

Milestones Assessment: LEVEL I (0-18 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

MAND

TOTAL SCORE:

| ASSESSMENT | | | |
|----------------------|----------------------|----------------------|----------------------|
| 1ST | 2ND | 3RD | 4TH |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Does the child use words, signs, or pictures to ask for desired items or activities?

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., cracker, book) (E)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2. Emits 4 different mands without prompts (except *What do you want?*) — the desired item can be present (e.g., music, slinky, ball) (T)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands bubbles from mom and dad, inside and outside, a red bottle and a blue bottle) (E)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

5. Emits 10 different mands without prompts (except, *What do you want?*) — the desired item can be present (e.g., apple, swing, car, juice) (E)

Comments/notes:

TACT

TOTAL SCORE:

| ASSESSMENT | | | |
|----------------------|----------------------|----------------------|----------------------|
| 1ST | 2ND | 3RD | 4TH |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Does the child tact people, objects, body parts, or pictures?

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

1. Tacts 2 reinforcing items (e.g., people, pets, characters, or favorite objects) (T)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2. Tacts any 4 items (e.g., people, pets, characters, or other objects) (T)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3. Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) (T)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4. Spontaneously tacts (no verbal prompts) 2 different items (O)

| 1ST | 2ND | 3RD | 4TH |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) (T)

Comments/notes:

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LISTENER RESPONDING

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child attend to and respond to the words spoken by others?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

1. Attends to a speaker's voice by orienting toward the speaker 5 times (E)
2. Responds to hearing his own name 5 times (e.g., looks at the speaker) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

3. Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., Where's Elmo? Where's mommy?) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

4. Performs 4 different motor actions on command, without a visual prompt (e.g., Can you jump? Show me clapping.) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

5. Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., Show me cat. Touch shoe.) (T)

Comments/notes:

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child attend to and respond to visual stimuli and match objects or pictures?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

1. Visually tracks moving stimuli for 2 seconds, 5 times (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

2. Grasps small objects with thumb, index finger, and middle finger (pincer grasp) 5 times (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

3. Visually attends to a toy or book for 30 seconds (not a self-stim item) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

4. Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

5. Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) (E)

Comments/notes:

Milestones Assessment: LEVEL I (0-18 MONTHS)

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INDEPENDENT PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child engage in independent play behavior that is automatically reinforcing?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) (TO: 30 min.)

Comments/notes:

SOCIAL BEHAVIOR AND SOCIAL PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child attend to others and attempt to socially engage others?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Visually tracks and shows interest in people's movement at least 5 times (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Spontaneously looks (glances) at other children 5 times (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

- Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) (TO: 30 min.)

Comments/notes:

Milestones Assessment: LEVEL I (0-18 MONTHS)

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MOTOR IMITATION

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child imitate the actions of other people?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

1. Imitates 2 gross motor movements when prompted with, *Do this* (e.g., clapping, raising arms) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

2. Imitates 4 gross motor movements when prompted with, *Do this* (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

3. Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

4. Spontaneously imitates the motor behaviors of others on 5 occasions (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

5. Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) (T)

Comments/notes:

ECHOIC

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child immediately repeat (echo) vowel and consonant phonemes, singly and in combinations?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

1. Scores at least 2 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

2. Scores at least 5 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

3. Tacts 6 non-reinforcing items (e.g., 3. Scores at least 10 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
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4. Scores at least 15 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
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5. Scores at least 25 on the EESA subtest (at least 20 from group I) (T)

Raw Score:

Comments/notes:

Milestones Assessment: LEVEL I (0-18 MONTHS)

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SPONTANEOUS VOCAL BEHAVIOR

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

How often does the child spontaneously vocalize, and what is the nature of the vocalizations?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

1. Spontaneously emits an average of 5 sounds each hour (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

2. Spontaneously emits 5 different sounds, averaging 10 total sounds each hour (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

3. Spontaneously emits 10 different sounds with varying intonations, averaging 25 total sounds each hour (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

4. Spontaneously emits 5 different whole word approximations (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

5. Spontaneously vocalizes 15 whole words or phrases with appropriate intonation and rhythm (TO: 60 min.)

Comments/notes:

Milestones Assessment: LEVEL 2 (18-30 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

MAND

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child demonstrate frequent and spontaneous manding primarily controlled by motivation (MOs)?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
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| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

