

Overview for the Use of the Child Outcomes Skill Inventory – Exit

What are the OSEP Child Outcomes?

The Office of Special Education Programs (OSEP) introduced child and family outcomes as part of the State Performance Plan and Annual Performance Report in FFY2006. All IDEA, Part B and C programs must report progress on the following three child outcomes. OSEP is now placing even greater emphasis on the achievement of positive of child and family results with the State Systematic Improvement Plans (SSIP). All states have been charged with reviewing data on child and family results in order to identify a focus for improvement and a theory of action.

- 1. Positive social-emotional skills (including social relationships)**
- 2. Acquisition and use of knowledge and skills (including early language/ communication)**
- 3. Use of appropriate behaviors to meet their needs**

How are the OSEP Child Outcomes collected and analyzed?

The Indiana First Steps System derives its child outcomes data by comparing the level of development for children in the First Steps system for 6 months or longer, from the child's initial IFSP to the exit level of performance. In general, the child outcome data analysis consists of the following components:

- Child Outcomes are determined by comparing the child's initial AEPS with the Child Outcomes Skill Inventory-Exit, looking first at whether the child made progress, and then at the following:
 1. Did they child enter at age level for the child outcome and leave at age level?
 2. Did the child enter below age level and exited at the same level as peers?
 3. Did the child enter below age level and exited at a level closer to peers?
 4. Did the child enter below age level and made progress, but at a level not close to peers?
 5. Did the child enter below age level and failed to make progress?
- Once these determinations have been made, data is compiled into 2 summary statements for the Annual Performance Report:
 1. Summary Statement 1 :Of those children who entered or exited the program below age expectations in an outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
 2. Summary Statement 2: The percent of children who were functioning within age expectations in an outcome by the time they turned 3 years of age or exited the program.

Why is the State changing the way exit data is gathered?

Since 2006, Assessment Teams (formerly known as Eligibility Determination Teams) have assessed children entering First Steps System for eligibility. These assessments have provided a good baseline of the child's skills prior to the initiation of services. Assessment Teams have not been able to provide the same level of assessment for children exiting First Steps. Because Assessment Teams do not visually observe children as they leave First Steps, they have had to rely on other means to obtain exit information, including parent report, a review of child progress reports or by having the direct service provider score goals.

This has resulted in data that was obtained in inconsistent ways, possibly affecting its reliability and validity. To insure that Indiana is collecting the most accurate and reliable data, the State First Steps office issued a provider agency update regarding the collection of the child outcomes exit data. The State believes that using the IFSP team providers to assess the child's skill levels at exit will improve the consistency and accuracy of the child exit data.

What does this mean to First Steps Direct Services Providers? The Ongoing Service Provider(s) on the child's IFSP team is now responsible for collecting child outcome exit data. This approach, when you think about it - makes the most sense. Ongoing providers regularly see the child in his/her natural environment and should be able to easily assess the child's skill level.

This change should not add to the provider's workload, since ongoing assessment of progress is an integral part of early intervention services. The child outcomes skills inventory can be completed at any ongoing therapy session during the last 45 days of service. When there is more than one provider on the child's IFSP Team, the lead provider will need to coordinate the completion of the skills inventory. Because all providers should have a working knowledge of child development, any provider can complete any and all sections of the skills inventory. Ideally, all skills should be observed, but if they are not - parent report is acceptable, as long as it follows the checklist scoring guidelines for Not Yet Seen, Emerging or Mastered.

Structure of the Skills Inventory:

Demographic Information:

Child Outcomes Skill Inventory - Exit		
Child Name: _____	FS# _____	Date: _____
Date of Birth: _____	Age: _____	Adjusted? ___ Y ___ N
Service Coordinator: _____		_____
Completed by: _____		Agency: _____

