

# O&M Assessment: Early Years of Birth through Three Years

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Name of Child: \_\_\_\_\_ DOB: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_ Dates: \_\_\_\_\_

*This tool should be completed by an O&M Specialist with the assistance of the child's caregivers and educational team. Team members should be familiar with the referenced assessment tools to best use this assessment. Indicators should be interpreted for their role in O&M-related concept and skill development.*

### **Instrument Legend**

Range: Indicates the age range (in months) when the Concept / Skill is typically observed  
 Status Score (+) = concept or skill observed  
 (-) = not observed

*Special Notes:* Some skills are not applicable (NA) to a child who is blind. Age ranges (in months) are provided as a general guideline, but care should be taken not to assign sighted age norms to the rate and sequence of the following concepts and skills.

**Visual Development:** Visual attending, oculomotor behaviors, functional visual acuity, and visual field. *Note: Visual-cognitive and eye-hand coordination behaviors can be found in the cognitive and fine motor sections. If a child is blind/significantly visually impaired, this section should not be completed.*

Concept / Skill	Range	Status	Comments
Visually inspects surroundings.	0-1 BSID		
Maintains fixation on objects or people of interest.	0-3 BSID		
Visual regard of one to three inch object.	1-3 BSID		
Visually recognizes caregiver.	2 BSID		
Eyes follow a horizontal excursion (180°) with a moving object.	2 BSID*		
Eyes follow a vertical excursion with a moving object.	2 BSID		
Eyes follow a moving object in a circular fashion.	2 BSID		
Make eye contact from one foot distance (or less).	2-3 HELP		
Maintains focus on object moving slowly toward face (convergence).	2-3 Atkinson		

Concept / Skill	Range	Status	Comments
Glances from one object to another (at near range).	3 BSID		
Fixates on object for three seconds.	3 BSID		
Attends to novel visual pattern.	3 BSID		
Maintains focus on an object moving slowly away from face.	4 Atkinson		
Sees 10 inch or large object from five feet or greater.	5-6 HELP		
Regards small pellet, cereal piece, or other very small item.	6 BSID		
Follows trajectory of a fast moving object.	6-8 HELP		
Recognizes face from seven feet or greater distance.	6-8 HELP*		
Shifts gaze from near one to one located farther away.	6-12 Atkinson		
Shows awareness of objects in right and left peripheral fields.	6-12 CCIT*		
Shows awareness of objects in upper and lower visual fields.	6-12 CCIT*		
Shows visual awareness of steps, drop offs (slows/stops movement).	18-30 CCP		

\* visual skills are also documented in medical research by Atkinson (2000), Glass (1993), and Sireteanu (1996).

**Auditory Development:** Auditory attending, localization (search for sound), and listening behaviors.

Concept / Skill	Range	Status	Comments
Responds to sound.	0-1 HELP		
Responds to voice	0-1 BSID.		
Startles to/awakes from a sudden or loud noise.	0-3 H & D		
Habituates to sound of rattle.	1 BSID		
Searches with eyes for sound. (NA)	1 BSID.		
Listens to voice for 30 seconds.	1-3 HELP		
Changes behavior in response to sounds in environments.	1-6 DOCS		
Smiles when someone speaks.	2 BSID		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Quiets when noise is presented.	3 CCIT		
Vocalizes when adults speaks.	3 BSID		
Awakens or quiets to caregiver's voice.	3-6 HELP		
Turns eyes and/or head to source of hidden voice.	3-7 HELP		
Turns head and searches for ear-level sound (in supine).	3 CCIT		
Turns eyes and head to search for sound location.	3-6 H & D		
Responds to caregiver's voice.	3-6 H & D		
Enjoys sound making toys (rattles).	3-6 H & D		
Turns head to sound of bell or rattle.	4 BSID		
Distinguishes between friendly and angry voices.	5.5-6.5 HELP		
Shows interest in sounds of objects.	5.5-8 HELP		
Turns head or reaches to ear-level sound (while in sitting).	6 CCIT		
Turns head or reaches directly to noisemaker at shoulder level.	6 CCIT		
Turns, attempts to find sounds outside visual field.	6-10 H & D		
Responds to telephone ringing and soft voices.	6-10 H & D		
Turns head and shoulders to find hidden sounds.	7-10 HELP		
Listens selectively to familiar words.	8-12 HELP		
Looks at or reaches for sound toy held at side/waist level.	9 CCIT		
Turns held or looks back and forth to two sounds.	9 CCIT		
Listens to speech without being distracted by other sources.	9-11 HELP		
Listens to simple verbal request without gestures.	9-14 HELP		
Turns to find sound behind self.	10-15 H & D		
Responds to sounds at significant distances	10-15 H & D		
Listens selectively to two familiar	11		

words.	BSID		
<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Responds to spoken request.	13 BSID		
Reaches for object after it no longer makes a noise.	15 CCIT		
Hears and responds when called from another room.	15-18 H & D		
Follows simple spoken directions.	15-18 H & D		
Finds now-quiet object at all levels where it had sounded	18 CCIT		
Identifies an outside sound (e.g. car) without seeing it.	18-24 DOCS		
Follows specific directions with doll items.	20-23 BSID		
Finds now-quiet object that has made noise in several places.	21 CCIT		