- Mands for 20 different missing items without prompts (except, e.g., *What do you need?*) (e.g., mands for paper when given a crayon) (E)
- Mands for others to emit 5 different actions or missing actions needed to enjoy a desired activity (e.g., *open* to get outside, *push* when on a swing) (E)
- Emits 5 different mands that contain 2 or more words (not including, *I want*) (e.g., *Go fast. My turn. Pour juice.*) (TO: 60 min.)
- Spontaneously emits 15 different mands (e.g., *Let's play. Open. I want book.*) (TO: 30 min.)
- Emits 10 new mands without specific training (e.g., spontaneously says *Where kitty go?* without formal mand training) (O)

Comments/notes:

TACT

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child tact nouns and verbs?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

- Tacts 25 items when asked, *What's that?* (e.g., *book, shoe, car, dog, hat*) (T)
- Generalizes tacts across 3 examples of 50 items, tested or from a list of known generalizations (e.g., tacts 3 different cars) (T)
- Tacts 10 actions when asked, for example, *What am I doing?* (e.g., *jumping, sleeping, eating*) (T)
- Tacts 50 two-component verb-noun or noun-verb combinations, tested or from a list of known two-component tacts (e.g., *washing face, Joe swinging, baby sleeping*) (T)
- Tacts a total of 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts (T)

Comments/notes:

Milestones Assessment: LEVEL 2 (18-30 MONTHS)

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LISTENER RESPONDING

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Is the child acquiring more advanced listener skills?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., *Find cat. Touch ball.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Performs 10 specific motor actions on command (e.g., *Show me clapping. Can you hop?*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Follows 50 two-component noun-verb and/or verb-noun instructions (e.g., *Show me the baby sleeping. Push the swing.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words (T)

Comments/notes:

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child match identical and non-identical objects and pictures?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Matches identical objects or pictures in a messy array of 6, for 25 items (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Sorts similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, pig, and pony) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (e.g., matches a Ford truck to a Toyota truck) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items (T)

Comments/notes:

Milestones Assessment: LEVEL 2 (18-30 MONTHS)

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INDEPENDENT PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child engage in independent play behavior that is automatically reinforcing?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Assembles toys that have multiple parts for 5 different sets of materials (e.g., Mr. Potato Head, Little People sets, Cooties bugs, Kid K' Nex) (O)

Comments/notes:

SOCIAL BEHAVIOR AND SOCIAL PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child spontaneously participate in activities with other children and spontaneously verbally interact with them?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Initiates a physical interaction with a peer 2 times (e.g., a push in a wagon, hand holding, Ring Around the Rosy) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Spontaneously mands to peers 5 times (e.g., *My turn. Push me. Look! Come on.*) (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement (e.g., cooperatively setting up a play set, water play) (TO: 30 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Spontaneously responds to the mands from peers 5 times (e.g., *Pull me in the wagon. I want the train.*) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Spontaneously mands to peers to participate in games, social play, etc., 2 times (e.g., *Come on you guys. Let's dig a hole.*) (TO: 60 min.)

Comments/notes:

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MOTOR IMITATION

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child imitate the actions of other people?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drum-stick from an array also containing a horn and a bell, and imitates an adult's drumming) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Mandates for others to emit 5 different actions or missing actions needed to enjoy a desired activity (e.g., *open* to get outside, *push* when on a swing) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Imitates 10 different three-component sequences of actions when prompted, *Do this* (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib, and rock the crib) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") (T)

Comments/notes:

ECHOIC

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child immediately repeat (echo) specific words and phrases?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Scores at least 50 on the EESA subtest (at least 20 from Group 2) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Scores at least 60 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Scores at least 70 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Scores at least 80 on the EESA subtest (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Scores at least 90 on the EESA subtest (at least 10 from Groups 4 and 5) (T)

Raw Score:

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments/notes:

Milestones Assessment: LEVEL 2 (18-30 MONTHS)

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LISTENER RESPONDING BY FUNCTION, FEATURE, AND CLASS (LRFFC)

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

TOTAL SCORE:

Does the child understand as a listener words that describe or modify nouns and verbs by their functions, features, or classes?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Selects an animal or object from an array of 3, for 5 different sounds made by the corresponding items (e.g., *Meow says a...*, *Toot, toot goes the...*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Selects 5 different foods or drinks when each is presented in an array of 5 (along with 4 non-food or non-drink items) and asked the verbal fill-ins *You eat...* and *You drink...* (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Selects the correct item from an array of 8, for 25 different LRFFC fill-in statements of any type (e.g., *You sit on a...*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Selects the correct item from an array of 10 (or from a book), for 25 different verb-noun LRFFC *what*, *which*, or *who* questions (e.g., *What do you ride?* *Which one barks?* *Who can hop?*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Spontaneously tact the item on 50% of the LRFFC trials (e.g., says *dog* given the verbal statement, *Find an animal*, and a visual array containing a picture of a dog) (E)