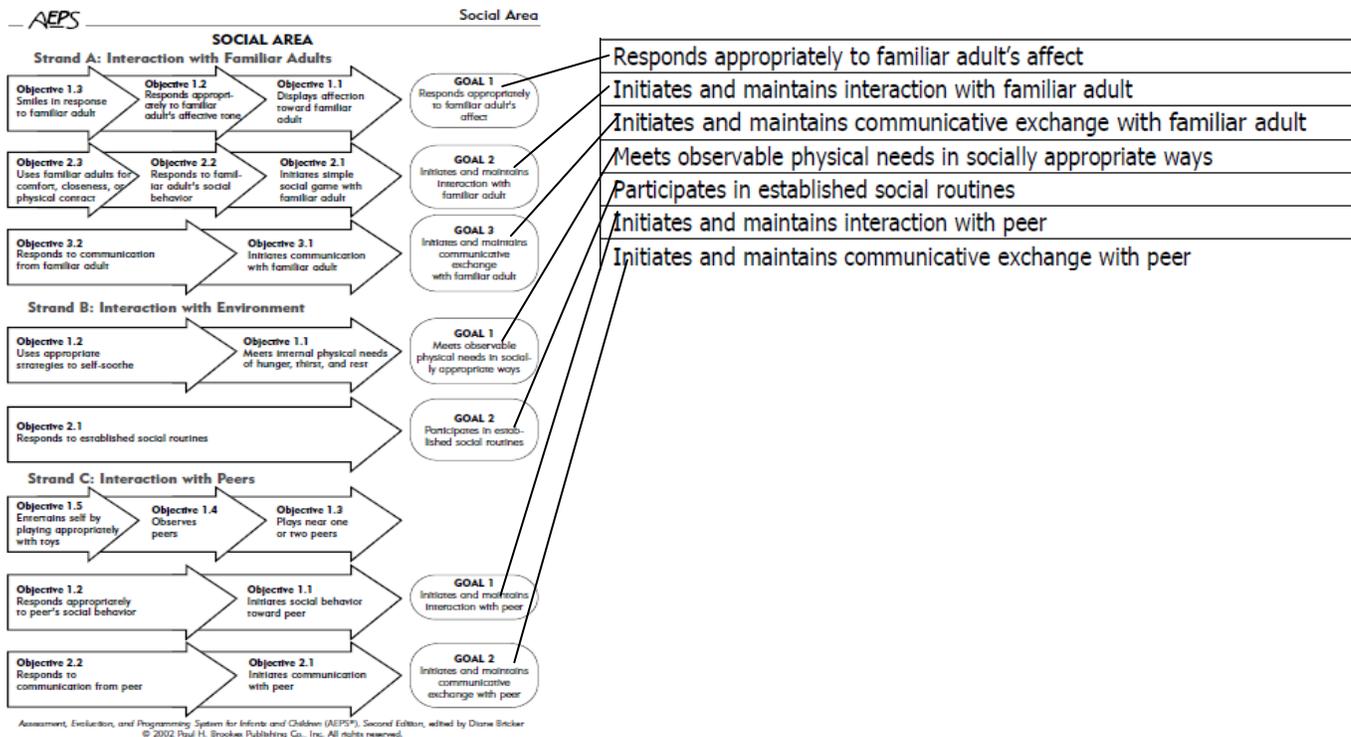
Directions:

Child outcome data is a required federal indicator in the Annual Progress Report (APR). The IFSP Team should work together to complete one form for the child. The form should be completed 45 days prior to the child's 3rd birthday or scheduled discharge from services or within 2 weeks of discharge for children with an unplanned discharge. The completed form is sent to the SC in one electronic transmission, 30 days prior to discharge from First Steps.

1. All children, EXCEPT those who are ≥ 31 months at their initial ISFP, must have a Child Outcomes Skill Inventory – Exit completed.
2. The Ongoing IFSP Team Provider must complete the inventory 45 days prior to a child's 3rd birthday/planned discharge or within 2 weeks for an unplanned discharge (lost, moved, no longer participating, etc.). If more than one provider serves the child, the lead therapist should coordinate completion with the IFSP team.
3. All provider disciplines can complete any and all areas of the inventory. Providers should apply the criteria provided for each developmental skill.
4. Providers must adhere to scoring rules for observation and parent report.
5. Completed inventories should be sent digitally to the child's Service Coordinator, 30 days prior to discharge.
6. The Child's Assessment Team will review the completed for and the SPOE will enter the results into the Child Outcomes database.
7. The QR contractor will analyze data and report findings in the State's Annual Progress Report to the Office of Special Education Programs.

The Skills Inventory:

Items on the Child Outcomes Skill Inventory – Exit are taken verbatim from the goals of the AEPS 0-36 month Tool. The same criteria and scoring are applied. Providers needing additional training are encouraged to complete the online course, AEPS, Part 1 – Understanding and Using the AEPS. The illustration below provides a side by side comparison of the Social Area.