**Tactile Development:** Awareness and responsiveness to being touched and touching objects.

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Resists rough textured or cold surfaces.	Birth C-A		
Shows pleasure when touched and handled.	0-6 CCIT		
Enjoys warm baths.	1 C-A		
Explores objects with mouth.	3 CCIT		
Responds differently to warm/cold.	3 CCIT		
Responds differently to rough/smooth.	3 CCIT		
Localizing tactile stimulation on body or object touching body.	4-5 CCIT		
Permits soft, smooth textures to be rubbed on body parts.	6 C-A		
Responds to a “different” object in a group of similar objects.	9-12 CCIT		
Permits hands, feet, or body to be moved over unfamiliar surfaces.	10 C-A		
Plays in water.	13 C-A		
Uses play dough and paints.	18-24 CCIT		
Plays with water and sand.	24-36 CCIT		

Given proper “set-up” of knowing what is coming and wait time, does the child explore new objects and/or textures? \_\_\_\_\_Yes \_\_\_\_\_No

**Body Image/Awareness of Own Body:** Understanding the spatial dimensions and parts/planes of own body and understanding of own self as separate from others.

Concept / Skill	Range	Status	Comments
Alerts to visual/auditory/tactile/movement stimulation	0-1 OR		
Shows pleasure when handled and touched.	0-6 OR		
Brings hands together at midline while on back.	1-3.5 HELP		
Watches hands. (NA)	2-3 HELP		
Attempts to bring hand to mouth	3 BSMD		
Explores objects with mouth.	3 CCIT		
Brings hands together at midline of body.	3 CCIT		
Plays with hands, feet, fingers, and toes of own body.	3-5 HELP		
Clasps hands together.	3.5-5 HELP		
Touches spot on body where a toy or object is touching.	4-6 HELP		
Brings feet to mouth.	5-6 HELP		
Transfers object from hand to hand.	5.5-7 HELP		
Tries to get attention by crying and kicking feet	6-12 DOCS		
Smiles at own mirror image. (NA)	6-12 DOCS		
Removes socks from feet.	12 CCIT		
Partially pulls shirt over head.	12 CCIT		
Points to a few features on face (e.g., eyes, nose).	12-18 DOCS		
Identifies self in mirror. (NA)	15-16 HELP		
Names one body part.	15-19 HELP		
Points or says name when sees photograph of self. (NA).	18-24 DOCS		
Uses own name to refer to self.	18-24 HELP		

Concept / Skill	Range	Status	Comments
Names three body parts.	19-22 HELP		
Puts hat on head.	21 CCIT		
Names six body parts.	22-22 HELP		
Correctly uses the words “mine” and “my.”	24-30 DOCS		
Points to body parts: tongue, hair, teeth, hands	24-30 DOCS		
Points to body parts: hair, ears, head, legs, arms.	24-30 DOCS		
Identifies body parts with their function.	28-34 HELP		
Points to body parts: fingers, thumbs, toes, neck.	24-30 DOCS		
Points to six body parts on a picture of a person. (NA)	30-36 HELP		
Moves individual body parts to music (tapping foot).	30-36 DOCS		
Points to body parts: back, chin, chest, tummy, knee, fingernails	30-36 DOCS		
Understands what front/back means.	30-36 DOCS		

**Body Image/Awareness of Other’s Bodies:** Understanding of the spatial dimensions and parts of other person’s bodies, and others as separate from self.

Concept /Skill	Range	Status	Comments
Copies parent’s facial expressions. (NA)	1-6 DOCS		
Watches speaker’s eyes and mouth. (NA)	2-3 HELP		
Touches an adult’s hand to restart an activity.	5-9 HELP		
Responds to facial expressions. (NA)	6-7 HELP		
Smiles at parents without parents smiling first.	6-12 DOCS		
Reaches for and touches parent’s talking face.	6-12 DOC		
Looks for family members or pets when named. (NA)	6-8 HELP		
Recognizes several people in addition to immediate family.	12-18 HELP		
Hands a person a toy if she/he puts hand out to child.	12-18 DOCS		

