

COMPREHENSION CHOICE MAKING DATA COLLECTION SHEET

Name: _____ Age: _____ Grade: _____ Teacher: _____

Case Manager: _____ SEA: _____ Person Responsible: _____

Goal Area: Communication

Long Term Goal: To communicate efficiently with those around him/her

Specific Learning Outcome: Making choices between two objects with verbal prompting

Date	Subject	Choices	Prompt			Responses				Wait Time			Comments	Recorder
			Physical	Gestural	Visual	None	Turn towards speaker	Smile	Reach out	< 5 sec	> 5 sec	> 10 sec		
		What are the two choices?												

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

A. Receptive Language Format

Steps

1. Present two symbols and ask student to "Point to _____" (or "Look at _____"); "Give me _____"; "Show me _____"; depending on the cue that the student is familiar with and is capable of motorically.
2. Indicate if a trial is correct (+) or incorrect (-)
3. Repeat procedure two more times. If student does not respond accurately on any one of these three trials, do seven more trials at this level.
4. If student responds correctly on all three trials, place three items out in front of student.
5. If student responds correctly on all three trials using three items, place four items out in front of student.
6. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	# of Items in array (2,3,4, etc.)	Object	Colour Photo	Colour Line Drawing (indicate size)	Black/White Line Drawing (indicate size)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

B. Yes-No Format

Steps

1. Present an item one at a time and ask, "Is this a _____?"
2. Make sure that you randomize "yes/no" responses for the items.
3. Indicate if trial is correct (+) or incorrect (-). Also, indicate how the student responded (e.g., smiles for "yes; looks away for "no").

Trial #	Target Item	Real Object	Colour Photo (indicate size)	Colour Line Drawing (indicate size)	Black/White Line Drawing (indicate size)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

C. Match to Sample

Steps

1. Take two of the items and name them as you place them in front of the student, approximately 6" apart.
2. Show an item (e.g., identical/similar object; colour photo, etc.) that matches one of the items.
3. Say, "Here's _____. Find the same."
4. Indicate if the trial is correct (+) or incorrect (-).
5. Repeat procedure 2 more times. If the student does not respond accurately on any one of the three trials, do seven more trials at this level (i.e., 2 item array).
6. If the student responds correctly on all 3 trials, use a 3 item array with the student.
7. If the student responds correctly on all 3 trials, use a 4 item array with the student.
8. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	# Items in Array	Identical Objects	Similar Objects	Colour Line Drawing	Black/White Line Drawing
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

D. Functional Use

Steps

1. Follow procedure as outlined for other assessment formats.
2. Ask the student to find an item based on its function (e.g., "Show me the one that you eat.")

Trial #	Target Item	Items in an Array	Object	Colour Photo	Colour Line Drawing	Black/White Line Drawing
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION - Examples

A. Receptive Language Format - Example

Steps

1. Present two symbols and ask student to "Point to ____" (or "Look at ____"); "Give me ____"; Show me ____"; depending on the cue that the student is familiar with and is capable of motorically.
2. Indicate if a trial is correct (+) or incorrect (-)
3. Repeat procedure two more times. If student does not respond accurately on any one of these three trials, do seven more trials at this level.
4. If student responds correctly on all three trials, place three items out in front of student.
5. If student responds correctly on all three trials using three items, place four items out in front of student.
6. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	# of Items in Array	Object	Colour Photo (4x6)	Colour Line Drawing (2x2)	Black/White Line Drawing (2x2)
1	Juice box	2	+	+	+	-
2	Toothbrush	2	+	+	-	-
3	Sock	2	+	-	-	-
4	Ball	3	-			
5	Cup	3	+			
6	Cookie	3	+			
7	Book	3	+			
8	Hat	3	+			
9	Banana	3	-			
10	Comb	3	+			

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION- Examples

B. Yes-No Format - Example

Steps

1. Present an item one at a time and ask, "Is this a ____?"
2. Make sure that you randomize "yes/no" responses for the items.
3. Indicate if trial is correct (+) or incorrect (-). Also, indicate how the student responded (e.g., smiles for "yes; looks away for "no").

Trial #	Target Item	Object	Colour Photo (4x6)	Colour Line Drawing (2x2)	Black/White Line Drawing (2x2)
1	Juice box	+	+		
2	Toothbrush	+	+		
3	Sock	+	-		
4	Ball	+	-		
5	Cup	-	+		
6	Cookie	+	+		
7	Book	+	-		
8	Hat	-	+		
9	Banana	+	+		
10	Comb	+	-		

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION - Examples

C. Match to Sample -Example

Steps

1. Take two of the items and name them as you place them in front of the student, approximately 6" apart.
2. Show an item (e.g., identical/similar object; colour photo, etc.) that matches one of the items.
3. Say, "Here's _____. Find the same."
4. Indicate if the trial is correct (+) or incorrect (-).
5. Repeat procedure 2 more times. If the student does not respond accurately on any one of the three trials, do seven more trials at this level (i.e., 2 item array).
6. If the student responds correctly on all 3 trials, use a 3 item array with the student.
7. If the student responds correctly on all 3 trials, use a 4 item array with the student.
8. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	Items in Array (2,3,4 etc.)	Identical Object	Similar Object	Colour Line Drawing (4x6)	Black/White Line Drawing (4x6)
1	Juice box	2	+	+	+	-
2	Toothbrush	2	+	+	+	-
3	Sock	2	+	+	-	-
4	Ball	3	+	+		
5	Cup	3	+	+		
6	Cookie	3	+	-		
7	Book	3	+	+		
8	Hat	4	-			
9	Banana	4	+			
10	Comb	4	-			

ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

D. Functional Use - Example

Steps

1. Follow procedure as outlined for other assessment formats.
2. Ask the student to find an item based on its function (e.g., "Show me the one that you eat.")