Scoring:

For each item on the list, providers should check the box that fits most closely with what they have observed or the parent has described. Even though the corresponding AEPS scores are provided for illustration, use only a check mark in the most appropriate box. Parent report can be used when a particular skill is not observed. When questioning a parent, refrain from asking yes/no questions; instead inquire what it looks like when.... This will help in assessing if all the criterion are present and if the child can do the skill consistently and independently. Providers may also use the family questionnaire from the AEPS tool to elicit this information.

✓ Not Yet Seen
Observation/ Parent Report
<ul style="list-style-type: none">▪ Child does not yet perform the item as specified in the criterion, when given repeated opportunities or assistance or when modifications and adaptations are made.▪ Child was not observed performing the item because it is not expected based on knowledge of development.

Not Yet Seen corresponds to a 0 in the AEPS tool. The child is unable to perform the skill as specified in the criterion, even when assistance, modification or adaptations are provided. It is also used when there is no evidence of the skill emerging. Note: If the child has some parts of the criterion or inconsistently performs the skill, it would be scored emerging.

Not Yet Seen should also be marked when the skill is beyond what is expected for the child's age. For example, a child of 12 months is not expected to avoid obstacles while running. He/she would be scored Not Yet Seen for this item.

✓ Emerging Skill
Observation/ Parent Report
<ul style="list-style-type: none">• Child does not consistently perform the item as specified in the criterion. Performs the item with assistance.• Child does not perform all components of the item or does not meet all aspects of the specified criterion.• Child performs the item only under specific situations or conditions.

Emerging skill corresponds to a 1 in the AEPS tool. The child has parts of the skill emerging, can perform the skill if assistance, modification or adaptation is provided.

Emerging is also checked when the child can do the skill but needs assistance or behavior interferes with consistently demonstrating the skill. Emerging is used when the child cannot consistently and independently perform the skill or cannot do the skill with different people, different places or with different materials.

✓ Mastered Skill
Observation/ Parent Report
<ul style="list-style-type: none">• Child consistently performs the item as specified in the criterion.• Child performs the item independently. Behavior is a functional part of the child's repertoire.• Child uses the skill across time, materials, settings and people.

Mastered Skill corresponds with a 2 in the AEPS tool. The child meets the criteria of the skill and is able to perform the skill consistently with different people, in different places with different materials. For example the child can go up and down stairs at home and at child care. The child has 50 words or signs, that his/her family understands, grandma understands and his/her child care provider understands.

No assistance is provided and behavior does not interfere with independently performing this skill. Modifications/adaptations are allowed (use of a walker, sign language, etc.). The child scores mastered skill as long as it is functional, even if there are quality concerns. For example child can walk independently and consistently from point A to point B, but gait is not smooth. The child is scored as mastered skill because he/she is functional in walking.

Has progress been made? The ongoing provider does NOT complete this section.

It is important to determine whether progress has been made and if the child is making progress nearer to same age peers. To make this determination, the Assessment Team will review and compare each Exit Inventory to the child’s initial AEPS assessment. If the child has a numerical improvement in the section standard deviation score, progress will be marked yes. A child will also be marked Yes for progress, when the child did not have a numerical improvement in the section standard deviation, but he/she did master at least one skill within that section. Children whose section standard deviation score did not change and who did not master at least one skill in the section will be score as No for progress made.

Additional Notes:

Additional Notes: _____

Providers can make additional notes regarding the child’s skills, the parent report or any other pertinent information they wish to convey to the Service Coordinator or Assessment Team.

What happens to the completed form?

Providers should save the auto fill form and then email a copy to the child’s service coordinator. Once received by the service coordinator, it is forwarded to the appropriate Assessment Team member for final scoring and preparation for data entry. The Quality Review contractor collects and analyzes all data. The State provides this data in the Annual Progress Report to OSEP and it is used as part of the State Systematic Improvement Plan.

Skill Criterion:

On the following pages, criterion for each skill is provided. Providers should refer to the skill criterion as they perform assessments on the children in their caseload. Providers needing additional information on assessment and scoring are encouraged to complete the online AEPS, Part 1: Understanding and Using the AEPS.

NOTE: Items marked with an * are additive goals and the child must master all items in the criterion description to be marked as Mastered. However, if the child masters at least one of the criterion skills listed – you must check Emerging. When a child is not observed or reported as having any of the criterion skills described – check Not Yet Seen.