Concept / Skill	Range	Status	Comments
Calls family members by name (e.g., mommy, daddy).	12-18 DOCS		
Identifies own reflection in a mirror by saying name. (NA)	18-24 DOCS		
Refers to self by name.	18-24 DOCS		
Points or says name when look at self in photographs. (NA)	18-24 DOCS		
Dramatizes using a doll or stuffed toy.	24-30 HELP		
Knows own sex or sex of other people.	26-33 HELP		
Points to six body parts on a picture of a person.	30-36 HELP		

**Object Permanence:** Search for and memory of where objects are located and/or stored. *Note the object permanence related indicators (auditory search items) in auditory skills chart.*

Concept / Skill	Range	Status	Comments
Visually fixates for at least three seconds on face / object. (NA)	0-3 CCIT		
Quiets when noise is presented.	0-3 CCIT		
Visually tracks object. (NA)	0-3 CCIT		
Gaze lingers where object or person disappears. (NA)	0-3 CCIT		
Shows interest in people and toys (for one minute).	1-6 HELP		
Shows anticipation of regularly occurring daily care events.	3 CCIT		
Finds partially covered object	4-6 HELP		
Anticipates frequently occurring events in familiar games.	6 CCIT		
Looks for family members and pets when named. (NA)	6-8 HELP		
Looks for or reaches to objects that fall quietly from view.	6-9 CCIT		
Plays Peek-a-Boo.	6-10 HELP		
Looks for an object/person that has briefly disappeared (NA)	6-12 DOCS		
Responds to the disappearance of an adult's face.	6-12 DOCS		
Repeats own actions to get a particular action with object.	6-12 DOCS		

Concept / Skill	Range	Status	Comments
Looks at cover where object has disappeared.	9 CCIT		
Uncovers fully hidden toy.	9 CCIT		
Looks or moves to objects that fall and roll/bounce to new place.	9 CCIT		
Throws objects.	9-12 HELP		
Drops objects systematically.	9-12 HELP		
Unwraps a toy.	10.5-12 HELP		
Finds totally hidden object.	11-13 HELP		
Looks to correct spot where item is hidden in 1 of 2 places. (NA)	12 CCIT		
Remembers location of toys that are put down for a few minutes	12 CCIT		
Searches for items moved out of visual field. (NA)	12 CCIT		
Looks around corners for something that is lost. (NA)	12-18 DOCS		
Remembers familiar place where objects are kept.	12-18 DOCS		
Recognizes familiar people, toys, and places.	15 CCIT		
Reaches for object out of sight after it no longer makes noise	18 CCIT		
Looks to correct spot where item is hidden in 1 of 3 places. (NA)	15 CCIT		
Reaches in correct direction of object that has made noise.	15 CCIT		
Brings toys from a familiar location.	18-21 CCIT		
Looks for hidden or lost objects in their familiar places.	18-24 DOCS		
Searches for hidden or missing object after just seeing it.	18-24 DOCS		
Reaches in direction of item that made noise in many areas.	21 CCIT		
Recognizes own and other's clothing, toys, and belongings.	21 CCIT		
Brings household objects from usual locations upon request.	21-24 CCIT		
Remembers where objects belong.	21-24 HELP		
Puts objects away in correct place.	21-24 CCIT		



**Spatial Relationships:** Understanding of spatial relationships within the context of one's own body, from own body to objects in environment, and from object to object. *NOTE: See the body image section for spatially mapping indicators of own body.*

Concept / Skill	Range	Status	Comments
Shifts attention/body orientation from one object to another.	0-3 CCIT		
Takes object in hand to mouth for sucking.	0-4 BR		
Plays with own hands, feet, fingers, and toes	0-4 BR		
Visually inspects surroundings. (NA)	1-2 HELP		
Visually searches for sound. (NA)	2-3.5 HELP		
Looks for or reaches to objects in sight that touch body. (NA)	3 CCIT		
Looks for or reaches to objects out of sight that touch body.	3 CCIT		
Brings hands together at midline.	3 CCIT		
Clasps hands (hands brought to midline)	3.5-5 HELP		
Brings feet to mouth.	5-6 HELP		
Works for an out of reach, but still in sight object. (NA)	5-9 HELP		
Transfers objects from hand to hand.	6 CCIT		
Drops objects systematically.	9-12 HELP		
Takes stacking ring apart.	10-11 HELP		
Stacks rings on pole (though not in correct order) /	11-12 HELP		
Nests two, then three cans or other nesting objects.	12-19 HELP		
Places pegs (cylinder) in pegboard holes.	11-12 HELP		
Places round piece into form board.	12-15 HELP		
Places square piece into form board.	15-21 HELP		
Points to distant objects outside. (NA)	17.5-18.5 HELP		
Places triangular piece into form board.	21-24 HELP		

Concept / Skill	Range	Status	Comments
Points to larger or smaller of two familiar objects.	30-36 HELP		
Explores cabinets and drawers.	18-24 HELP		

**Cause and Effect / Means End:** Understanding of how to activate an object (problem solving) and/or to use own body or an object as a tool.

Concept / Skill	Range	Status	Comments
Shows anticipatory excitement to familiar event (e.g. bottle)	1.5-4 HELP		
Watches hands. (NA)	2-3 HELP		
Shakes rattle.	2.5-4 HELP		
Repeats activity that produces an interesting result.	3 CCIT		
Uses hands and mouth for sensory exploration of objects	3-6 HELP		
Commonly performs four or more actions with objects.	3-6 CCIT		
Continues familiar activity by initiated movements involved.	4-5 HELP		
Plays with paper.	4.5-7 HELP		
Touches toy or another's hand to restart an activity.	5-9 HELP		
Bangs object or toy on surface.	5.5-7 HELP		
Shows interest in sounds of objects.	5.5-8 HELP		
Explores objects and responds to their difference.	6 CCIT		
Plays appropriately with toys that have different properties.	6 CCIT		
Repeats action that brings a reaction from others.	6 CCIT		
Plays two to three minutes with one toy.	6-9 HELP		
Slides object or toy on hard surface.	6-11 HELP		
Overcomes obstacle to retrieve an object	8-11 HELP		
Combines two objects in a functional manner.	9 CCIT		
Guides action on toy (pushes buttons, pulls lever)	9-12 HELP		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Drops objects systematically.	9-12 HELP		
Hands toy back to adult to restart (e.g., wind-up toy).	12-15 HELP		
Squeezes dolls or toys to make them squeak.	12-18 DOCS		
Likes to open and close boxes.	12-18 DOCS		
Plays with two toys at one time.	12-18 DOCS		
Walks while holding onto furniture or objects.	12-18 DOCS		
Plays with objects as she/he has seen them used (phone, fork).	12-18 DOCS		
Pulls string to get object from behind barrier.	15 CCIT		
Solves simple problems with tools (pulls chair to counter).	17-24 HELP		
Moves self around barrier to get an object.	18 CCIT		
Activates a mechanical toy. (e.g., small wind-up toy)	18-22 HELP		
Gives adult a toy that needs to be turned on or fixed.	18-24 DOCS		
Pulls on string or tablecloth to bring object closer.	18-24 DOCS		
Uses an object to get another object that is out of reach.	18-24 DOCS		
Uses a container to carry objects.	18-24 DOCS		
Pulls on knobs or handles to open drawers.	18-24 DOCS		
Opens containers to get something inside.	18-24 DOCS		
Uses tools to deal with spatial problems (reaches with stick).	24 CCIT		
Demonstrates common use of objects (napkin, keys, shoes)	24-28 HELP		
Identifies objects with their use (“what do you eat with?”).	28-34 HELP		
Dramatizes using a doll or stuffed toy.	24-30 HELP		
Pushes or pulls open a swinging door.	24-30 DOCS		
Tries to “fix” a toy or object when it breaks.	24-30 DOCS		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Unscrews cap from small bottle.	30 CCP		
Transfers material with spoon, shovel, etc.	30 CCP		
Knows what toys can/cannot do; uses them appropriately	30 CCP		
Knows what a telephone is used for.	30-36 DOCS		
Screws on lids	36 CCP		
Uses small wooden hammer to pound in pegs / objects	36 CCP		

*Understands that an Adapted Mobility Device or Cane can be used as a:*

*Bumper:*        \_\_\_\_\_ *yes*                                \_\_\_\_\_ *no*

*Probe:*         \_\_\_\_\_ *yes*                                \_\_\_\_\_ *no*

**Imitation:** Visually and/or tactually copies an action.

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Enjoys repeating newly learned activity.	3-4 HELP		
Copies games and play of adults.	6-12 DOCS		
Imitates familiar, then a new gesture (pats table, bangs can)	7-11 HELP		
Imitates several new gestures (adds to existing repertoire).	11-14 HELP		
Imitates actions related to the function of objects.	12 CCIT		
Engages in simple imitative play.	9-12 HELP		
Understands pointing. <i>(NA)</i>	12-14 HELP		
Imitates adult behavior.	12-18 HELP		
Plays with objects as she/he has observed them used (fork).	12-18 DOCS		
Imitates “invisible” gestures. (blinking eyes, nodding head).	14-17 HELP		
Imitates adult’s actions w/ new object after several hours.	15 CCIT		
Imitates doing housework.	15-18 HELP		
Imitates adult behavior with props.	18 CCIT		

Concept / Skill	Range	Status	Comments
Imitates an action that was observed in the past.	18-24 DOCS		
Imitates postures	26-28 BSMD		

**Concepts Related to Properties of Objects and the Environment:** Understand concepts related to texture, temperature, shape, color, and prepositions.

Concept / Skill	Range	Status	Comments
Responds differently to warm/cold, rough/smooth etc.	3 CCIT		
Explores objects and responds to their difference.	6 CCIT		
Plays appropriately with toys that have different properties.	6 CCIT		
Shows understanding of color (NA)	12-18 HELP		
Demonstrates understanding of size.	12-18 HELP		
Matches familiar objects.	15-19 HELP		
Points to objects or pictures by simple category name.	18 CCIT		
Sorts familiar objects into categories.	19-24 HELP		
Sorts by color. (NA)	21 CCIT		
Sorts by “big” and “little.”	21-24 CCIT		
Understands concept of one.	24-30 HELP		
Places an object “in” or “under” when asked.	24-30 DOCS		
Uses size words.	25-30 HELP		
Matches shapes.	26-30 HELP		
Matches black and white (NA)	26-29 HELP		
Verbalizes one preposition.	28-33 HELP		
Matches primary colors. (NA)	29-33 HELP		
Stacks rings in correct order (stacking ring toy)	30-36 HELP		
Sorts objects that are not alike (silverware, toys)	30-36 DOCS		

Concept / Skill	Range	Status	Comments
Points to larger or smaller of two familiar objects.	30-36 HELP		
Points to colors: red, blue, green, and yellow. (NA).	30-36 DOCS		
Names color of item (red, blue, yellow, green). (NA)	30-36 DOCS		
Understands more/less, next to, front/back.	30-36 DOCS		
Identifies the longer of two sticks.	33+ HELP		
Uses two prepositions.	33-33.5 HELP		
Uses three prepositions.	3.5+ HELP		

**Social Emotional:** Understanding of self as a separate person, distinguishing who is familiar and unfamiliar, and feeling emotionally secure to move in space.

Concept / Skill	Range	Status	Comments
Stops crying when sees and/or touches bottle or breast.	0-3 CCIT		
Is comforted when talked to, held, rocked, etc.	0-3 CCIT		
Shows awareness of strangers or new situations.	1-6 DOCS		
Responds differently to family members and strangers.	6 CCIT		
Notices and vocalizes when caregiver prepares to leave.	6-9 CCIT		
Realizes self as separate person from caregiver.	6-9 HELP		
Displays separation anxiety from caregiver.	6-9 HELP		
Tries to get attention by crying and kicking feet	6-12 DOCS		
Smiles at parents without parents smiling first. (NA)	6-12 DOCS		
Smiles at familiar person other than parent.	6-12 DOCS		
Responds differently to (un)familiar adults & children.	9 CCIT		
Moves away from caregiver who is in same room.	12 CCIT		
Moves partially out of sight of caregiver for short time. (NA)	12-15 CCIT		
Acts shy around strangers.	12-18 DOCS		

Concept / Skill	Range	Status	Comments
Shows preferred toys, foods, etc. – makes choices.	15 CCIT		
Tries to please others.	15 CCIT		
Seeks adult’s help in exploring environment.	15 CCIT		
Protects toys and personal objects.	24-30 DOCS		
Shows shyness around strangers.	24-30 DOCS		
Shows jealousy when affection is shown to other children.	24-30 DOCS		
Feels proud of “how I look.”	24-30 HELP		
Realizes that “I am a unique person.”	24-36 HELP		
Separates easily from parent in familiar setting.	42 CCP		

**Receptive Language:** Understanding of verbal and gestural /sign language and follow directions specific to concepts and skills related to O&M.

Concept / Skill	Range	Status	Comments
Understands what “no-no” means and reacts.	9-12 HELP		
Responds to simple requests.	9-14 HELP		
Shows understanding of words by appropriate behavior	9-14 HELP		
Responds to the command “Come here.”	12-18 DOCS		
Understands when told “no” and “yes”.	12-18 DOCS		
Follows simple directions.	12-18 DOCS		
Understands most noun objects.	16-19 HELP		
Brings objects from another room when asked.	18-24 DOCS		
Obeys simple directions involving a preposition.	18-24 DOCS		
Understands personal pronouns	20-24 HELP		
Understands some adjectives and action verbs.	20-24 HELP		
Follows two-part commands.	24-29 HELP		

Concept / Skill	Range	Status	Comments
Follows 3 different 3-part commands.	24-36 CCIT		
Has 275-300 different and familiar words.	24-30 DOCS		
Follows two directions in correct order.	24-30 DOCS		
Places an object “in” or “under” when asked.	24-30 DOCS		
Understands many action words.	27-30 HELP		
Follows one-step directions related to two objects	30 CCP		
Follows one-step commands about an object and a place.	30 CCP		
Identifies familiar objects by touch.	30-36 HELP		
Responds appropriately to “where” questions.	30-36 CCP		

**Expressive Communication:** Ability to communicate verbally, gesturally, and/or with sign language specific to own self and key concepts associated with O&M.

Concept / Skill	Range	Status	Comments
Uses words to describe remove events.	21-24 CCIT		
Identifies rooms in own house.	24-28 HELP		
Correctly uses the words <i>mine</i> and <i>my</i> .	24-30 DOCS		
Tells own first name.	30 CCP		
Requests assistance.	30 CCP		
Uses personal pronouns	30 CCP		
Comments on appearance or disappearance of object.	30 CCP		
Asks questions using words such as “where.”	30-36 DOCS		
Correctly gives first and last name.	30-36 DOCS		
Uses time words such as morning, afternoon, etc.	30-36 DOCS		
Correctly says “in,” “on,” “under,” in a phrase.	30-36 DOCS		



Concept / Skill	Range	Status	Comments
Uses approximately 1,000 words.	30-36 DOCS		
Knows own sex, if asked if boy or girl	36 CCP		
Uses words to describe attributes of objects	36 CCP		

**Fine Motor/ Upper Extremity Strength:** Grasp, reaching, general hand skills, and upper extremity strength of trunk and shoulders.

Concept / Skill	Range	Status	Comments
Hands are fistled	1 BSMD		
Attempts to bring hand to mouth	1 BSMD		
Brings hands to midline while in supine position.	1 HELP		
Looks at hands or objects in hands.	1-4 BR		
Keeps hands open (indwelling thumb no longer present).	2 BSMD		
Grasps toy actively (grasp is not longer involuntary).	2-4 HELP		
Bears weight on elbows in prone.	3-6 CCIT		
Reaches while support on one elbow while in prone.	3-6 CCIT		
Clasps hands (hands brought to midline).	3.5-5 HELP		
Uses ulnar palmer grasp (fingers curve around object).	4-5 HELP		
User palmer grasp (holds toy with all fingers, but thumb).	4-5 HELP		
Reaches for object with both hands.	4-5 HELP		
Uses radial palmer grasp (thumb and palm are used).	4-5 HELP		
Reaches and grasps object.	4.5-5.5 HELP		
Rotates wrists when holding a small toy (e.g., rattle).	5 BSMD		
Drops object.	5-6 HELP		
Recovers dropped object.	5-6 HELP		
Retains small item in each hand.	5-6 HELP		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Reaches with one hand.	5.5-7 BSMD		
Transfers object from one hand to another.	5.5-7 HELP		
Attempts to secure a small item such as a pellet.	6 BSMD		
Uses wrist movements to activate toys.	6-8 HELP		
Brings toys to midline in supported sitting position.	6-8 BSMD		
Explores objects with fingers.	6-9 CCIT		
Pulls self to hands and knees from a prone position.	6-9 CCIT		
Uses index finger to poke.	6-9 CCIT		
Retains two of three objects offered.	6.5-7.5 HELP		
Reaches for object with extended elbow.	7-8.5 HELP		
Uses whole hand to grasp pellet.	7 BSMD		
Uses inferior pincer grasp (uses pad of thumb & index finger).	7.5-10 HELP		
Retains two and reaches for third object.	8-10 HELP		
Extends wrist.	9-10 HELP		
Releases objects voluntarily.	9-11 HELP		
Pulls self to standing position.	9-12 CCIT		
Throws ball from standing position.	10-14 BSMD		
Uses both hands freely; may show preference for one.	11-13 HELP		
Supinates forearm.	11-12 HELP		
Holds toy w/ one hand at mid-line, other hand used for play.	12 CCIT		
Raises one hand high while on hands and knees.	12 CCIT		
Places pellets into bottle.	13 BSMD		
Pulls apart pop beads.	12-15 CCIT		
Puts small objects such as blocks into container.	12-18 DOCS		

Concept / Skill	Range	Status	Comments
Takes small object from container after seeing it put in.	12-18 DOCS		
Moves from hands and knees, to hands and feet, to standing.	15 CCIT		
Holds more than one small object in one hand.	18-24 DOCS		
Throws a ball to another person.	18-24 DOCS		
Pulls a toy behind self while walking.	18-24 DOCS		
Puts loose pop beads together.	21 CCIT		
Uses one hand to open and close scissors.	24-30 DOCS		
Demonstrates a hand preference.	30 CCP		
Holds bowl and stirs, etc. (bilateral hand skills).	30 CCP		
Throws small ball at least 6.5 feet.	30-36 DOCS		
Catches a large bounced ball with arms and chest.	30-36 DOCS		

**Gross Motor: Reflexes:** Presence and integration of motor reflexes.

Concept / Skill	Range	Status	Comments
Neck righting reaction.	1 BSMD		
Extensor thrust inhibited.	2-4 HELP		
Flexor withdrawal inhibited.	2-4 HELP		
Asymmetrical tonic neck reflex inhibited.	3-5 HELP		
Moro reflex inhibited.	4 HELP		

**Gross Motor/Balance Reactions and Indicators of Balance:** Balance reactions and using trunk muscles to maintain balance.

Concept / Skill	Range	Status	Comments
Sits with support.	4 BSMD		
Demonstrates balance reactions in prone.	5-6 HELP		
Moves head actively in a supported sitting position	5-6 HELP		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Holds head erect when leaning forward while sitting.	5-6 HELP		
Sits alone momentarily without support.	6 BSMD		
Demonstrates balance reactions in supine.	6-7 HELP		
Demonstrates body righting on body reaction.	6-8 HELP		
Raises self to a sitting position.	8 BSMD		
Supports weight momentarily (standing position).	8 BSMD		
Demonstrates balance reactions on hands and knees.	7-9 HELP		
Moves from sitting to creeping position.	7-10 BSMD		
Sits alone without support for 10 minutes.	8-9 HELP		
Rotates trunk while sitting, twists to pick up objects.	9 BSMD		
Demonstrates balance reactions in sitting.	9-10 HELP		
Goes from sitting to prone.	9-10 HELP		
Walks alone.	9-13 BSMD		
Stands alone.	10 BSMD		
Stands up from a sitting position.	12 BSMD		
Demonstrates balance reactions in kneeling.	12-15 HELP		
Walks alone with good coordination.	14-16 BSMD		
Demonstrates balance reactions in standing.	15-18 HELP		
Walks backwards.	17-19 BSMD		
Steps over a low object without falling.	18-24 DOCS		
Briefly stands on one foot while holding another's hand.	18-24 DOCS		
Squats down without falling.	18-24 DOCS		
Picks up object from floor without falling.	19-24 HELP		

Concept / Skill	Range	Status	Comments
Walks sideways.	20-22 BSMD		
Walks with legs closer together.	23-25 HELP		
Runs with coordination.	23-25 BSMD		
Hops on 1 foot one time while holding onto another person.	24-30 DOCS		
Stands on tiptoes for at least one second.	24-30 DOCS		
Takes three steps backwards.	24-30 DOCS		
Stands up straight up with heels touching.	24-30 DOCS		
Bends at waist to put items off the floor (does not squat).	24-30 DOCS		
Jumps off floor with both feet.	26-28 BSMD		
Tries to stand on one foot without help.	30-36 DOCS		
Walks up stairs, alternating feet on steps.	35-37 BSMD		
Walks down stairs alternating feet.	38-42 BSMD		

**Gross Motor/Static Concept / Skills:** Ability to achieve and maintain static postures.

Concept / Skill	Range	Status	Comments
Sits with support.	4 BSMD		
Sits alone momentarily without support.	6 BSMD		
Supports weight momentarily (standing position).	8 BSMD		
Stands alone.	13 BSMD		

**Gross Motor/Dynamic Concept / Skills:** Ability to move against gravity and shift body weight.

Concept / Skill	Range	Status	Comments
Thrusts arms and legs in play (in supine).	1 BSMD		
Rolls from side to back.	3 BSMD		
Rolls from prone to supine.	2-5 HELP		
Holds chest up in prone with weight on forearms.	2 HELP		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Keeps head at 90 degrees and lowers with control (prone).	4 BSMD		
Shifts weight onto arms while in prone position.	5 BSMD		
Rolls supine to side.	5 BSMD		
Pivots in a circular direction while in prone.	5-6 HELP		
Pulls self to hands and knees from a prone position.	6-9 CCIT		
Rocks forward and backward while on hands and knees.	6-9 CCIT		
Pulls to a sitting position by another person.	7-8 BSMD		
Rolls supine to prone.	7-8 BSMD		
Lifts head in supine.	6-8 HELP		
Holds weight on one hand while in prone.	6-7.5 HELP		
Brings one knee up by trunk while in prone.	6-8 HELP		
Raises self to a sitting position.	8 BSMD		
Pulls to standing position on furniture.	8 BSMD		
Crawls backward.	7-8 HELP		
Moves from sitting to creeping position.	7-10 BSMD		
Crawls forward.	8-9.5 HELP		
Walks with assistance.	8-12 BSMD		
Goes from sitting to prone.	9-10 HELP		
Sits from standing posture (holding onto furniture).	11 BSMD		
Walks sideways holding onto furniture.	11 BSMD		
Walks alone.	9-13 BSMD		
Walks downstairs with help.	11-19 BSMD		
Stands up from a sitting position.	12 BSMD		
Walks alone with good coordination.	14-16 BSMD		

Concept / Skill	Range	Status	Comments
Walks up stairs with assistance.	17-19 BSMD		
Walks backwards.	17-19. BSMD		
Gets around mostly by walking and not crawling.	18-24 DOCS		
Picks up object from floor without falling.	19-24 HELP		
Walks sideways.	20-22 BSMD		
Walks with legs closer together.	23-25 HELP		
Runs with coordination.	23-25 BSMD		
Jumps off floor with both feet.	26-28 BSMD		
Walks up stairs alone w/ both feet on each step, holds railing.	26-28 BSMD		
Walks down stairs alone with both feet on each step.	15-28 BSMD		
Walks up stairs, alternating feet on steps	35-37 BSMD		
Walks down stairs alternating feet.	38-42 BSMD		

Movement Notes (adapted from *Miller Assessment for Preschoolers*, 1988)

**Postural Tone** \_\_\_\_\_ *Normal*                      \_\_\_\_\_ *Low*                      \_\_\_\_\_ *High*

**Stability**

- \_\_\_\_\_ W-Sits or sits with legs wide apart to maintain sitting stability
- \_\_\_\_\_ Internal or external rotation of the hips is evident
- \_\_\_\_\_ High guard position when walking is evident
- \_\_\_\_\_ Walks with legs far apart to maintain walking stability
- \_\_\_\_\_ Takes very small steps to maintain walking stability

**Rotation**

- \_\_\_\_\_ “Fixes” when shifting weight
- \_\_\_\_\_ Loses balance during trunk rotation activities
- \_\_\_\_\_ Uses no or limited trunk rotation in sitting / standing / walking

**Self Initiation:** Movement generated by the child.

Concept / Skill	Range	Status	Comments
Enjoys repeating a newly learned game.	3-4 HELP		
Waits for adult to take his or her turn in a simple activity.	3-6 CCIT		

<b>Concept / Skill</b>	<b>Range</b>	<b>Status</b>	<b>Comments</b>
Repeats action that brings a reaction from others.	6 CCIT		
Continues a familiar game by initiating movements.	4-5 HELP		
Explores the environment (safety precautions needed!).	9-12 HELP		
Moves away from caregiver who is in same room.	12 CCIT		
Moves briefly out of partial sight of caregiver to play.	15 CCIT		
Makes simple choices about books, food, and so on.	15 CCIT		
Uses adults to solve problems.	15 CCIT		
Plays spontaneously with a variety of objects.	15 CCIT		
Gets own toys to play with from familiar place.	15-18 CCIT		
Plays alone with toys for 15 minutes.	18 CCIT		
Approaches peer or adult to initiate play.	18-21 CCIT		
Solves simple problems without adult assistance.	21 CCIT		
Explores environment.	21 CCIT		
Spontaneously engages in adult activities with props.	21 CCIT		
Initiates own play, but needs some help to carry out ideas.	24-36 HELP		

Other Assessment Comments:



## References

<b>Acronym</b>	<b>Researcher or Test Reference</b>
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BSID	Bayley, N. (1993). <i>The Bayley scales of infant development</i> (2 <sup>nd</sup> ed.). San Antonio, TX: The Psychological Test Corporation.
BSMD	Bayley, N. (1993). <i>The Bayley scales of infant development</i> (2 <sup>nd</sup> ed.): Motor Scale Record Form. San Antonio, TX: The Psychological Test Corporation.
BR	Brigance, A.H. (1991). <i>BRIGANCE diagnostic inventory of early development</i> (Rev. ed). North Billerica, MA: Curriculum Associates.
CA	Stillman, R., (Ed.) (1987). <i>Callier Azusa scale</i> . Dallas, TX: Callier Center for Communicative Disorders.
CCIT	Johnson-Martin, N.M., Jens, K. G., Attermeier, S. M., & Hacker, B. J. (1991). <i>The Carolina curriculum for infants and toddlers with special needs</i> (2 <sup>nd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Company.
CCP	Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. (1990). <i>The Carolina curriculum for preschoolers with special needs</i> . Baltimore, MD: Paula H. Brookes Publishing Company.
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HELP	Parks, S., Furono, S., O'Reilly, T., Inatsuka, C. M., Hosaka, C. M., & Zeisloft-Falbey, B. (1994). <i>Hawaii early learning profile (HELP): HELP (birth to three)</i> . Palo Alto, CA: VORT Corporation.
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