Trial #	Target Item	# Items in Array	Object	Colour Photo (4x6)	Colour Line Drawing (2x2)	Black/White Line Drawing (2x2)
1	Juice box	2	+	+	+	+
2	Toothbrush	2	+	+	+	+
3	Sock	2	+	+	+	+
4	Ball	3	+	+	+	+
5	Cup	3	+	+	+	-
6	Cookie	3	+	+	+	+
7	Book	4	+	+	+	
8	Hat	4	+	+	-	
9	Banana	4	+	+	+	
10	Comb	4	+	+	-	

Student: _____

Date: _____

Person Completing Checklist: _____

LANGUAGE COMPREHENSION CHECKLIST

1. Responds to voices. If so, how? (*e.g., smiles, looks towards source*) _____
2. Responds to familiar voices differently than unfamiliar voices. If so, how? _____
3. Responds to different tones of voice (*e.g., excited, angry*). If so, how? _____
4. Responds to his/her name being called? If so, how, and from how far away?

5. Responds to greetings. If so, how? _____
6. Responds to basics commands: Stop; Look; No
7. Response latency: Impulsive Normal Moderate delay Significant delay (>10 sec)
8. Responds to directions within physical capability (*e.g., head up; hold on; close your mouth; hands down*). Describe:

9. Recognizes routine phrases (*e.g., "time for lunch"; "let's get your coat."*)
 - When you say phrases with a neutral tone of voice
 - When an unfamiliar person says them?
 - When they are said without using gestures?
 - When there are no obvious cues from the environment?
10. Understands words for common things (*e.g., food items, etc.*) or people. Give examples:

11. How does the student show you that s/he understands these words? (e.g., *pointed; looked at them; some other way?*)

12. Follows directions or make a choice when there is an array of

- _ 2 objects _ 2 pictures
 - _ 3 objects _ 3 pictures
 - _ 4 objects _ 4 pictures
 - _ more than 4* _ more than 4*
- (*indicate how many)

13. Identifies (e.g. *says, signs, looks at, points*) objects or pictures of objects based on:

A. Physical Property (e.g., *Which one is hot?*) _ Object _ Picture

Describe _____

B. Size (e.g., *Which one is big?*) _ Object _ Picture

Describe _____

C. Colour (e.g., *Which one is red?*) _ Object _ Picture

Describe _____

D. Function (e.g., *Which one do we wear?*) _ Object _ Picture

Describe _____

E. Categories (e.g., *Which one is an animal?*) _ Object _ Picture

Describe _____

F. Number (e.g., *Show me 2 cups; Which one is more?*) _ Object _ Picture

Describe _____

G. Spatial Orientation (e.g., *in, on, under, between*) _ Object _ Picture

Describe _____

H. Time (*e.g., day, night, morning, afternoon, time of day*) _Object _Picture

Describe _____

I. Shape (*e.g., round, square*) _Object Picture

Describe _____

14. Has a consistent way of signaling for “yes” and/or “no”:

_ Yes (*e.g., smile*) (describe): _____

_ No (*e.g., frown*) (describe): _____

15. ___ Often responds to questions based on the tone of voice used (*e.g., answers 'yes' when a happy voice is used; answers 'no' when a sad voice is used.*)

16. Answers the following yes/no questions accurately:

A. Do you want _____? (using an animated tone of voice) ___with an object present: ___with a picture? ___ without any visual cue

B. Do you want _____? (using a neutral tone of voice) ___with an object present; ___with a picture; ___ without any visual cue

C. Questions about events that just occurred (*e.g., Did you hear the phone?*)

D. Questions about an event that occurred some time ago (*e.g., Did you go to the mall on the weekend?*)

E. Questions about the names of things. (*e.g., Is this a _____?*)

F. Questions about facts (*e.g., Do we eat books?*)

17. ___ Responds to humour. If so, describe:

Stepping Stones for Translating Cognitive Development into Educational Skills

Name of Student: _____ Date of Assessment: _____ Person completing checklist: _____

Because individuals with multiple disabilities are often unable to volitionally control motor movements, including speech, any skill that involves motor movement more complex than non-speech vocalizations, looking, touching, or reaching has not been included in this framework.

Use the following guide for each box. Stop once you reach at least 80% of the boxes without demonstration of skills.

Y – skill demonstrated consistently - 80%+
0%

S – skill sometimes demonstrated - 50%

N – skill not demonstrated -

Cognitive Skill Level One

	Developmental Skill	Elementary Example	Middle/ Secondary School Example	Examples for Adults
	1. Reacts to loud sounds or lights by stopping activity, briefly looking at a lighted object within visual field	At music, looks at instrument being played loudly by another student	Gazes at computer screen with bright colours	Changes facial expression when a vacuum cleaner is turned on
	2. Briefly looks at people	Briefly looks at teacher saying “hi”	Briefly looks at EA saying “hi”	Briefly looks at a friend saying “hi”
	3. Visually attends briefly to object within visual field	Briefly looks at a ball during gym time	Briefly looks at food item during snack or lunch	Briefly looks at object cue before going to an activity
	4. Quiets to sound (more to voice than other sounds), from within 2 feet	Stops movement or vocalization when EA speaks to him/her	Stops movement or vocalization when a peer speaks directly to him/her	When an adult worker speaks directly to him/her, stops moving/vocalizing
	5. Anticipates eating at the sight of food	Opens mouth at the sight of food	Vocalizes at the sight of food	Smiles at the sight of food
	6. Searches for a voice with eyes: _____ to R; _____ to the L; _____ from behind	Moves head or eyes only at the sound of EA’s voice	Moves head or eyes only at sound of peer’s voice	Moves head or eyes only at sound of adult worker’s voice