**Skill Criterion:
Section 1.**

Simultaneously brings hands to midline

CRITERION Child brings hands to the middle of the body at the same time.

Brings two objects together at or near midline

CRITERION Child brings two hand-size objects (e.g., block, spoon, rattle) together at or near the middle of the body.

Grasps hand-size object with either hand using ends of thumb, index, and second fingers

CRITERION Child grasps hand-size object by the fingers so that the pads of the fingers touch the pad of the thumb. Object is not resting in palm.

Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm not resting on surface for support

CRITERION Child grasps pea-size object with hand using tip of the index finger and thumb. Pea-size object (e.g., raisin, Cheerio, small peg) is not held against palm; hand and/or arm is not supported; tip of thumb is rotated toward the index finger.

Aligns and stacks objects

CRITERION Child arranges at least three objects, (e.g., blocks, cars, plates, stacking rings, books, small chairs) in a line and stacks at least three objects on top of each other.

Rotates either wrist on horizontal plane

CRITERION Child rotates either wrist to turn and/or twist an object (e.g., removes lid from jar, turns water faucet knob, manipulates toy nuts and bolts).

Assembles toy and/or object that require(s) putting pieces together

CRITERION Child assembles toy and/or object by putting pieces together (e.g., puts top on bottle, puts pop beads together, assembles puzzles).

Uses either index finger to activate objects

CRITERION Child uses either the left or the right extended index finger to activate objects (e.g., dials telephone, pushes buttons and squeakers on Busy Box, pushes elevator button).

Orients picture book correctly and turns pages one by one

CRITERION Child holds a picture book with paper pages right side up with the front cover facing upward and turns pages one by one from the beginning of the book to the end.

Copies simple written shapes after demonstration

CRITERION Child copies simple written shapes (e.g., cross, square) after demonstration. Shape should resemble the demonstrated model. Any writing implement is acceptable (e.g., chalk, crayon, marker, paintbrush).

Section 2

Turns head, moves arms, and kicks legs independently of each other

CRITERION Child moves arms, legs, and head independently of each other when on back. Legs should move alternately. Child should not turn head only to one side or to one side consistently more than the other. Arms and/or legs should not be stiffly extended. Child should not move one arm and/or leg consistently more than the other.

Rolls by turning segmentally from stomach to back and from back to stomach

CRITERION Child rolls by shifting weight to one side of the body, leading with head, shoulder, or hip. Child should not arch back or throw head backward when rolling. Legs should not cross while child is rolling. Child should not consistently catch arm under trunk after rolling from back. Child should not roll in one direction only.

Creeps forward using alternating arm and leg movements

CRITERION Child moves forward at least 6 feet on hands and knees. Child bears weight on hands and knees and moves one arm and opposite leg, then other arm and opposite leg. Stomach remains lifted off surface.

Assumes balanced sitting position

CRITERION From any position (e.g., standing, creeping, lying down), the child moves to a sitting position on a flat surface without support.

Sits down in and gets out of chair

CRITERION Child maneuvers self to sit down in and get out of child-size chair.

Walks avoiding obstacles

CRITERION When walking unsupported, child moves to avoid obstacles (e.g., toys, furniture, people).

Stoops and regains balanced standing position without support

CRITERION After stooping or squatting, child regains a balanced standing position without using a support or sitting down.

Runs avoiding obstacles

CRITERION Child avoids obstacles when running.

Walks up and down stairs

CRITERION Child walks up and down stairs, holding or not holding rail or wall with one hand, alternating or not alternating feet.

Jumps forward

CRITERION Child jumps forward with feet together (e.g., child jumps over rope, stick, chalk line).

Pedals and steers tricycle

CRITERION When sitting on a tricycle with feet on pedals, child pedals and steers tricycle forward for at least 5 feet.

***Catches, kicks, throws, and rolls ball or similar object**

CRITERION Child performs all the following play skills:

- Catches ball or similar object
- Kicks ball or similar object
- Throws ball or similar object at target
- Rolls ball at target

Climbs up and down play equipment

CRITERION Child climbs up and down ladders; moves up and down inclines; and moves under, over, and through obstacles (e.g., child climbs on jungle gym or slide; walks up and down incline; navigates through obstacle course, tunnel, or barrel).

Section 3.

