knows what lifeguards do
- 10. Knows what farmers do
- 11. Knows what paramedics do
- 12. Knows what veterinarians do^{7y}