

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.

D-1C GENERAL EXPRESSIVE LANGUAGE SKILLS

See pages 105–112 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in D-1 General Expressive Language Skills.

- ^{0m} 1. Makes facial expression when a bell rings or a sudden noise is made
2. **Makes sounds other than crying (1)**
3. Makes sucking sound
4. Has a differentiated crying pattern and intensity when hungry, sleepy, or in pain
5. **Makes varied sounds (2)^{2m}**
6. Alternates eye gaze between objects and people (three-point eye gaze)
7. Responds with a social smile
8. Makes two different vowel sounds
9. **Coos and gurgles (3)**
10. **Laughs out loud (4)**
11. **Has a strong cry (5)**
12. **Vocalizes when talked to (6)^{4m}**
13. Imitates adult intonation in vocal play; raises and drops voice as if making a statement or asking a question
14. Makes two different consonant sounds
15. Reaches with hand open
16. **Makes "raspberries" (7)**
17. **Squeals (8)**
18. **Babbles, making varying consonant sounds (9)**
19. **Takes turns "talking" to a responsive adult (10)**
20. **Makes singing sounds (11)^{6m}**
21. **Vocalizes spontaneously at others (12)**
22. **Repeatedly murmurs single syllables (13)**
23. **Begins canonical babbling (strings of consonant-vowel [CV] combinations) (14)**
24. Uses voice to express joy and displeasure
25. **Gestures to communicate preferences when given two choices (15)**
26. **Initiates a play routine with a responsive adult (16)**
27. **Gestures to make wishes known (17)^{9m}**
28. Expresses anger and distress when toy is taken away
29. Points index finger at objects of interest
30. **"Talks" to objects (18)**
31. Reaches to be picked up
32. **Imitates nonspeech sounds (19)**
33. **Holds up objects to communicate (20)**
34. **Vocalizes to gain attention (21)**
35. Shows and seeks affection
36. **Uses a variety of consonant sounds (22)^{12m}**
37. **Babbles, making varying sounds and using intonation that sounds like talking (23)**

38. Pushes away
39. Uses conventional gestures: eye gaze, reach, push away, give, show, distal point
40. **Points to an object to draw an adult's attention to it (24)**
41. **Uses a sound or gesture for *more* (25)**
42. **Imitates sounds or words (26)**
43. Uses gesture combinations: eye gaze and gesture; vocalizations and gesture
44. Uses gestures intentionally to ask about meaning or indicate reference (e.g., indicating size of an object by holding arms apart)
45. **Initiates communication at least one time per minute (27)**
46. **Waves *bye-bye* (28)**
47. Uses consistent word-like utterances to refer to specific objects
48. **Uses rising intonation of vocalizations to ask questions when babbling (29)**
49. **Nods head for *yes* (30)**
50. Says or signs one word
51. **Says or signs basic family role names with meaning (31)**
52. Says or signs two words
53. **Says or signs meaningful words other than basic family role names (32)**
54. Uses a single word in combination with a gesture to ask for objects^{15m}
55. **Imitates talking with some meaningful words (33)**
56. **Answers simple questions using gestures and/or vocalizations (34)**
57. **Combines gestures and utterances to make wishes known (35)**
58. **Has an expressive vocabulary of five or more words (36)**
59. **Calls at least one person by name (37)**
60. **Responds with *yes* or *no* to questions regarding wants or needs (38)**
61. **Repeats phrases (39)^{18m}**
62. Has an expressive vocabulary of at least six words
63. Responds appropriately to questions involving choices (e.g., *Do you want a cracker or an apple?*)
64. Uses abbreviated or telescopic sentences
65. **Uses the word *no* to indicate refusal (40)**
66. **Combines two or more words to make a meaningful utterance (41)**
67. **Has an expressive vocabulary of twenty-five or more words (42)**
68. Asks for water when thirsty
69. **Asks for food when hungry (43)**
70. **Refers to self (44)**
71. **Communicates two or more times per minute (45)^{2y}**
72. Refers to self by pronoun (e.g., *me do*)
73. Uses article before noun (e.g., *the dog, a cat*)
74. **Uses subject-action phrases (46)**
75. **Uses subject-object phrases (47)**
76. **Uses action-object phrases (48)**
77. **Uses the personal pronouns *I* and *me* (49)^{2y6m}**
78. **Uses words ending in *s* to indicate more than one (50)**
79. **Communicates toileting needs (51)**
80. Produces all vowels clearly
81. Includes all initial consonants
82. Produces diverse and complex syllables
83. Imitates three-syllable words
84. Uses the words *no* and *not* in combination with other words
85. Has an expressive vocabulary of at least two hundred words
86. Asks for another (e.g., *one more cracker*)
87. Sings phrases of songs (not necessarily on pitch)
88. Uses facial expressions, gestures, and body movements for communication
89. **Uses the prepositions *in* and *on* (52)**
90. **Uses the words *my* and *mine* to indicate possession (53)**
91. **Uses past tense (54)**
92. **Asks simple questions (55)**
93. **Communicates five or more times per minute (56)^{3y}**
94. **Uses words with the suffix *-ing* (57)**
95. **Combines three or more words to make a meaningful utterance (58)**
96. Talks briefly about what they are doing
97. Imitates adult phrase heard on previous occasion