Comments/notes:

INTRAPERSONAL

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child verbally respond to the content of the words of others?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Provides first name when asked, *What is your name?* (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., *You eat... You sleep in a...* *Shoes and...*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Answers 25 different *what* questions (e.g., *What do you like to eat?*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Answers 25 different *who* or *where* questions (e.g., *Whose your friend?* *Where is your pillow?*) (T)

Comments/notes:

Milestones Assessment: LEVEL 2 (18-30 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

CLASSROOM ROUTINES AND GROUP SKILLS

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child follow the daily routines in a classroom and appropriately participate in group activities, and respond in a group-teaching format?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. Sits at a group snack or lunch table without negative behavior for 3 minutes (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Puts away personal items, lines up, and comes to a table with only 1 verbal prompt (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Transitions between classroom activities with no more than 1 gestural or verbal prompt (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs (O)

Comments/notes:

LINGUISTIC STRUCTURE

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Is the child's articulation becoming clearer? Is his speaker and listener vocabulary growing, and is he beginning to emit more 2 and 3 word phrases and sentences?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

6. The child's articulation of 10 tact can be understood by familiar adults who cannot see the item tacted (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

7. Has a total listener vocabulary of 100 words (e.g., Touch nose. Jump. Find keys.) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

8. Emits 10 different 2-word utterances per day of any type except echoic (e.g., mand, tact) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

9. Emits functional prosody (i.e., rhythm, stress, intonation) on 5 occasions in one day (e.g., puts emphasis or stress on certain words such as, It's MINE!) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

10. Has a total speaker vocabulary size of 300 words (all verbal operants, except echoic) (E)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

MAND

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child mand for information, mand with different parts of speech, and give directions to others?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Spontaneously mands for different verbal information using a WH question word 5 times (e.g., *What's your name? Where do I go?*) (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., *Please stop pushing me. No thank you. Excuse me, can you move?*) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Mand with 10 different adjectives, prepositions, or adverbs (e.g., *My crayon is broken. Don't take it out. Go fast.*) (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., *You put the glue on first, then stick it. You sit here while I get a book.*) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Mand for others to attend to his own intraverbal behavior 5 times (e.g., *Listen to me... I'll tell you... Here's what happened... I'm telling the story...*) (O)

Comments/notes:

TACT

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child emit a wide variety of tacts, and do they contain several different parts of speech?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., *What color is the refrigerator? What shape is the valentine? What do you do with the ball?*) (This is part tact and part intraverbal.) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Tacts 4 different prepositions (e.g., *in, out, on, under*) and 4 pronouns (e.g., *I, you, me, mine*) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Tacts 4 different adjectives, excluding colors and shapes (e.g., *big, little, long, short*) and 4 adverbs (e.g., *fast, slow, quietly, gently*) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Tacts with complete sentences containing 4 or more words, 20 times (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Has a tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts (T)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

LISTENER RESPONDING

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child understand complex words and sentences involving the different parts of speech?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., *Find the red car. Find the square cracker.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Follows 2 instructions involving 6 different prepositions (e.g., *Stand behind the chair.*) and 4 different pronouns (e.g., *Touch my ear.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., *big-little, long-short*) and demonstrates actions based on 4 pairs of relative adverbs (e.g., *quiet-loud, fast-slow*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Follows 3-step directions for 10 different directions (e.g., *Get your coat, hang it up, and sit down.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words (T)

Comments/notes:

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child complete complex designs, patterns, and sequences?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle..) (T)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

INDEPENDENT PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child spontaneously engage in independent play that is automatically reinforcing?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers) (O)

Comments/notes:

SOCIAL BEHAVIOR AND SOCIAL PLAY

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child spontaneously engage in play and reciprocal verbal interactions with peers?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Spontaneously cooperates with a peer to accomplish a specific outcome 5 times (e.g., one child holds a bucket while the other pours in water) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Spontaneously mands to peers with a WH question 5 times (e.g., Where are you going? What's that? Who are you being?) (TO: 60 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Intraverbally responds to 5 different questions or statements from peers (e.g., verbally responds to What do you want to play?) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Engages in pretend social play activities with peers for 5 minutes without adult prompts (e.g., dress up play, acting out videos, playing house) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Engages in 4 verbal exchanges on 1 topic with peers for 5 topics (e.g., the children go back and forth talking about making a creek in a sandbox) (O)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

READING

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child show interest in words and books, tact and LD letters, and read and comprehend a few words?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Attends to a book when a story is being read to him for 75% of the time (TO: 3 min.)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Tacts 10 uppercase letters on command (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Reads his own name (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word *bird* to a picture of a bird) (T)