***Uses tongue and lips to take in and swallow solid foods and liquids**

CRITERION Child takes in and swallows liquids and solid foods without choking or gagging. Child uses a suck and active lip movement with liquids. Child eats a variety of foods and liquids appropriate for the age of the child: semi-solid foods such as applesauce and yogurt; solid foods such as vegetables, meat, breads, and fruits; liquids such as milk, water, and juice.

Bites and chews hard and chewy foods

CRITERION Child uses teeth to bite through and chew hard foods (e.g., apples, raw vegetables, pretzels) and chewy foods (e.g., meats, dried fruits). The tongue moves the food from side to side within the mouth as the jaw moves up, down, and diagonally to break up the food. Child should not

- Break up or rip off pieces of food between lips
- Use munching pattern (up-and-down jaw movements without side-to-side tongue movement)
- Show excessive protrusion or lateral deviation of jaw

Drinks from cup and/or glass

CRITERION Child drinks from a cup and/or glass by bringing cup to mouth and returns cup to surface without spilling.

Eats with fork and/or spoon

CRITERION Child eats with fork and/or spoon by spearing or scooping food and bringing it to mouth with minimal spilling.

Transfers food and liquid between containers

CRITERION Child scoops food and pours liquid from one container to another without spilling. Present child with an amount of liquid that will not overflow the container.

Initiates toileting

CRITERION Child initiates toileting and demonstrates bowel and bladder control. Child may need help completing toileting routine. Occasional reminders are acceptable.

Washes and dries hands

CRITERION Child completes hand washing and drying routine by turning faucet on and off, washing with soap, drying hands, and returning towel to towel rack or throwing paper towel away. Child may request assistance in turning faucet on and off.

Brushes teeth

CRITERION After adult puts toothpaste on toothbrush, child brushes teeth. Adult may provide assistance to effectively clean teeth.

***Undresses self**

CRITERION Child uses any functional means to perform all of the following undressing activities. Children may display greater skill with one garment than another garment of the same type (e.g., two different pullover shirts) due to the fit. In such cases, this inconsistency of skill performance should be noted by scoring items as Emerging.

- Takes off pullover shirt/sweater
- Takes off front-fastened coat, jacket, or shirt (adult may assist in unfastening)
- Takes off long pants from both feet (adult may assist in unfastening)
- Takes off socks
- Takes off shoes (adult may assist in unfastening)
- Takes off hat (adult may assist in unfastening)

Section 4.

***Orients to auditory, visual, and tactile events**

CRITERION Child orients to (i.e., turns, looks, reaches, moves toward) auditory, visual, and tactile events when presented a variety of sensory stimuli:

- Auditory: person vocalizing, rattle, music box, whistle, squeeze-toy
- Visual: person smiling, colored ball, mobile
- Tactile: soft yarn ball, warm blanket, furry stuffed toy

Visually follows object and/or person to point of disappearance

CRITERION Child moves eyes and/or head to visually follow object or person to point of disappearance.

Locates object in latter of two successive hiding places

CRITERION After child sees object hidden first in one place, then in another, child immediately finds hidden object in second place (e.g., adult hides toy interesting to the child in one cup and then moves toy to another cup before child is allowed to retrieve it; child finds toy by looking only in second cup).

Maintains search for object that is not in its usual location

CRITERION Child continues to search for an object in more than one place when it is not found in its usual location (e.g., when coat is not in coat closet, child will look in several other likely places).

Correctly activates mechanical toy

CRITERION Child correctly activates mechanical toy (e.g., jack-in-the-box, wind-up radio, talking doll, See-N-Say; child winds up dial on toy radio, pulls lever on toy cash register). Demonstrate the toy's action if necessary.

Reproduces part of interactive game and/or action in order to continue game and/or action

CRITERION Child indicates desire to continue interactive game and/or action (e.g., Pat-a-cake, Peekaboo) by performing an action that is part of game (e.g., child claps hands, covers eyes when adult pauses during game).

Imitates motor action that is not commonly used

CRITERION Child imitates motor action that is not commonly used (e.g., pats knee, taps foot). The action should not be part of familiar songs and/or activities. Action should be appropriate for child's motor abilities.

Imitates words that are not frequently used

CRITERION Child imitates words that he or she does not frequently use.

Retains objects when new object is obtained

CRITERION Child uses any means to retain objects that he or she is using when new object is acquired (e.g., child holds several objects in one hand; puts objects into container or pocket; puts some items in mouth, on lap, under arm, between legs).

