

PRESCHOOL EVALUATION SCALE

Second Edition (PES-2)

Stephen B. McCarney, Ed.D.
Tamara J. Arthaud, Ph.D.

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The *Preschool Evaluation Scale-Second Edition (PES-2)* was developed to provide educators, diagnosticians, pediatricians, and psychologists with a measure of child development from 0 through 72 months of age. The **PES-2** may be used to contribute to the early identification of students with developmental delays for the purpose of implementing an intervention plan for remediation. The **PES-2** is based on the most commonly recognized domains of child development identified in the federal definition of developmental delays (PL 99-457). Each subscale is associated with one of the developmental domains.

The **PES-2** subscales are

- *Large Muscle Skills,*
- *Small Muscle Skills,*
- *Cognitive Thinking,*
- *Expressive Language Skills,*
- *Social/Emotional,* and
- *Self-Help Skills.*

During development, the **PES-2 School and Home Versions** were subjected to field testing on children from 0 through 72 months of age resulting in the items included in the final version of each scale. The **PES-2 School Version** was standardized on a total of 1,608 children in 22 states. The **PES-2 Home Version** was standardized on a total of 979 children in 18 states. Gender and age specific norms are provided. Demographic characteristics of the standardization population approximated the demographic characteristics of the nation. Age equivalents for both home and school can be determined.

Internal consistency of the **PES-2 School Version: 0-35 and 36-72** exceeded .97 for the total score. Test-retest reliability correlation coefficient was .94 for the total score. Inter-rater reliability coefficients for the **PES-2 SV: 36-72 Months** subscales ranged from .64 to .83. Content validity was established by the initial development process. All six subscales of the **PES-2 School Version** were compared to the *Developmental Profile 3 (DP-3)* as a measure of concurrent validity.

The internal consistency reliability coefficients for the **PES-2 Home Version: 0-35 and 36-72** exceeded .96 for the total score. Test-retest reliability correlation coefficients ranged from .84 to .94 for the **PES-2 HV: 36-72** subscales. Coefficients for inter-rater reliability of the **PES-2 HV: 0-35 and 36-72** ranged from .68 to .96. Content validity was established by the initial development process. All six subscales of the **PES-2 HV: 0-35 and 36-72** were compared to the *Developmental Profile 3 (DP-3)* as a measure of concurrent validity.

The **PES-2** uses frequency-referenced quantifiers. Each item on the **PES-2** is rated on a three-point scale from (0) CANNOT PERFORM THE BEHAVIOR to (2) PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY. Following administration, five types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), and total score quotient and percentile. The subscale standard scores may be plotted on the Profile Sheet graph for a visual representation of the student's level of functioning across the 6 subscales.

The **PES-2** takes approximately 20 minutes for anyone familiar with the child to complete. The **PES-2** complete kit consists of 0-35 Months and 36-72 Months school and home version rating forms and technical manuals. The **PES-2 Quick Score Windows®**-compatible program converts ratings to standardized scores. The **Preschool Development Guide** which will include goals, objectives, and intervention strategies for the behaviors on the scales is currently being developed.



H A W T H O R N E

Phone: (800) 542-1673 Fax: (800) 442-9509

SCHOOL VERSION RATING FORM 0 Through 35 Months

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by educational personnel with primary observational opportunities. These persons would usually be teachers or aides who work directly with the child.
- The rater should rate the child's behavior as the behavior/skill occurs naturally in the educational environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier then the item before rating the item. Using item 9 as an example, the rater would first read "Cannot sidestep around furniture with ease," then "Can sidestep around furniture with ease successfully but on an inconsistent basis," and finally "Can sidestep around furniture with ease successfully and independently."
- It is not necessary to complete the rating of a child in one day. Several days may elapse before the rater is able to complete the scale.
- If the child does not possess or demonstrate the behavior or skill, the rating should be **0**
CANNOT PERFORM THE BEHAVIOR.
- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be **1**
PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.
- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be **2**
PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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(800) 542-1673



TO RATER: Rate every item using the quantifiers (0-2) provided.
Every item must be rated. **Do not leave any boxes blank.**

**CANNOT
PERFORM
THE BEHAVIOR**

0

**PERFORMS
THE BEHAVIOR
SUCCESSFULLY
BUT ON AN
INCONSISTENT BASIS**

1

**PERFORMS THE
BEHAVIOR
SUCCESSFULLY AND
INDEPENDENTLY**

2

LARGE MUSCLE SKILLS

- 1. Waves arms and kicks legs during play
- 2. When pulled up into a sitting position, head does not lag behind the body
- 3. When body is swayed back and forth, head does not wobble from side to side
- 4. Rolls from front to back and back to front
- 5. Balances well when sitting, keeping hands free for ten minutes
- 6. Pulls self up on furniture to standing position
- 7. Creeps on belly using arms to pull body forward at least ten feet
- 8. Crawls on hands and knees at least ten feet
- 9. Can sidestep around furniture with ease
- 10. Can stand alone and take two to three steps before falling
- 11. Seldom falls when walking
- 12. Can seat himself/herself on the floor
- 13. Squats to pick up an object and stands up
- 14. Kicks a ball in place
- 15. Indent foot in place on toes with both feet on ground
- 16. Moves on "ride-on" toy without pedals for ten feet
- 17. Jumps off an object six inches high with both feet
- 18. Walks up stairs alternating feet

33

Raw Score

SMALL MUSCLE SKILLS

- 19. Fingers are relaxed and loosely closed
- 20. Enjoys watching his/her hands move and putting them in mouth
- 21. Holds, shakes, and plays with a rattle for several minutes
- 22. Transfers an object from one hand to the other hand

- 23. Picks up a one-inch cube with a grasp between the palm and fingers
- 24. Lines up a small object in one hand with an object in the other hand
- 25. Builds a tower of two to three blocks after someone has demonstrated it
- 26. Can insert a circular block in a form board
- 27. Builds a tower of three to four blocks
- 28. Can correctly complete a square form board consisting of a square and triangle
- 29. Imitates a simple drawing of a vertical stroke after a demonstration
- 30. Builds a tower of approximately two to three blocks
- 31. Uses thumb and forefinger grasp in holding a pencil, instead of using a fist
- 32. Builds a tower of ten blocks
- 33. Builds a tower of ten blocks
- 34. Can cut a piece of paper from one side to the other with scissors