	7. Turns head to glance from one noise to another from distance of 1-2' ft	Turns head toward 2 musical instruments played by peers from 1-2'	Turns head in direction of 2 musical instruments played by peers from 1-2'	Turns head in direction of 2 musical instruments played from 1-2 feet away
	8. Searches for sound with eyes from a distance of 2': __ to the R __ to the L	As above, only just eyes move	As above, only just eyes move	As above, only just eyes move
	9. Visually follows a moving person/object; fixating on person/object momentarily	During lunch, tracks spoon/cup moving towards him/herself; briefly holds gaze on item	Visually follows a ball being tossed between 2 peers	Visually follows items being sorted in a recycling program
	10. Recognizes faces	Smiles at EA when greeted	Smiles at homeroom teacher when greeted	Smiles at adult worker when greeted
	11. Shifts gaze from 1 object to another	Shifts gaze between 2 objects shown in circle time	Shifts gaze between 2 different objects being discussed in a science class	Shifts gaze between 2 different food items being used when making dinner
	12. Responds differently to a variety of sounds	Demonstrates different responses to a variety of musical instruments	Demonstrates different responses to various pieces of music played by band members	Demonstrates different responses to various types of music
	13. Makes pleasure sounds	When receiving a hand or foot massage, makes happy sounds	When playing floor hockey in the gym with peers, makes happy sounds	When playing 'Twister' with friends, makes happy sounds
	14. Uses different intonation patterns to express different needs (request attention, express discomfort, hunger, etc.)	Vocalizes to request attention from EA	Vocalizes to express discomfort in wheelchair	Vocalizes to express hunger when it is near a snack or lunch time
	15. Responds to own name by looking for the source of the voice	Responds to name being called at roll call by looking at teacher	Responds to name being called for turn in a game	Responds to name being called by an adult worker passing by
	16. Begins to anticipate events through different movement, facial	Changes in behaviour when sees jacket (e.g., smiles, increases arm	Changes in behaviour when entering the band room	Changes in behaviour when entering the recreation centre

	expressions, etc.	movement)		
	17. Smiles when interacting with familiar people	Smiles when teacher interacts with him/her	Smiles at peer tutor	Smiles at day program worker

Cognitive Skill Level Two

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Responds to name called from 5-6' away, or from a background of sounds	Teacher calls out name for attendance from 5-6' away	Peer calls out name of student in gym class	Adult worker calls out person's name from 5-6' in a noisy mall
	2. Attends to music or singing	Attends to singing at circle time	Attends to music in band class	Attends to music at a concert
	3. Looks at objects when their names are spoken; looks at them for 10 seconds	Looks at a named book for 10 seconds	Looks at named shaker being used in music class for 10 secs	Looks at named blender used in meal preparation for 10 secs
	4. Shows interest in named pictures, for up to 1 minute	Looks at pictures in book as they are being name, for 1 minute	Looks at named food pictures for up to 1 min in foods class	Looks at photos as they are being named for up to 1 minute
	5. Gestures/vocalizes to: gain attention; request; protest; greet, call, comment	Gestures/vocalizes to request more of a song	Gestures/vocalizes in response to a greeting	Gestures/vocalizes when observing an interesting event
	6. Understands nonverbal, situational cues	Reacts when shown an object cue representing an upcoming activity	Reacts when shown object cue representing upcoming activity	Reacts when shown an object cue representing an upcoming activity
	7. Often appears to be listening to conversations by others	Directs gaze, quiets when peers are chatting during centre time	Directs gaze, quiets when peers are chatting at lunch time	Directs gaze, quiets when group home staff are chatting
	8. Initiates a topic by combining glances & vocalizations	In gym, looks at ball, then at peer; gestures/vocalizes	In music, looks, vocalizes, etc. at drum being played, then at E.A.;	When bus arrives, looks, vocalizes, etc. at it, then at adult worker
	9. Takes 1 or 2 turns	In music, will take a couple of turns with musical instrument	Will take a couple of turns with a peer when using the computer	Will take a couple of turns with another friend during a game
	10. Laughs/smiles at an unusual action by a familiar person (e.g., waddling like a penguin, making silly faces/sounds)	Laughs/smiles when peers pretend to be different animals	Laughs/smiles when peers engage in slapstick humor	Laughs/smiles when a friend is acting silly

	Understands 3-50 words			
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Cognitive Skill Level Three

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Receptively identifies 10 familiar objects by looking at, reaching, etc.	Look at the book	Find your jacket	Where's the bus?
	2. Receptively identifies 1 to 5 body parts by looking at, reaching, etc.	"Where's your hand?"	"Look at your toes"	"Touch your leg"
	3. Begins to link object to function	Show me what wear, etc.	Which one do we read?	What do we need to cook with?
	4. Understands "no"	Stops vocalizing loudly in class when hears "no"	Stops putting hand in mouth when hears "no"	Stops reaching out to grab others when hears "no"
	5. Responds to verbal cues/one step directions within physical ability	Sits up, hands quiet, when hears, "Get ready" verbal cue	Activates a switch when hears verbal cue, "Hit the switch"	"Lift up your arms" (in order to get wheelchair tray on)
	6. Identifies 3 different pictures by looking at, reaching, touching, etc.	"Show me the computer"	"Look at the book"	"Where's the cookie (picture)?"
	7. Responds to simple <i>yes/no</i> questions	When offered a non-preferred food item, & asked, "Do you want the ...?", shakes head 'no'	When offered a ball in P.E., and asked, "Do you want this ball?", shakes head 'no'	When offered a book at the library, and asked "Do you want to read this book?" reaches towards it
	8. Understands concept of " <i>more</i> ": responds to question; makes request for " <i>more</i> " of pleasurable object/activity"	Do you want <i>more</i> to drink?	During gym time, asks, by vocalizing, to be pushed around the track some <i>more</i>	During a meal, ask for <i>more</i> food by looking at food item
	9. Understands that an object still exists even when it isn't in view	Looks for, gestures, etc. to request favourite book that's underneath a couple of other books	Looks for, gestures, etc. to request favourite computer program	Looks for, gestures, etc.. request favourite music tape/CD
	10. Enjoys looking at picture books	Smiles/looks at picture books being read by a peer	Smiles/looks at animal books with photos	Smiles/looks at magazine of interest
	11. Imitates or echoes sounds/words	Attempts to imitate "hi"	Attempts to imitate "bye-bye"	Attempts to imitate "hey"

	12. Begins to match similar object	In math, matches objects being counted	In music, matches cymbal with other cymbal	In meal prep, matches egg with another egg
	13. Distinguishes between 'you' and 'me'	Answers question, "Whose coat is this?"	Follows direction, "Give it to me"	Gestures towards self when given choice between "you" or "me"
	14. Requests by pointing and vocalizing	When given a choice of 2+ objects/activities, gestures, points, vocalizes, etc. to make a choice	Gestures/points/looks etc. at something in hallway to signal a request to look at it	Gestures, points, looks, etc. to request a visible object/activity
	15. Requests cessation of activity, using facial expressions, vocalizations, etc.	Frowns to signal end of exercise routine	Turns head away to signal end of computer time	Refuses to open mouth to signal end of lunch time
	16. Indicates displeasure when object is removed, using facial expressions, etc.	Pouts when favourite 'fidget' toy is removed	Vocalizes in an unhappy way when juice container is put away	Becomes physically agitated when favourite video is put away
	17. Begins to relate object to symbol or line drawings	When sees picture symbol for object, looks for object	When sees picture symbol for outing, looks toward door	When sees picture symbol for drink, reaches toward cup
	18. Calls person's attention to objects by pointing, gesturing, vocalizing, etc.	Vocalizes, gestures, etc. to draw E.A.'s attention to visiting dog	Vocalizes, gestures, etc. to draw peer's attention to new item of clothing	Vocalizes, gestures, etc. to call adult worker's attention to object that has dropped on the floor
	19. Responds to humor involving using objects in 'wrong' ways (e.g., placing a sock on a hand instead of the foot)	Smiles, etc. when E.A. uses an object the 'wrong' way	Smiles, etc. when peers use objects the 'wrong' way when performing a skit	Smiles, etc. when watching a video in which people use objects the 'wrong' way
	20. Perceives others' emotions. Uses different facial expression, body language, vocalizations when observing others expressing happiness, anger, etc.	During circle time, responds to different emotional states displayed by students through facial expression, vocalization, etc.	During library time, responds to librarian expressing different emotional states when reading out loud	In community program, responds to different emotional states expressed by other participants through facial expression, etc.

<p>21. Answers “<i>What’s that?</i>” questions by looking at, touching, etc. pictures or objects</p> <p>Understands about 300 words</p>	<p>When reading a story, answers a “<i>What’s that?</i>” question by looking at picture on a picture board</p>	<p>In Social Studies, answers a “<i>What’s that?</i>” question by looking at the correct object</p>	<p>On a community outing, answers a “<i>What’s that?</i>” question by looking at a picture on a picture board</p>
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Cognitive Skill Level Four

	Developmental Skill	Elementary School Example	Middle School Example	Examples for Adults
	1. Increased interest in the names of thing	In buddy reading, looks at pictures as buddy names them	In Science, looks at pictures of mammals while their named	Looks at named pictures of items needed to buy on a shopping trip
	2. Associates small parts with whole bigger objects	Looks at, etc. furniture that belongs in a toy house during centre time	In Science, looks at, touches, reaches etc. parts of the body	Looks at, etc. items that are sorted into different recycling categories
	3. Indicates awareness of 2-4 like objects in a group by looking at, reaching towards, pointing, etc.	In Math, looks at, etc. objects that have the same shape, when asked “Find the ones that are alike”	In Science, looks at, etc. objects that are within a specific category (e.g., aquatic animals)	Sorts laundry according to colour
	4. Identifies <i>boys, girls</i> , own sex by looking, reaching towards, pointing, touching, etc.	Responds appropriately during Circle Time when teacher says, “All the <i>boys (girls)</i> close your eyes.”	During Buddy Reading, answers question about whether the character is a <i>boy</i> or <i>girl</i>	During community activity, accurately follows direction, “Look at one of the <i>girls (guys)</i> to be your partner.”
	5. Identifies several body parts by looking, reaching towards, pointing, touching, etc.	Accurately follows direction to look at, etc. Mr. Potato Head body parts during Centre Time	In Art, locates named body parts in magazine pictures in order to do a collage	Accurately follows direction to look at body parts during personal care
	6. Identifies <i>red; blue</i> by looking, reaching towards, pointing, touching, etc.	In Art, looks at, etc. the <i>blue/red</i> marker	In Gym, looks, etc. at the <i>blue/red</i> pinnies when asked to give them to different teams	Looks, etc. at <i>red/blue</i> bin to help sort items in a Recycling Program
	7. Identifies 10 pictures when named by looking, reaching towards, pointing, touching, etc.	Looks at, etc. pictures of family members, pets, etc. that are part of an “All About Me” Book	Looks at, etc. pictures of objects/activities that are offered in choice making opportunities	Looks at, etc. pictures of objects that are needed to purchase on a shopping excursion
	8. Identifies action in pictures (e.g., eating, sleeping, bathing, reading) by looking, reaching, touching, etc.	Looks at, etc. pictures of common actions depicted in story books during Buddy Reading Time	During Drama class, looks at pictures of common actions for peers to act them out	Looks, etc. at pictures of common actions from magazines
	9. Demonstrates understanding of <i>on/in/under/beside</i> through looking, reaching towards, pointing, etc.	Using math manipulatives, puts items <i>in/on/under/beside</i>	In gym time, places balls <i>in/on/under/beside</i>	During meal preparation, places ingredients/utensils <i>in/on/under/beside</i>

	10. Matches objects with pictures of objects by looking, etc.	Looks, points, etc. to objects that match picture in a story book	In cooking, matches food items to pictures of food items	Matches recycling materials to pictures of recycling materials
	11. Interest in listening to rhymes, songs, jingles	Attends to rhymes, songs, etc. during circle time	Attends to songs, jingles, etc. during music time	Attends to songs, jingles etc. on television
	12. Listens to a 10-20 minute story	Attends to story read by a big buddy – 10-20 min	Attends to story read by a peer – 10-20 min	Attends to story read by an adult worker – 10-20 min
	13. Follows 2-related simple directions within his/her physical capability	“Look at Mr. Smith and give him the message on the Step-by-Step”	“Look at your sandwich and your yogurt”	“Pull your arm out of the sleeve and hold onto the jacket”
	14. Groups objects by category; Sorts by colour and shape	Groups animals into different categories (farm, wild, etc.)	In Math, sorts different shapes (round, square, etc.)	Sorts items by category in the recycling program
	15. Has concepts of <i>one</i> , <i>two</i> and <i>all</i>	In Math activities with objects, looks, touches, etc. “ <i>one</i> ,” “ <i>two</i> ,” or “ <i>all</i> ” on request	Answers by looking, touching, etc., “Do you want <i>one</i> , <i>two</i> , or <i>all</i> of them?”	When grocery shopping, follows directions “Get <i>one</i> ,” “Get <i>two</i> ,” or “Get <i>all</i> ” of something
	16. Responds to verbal jokes involving misnaming (e.g., calling a dog a kitty)	Smiles, laughs, etc. when E.A. calls body parts by their wrong names	Smiles, laughs, etc. during drama when students doing skits misname things	Smiles, laughs, etc. when E.A. calls clothing items by their wrong names
	17. Recognizes objects from their sounds (e.g., phone ringing) or touch	At music time, looks at musical instrument making a sound	In P.E., looks towards a ball being bounced on the gym floor	Looks at appliance making a sound (e.g., blender) during meal preparation
	18. Remembers objects/pictures	Following question, “What did you see?”, looks at, touches, etc. picture or object that corresponds to something seen on a class outing	Following question, “What did you see?”, looks at, touches picture or object that corresponds to something seen in an illustrated book	Following question, “What did you see?,” looks at, touches picture or object that corresponds to something seen when grocery shopping.
	19. Answers “ <i>what doing</i> ” questions	Looks at, points, etc. to a picture in a story book when asked a “ <i>What doing?</i> ” question	Looks at, points, etc. to an action picture relating to a video being viewed, when asked a “ <i>What doing?</i> ”	Looks at, points, etc. to an action picture relating to an activity during meal prep, when asked a “ <i>What doing?</i> ” question.

			question	
	20. Answers “ <i>who</i> ” questions	Looks at, points, to, etc. class-mates when asked a “ <i>who</i> ” question	Looks at, points, etc. to picture in an illustrated story when asked a “ <i>who</i> ” question	Looks at, points to, etc. to a person when asked a “ <i>who</i> ” question when out in the community
	21. Answers “ <i>where</i> ” questions	At circle time, looks, etc. at object when asked a “ <i>where</i> ” question	When going down the hall, looks at, etc. a specific object or location when asked a “ <i>where</i> ” question	During recycling, looks, etc. at on object when asked a “ <i>where</i> ” question
	22. Can introduce a topic	Uses a Step-by-Step Communicator to give parents news from school	Uses a Step-by-Step Communicator to tell class-mates a joke at recess time	Uses a picture board to initiate a conversation with a volunteer in the disabled riding program
	23. Plays make-believe with dolls, animals, and people Knows about 500+ words	Participates in make-believe activities at centres	Participates in drama activities involving make believe	Participates in skits in community program

Cognitive Skill Level Five

	Developmental Skill	Elementary School Example	Middle School Example	Examples for Adults
	1. Identifies 2-10 objects by function (e.g., Which one do you sleep in?; Which one do you read?; Find the one that can ...)	Answers questions by looking, touching etc. about functions of objects, related to theme (e.g, fall)	Answers questions by looking, touching, etc. about functions of objects in sewing	Answers questions by looking, touching etc, about functions of objects used in meal preparation
	2. Identifies adjectives: <i>Big/little; small; Long/short; Happy/sad; Hard/soft Rough/smooth; front/back; empty/full</i>	Answers storybook questions with a description (<i>big/little; happy/sad, long/short</i>)	Answers questions about textures felt in sewing (e.g., <i>hard/soft; rough/smooth; front/back</i>)	Answers questions about how concert music sounded (<i>fast/slow; loud/soft, long/short</i>)
	3. Identifies or expresses verbs: (e.g., open/close)	Tells peers to “stop” or “go” in gym activity	Expresses what to do in cooking (e.g., stir, pour)	Asks someone to open or close the door for them
	4. Matches sets of objects	Matches manipulatives used in Language Arts activities	Matches 2 different colours of cloth in textiles	Matches different clothing items when doing laundry
	5. Identifies or expresses colour <i>yellow</i>	Answers question about finding a <i>yellow</i> object in an illustration	Finds <i>yellow</i> paint in Art Class	Finds <i>yellow</i> objects on an outing
	6. Understands concepts “ <i>in front of</i> ” and “ <i>behind</i> ”	When lining up, looks at person “ <i>in front of</i> ” or “ <i>behind</i> ” him/her	In P.E., follows directions for placing ball “ <i>in front of</i> ” or “ <i>behind</i> ” a peer	When grocery shopping, follows direction for placing foods “ <i>in front of</i> ” or “ <i>behind</i> ” other foods
	7. Understands time concepts: <i>now, soon, later</i>	Responds with anticipation when told that activity is going to happen <i>now</i>	Stops asking to go home, when told that will happen <i>later</i>	Settles down when told that a favourite activity is going to happen <i>soon</i>
	8. Identifies parts of a whole, such as a leg is part of a body	Identifies different parts of animals	Identifies different props needed for a skit	Identifies food items needed to make a smoothie
	9. Identifies shapes: <i>circle, square, triangle</i>	Follows directions to give peers either a <i>circle, square, or triangle</i>	Follows directions in art to choose a <i>circle, square, or triangle</i> template for sponge painting	Follows directions to place clothes in the drawer with a <i>circle, square, or triangle</i> shape

	10. Follows directions involving 2 objects or 2 characteristics	At calendar time, follows direction, "Show me which one is big and round."	In woodworking, follows direction, "Where's the big, square block?"	During personal care, follows direction, "turn on the tap and put your hands under the water"
	11. Begins using language for fantasies, jokes, and teasing	Uses AAC device to tell a joke to peers at recess	Plays a trick on his/her assistant	Uses a picture board to tease adult worker
	12. Makes predictions	When reading a book with a peer, uses picture board to answer, "What will happen next?"	In cooking, answers question, "Do you think it's ready to take out of the oven?"	When watching a sports event, answers question, "Who's going to win?"
	13. Recognizes language absurdities, such as "The dog says meow"; responds to silly sound play (I taut I taw a putty tat) and words used in nonsensical combinations (e.g., I like your peanut butter pants)	Responds by laughing/smiling etc. when listening to funny poems, Dr. Seuss stories, etc.	Responds by laughing/smiling etc. when involved in comic skits in drama	Responds by laughing/smiling etc. when watching a comedy show
	14. Understands complex questions, such as "why"	Answers "why" questions when reading a story book	Answers "why" question about emotional state (e.g., "Why are you crying?")	Answers "Why" question about behaviour (e.g., "Why are you wearing a hat?")
	15. Counts 3 objects	In circle time looks at 3 different objects as they are being counted	In recycling counts 3 juice boxes	When grocery shopping, counts 3 bananas
	16. Answers "how many" for number concepts 1 & 2	At math time, answers questions about whether there are 1 or 2 items in a picture or 1 or 2 objects present	In cooking, answers question about how many eggs are being used (1 or 2)	In library, answers question, "how many books to you want?" (1 or 2)
	17. Answers question or following directions including "both" Understands 900-2000+ words	At math time, answers questions, such as, "look at both circles"	In cooking, answers questions, such as "get both eggs"	Shows caregiver "both" feet

Cognitive Skill Level Six

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Understands number concepts up to 3	In Math, answers question, “How many are there?”, for 1-3 items	In Cooking, answers questions about number/quantity from 1-3	When grocery shopping, helps to select from 1 to 3 items
	2. Identifies spatial concepts: <i>between, above, below, top, bottom</i>	In Language Arts, answers questions about where items are located	In Art, answers questions about where to paint	At group home, identifies where to place ornaments after dusting them
	3. Attends to activities for 5-15 minutes	Attends quietly to circle time activity for up to 15 minutes	Attends to assembly activities for 5-15 minutes	Attends to television for 5-15 minutes
	4. Recognizes and names 1-3 colours	Identifies 3 different colors when doing an art project	Identifies 3 different colors when painting a woodworking project	Identifies 3 different colors when sorting laundry
	5. Understands the concept of counting; knows a few numbers	During Calendar time, identifies first 10 days of month	In P.E. answers question about how many balls does s/he want	At disabled riding, directs the horse to numbers around the ring
	6. Understands number concepts: <i>more, less, bigger</i>	In Math, identifies which group of objects is <i>more, less, or bigger</i>	In Cooking, identifies which pile of cookies is <i>more, less, or bigger</i>	Identifies which pile of recycled cans is <i>more, less, or bigger</i>
	7. Understands adjectives <i>same/different; heavy/light; rough/smooth; short/tall</i>	Shows which objects used in a pet theme are the <i>same</i> or <i>different</i>	In P.E., identifies which balls are <i>heavy</i> or <i>light</i>	At a trip to the beach, shows which rocks are <i>rough</i> or <i>smooth</i>
	8. Understands direction: <i>right</i>	Follows direction, “look to the right” when going down the hall	Follows direction, “relax your right hand” when being helped to put on a coat	Follows direction, “put the carton in the box on the right” when involved in a recycling program
	9. Understands words that relate one idea to another: <i>if, why, when</i>	Answers <i>why</i> question relating to a story being read	Follows direction, “ <i>When</i> Jo says ‘action’, you hit your switch”	Follows direction, “ <i>If</i> you touch the movie pic, I’ll start the DVD”
	10. Listens to short, simple stories	Attends quietly when book is being read to class at library time	Attends quietly to peers giving class presentations	Attends quietly when adult worker reads a book out loud

	11. Matches related pictures	Matches picture to picture in book	Matches picture on visual schedule to picture on door of classroom	Matches pictures of grocery items to picture grocery list
	12. Begins to grasp that pictures or symbols can represent real objects	Makes a choice for an activity using a picture symbol	Answers a question using a picture symbol	Comments on what s/he sees by pointing to a picture symbol
	13. Responds to visual jokes (e.g., drawing cat ears and cat tail on a picture of a dog) Understands 2800+ words	Smiles at nonsense pictures	In art class, smiles at class-mates' drawings that contain visual jokes	On outing to art gallery, laughs at paintings that contain visual jokes

Cognitive Level Seven

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Answers questions about time concepts	Answers questions about story being read (e.g. What happened first, next, last, etc.)	In Cooking, answers questions about order of ingredients	Answers questions about order of daily activities
	2. Answers “where”, “when”, “why”, “how many”, “what do you do” “Why do we” questions	Answers questions during circle time	In Drama, answers questions	Answers questions as part of conversation with others
	3. Completes 3 step directions	Follows a direction during Language Arts, such as, “Look at the board, find the picture of the eagle, then find the matching eagle picture in your book”	In P.E., follow a direction such as, “Go to the equipment cupboard, find the bin with the medium size balls, and bring me a blue medium size ball.”	At mealtime, follows a direction such as, “Go into the bathroom, and wash your hands, then come to the table for dinner.”
	4. Talks about personal experiences	At circle time, uses picture board or voice output device to talk about weekend activities	At lunch time, uses picture board or voice output device to talk about personal experiences with peers	Uses picture board or voice output device to have a conversation with friends
	5. Listens to experiences & feelings shared by others	At circle time, attends quietly while others share their feelings and experiences	At break time, listens with interest while others express their feelings and experiences	At coffee time, listens with interest while others express their feelings and experiences
	6. Counts 10+ objects	In Math, counts 10+ manipulatives	In P.E., counts off 10+ balls needed for an activity	On an outing, counts 10+ dogs
	7. Names at least 4 colours	Names at least 4 colours during an Art activity	In sewing, names at least 4 colours when looking at different material	When doing the laundry, names at least 4 colours
	8. Understand opposites	During language arts, answers questions, such as, “What is the opposite of day?”	In Drama, follows directions such as, “Show me opposite of looking happy”	Uses opposites appropriately during activities (e.g., on/off; back/front; come/go)
	9. Identifies letters & initial sounds	During language arts, finds the named	When reading with a peer, uses an	Participates in computer games with

	in words	letter on an alphabet board	alphabet board to answer a question, such as, "What sound does the word 'bear' start with?"	matching the picture with the letter of the initial sound in the word
	10. Creates messages, using pictures, symbols, letters and words	Uses picture boards, letter boards, etc. to send messages	Uses voice output device to create a message	Uses a computer to send an email
	11. Comprehends irony from voice intonation. Sees humour in incongruity of action, appearance, wording (includes slapstick), or impossible event	Smiles, etc. when watching video that contains incongruities of action, appearance, or wording	In Drama, smiles, etc. when watching skit that contains incongruities of action, appearance, or wording	Smiles, etc. when adult worker's voice intonation implies irony
	12. Knows about things used every day in the home (money, food, appliances) Understands 13,000+ words	Answers questions about everyday things	Understands what appliances are for in cooking	Understands how to use money

Cognitive Level Eight

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Remembers information	During circle time, answers questions about what happened on the weekend	Remembers to tell E.A. information from home	Remembers how to cook a simple meal (e.g., pancakes)
	2. Connect new experiences & information with prior knowledge &/or life experiences	On a field trip, uses pictures, AAC device, etc. to relate previous knowledge with present experience	In Science class, uses pictures, etc. to show how much s/he already knows about topic	When going to a new recreation centre, can independently get ready for swimming, based on prior experience
	3. Understands left and right	Follows directions to turn head to left or right to see something	Follows directions to lift up right or left leg	Follows direction to look to a person on the right or left
	4. Understands most time concepts	Answers questions about time during Calendar	Understands when events occur during the day	Understands weekly schedule of events
	5. Adds/subtracts one-digit whole numbers (i.e., up to 10)	In Math, adds/subtracts one-digit whole numbers	In Cooking, adds one digit whole numbers (e.g., 1 tbs. + 3 tbsp)	Adds one digit whole numbers when figuring out spending money (\$1 + \$8)
	6. Identifies coin values: <i>penny, nickel, dime, quarter, loonie, toonie</i>	In Math, looks at named coin	Identifies value of coins sent in from home needed to pay for a snack	Identifies coins needed to pay bus fare
	7. Retells a known story in sequence, identifying characters, settings, & key events	Uses pictures, etc. to retell favourite story	In Drama, retells a favourite story using picture, etc.	Tells adult worker about a favourite TV show, using pictures, etc.
	8. Naming items by exclusion	Answers questions, such as “Show me something that can ..., but is not”	In Science, answers questions, such as, “Name an animal that is not a mammal”	When recycling, names items that cannot be recycled
	9. Asks questions to make sense of experiences	During a field trip, asks questions about experiences	Asks questions about a new project in woodworking	Asks questions about experiences at a concert
	10. Share feelings/moods evoked by stories	Uses facial expressions, pictures, AAC device, etc. to communicate about moods/feelings, etc. conveyed in a story	Uses pictures, AAC device etc., to communicate about moods/feelings, etc. conveyed in a video	Uses pictures, AAC device, etc. to communicate about moods/ feelings, etc. conveyed on a TV show

	11. Makes predictions	Answers questions about a story being read at library time, such as “What will happen if ...?”	In Science, makes predictions about what will happen	In discussing Personal Safety, answers questions about what may happen in potentially dangerous situations
	12. Uses onset & rhyme to create new words that include blends	In Language Arts, names rhyming words	In Language Arts, names words with the same onset	Helps to write birthday poems that have rhyming words
	13. Hears & identifies medial & final sounds in words	In Language Arts, identifies the medial and final sounds in words	In Language Arts, identifies the medial and final sounds in words when composing a poem	When helping to write a shopping list, identifies the medial and final sounds in words
	14. Develops a reading vocabulary of 300-500 words, including sight reading words & 1-2 syllable words	Independently reads simple books	Independently reads a recipe in Cooking	Independently reads high interest, low vocabulary books
	15. Spells high frequency words	Uses alphabet board, AAC device, etc. to spell high frequency words	Uses alphabet board, etc. to spell messages to send home	Uses alphabet board, etc. to help write shopping list
	16. Writes short passages (e.g., journal entries, lists, poems)	Uses alphabet board, etc. to write in a daily journal	Uses alphabet board, etc. to write a poem	Uses alphabet board, etc. to write “to do” list
	17. Responds to jokes that involve double meanings of words or sentences (e.g., Why did the lion stop eating the clown? Because he tasted funny.) Understands 20,000 words	Uses voice output device to give jokes that contain double word meanings	Responds to jokes in drama that have double word meanings	Responds to humour on comedy show that involves double word meanings

Cognitive Level Nine

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Identifies the main characters in a story	Answers “who” questions about the main characters in a story	Identifies the main characters in a play	Identifies the main characters on a tv show
	2. Identifies the beginning, middle and end of stories	Answers questions about what happened at the beginning, middle, and end of stories	Answers questions about what happened at the beginning, middle, and end of a science experiment	Answers questions about what happened at the beginning, middle, and end of an outing
	3. Reads books independently	Reads a book on own (e.g., reads a book on-line)	Reads book on own (including on-line books)	Reads book on own (including on-line books)
	4. Performs basic operations of whole numbers	Adds, subtracts, multiplies, and divides whole numbers	Performs basic operations of whole numbers when adjusting a cooking recipe	Performs basic operations of whole numbers when figuring out spending money

Cognitive Level 10

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Listens attentively in group situations	Attends to group instruction, discussions, etc.	Attends to presentations during Assembly	Attends to presentation in community
	2. Makes predictions	Answers questions, such as, “Where will ...?; What will happen if ...?; Why will...?”	Answers questions, such as, “Where will ...?; What will happen if ...?; Why will...?”	Answers questions, such as, “Where will ...?; What will happen if ...?; Why will...?”
	3. Justifies a decision	Answers questions, such as “Why would/wouldn’t you?”	Answers questions, such as “Why would/wouldn’t you....?”	Answers questions, such as “Why would/wouldn’t you....?”
	4. Identifies the causes of an event	Answers questions, such as, “What made it happen?”	Answers questions, such as, “What made it happen?”	Answers questions, such as, “What made it happen?”
	5. Formulates a solution	Answers a question, such as “What could you do?”	Answers a question, such as “What could you do?”	Answers a question, such as “What could you do?”
	6. Identifies a means to a goal	Answers a question, such as “What could we use?”	Answers a question, such as “What could we use?”	Answers a question, such as “What could we use?”
	7. Reads chapter books	Reads chapter books on-line	Reads chapter books on-line	Reads chapter books on-line
	8. Comprehends sarcasm, using voice intonation & contextual cues	Responds appropriately to a sarcastic comment	Responds appropriately to a sarcastic comment	Responds appropriately to a sarcastic comment
	9. Identifies sequences of events	Identifies sequences of events, such as, “Put these events in order of when they happened”	Identifies sequences of events, such as, “Put these events in order of when they happened”	Identifies sequences of events, such as, “Put these events in order of when they happened”

Cognitive Level Eleven

	Developmental Skill	Elementary School Example	Middle/Secondary School Example	Examples for Adults
	1. Identifies obstacles to an action	Answers questions, such as, “Why can’t we ...?”	Answers questions, such as, “Why can’t we ...?”	Answers questions, such as, “Why can’t we ...?”
	2. Forms opinions based on evidence	Answers questions, such as, “What do you think about...?”	Answers questions, such as, “What do you think about...?”	Answers questions, such as, “What do you think about...?”
	3. Understands some figurative language	Answers questions that involve metaphors, similes, symbolism, irony, personification, etc.	Answers questions that involve metaphors, similes, symbolism, irony, personification, etc.	Answers questions that involve metaphors, similes, symbolism, irony, personification, etc.
	4. Listens & Draws conclusions in subject learning activities	Answers “how” and “why” questions that demonstrate ability to draw conclusions	Answers “how” and “why” questions that demonstrate ability to draw conclusions	Answers “how” and “why” questions that demonstrate ability to draw conclusions
	5. Understands fractions	Identifies proper fractions	Identifies proper fractions	Identifies proper fractions

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