Uses an object to obtain another object

CRITERION Child moves or manipulates an object to obtain another object (e.g., child moves a stool to reach an object placed out of reach, uses a stick to obtain object out of reach across the table).

Navigates large object around barriers

CRITERION Child moves large object around barriers (e.g., child moves toy grocery cart, doll carriage, riding toy around furniture).

Solves common problems

CRITERION Child uses different strategies to solve common problems (e.g., when child wants an object that is out of reach, child calls to an adult and then gets a chair to stand on when adult does not respond).

Uses imaginary objects in play

CRITERION Child uses imaginary objects in play. Imaginary play consists of child pretending and/or imagining that an object and/or event is occurring (e.g., child pretends to climb a mountain in a classroom, go to outer space in a cardboard box, have lions and tigers in cages when pretending to visit the zoo).

Categorizes like objects

CRITERION Child puts together at least three objects in a group according to a broad-based category (e.g., food, clothing, animals; child gathers all toy animals together, puts play dishes and utensils on table, gathers clothing in order to play dress-up).

Demonstrates functional use of one-to-one correspondence

CRITERION Child demonstrates one-to-one correspondence by assigning one object to each of two or more objects and/or people (e.g., child places one fork next to each plate, gives one paintbrush to each child).

Recognizes environmental symbols (signs, logos, labels)

CRITERION Child assigns correct meaning and words to familiar symbols such as road signs, logos for brand names, restaurants, stores, and familiar food and product labels by producing an associated word or action (e.g., child says, "I want hamburger" at the sight of a fast-food logo; says, "Bus" at the bus stop sign; shows his or her shoes at the sight of a matching logo).

Demonstrates functional use of reading materials

CRITERION Child demonstrates functional use of reading materials (e.g., storybooks, magazines, phone/address books, menus, newspapers). Child shows an awareness that text contains a message by using reading behaviors with books. The child is not actually reading but is using printed materials in a functional and appropriate fashion (e.g., child "reads" a story to an adult using narration based on pictures, looks at a menu and decides to eat spaghetti, assigns prices to products while looking at advertisements; the child is not actually reading but is using reading behaviors appropriately).

Demonstrates use of common opposite concepts

CRITERION Child demonstrates understanding of at least six pairs of early opposite concepts by sorting, labeling, or selecting objects with the appropriate quality from at least six pairs (e.g., child takes the correct paper when an adult presents piles of large- and small-size paper; child answers correctly when asked if pants are wet or dry; child complies with request to take book off top shelf when there are books on all shelves). Examples of opposite concepts may include but are not limited to the following: big/little hot/cold wet/dry up/down fast/slow top/bottom in/out full/empty stop/go clean/dirty

Repeats simple nursery rhymes

CRITERION Child repeats at least two lines of simple nursery rhymes or songs without prompts (e.g., “Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall”; “Baa baa black sheep, have you any wool? Yes, sir, yes, sir, three bags full”; “Three little monkeys jumping on the bed. One fell off and bumped his head”). The rhymes should be familiar and simple. Child does not have to remember the entire rhyme. Child can make minor mistakes in reciting non-rhyming words.

Section 5.

Turns and looks toward person speaking

CRITERION Child turns to and looks toward the face of a speaker for at least 5 seconds. Speaker must be within 3 feet of the child.

Follows person's gaze to establish joint attention

CRITERION Child turns and looks in the direction of a person's gaze while that person looks at an object, person, and/or event. The child's glance must be longer than 1 second.

Engages in vocal exchanges by babbling

CRITERION Child engages in two or more consecutive vocal exchanges with other people by babbling (e.g., child babbles, person imitates child, and child responds by babbling again; adult says, “Hi, baby,”

Gains person's attention and refers to an object, person, and/or event

CRITERION Child gains a person's attention (e.g., looks at, reaches for, touches, vocalizes) and then points to an object, person, and/or event (e.g., child looks at a person and then points to ball, child pulls on a person's arm and then points out the window).

Uses consistent word approximations

CRITERION Child uses 10 consistent word approximations to refer to objects, people, and/or events (e.g., child reaches for ball and says, “Ba”; child says, “Ba-ba” and points to bottle; child looks at juice and says, “Ju”).

Locates objects, people, and/or events without contextual cues

CRITERION Without contextual cues, the child locates (e.g., looks at, reaches for, touches, points to) at least 20 familiar objects, people, and/or events when named by another person (e.g., parent asks, “Where's Daddy?” when Daddy is in the yard and child goes to the window and points to father).

Carries out two-step direction without contextual cues

CRITERION Child responds with appropriate motor action to a two-step direction that does not relate to the immediate context (e.g., when a doll is not present in the immediate environment, another person tells the child, “Go get your doll and put it on the table,” and child gets doll and puts it on the table).

***Uses 50 single words**

CRITERION Child uses 50 single words appropriately, which includes at least five descriptive words, five action words, two pronouns, 15 labeling words, and three proper names. Uses five descriptive words, Uses five action words, Uses two pronouns, Uses 15 object and/or event labels, Uses three proper names

***Uses two-word utterances**

CRITERION Child uses a variety of two-word utterances to express: • Agent–action, action–object, and agent–object
• Possession, • Location, • Description, • Recurrence, • Negation

***Uses three-word utterances**

CRITERION Child uses a variety of three-word utterances to express: • Negation, • Questions, • Action–object–location,
• Agent–action–object

Section 6.

Responds appropriately to familiar adult's affect

CRITERION Child appropriately responds to familiar adult's affect, including facial expressions, gestures, tone, requests, comments, or corrections (e.g., when familiar adult enters the room, child smiles in recognition; when familiar adult asks child for a hug, child gives adult hug; when familiar adult corrects child's behavior, child looks sad or cries; when familiar adult affectionately pats child on the back, child pats adult on the arm).

Initiates and maintains interaction with familiar adult

CRITERION Child initiates and maintains interaction with familiar adult for two or more consecutive exchanges. An exchange consists of a response from the child and from the adult (e.g., child gains adult attention then puts cloth over own head, adult says, "Peek-a-boo," and child removes cloth, adult smiles, child laughs; child claps hands, adult says, "Pat-a-cake," child claps hands again, and adult says, "Pat-a-cake").

Initiates and maintains communicative exchange with familiar adult

CRITERION Child initiates and maintains a communicative exchange by directing gestures, signs, vocalizations, and/or verbalizations toward adult for two or more consecutive exchanges (e.g., child holds up keys and says, "Ke-ke," adult says, "Yes, those are keys," child says, "Ke," adult asks, "Where does the key go?" and child gestures toward the door; child points to cup that is out of reach and vocalizes to adult, adult says, "Cup," child reaches for cup and looks at adult, adult asks, "Oh, you want a drink?" and child nods). An exchange consists of a response from the child and from the adult.

Meets observable physical needs in socially appropriate ways

CRITERION Child uses socially appropriate ways to meet observable physical needs (e.g., child washes hands or requests help from adult when hands are dirty; child attempts to remove wet or soiled clothing; child requests adult help when injuries occur; child gets a tissue and blows own nose; child goes to adult and tugs at soiled diaper). Observable physical needs can include dirty hands or clothing, injury, runny nose, or soiled diapers, but *do not* include more internal physical needs such as hunger, thirst, or rest.

Participates in established social routines

CRITERION When given general verbal and/or contextual cues, child performs a series of responses associated with established social routines such as mealtime, toileting, dressing/undressing, bathing/washing, naptime/bedtime, and/or classroom events (e.g., as adult begins to set table and/or says, "It's lunch time," child washes hands, gets bib, and goes to the table; when adult turns on bath water, child goes to the tub, takes off clothes, and gets tub toys).

Initiates and maintains interaction with peer

CRITERION Child initiates and maintains interaction with peer for two or more consecutive exchanges (e.g., child hides in cupboard, peer knocks on door, child opens door and laughs, and peer closes door and knocks again; child uses bricks to build wall, peer adds additional bricks, and the two children look at each other, laugh, knock the wall down and begin building again; child approaches peer, reaches for peer's toy and offers own toy, peer turns away, child taps peer on shoulder and offers toy again). An exchange consists of a response from the child and from the peer.

Initiates and maintains communicative exchange with peer

CRITERION Child initiates and maintains a communicative exchange by directing gestures, signs, vocalizations, and/or verbalizations toward peer for two or more consecutive exchanges (e.g., child says, "Let's play cars," peer says, "Okay," child rolls car and says, "Zoom," and peer says, "Zoom zoom"; when eating snack with a peer, child asks peer "That your cookie?" Peer clutches cookie and nods head, child asks, "Can I have one?" and peer says, "No"). An exchange consists of a response from the child and from the peer.