98. **Responds to simple yes or no questions related to visual information (59)**
99. **Uses possessive nouns (60)**
100. Has expressive vocabulary of at least four hundred words
101. Shows frustration if not understood
102. Enjoys communicating with friends and family at a distance (e.g., by voice or video calls), but may not sustain long conversations
103. Uses adjectives (e.g., *blue, pretty, new*)
104. Tells about actions happening in a picture (on request)
105. **Asks what questions (61)**
106. **Asks where questions (62)**
107. Enjoys saying rhyming words
108. Shows interest in conversations of others
109. Asks questions frequently
110. **Asks why questions (63)**
111. **Uses pronouns to refer to others (64)**
112. Uses quantifiers (e.g., *some, a lot, all, one*)
113. Uses words to make requests
114. Responds to and makes verbal greetings
115. Delivers one-part verbal messages
116. Answers *whose* questions
117. **Uses simple sentences with pronouns (65)**
118. **Answers who questions (66)**
119. **Uses negative phrases (67)**
120. Understands relationship expressed by *if, then, or because* sentences
121. Recites some nursery rhymes
122. Uses expanded noun phrases (e.g., *the big brown dog*)
123. **Answers where questions (68)**
124. Repeats most three-syllable words of appropriate comprehension level (e.g., *elephant, dinosaur, pineapple*)
125. **Asks when questions (69)**
126. Answers *how many* questions for quantities of one and two
127. Says or signs the word *please* appropriately
128. Acknowledges compliments/service (e.g., says or signs *thank you*)
129. **Asks how questions (70)**
130. **Uses prepositions other than in and on (71)**
131. **Uses possessive pronouns other than my and mine (72)**
132. **Answers why questions (73)**
133. **Uses irregular plural nouns (74)**
134. **Participates in a conversation by taking turns (75)**
135. Uses the words *can, may, might, will, would, and could*
136. Uses the words/phrases *today, last night, and tonight* accurately
137. Uses third-person present tense verbs (e.g., *runs, catches, plays*)^{4y}
138. **Uses some conjunctions (76)**
139. Incorporates verbal directions into play activities
140. **Defines simple words (77)**
141. Repeats most four-syllable words of appropriate comprehension level (e.g., *helicopter, alligator, thermometer*)
142. Uses the words *morning* and *afternoon* accurately
143. Says or signs *Excuse me* to interrupt politely
144. Creates pairs/groups of rhyming words, perhaps including their own made-up nonsense words
145. Says or makes up words having a similar sound
146. Delivers two-part message
147. **Asks for definitions of words (78)**
148. Seeks detailed explanations with frequent use of *why*
149. Knows names of basic geometric shapes
150. **Describes differences (79)**
151. **Describes similarities (80)**
152. **Answers when questions (81)**
153. **Combines five or more words to make a meaningful utterance (82)**^{5y}
154. **Relates an experience of three or more events with some understanding of sequence (83)**
155. **Exhibits reciprocity and maintains the topic of a conversation (84)**
156. Comprehends multiple meanings of simple words (e.g., *can, roll, saw, bark*)
157. **Uses words related to sequence (85)**
158. Asks serious questions and wants honest answers

159. Tells weather conditions (e.g., *rainy, sunny, hot, cold, windy, stormy, cloudy*)
160. Uses language assertively
161. **Uses the words *tomorrow* and *yesterday* (86)**
162. Enjoys jokes and riddles
163. Uses the phrases *tomorrow night, day after tomorrow, day before, and day before yesterday* accurately
164. Uses the phrases *last week* and *next week* accurately ^{6y}
165. **Verbally shares experiences or items with a group of peers (87)**
166. Uses the phrases *last year* and *next year* accurately
167. Names the days of the week ^{7y}

D-3C NAMES PARTS OF THE BODY

See page 121 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in D-3 Names Parts of the Body.

- | | |
|---------------------------------|----------------------------|
| ^{2y} 1. eyes | 24. ankles |
| 2. nose | 25. heels |
| 3. mouth | 26. wrists |
| 4. hair | 27. eyebrows |
| 5. feet | 28. eyelashes |
| 6. ears | 29. lips ^{6y6m} |
| 7. head ^{2y6m} | 30. waist |
| 8. teeth | 31. gums |
| 9. fingers | 32. forehead |
| 10. arms ^{3y6m} | 33. nostrils |
| 11. toes | 34. palms |
| 12. hands | 35. thighs |
| 13. back | 36. fingernails |
| 14. tongue | 37. jaw |
| 15. legs | 38. hips |
| 16. neck | 39. stomach |
| 17. knees ^{4y} | 40. heart |
| 18. thumbs | 41. ribs ^{7y6m} |
| 19. chin ^{5y6m} | 42. lungs |
| 20. cheek | 43. earlobes |
| 21. shoulders | 44. armpits |
| 22. elbows | 45. shins ^{7y11m} |
| 23. chest | |

Supplemental Skill Sequence

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.

D-10S SINGING

This assessment may be made informally by parent/caregiver interview or by observing the student participating in music or singing activities such as the following:

- music listening
- programs such as sing-alongs
- singing (music) period at school

Demonstrate and encourage the student to perform the singing skills if needed. When assessing a student through performance, focus on the student's enjoyment of and engagement with the music, regardless of singing skills such as accurate rhythm and pitch.

If the assessment is done by parent/caregiver interview, as a general lead question,

**Ask: What are some of the reactions _____ has to songs or music?
Does _____ listen to music and/or sing?**

- ^{6m}1. Uses intonation in voice (the voice rising and falling) ^{12m}
2. Listens to music and rhymes
3. Hums spontaneously and sings syllables ^{2y}
4. Sings along with music, though words may be incoherent
5. Enjoys repetition of familiar songs ^{2y6m}
6. Sings along with music using coherent words
7. Sings parts of songs spontaneously ^{3y}
8. Sings a song
9. Participates in chants and singing games, such as jump-rope chants and rhythmic clapping songs
10. Knows a few songs well ^{4y}
11. Responds to the mood of music, perhaps with movements or facial expressions ^{5y}