21 Raw Score

COGNITIVE THINKING

- 35. Recognizes parent visually and changes activity level
- 36. Visually follows a dangling ring through an arc from side to side
- 37. Shows a desire to be picked up by holding arms out
- 38. Consistently reaches for a desired object
- 39. Looks for family members when named
- 40. Enjoys repetitive actions that produce different sounds
- 41. Will search for and uncover a toy that he/she has seen hidden
- 42. Grasps and pulls a string to obtain a toy
- 43. Gives a toy to an adult upon request
- 44. Understands a few simple commands such as "sit," "stand," "come," and "eat"

SAMPLE
School Version 0-35 Months Rating Form

- 45. Shows curiosity about objects, actively manipulating them
- 46. Points to pictures in a book when asked
- 47. Understands two- or three-word commands such as "pick up shoe," "give car," "get diaper," and can execute them accurately
- 48. Points to four body parts when named
- 49. Points to three pictures of common actions such as running, eating, sleeping, crying, etc.
- 50. Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.
- 51. Points to ten pictures of common objects when asked

29 Raw Score

EXPRESSIVE LANGUAGE SKILLS

- 52. Laughs aloud when tickled and talked to by someone
- 53. Makes cooing sounds and squeals when talked to by someone
- 54. Vocalizes and combines syllables in vocal play (e.g., dada, baba, mama, ka, na)
- 55. Calls parents by specific words (e.g., "mama," "dada," etc.)
- 56. Says two words besides those used to name and cate his/her parents
- 57. Asks for objects by grunting
- 58. Uses in
- 59. Na
- 60. Asks
- 61. Names at least three objects and three pictures
- 62. Has fifty words or more in spoken vocabulary
- 63. Uses three-word sentences when communicating
- 64. Can name five pictures when asked, "What is this?"
- 65. Names a preferred object when asked, "Do you want the ball or the car?"
- 66. Speaks intelligibly, can be understood by someone who is not familiar with him/her

25 Raw Score

SOCIAL/EMOTIONAL

- 67. Quiets when seeing a person's face or hearing a soothing voice

- 68. Smiles in response to attention given by an adult
- 69. Demonstrates feelings such as pleasure, anger, anticipation, and satisfaction
- 70. Purposely drops toy for an adult to retrieve, or invents other kinds of dropping games
- 71. Begins to understand the meaning of "no" by stopping activity briefly, then continuing
- 72. Has favorite toys, security blanket, etc., and is very protective of them
- 73. May test limits and have temper tantrums
- 74. Predominately plays side-by-side with peers with very little interaction with them
- 75. Will pull a person's hand or tug on a person to show what he/she wants

- 76. Initiates own play activities for short periods
- 77. Is beginning associative actively plays with another
- 78. Verbalizes physically hurti
- 79. fashion

SELF-HELP SKILLS

- Attempts to remove obstacles in order to obtain a desired object or toy
- 82. Enjoys feeding finger foods to himself/herself for a portion of a meal
- 83. Cooperates in dressing by pushing arms and legs through clothing
- 84. Independently pulls off socks
- 85. Holds own cup and drinks with some spilling
- 86. Uses a spoon with minimal spilling
- 87. Unzips zippers
- 88. Indicates toileting needs by squatting, holding self, or verbalizing
- 89. Independently pulls pants or shorts up and down
- 90. Puts on coat independently
- 91. Feeds self with fork held in fist hand
- 92. Unties and removes shoes
- 93. Can independently put on shoes although they are often on incorrect feet
- 94. Snaps front snaps on his/her clothing

21 Raw Score

SAMPLE
 School Version 0-35 Months Rating Form

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Austin Williams Gender: M

School: Midvale Preschool

Class: Tues./Thurs. a.m.

City: Midvale State: PA

Date of rating: 2009 / 6 / 28
(year) (month) (day)

Date of birth: 2006 / 7 / 1
(year) (month) (day)

Age at rating: 2 / 11 / 27
(years) (months) (days)
x 12

$$\boxed{24} + \boxed{11} = \boxed{35}$$

Rated by: M. Jackson

Relationship to the child: preschool teacher

Dates during which observation of child occurred:
From 9/01 To 6/28/02

SUMMARY OF SCORES

Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Large Muscle Skills	33	9	1.96
Small Muscle Skills	21	6	2.50
Cognitive Thinking	29	8	2.04
Expressive Language Skills	25	8	2.24
Social/Emotional	23	9	3.10
Self-Help Skills	21	8	2.14

TOTAL SCORE

Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
48	87	19	6.14	95 %

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

PES-2 SV: 0-35

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HOME VERSION RATING FORM 0 Through 35 Months

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by persons with primary observational opportunities. This person would usually be someone who lives with the child in his/her home environment.
- The rater should rely on his/her personal observation of the child's behavior as it occurs naturally in the home environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier then the item before rating the item. Using item 9 as an example, the rater would first read "Cannot sidestep around furniture with ease," then "Can sidestep around furniture with ease successfully but on an inconsistent basis," and finally "Can sidestep around furniture with ease successfully and independently."
- It is not necessary to complete the rating of a child in one day. Several days may elapse before the rater is able to complete the scale.
- If the child does not possess or demonstrate the behavior or skill, the rating should be **0**
CANNOT PERFORM THE BEHAVIOR.
- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be **1**
PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.
- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be **2**
PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

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TO RATER: Rate every item using the quantifiers (0-2) provided.
Every item must be rated. **Do not leave any boxes blank.**

**CANNOT
PERFORM
THE BEHAVIOR**

0

**PERFORMS
THE BEHAVIOR
SUCCESSFULLY
BUT ON AN
INCONSISTENT BASIS**

1

**PERFORMS THE
BEHAVIOR
SUCCESSFULLY AND
INDEPENDENTLY**

2

LARGE MUSCLE SKILLS

- 1. Waves arms and kicks legs during play
- 2. When pulled up into a sitting position, head does not lag behind the body
- 3. When body is swayed back and forth, head does not wobble from side to side
- 4. Rolls from front to back and back to front
- 5. Balances well when sitting, keeping hands free for ten minutes
- 6. Pulls self up on furniture to standing position
- 7. Creeps on belly using arms to pull body forward at least ten feet
- 8. Crawls on hands and knees at least ten feet
- 9. Can sidestep around furniture with ease
- 10. Can stand alone and take two to three steps before falling
- 11. Seldom falls when walking
- 12. Can seat himself/herself on the floor
- 13. Squats to sit on the floor
- 14. Kneels on both knees in place
- 15. Independent walking on toes in place on toes with both feet on the ground
- 16. Moves on "ride-on" toy without pedals for ten feet
- 17. Jumps off an object six inches high with both feet
- 18. Walks up stairs alternating feet

33 Raw Score

SMALL MUSCLE SKILLS

- 19. Fingers are relaxed and loosely closed
- 20. Enjoys watching his/her hands move and putting them in mouth
- 21. Holds, shakes, and plays with a rattle for several minutes
- 22. Transfers an object from one hand to the other hand

- 23. Picks up a one-inch cube with a grasp between the palm and fingers
- 24. Lines up a small object in one hand with an object in the other hand
- 25. Builds a tower of two to three blocks after someone has demonstrated it
- 26. Can insert a circular block in a form board
- 27. Builds a tower of three to four blocks
- 28. Can correctly complete a shape in a form board consisting of a square, circle, and triangle
- 29. Imitates drawing a vertical line with a pencil after demonstration
- 30. Builds a tower of approximately two to three blocks
- 31. Uses thumb and forefinger grasp in holding a pencil, instead of using a fist

- 32. Builds a tower of ten blocks
- 33. Builds a tower of ten blocks
- 34. Can cut a piece of paper from one side to the other with scissors

21 Raw Score

COGNITIVE THINKING

- 35. Recognizes parent visually and changes activity level
- 36. Visually follows a dangling ring through an arc from side to side
- 37. Shows a desire to be picked up by holding arms out
- 38. Consistently reaches for a desired object
- 39. Looks for family members when named
- 40. Enjoys repetitive actions that produce different sounds
- 41. Will search for and uncover a toy that he/she has seen hidden
- 42. Grasps and pulls a string to obtain a toy
- 43. Gives a toy to an adult upon request
- 44. Understands a few simple commands such as "sit," "stand," "come," and "eat"

SAMPLE
Home Version 0-35 Months Rating Form

- 45. Shows curiosity about objects, actively manipulating them
- 46. Points to pictures in a book when asked
- 47. Understands two- or three-word commands such as "pick up shoe," "give car," "get diaper," and can execute them accurately
- 48. Points to four body parts when named
- 49. Points to three pictures of common actions such as running, eating, sleeping, crying, etc.
- 50. Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.
- 51. Points to ten pictures of common objects when asked

34 Raw Score

EXPRESSIVE LANGUAGE SKILLS

- 52. Laughs aloud when tickled and talked to by someone
- 53. Makes cooing sounds and squeals when talked to by someone
- 54. Vocalizes and combines syllables in vocal play (e.g., dada, baba, mama, ka, na)
- 55. Calls parents by specific words (e.g., "mama," "dada," etc.)
- 56. Says two words besides those used to name/cate his/her parents
- 57. Asks for objects by using words or grunting
- 58. Uses independent words
- 59. Names two objects and three pictures
- 60. Asks for objects by using words
- 61. Names at least three objects and three pictures
- 62. Has fifty words or more in spoken vocabulary
- 63. Uses three-word sentences when communicating
- 64. Can name five pictures when asked, "What is this?"
- 65. Names a preferred object when asked, "Do you want the ball or the car?"
- 66. Speaks intelligibly, can be understood by someone who is not familiar with him/her

28 Raw Score

SOCIAL/EMOTIONAL

- 67. Quiets when seeing a person's face or hearing a soothing voice

- 68. Smiles in response to attention given by an adult
- 69. Demonstrates feelings such as pleasure, anger, anticipation, and satisfaction
- 70. Purposely drops toy for an adult to retrieve, or invents other kinds of dropping games
- 71. Begins to understand the meaning of "no" by stopping activity briefly, then continuing
- 72. Has favorite toys, security blanket, etc., and is very protective of them
- 73. May test limits and have temper tantrums
- 74. Predominately plays side-by-side with peers with very little interaction with them
- 75. Will pull a person's hand or tug on a person to show what he/she wants
- 76. Initiates own play activities for short periods
- 77. Is beginning associative play with another child
- 78. Verbalizes or physically hurts another child
- 79. Plays in parallel fashion

- 80. Attempts to remove obstacles in order to obtain a desired object or toy
- 81. Enjoys feeding finger foods to himself/herself for a portion of a meal
- 82. Cooperates in dressing by pushing arms and legs through clothing
- 83. Independently pulls off socks
- 84. Holds own cup and drinks with some spilling
- 85. Uses a spoon with minimal spilling
- 86. Unzips zippers
- 87. Indicates toileting needs by squatting, holding self, or verbalizing
- 88. Independently pulls pants or shorts up and down
- 89. Puts on coat independently
- 90. Feeds self with fork held in fist
- 91. Unties and removes shoes
- 92. Can independently put on shoes although they are often on incorrect feet
- 93. Snaps front snaps on his/her clothing

- 94. Snaps front snaps on his/her clothing

24 Raw Score

SAMPLE
 Home Version 0-35 Months Rating Form

HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Thomas Andrews Gender: M

City: Midvale State: PA

Date of rating: 2009 1 15
(year) (month) (day)

Date of birth: 2006 2 13
(year) (month) (day)

Age at rating: 2 11 2
(years) (months) (days)

24 + 11 = 35

Rated by: M. Jackson

Relationship to the child: mother

Dates during which observation of child occurred:
From 3/13/08 To 1/15/09

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Large Muscle Skills	33	11	1.50
Small Muscle Skills	21	8	1.88
Cognitive Thinking	34	12	1.84
Expressive Language Skills	28	11	1.96
Social/Emotional	25	12	2.52
Self-Help Skills	24	10	2.12

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
64	102	55	4.84	95 %

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

PES-2 HV: 0-35
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SCHOOL VERSION RATING FORM

36 Through 72 Months

Stephen B. McCarney

RATING GUIDELINES

- The child should be rated by educational personnel with primary observational opportunities. These persons would usually be teachers or aides who work directly with the child.
- The rater should rate the child's behavior as the behavior/skill occurs naturally in the educational environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 7 as an example, the rater would first read "Cannot hop on one foot several times," then "Can hop on one foot several times successfully but on an inconsistent basis," and finally "Can hop on one foot several times successfully and independently."

- If the child does not possess or demonstrate the behavior or skill, the rating should be

0

CANNOT PERFORM THE BEHAVIOR.

- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be

1

PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.

- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be

2

PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

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Item #04311

PES-2 SV: 36-72

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- | | |
|--|--|
| <p><input type="checkbox"/> 39. Can talk back and forth on the telephone</p> <p><input type="checkbox"/> 40. Can tell which object he/she prefers</p> <p><input type="checkbox"/> 41. Uses several pronouns correctly in conversation (e.g., I, you, me, your, he, she)</p> <p><input type="checkbox"/> 42. Can answer questions accurately involving "how" and "where"</p> <p><input type="checkbox"/> 43. Can name pictures of ten common objects</p> <p><input type="checkbox"/> 44. Can tell how an object is used</p> <p><input type="checkbox"/> 45. Uses the past tense of verbs</p> <p><input type="checkbox"/> 46. Can answer questions accurately involving "why"</p> <p><input type="checkbox"/> 47. Can correctly answer questions regarding his/her physical needs (e.g., "What do you do when you are hungry, sleepy, cold, etc.?")</p> <p><input type="checkbox"/> 48. Can count by rote memory from one to fifteen</p> <p><input type="checkbox"/> 49. Can tell the composition of common things (e.g., the table is made of wood, the toy is made of plastic, etc.)</p> <p><input type="checkbox"/> 50. Can tell a story using pictures or a book</p> <p><input type="checkbox"/> 51. Can rhyme words</p> <p><input type="checkbox"/> 52. Can describe the weather outside</p> <p><u>26</u> Raw Score</p> <p style="text-align: center;">SOCIAL/EMOTIONAL</p> <p><input type="checkbox"/> 53. Has little difficulty making friends</p> <p><input type="checkbox"/> 54. Can play cooperatively with other children</p> <p><input type="checkbox"/> 55. Will belong to a group and use others' belongings</p> <p><input type="checkbox"/> 56. Uses "please" and "thank you" when appropriate</p> <p><input type="checkbox"/> 57. Enjoys acting out feelings in make-believe play</p> <p><input type="checkbox"/> 58. Can play cooperatively with other children</p> <p><input type="checkbox"/> 59. Can put away toys when asked, without supervision</p> <p><input type="checkbox"/> 60. Uses "excuse me" when appropriate</p> <p><input type="checkbox"/> 61. Can behave appropriately in social situations without an adult's constant supervision</p> <p><input type="checkbox"/> 62. Begins choosing friends</p> <p><input type="checkbox"/> 63. Remains in an assigned area for a specified amount of time (e.g., stays in one area of the classroom, stays in seat, stays in the yard at home, etc.)</p> | <p><input type="checkbox"/> 64. Can stay involved in an activity a reasonable length of time (e.g., until project is completed, until it is time to move on to another activity, etc.)</p> <p><input type="checkbox"/> 65. Follows one- or two-step verbal directions (e.g., "Go wash your hands." "Put away your toys and line up." etc.)</p> <p><input type="checkbox"/> 66. Demonstrates appropriate mealtime behavior (e.g., remains seated, does not bother others, eats with utensils, etc.)</p> <p><input type="checkbox"/> 67. Responds appropriately to redirection (e.g., will be quiet when told he/she is too loud, will walk when told to stop running, etc.)</p> <p><input type="checkbox"/> 68. Is able to focus attention for a necessary length of time (e.g., during group activities, when directions are being given, when a guest speaker is making a presentation, etc.)</p> <p><input type="checkbox"/> 69. Maintains self-control in group situations (e.g., can walk in a line, does not become overexcited, etc.)</p> <p><u>29</u> Raw Score</p> <p><input type="checkbox"/> 70. Can use buttons appropriately</p> <p><input type="checkbox"/> 71. Can use buttons on his/her clothing</p> <p><input type="checkbox"/> 72. Can use snap front snaps on his/her clothing</p> <p><input type="checkbox"/> 73. Can take off a pullover piece of clothing</p> <p><input type="checkbox"/> 74. Can get own drink of water from a faucet</p> <p><input type="checkbox"/> 75. Can unbuckle a belt</p> <p><input type="checkbox"/> 76. Remembers to flush toilet after using it</p> <p><input type="checkbox"/> 77. Takes care of toileting needs (e.g., calls attention to toileting needs, uses restroom independently, etc.)</p> <p><input type="checkbox"/> 78. Can feed himself/herself independently, holding utensils with fingers</p> <p><input type="checkbox"/> 79. Puts shoes on correct feet</p> <p><input type="checkbox"/> 80. Knows front from back of clothing</p> <p><input type="checkbox"/> 81. Can put belt through belt loops</p> <p><input type="checkbox"/> 82. Can completely undress and dress himself/herself independently except for back fastenings</p> <p><input type="checkbox"/> 83. Can zip a zipper</p> <p><input type="checkbox"/> 84. Can buckle and lace own shoes</p> <p><input type="checkbox"/> 85. Can put on socks without assistance, placing the heel in the correct position</p> <p><u>32</u> Raw Score</p> |
|--|--|

SAMPLE
 School Version 36-72 Months Rating Form

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Austin Williams Gender: M

School: Midvale Preschool

Class: Tues./Thurs. a.m.

City: Midvale State: PA

Date of rating: 2009 6 28
(year) (month) (day)

Date of birth: 2005 7 1
(year) (month) (day)

Age at rating: 3 11 27
(years) (months) (days)

$$\begin{array}{r} \boxed{36} \\ \times 12 \\ \hline \end{array} + \begin{array}{r} \boxed{11} \\ \downarrow \\ \end{array} = \boxed{47}$$

Total Months

Rated by: M. Jackson

Relationship to the child: preschool teacher

Dates during which observation of child occurred:

From 9/01 To 6/28/02

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix D)	Standard Score SEM (Appendix F)
Large Muscle Skills	22	13	.93
Small Muscle Skills	21	14	.93
Cognitive Thinking	26	15	1.01
Expressive Language Skills	26	13	.83
Social/Emotional	29	12	.72
Self-Help Skills	32	14	.75

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix E)	Percentile (Appendix E)	Quotient SEM (Appendix F)	Confidence Interval (Chapter 3)
81	97	128	2.12	68%

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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HOME VERSION RATING FORM

36 Through 72 Months

Stephen B. McCarney

RATING GUIDELINES

- The child should be rated by persons with primary observational opportunities. This person would usually be someone who lives with the child in his/her home environment.
- The rater should rely on his/her personal observation of the child's behavior as it occurs naturally in the home environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 7 as an example, the rater would first read "Cannot hop on one foot several times," then "Can hop on one foot several times successfully but on an inconsistent basis," and finally "Can hop on one foot several times successfully and independently."
- If the child does not possess or demonstrate the behavior or skill, the rating should be **0**
CANNOT PERFORM THE BEHAVIOR.
- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be **1**
PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.
- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be **2**
PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

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- 39. Can talk back and forth on the telephone
- 40. Can tell which object he/she prefers
- 41. Uses several pronouns correctly in conversation (e.g., I, you, me, your, he, she)
- 42. Can answer questions accurately involving "how" and "where"
- 43. Can name pictures of ten common objects
- 44. Can tell how an object is used
- 45. Uses the past tense of verbs
- 46. Can answer questions accurately involving "why"
- 47. Can correctly answer questions regarding his/her physical needs (e.g., "What do you do when you are hungry, sleepy, cold, etc.?")
- 48. Can count by rote memory from one to fifteen
- 49. Can tell the composition of common things (e.g., the table is made of wood, the toy is made of plastic, etc.)
- 50. Can tell a story using pictures or a book
- 51. Can rhyme words
- 52. Can describe the weather outside

- 64. Can stay involved in an activity a reasonable length of time (e.g., until project is completed, until it is time to move on to another activity, etc.)
- 65. Follows one- or two-step verbal directions (e.g., "Go wash your hands." "Put away your toys and line up." etc.)
- 66. Demonstrates appropriate mealtime behavior (e.g., remains seated, does not bother others, eats with utensils, etc.)
- 67. Responds appropriately to redirection (e.g., will be quiet when told he/she is too loud, will walk when told to stop running, etc.)
- 68. Is able to focus attention for a necessary length of time (e.g., during group activities, when directions are being given, when a guest speaker is making a presentation, etc.)
- 69. Maintains self-control in group situations (e.g., can walk in a line, does not become overexcited, etc.)

32 Raw Score

- 70. Responds appropriately
- 71. Buttons on his/her
- 72. Snap front snaps on his/her clothing

- 73. Can take off a pullover piece of clothing
- 74. Can get own drink of water from a faucet
- 75. Can unbuckle a belt
- 76. Remembers to flush toilet after using it
- 77. Takes care of toileting needs (e.g., calls attention to toileting needs, uses restroom independently, etc.)
- 78. Can feed himself/herself independently, holding utensils with fingers
- 79. Puts shoes on correct feet
- 80. Knows front from back of clothing
- 81. Can put belt through belt loops
- 82. Can completely undress and dress himself/herself independently except for back fastenings
- 83. Can zip a zipper
- 84. Can buckle and lace own shoes
- 85. Can put on socks without assistance, placing the heel in the correct position

32 Raw Score

SAMPLE
 Home Version 36-72 Months Rating Form

29 Raw Score

SOCIAL/EMO

- 53. Has little difficulty
- 54. Can
- 55. Will be using others'
- 56. Uses "please" and "thank you" when appropriate
- 57. Enjoys acting out feelings in make-believe play
- 58. Can play cooperatively with other children
- 59. Can put away toys when asked, without supervision
- 60. Uses "excuse me" when appropriate
- 61. Can behave appropriately in social situations without an adult's constant supervision
- 62. Begins choosing friends
- 63. Remains in an assigned area for a specified amount of time (e.g., stays in one area of the classroom, stays in seat, stays in the yard at home, etc.)

HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Thomas Andrews Gender: M

City: Midvale State: PA

Date of rating: 2009 / 6 / 28
(year) (month) (day)

Date of birth: 2005 / 7 / 1
(year) (month) (day)

Age at rating: 4 / 11 / 2
(years) (months) (days)

$$\boxed{48} + \boxed{11} = \boxed{59}$$

↓
Total Months

Rated by: M. Jackson

Relationship to the child: mother

Dates during which observation of child occurred:
From 3/13/08 To 1/15/09

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score <small>(Appendix D)</small>	Standard Score SEM <small>(Appendix F)</small>
Large Muscle Skills	22	13	1.72
Small Muscle Skills	21	11	1.09
Cognitive Thinking	26	13	1.05
Expressive Language Skills	29	13	1.06
Social/Emotional	32	13	1.17
Self-Help Skills	32	14	1.27

TOTAL SCORE				
Sum of Subscale SS	Quotient <small>(Appendix E)</small>	Percentile <small>(Appendix E)</small>	Quotient SEM <small>(Appendix F)</small>	Confidence Interval <small>(Chapter 3)</small>
77	121	92	3.07	68%

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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PRESCHOOL DEVELOPMENTAL GUIDE

Goals, Objectives, and Intervention Strategies

0-72 Months

Amy E. Antes
Samm N. House

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	Behavior	
	Number	
1.	Waves arms and kicks legs during play	8
2.	When pulled up into a sitting position, head does not lag behind the body	9
3.	When body is swayed back and forth, head does not wobble from side to side	11
4.	Rolls from front to back and back to front	12
5.	Balances well when sitting, keeping hands free for ten minutes	13
6.	Pulls self up on furniture to standing position	14
7.	Creeps on belly using arms to pull body forward at least ten feet	15
8.	Crawls on hands and knees at least ten feet	16
9.	Can sidestep around furniture with ease	17
10.	Can stand alone and take two to three steps before falling	18
11.	Seldom falls when walking alone	20
12.	Can seat himself/herself in a small chair	22
13.	Squats to pick up a toy and returns to a standing position independently	23
14.	Kicks a large ball while standing in place	24
15.	Independently jumps in place on toes with both feet off the ground	25
16.	Moves on “ride-on” toy without pedals for ten feet	26
17.	Jumps off an object six inches high with both feet	28
18.	Walks up stairs alternating feet	30
19.	Fingers are relaxed and loosely closed	31
20.	Enjoys watching his/her hands move and putting them in mouth	32
21.	Holds, shakes, and plays with a rattle for several minutes	33
22.	Transfers an object from one hand to the other hand	34
23.	Picks up a one-inch cube with a grasp between the palm and fingers	35
24.	Lines up a small object in one hand with an object in the other hand	36
25.	Builds a tower of two to three blocks after someone has demonstrated it	37
26.	Can insert a circular block in a form board	39
27.	Builds a tower of three to four blocks	40
28.	Can correctly complete a three-piece form board consisting of a circle, square, and triangle	41
29.	Imitates drawing a circular and vertical stroke after seeing a demonstration	42
30.	Can unscrew bottle lids approximately two inches in diameter	44
31.	Builds a tower of eight blocks	45
32.	Uses a thumb and forefinger grasp in holding a pencil, instead of using a fist	46
33.	Builds a tower of ten blocks	47
34.	Can cut a piece of paper from one side to the other with scissors	48
35.	Recognizes parent visually and changes activity level	50
36.	Visually follows a dangling ring through an arc from side to side	52
37.	Shows a desire to be picked up by holding arms out	53
38.	Consistently reaches for a desired object	54
39.	Looks for family members when named	55
40.	Enjoys repetitive actions that produce different sounds	56
41.	Will search for and uncover a toy that he/she has seen hidden	58
42.	Grasps and pulls a string to obtain a toy	59

43.	Gives toy to adult upon request	61
44.	Understands few simple commands such as sit/stand/come/eat	62
45.	Shows curiosity about objects, actively manipulating them	63
46.	Points to pictures in book when asked	64
47.	Understands two- or three-word commands such as “pick up shoe,” “give car,” “get diaper,” and can execute them accurately	66
48.	Points to body parts when named	68
49.	Points to three pictures of common actions such as running, eating, sleeping, crying, etc.	69
50.	Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.	70
51.	Points to ten pictures of common objects when asked	72
52.	Laughs aloud when tickled and talked to by someone	74
53.	Makes cooing sounds and squeals when talked to by someone	75
54.	Vocalizes and combines syllables in vocal play	76
55.	Calls parents by specific words	77
56.	Says two words besides those used to indicate his/her parents	78
57.	Asks for objects by pointing and vocalizing or grunting	79
58.	Uses jargon (a series of meaningless sounds along with occasional words)	80
59.	Names one picture or object	81
60.	Asks for “more”	83
61.	Names at least three objects and three pictures	85
62.	Has fifty words or more in spoken vocabulary	87
63.	Uses three-word sentences when communicating	88
64.	Can name five pictures when asked, “What is this?”	90
65.	Names a preferred object when asked, “Do you want the ball or the car?”	91
66.	Speaks intelligibly, can be understood by someone who is not familiar with him/her	92
67.	Quiets when seeing a person’s face or hearing a soothing voice	93
68.	Smiles in response to attention given by an adult	94
69.	Demonstrates feelings such as pleasure, anger, anticipation, and satisfaction	95
70.	Purposely drops toy for an adult to retrieve, or invents other kinds of dropping games	96
71.	Begins to understand the meaning of “no” by stopping activity briefly, then continuing	97
72.	Has favorite toys, security blanket, etc., and is very protective of them	98
73.	May test limits and have temper tantrums	99
74.	Predominantly plays side-by-side with peers with very little interaction with them	100
75.	Will pull a person’s hand or tug on a person to show what he/she wants.	101
76.	Initiates own play activities for short periods	102
77.	Is beginning associative play	103
78.	Verbalizes displeasure rather than physically hurting peers	104
79.	Can share toys in a reciprocal fashion	105
80.	Holds own bottle	106
81.	Attempts to remove obstacles in order to obtain a desired object or toy	107
82.	Enjoys feeding finger foods to himself/herself for portion of a meal	108
83.	Cooperates in dressing by pushing arms and legs through clothing	109
84.	Independently pulls off socks	110
85.	Holds own cup and drinks with some spilling	111
86.	Uses a spoon with minimal spilling	112
87.	Unzips zippers	113
88.	Indicates toileting needs by squatting, holding self, or verbalizing	114
89.	Independently pulls pants or shorts up and down	115
90.	Puts on coat independently	117
91.	Feeds self with fork held in fist hand	119
92.	Unties and removes shoes	120
93.	Can independently put on shoes although they are often on the incorrect feet	121
94.	Snaps front snaps on his/her clothing	122

IV. Goals, Objectives, and Interventions: 36-72 Months 123

**Behavior
Number**

1.	Can throw a ball or beanbag overhanded five to seven feet	123
2.	Can jump in place independently with both feet off the floor	124
3.	Can jump off a stool or step that is eight inches high and land on both feet	126
4.	Can ride a tricycle using the pedals	129
5.	Can stand on one foot for four to seven seconds	131
6.	Can walk up and down stairs holding on to a rail, alternating feet	132
7.	Can hop on one foot several times	133
8.	Can easily catch a ball with bent arms	134
9.	Can catch a ball that is bounced to him/her	135
10.	Can skip, alternating feet successfully	136
11.	Can squat down and pick up an object from the floor and return to a standing position without putting hands on the floor	137
12.	Holds a pencil with a three- to four-finger grasp	139
13.	Can copy a circle	140
14.	Can cut a piece of paper in two with scissors	141
15.	Can copy a cross	143
16.	Can copy a square	144
17.	Can draw a fairly straight line between two designated points	145
18.	Can use a pencil sharpener independently	146
19.	Can draw a person with six to seven recognizable parts	147
20.	Can tie a simple knot	149
21.	Can copy first name	150
22.	Can cut a square with scissors	152
23.	Can copy a triangle	154
24.	Can pour from a pitcher into a glass with little assistance	156
25.	Can identify an object that is different from others in a group	157
26.	Shows understanding of at least three prepositions by placing an object appropriately	159
27.	Can put rings on a stacking cone or nesting cubes together according to size	160
28.	Can match two colors	162
29.	Can pantomime the meanings of words such as sweeping, driving, etc.	163
30.	Can identify pictures that go together	164
31.	Can correctly point to a penny, nickel, and dime	166
32.	Can point to a square, circle, and triangle	167
33.	Understands the numbers one to four and can give a specified quantity (1-4) when asked	168
34.	Can classify objects grouping them according to size, shape, color, cats vs. dogs, etc.	169
35.	Can point to a group of objects that has more or less	170
36.	Can point to an object in the middle	171
37.	Can point to a one dollar bill and a five dollar bill	172
38.	Speaks well enough that an outsider can understand	173
39.	Can talk back and forth on the telephone	174
40.	Can tell which object he/she prefers	175
41.	Uses several pronouns correctly in conversation	176
42.	Can answer questions accurately involving “how” and “where”	177
43.	Can name pictures of ten common objects	178
44.	Can tell how an object is used	180
45.	Uses the past tense of verbs	181
46.	Can answer questions accurately involving “why”	182
47.	Can correctly answer questions regarding his/her physical needs	183

48.	Can count by rote memory from one to fifteen	184
49.	Can tell the composition of common things	185
50.	Can tell a story using pictures or a book	186
51.	Can rhyme words	187
52.	Can describe the weather outside	188
53.	Has little difficulty separating from parents	189
54.	Can take turns appropriately	190
55.	Will ask permission before using others' belongings	192
56.	Uses "please" and "thank you" when appropriate	193
57.	Enjoys acting out feelings in make-believe play	194
58.	Can play cooperatively with other children	195
59.	Can put away toys when asked, without supervision	196
60.	Uses "excuse me" when appropriate	197
61.	Can behave appropriately in social situations without an adult's constant supervision	198
62.	Begins choosing friends	199
63.	Remains in an assigned area for a specified amount of time	200
64.	Can stay involved in an activity a reasonable length of time	201
65.	Follows one- or two-step verbal directions	203
66.	Demonstrates appropriate mealtime behavior	204
67.	Responds appropriately to redirection	206
68.	Is able to focus attention for a necessary length of time	208
69.	Maintains self-control in group situations	210
70.	Can wipe nose with a tissue appropriately	212
71.	Can unbutton front buttons on his/her clothing	213
72.	Can snap front snaps on his/her clothing	214
73.	Can take off a pullover piece of clothing	215
74.	Can get own drink of water from a faucet	216
75.	Can unbuckle a belt	217
76.	Remembers to flush toilet after using it	218
77.	Takes care of toileting needs	219
78.	Can feed himself/herself independently, holding utensils with fingers	221
79.	Puts shoes on correct feet	223
80.	Knows front from back of clothing	224
81.	Can put belt through belt loops	225
82.	Can completely undress and dress himself/herself independently except for back fastenings	226
83.	Can zip a zipper	227
84.	Can buckle and lace own shoes	228
85.	Can put on socks without assistance, placing the heel in the correct position	229

V. Forms 230

I. *Preschool Developmental Guide*

The intent of the *Preschool Developmental Guide* (PDG) is to provide educators, diagnosticians, childcare professionals and parents/guardians with a selection of proven interventions for the most commonly recognized domains of child development identified in the federal definition of developmental delays (PL 99-457). A reference format was chosen to facilitate the selection of specific intervention strategies when meeting as a team or individually with parents/guardians and to provide a quick reference.

This guide was also developed to serve as a resource for parent training groups and parent problem-solving sessions with professionals. Selection of intervention strategies was based upon the greatest likelihood of success and the ease with which professionals (e.g., counselors, social workers, pediatricians, etc.) could share the recommended intervention strategies with individual parents/guardians.

The goals and objectives identified in this manual serve as samples which may be helpful when writing an IEP for a child with identified developmental delays. Criteria for measuring success of the child's attainment of the goals and objectives must be determined by those professionals and parents who are aware of the child's current abilities and program recommendations.

The intervention strategies listed under each behavior problem should serve as a guide for program development for children with

developmental delays. Intervention strategies may be chosen by a team of professionals, a resource specialist, or other professionals who understand the child's developmental challenges. Professional judgment should dictate the choice of interventions for any child. The child's age, developmental delay, school, and home settings are all to be considered in selecting appropriate intervention procedures. The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all persons working with the child. Use of the same interventions by all caregivers in all settings greatly increases the likelihood of success.

This manual is designed to respond to the most typical developmental delays exhibited in early childhood. The child need not be identified as developmentally delayed in an area to benefit from the interventions. The appropriateness of the interventions relates directly to the problem and not to classification labels. Every attempt was made to provide interventions which are likely to contribute to the most positive interactions.

The *Preschool Developmental Guide* provides goals, objectives, and intervention strategies for the developmental delays identified by the *Preschool Evaluation Scale*. The 94 developmental delays for 0-35 months are addressed on pages 8-122 and the 85 developmental delays for 36-72 months on pages 123-229.

II. Using the *Preschool Developmental Guide* in Conjunction with the *Preschool Evaluation Scale*

*NOTE: If the *Preschool Developmental Guide* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The child is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores and the behavioral quotient and percentile are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the six characteristics (subscales) the child scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the child scored one standard deviation or more below the mean, determine which behaviors constitute primary concern (the behaviors with the highest raw scores).
- Step 5: Find goals and objectives from the *Preschool Developmental Guide* which represent each behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Choose those interventions from the *Preschool Developmental Guide* which are most appropriate in facilitating the child's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected for those behaviors as well.
- Step 8: Share the goals, objectives, and intervention strategies selected for the child with all personnel involved in the child's developmental progress.

III. Goals, Objectives, and Interventions: 0-35 Months

1 Waves arms and kicks legs during play

Goal:

1. Waves arms and kicks legs during play.

Objectives:

1. Moves his/her hands with hands-on assistance from an adult to activate a light up toy _____ out of _____ times.
2. Moves his/her hands with _____% assistance from an adult to activate a light up toy _____ out of _____ times.
3. Moves his/her hands to activate a light up toy _____ out of _____ times.
4. Moves his/her feet with hands-on assistance from an adult to activate a light up toy _____ out of _____ times.
5. Moves his/her feet with _____% assistance from an adult to activate a light up toy _____ out of _____ times.
6. Moves his/her feet to activate a light up toy _____ out of _____ times.
7. Moves his/her hands and feet with hands-on assistance from an adult to activate a light up toy _____ out of _____ times.
8. Moves his/her hands and feet with _____% assistance from an adult to activate a light up toy _____ out of _____ times.
9. Moves his/her hands and feet to activate a light up toy _____ out of _____ times.
10. Holds and shakes a rattle with his/her hands with _____% assistance from an adult, _____ out of _____ times.
11. Holds and shakes a rattle with his/her hands _____ out of _____ times.

Interventions:

1. Encourage the child to move a toy from side to side by moving the toy from side to side. When the child is ready, allow the child to move the toy on his/her own.
2. After the child has learned to move the toy, place the toy on a shelf above his/her crib. Use a flashlight to get the child's attention. Move the child's hands or feet to the toy to activate the lights.

5. Have the child play with a toy that is activated by his/her feet. Lay the child near the foot activator and assist the child to contact the toy with his/her feet. Continue to practice the movements with the feet until the child begins to kick and activate the toy.

6. Assist the child to hold a rattle with his/her hands. Move the child's hands to make the rattle shake and make noise. Continue to practice the movements with the hand until the child begins to move independently to shake the rattle.

5 Balances well when sitting, keeping hands free for ten minutes

Goals:

1. Sits on a balance disc or pillow, keeping his/her hands free for _____ minutes.
2. Sits between the legs of an adult, keeping his/her hands free for _____ minutes.
3. Balances well when sitting, keeping his/her hands free for _____ minutes.

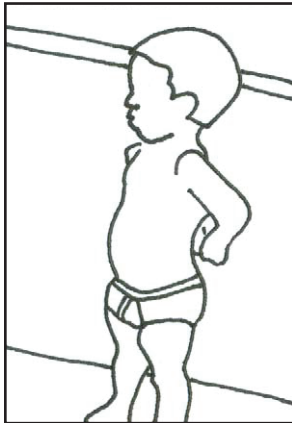
Objectives:

1. Sits balanced keeping hands free for _____ minutes, with 25% assistance from an adult supporting him/her at the hips, _____ out of _____ times.
2. Sits balanced, keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
3. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
4. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
5. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
6. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow, or mat (15 inches thick), _____ out of _____ times.
7. Sits balanced, between the legs of an adult, keeping hands free for _____ minutes, with _____% support from the adult, _____ out of _____ times.

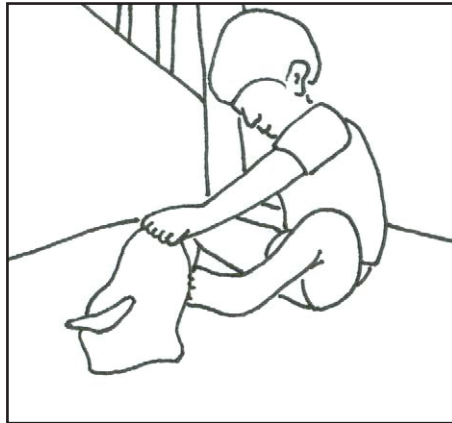
Interventions:

1. Use a horseshoe shaped cushion or pillow to support the child until he/she is able to sit on, support the child at the hips. Have the child hold a toy to keep hands free from use for support. Allow the child to move slightly forward and back as well as side to side. Increase the movement speed and level of leaning as the child demonstrates increased balance.
2. While seated on a disc, pillow, or mat between your legs or on a mat on the floor, support your abdomen to provide stability.
3. Set up a play area in the room so that the child can reach for toys. Encourage the child to play with toys.
4. Place a small table in front of the child. Encourage the child to reach and pull a toy to himself/herself without reaching down. Reaching down may cause him/her to lose his/her balance.
5. Place the child in a cube chair to encourage him/her to use his/her arms for play.
6. Place the child in a ring seat (like the kind used in a bathtub) with toys suction cupped to rim.
7. Place the child in a high chair with a tray so that he/she may have easy access to toys.
9. Have the child sit on a pillow during play, then encourage the child to play with a toy at arm/hand level. The pillow surface will provide the child with balance challenges as the child plays. Sit with the child to provide any immediate assistance should he/she lose his/her balance.
10. Have the child play with an infant gym toy while sitting between your legs on the floor. Provide support at the hips so the child feels secure and can reach for the toys at arm/hand level. As the child begins to demonstrate increased balance in sitting, gradually begin to decrease the amount of support given at the hips.
11. Place the child in a child-sized chair with back and arm rests. The child's feet should be flat on the floor. Providing the child with a secure and supportive location will encourage the child to use his/her arms to reach and play.

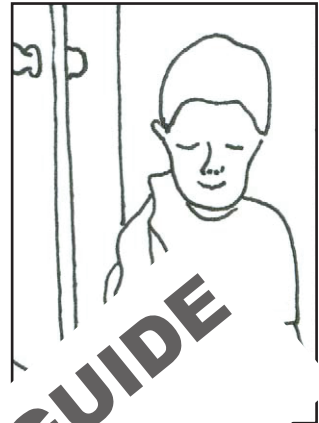
Picture List - Dressing



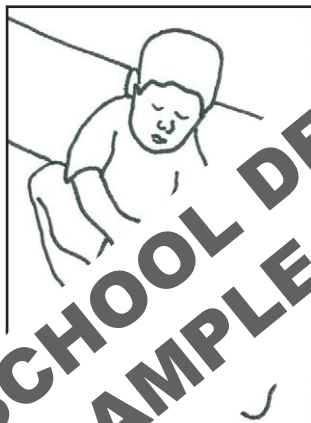
Put underwear on



Put pants on



on



cks on



Put shoes on

**PRESCHOOL DEVELOPMENT GUIDE
SAMPLE APPENDIX PAGE**