Comments/notes:

WRITING

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child draw, copy letters and numbers, and independently write his name?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Independently traces within 1/4 inch of the lines of 5 different geometrical shapes (e.g., circle, square, triangle, rectangle, star) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Copies 10 letters or numbers legibly (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Legibly spells and writes his own name without copying (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Copies all 26 upper and lower case letters legibly (T)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

LISTENER RESPONDING BY FUNCTION, FEATURE, AND CLASS (LRFFC)

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child understand as a listener multiple words that describe or modify nouns and verbs by their functions, features, or classes?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks (T)
12. Selects items from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 LRFFC tasks (e.g., *Do you see a brown animal? Can you find some clothing with buttons?*) (T)
13. Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g., verb, adjective, preposition, pronoun), for 25 WH question LRFFC tasks (e.g., *Which fruit grows on trees?*) (T)
14. Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (*Where does the cow live? What does the cow eat? Who milks the cow?*) for 25 different topics (T)
15. Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses (T)

INTRAPERSONAL

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

Does the child verbally respond to the content of the words of others?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Spontaneously emits 20 intraverbal comments (can be part mand) (e.g., Dad says, *I'm going to the car*, and the child spontaneously says, *I want to go for a ride!*) (O)
12. Demonstrates 300 different intraverbal responses, tested or obtained from an accumulated list of known intraverbals (T)
13. Answers 2 questions after being read short passages (15+ words) from books, for 25 passages (e.g., *Who blew the house down?*) (T)
14. Describes 25 different events, videos, stories, etc. with 8+ words (e.g., *Tell me what happened... The big monster scared everybody and they all ran into the house.*) (E)
15. Answers 4 different rotating WH questions about a single topic for 10 topics (e.g., *Who takes you to school? Where do you go to school? What do you take to school?*) (T)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

CLASSROOM ROUTINES AND GROUP SKILLS

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child follow classroom routines and learn in a group-teaching format?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

11. Uses the toilet and washes hands with only verbal prompts (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

12. Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g., *Everybody stand up. Does anyone have a red shirt on?*) (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

13. Works independently for 5 minutes in a group, and stays on task for 50% of the period (O)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

14. Acquires 2 new behaviors during a 15-minute group-teaching format involving 5 or more children (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

15. Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions (T)

Comments/notes:

MATH

TOTAL SCORE:

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |

Does the child demonstrate beginning math skills involving numbers, quantities, counting, and measurement? (Note: Related beginning geometry skills, such as shapes, are assessed in other sections)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

11. Identifies as a listener the numbers 1-5 in an array of 5 different numbers (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

12. Tacts the numbers 1-5 (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

13. Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., *Give me 4 cars. Now give me 2 cars.*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

14. Identifies as a listener 8 different comparisons involving measurement (e.g., *show me more or less, big or little, long or short, full or empty, loud or quiet*) (T)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
|-----|-----|-----|-----|

15. Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) (T)

Comments/notes:

Milestones Assessment: LEVEL 3 (30-48 MONTHS)

(T) = Direct testing; (O) = Observation; (E) = Either testing or observation; (TO) = Timed observation

LINGUISTIC STRUCTURE

| ASSESSMENT | | | |
|------------|-----|-----|-----|
| 1ST | 2ND | 3RD | 4TH |
| | | | |

TOTAL SCORE:

Is the child emitting more complex syntax and language structure demonstrated by correct grammatical use of plurals, possession, tense markers, and noun and verb modifiers?

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

11. Emits noun inflections by combining 10 root nouns with suffixes for plurals (e.g., dog vs. dogs) and 10 root nouns with suffixes for possessions (e.g., dog's collar vs. cat's collar) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

12. Emits verb inflections by combining 10 root verbs with affixes for regular past tense (e.g., played) and 10 root verbs with affixes for future tense (e.g., will play) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

13. Emits 10 different noun phrases containing at least 3 words, with 2 modifiers (e.g., adjectives, prepositions, pronouns) (e.g., He's my puppet. I want chocolate ice cream.) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

14. Emits 10 different verb phrases containing at least 3 words, with 2 modifiers (e.g., adverbs, prepositions, pronouns) (e.g., Push me hard. Go up the steps.) (E)

| 1ST | 2ND | 3RD | 4TH |
|-----|-----|-----|-----|
| | | | |

15. Combines noun and verb phrases to produce 10 different syntactically correct clauses or sentences containing at least 5 words (e.g., The dog licked my face.) (E)

Comments/notes: