

GM
17

Starting Point ▶ 12 months through 17 months

Materials
Toy, stairs with a standard rise of 7 to 8 inches and a wall or handrail on one side

Behavior The child creeps or crawls up four steps without assistance.

Structured

Place the child at the bottom of the stairs in either a standing position with support or a crawling position and stand behind the child. Attract the child's attention to the toy by moving it or tapping it against the stairs. Place the toy on a step slightly out of the child's reach and say, **Get the _____** (name of toy); **go get it.**

As the child moves up the stairs, move the toy up one step at a time. Be ready to catch the child if he or she loses balance and begins to fall backward. Allow three trials, if necessary.

Note: The child may alternate his or her legs in a left-right movement or may place one leg on the next step and pull the other leg up to that step.

Interview

Questions:

♦ **Does the child go up the stairs?**

If yes, say,

- **How does the child climb the stairs? For example, does the child crawl, creep, or walk?**
- **How many steps does the child climb in this manner?**
- **How much assistance does the child need to climb the stairs this way?**

Scoring

| Points | Child creeps or crawls without assistance up |
|--------|---|
| 2 | 4 steps |
| 1 | 1 to 3 steps |
| 0 | 0 steps or does not attempt to go up the steps |

Starting Point ▶ 6 years, 0 months through 7 years, 11 months
(72–95 months)

Materials

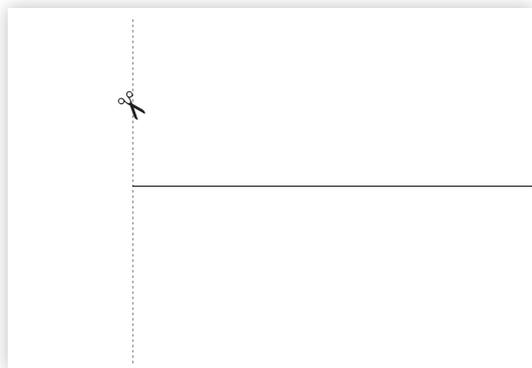
Student Workbook page 3, scissors

Behavior The child cuts with scissors following a line.

Structured

Remove page 3 from the Student Workbook by cutting along the dotted line. Seat the child at a table so that his or her elbows are level with the table and the child can reach and manipulate the materials easily. Give the child the Student Workbook page and the scissors and say, **I want you to cut the paper on the line. Cut it into two pieces. Make sure you cut it on the line.**

If the child does not respond, repeat the directions.



Scoring

| Points | Child cuts the paper |
|--------|---|
| 2 | Into 2 pieces on or within $\frac{1}{4}$ inch of the line |
| 1 | With at least half of the cut within $\frac{1}{2}$ inch of the line |
| 0 | Beyond $\frac{1}{2}$ inch from the line or does not cut the paper at all |

Behavior The child copies numerals 1 through 5.

Materials

Student Workbook page 13, pencil, 1 sheet of $8\frac{1}{2}$ -inch x 11-inch white paper

Structured

Seat the child at a table so that his or her elbows are level with the table and the child can reach and manipulate the materials easily. Place the Student Workbook, open to page 13, in front of the child. Give the child a pencil.

Cover all the numerals with the paper, then display only the first numeral and say, **Write this number on the paper.** (Point to the space to the right of the 1.)

Allow one trial. If the child does not respond, repeat the instructions.

Move the paper down to display the 2 and say, **Now make a number like this.** (Point to the space to the right of the 2.)

Move the paper down to display the 3 and say, **Now make a number like this.** (Point to the space to the right of the 3.)

Move the paper down to display the 4 and say, **Now make a number like this.** (Point to the space to the right of the 4.)

Remove the paper to display the 5 and say, **Now make one more number like this.** (Point to the space to the right of the 5.)

Do not allow the child to trace the numerals.

Do not move your finger or pencil to show the child how to draw the numeral.

The child may erase before completing a number.

However, once a numeral is complete, the child may no longer erase.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Scoring

Note: The child's numerals must be easily recognizable out of context and have no left-to-right reversals.

| Points | Child correctly copies |
|--------|------------------------|
| 2 | 5 numerals |
| 1 | 3 or 4 numerals |
| 0 | 2 or fewer numerals |