

Hope Technology School: Developmental Checklist

Please mark the appropriate box to describe your child

Child's Name: _____ Completed by: _____ Relationship: _____ Date: _____

Personal-Social Domain	<u>always</u>	<u>at times</u>	<u>not yet</u>	<u>don't know</u>
Initiates social contacts with peers in play				
Imitates another child or children at play				
Generally follows directions related to daily routine				
Plays independently in company of peers				
Knows his/her first name				
Is aware of differences between male and female				
Responds to social contact made by familiar adults				
Describes his/her own feelings				
Participates in competitive play activities				
Discriminates between socially acceptable and nonacceptable behavior				
Asks for adult help when needed				
Admits responsibility for errors or wrongdoing				

Adaptive Domain	<u>always</u>	<u>at times</u>	<u>not yet</u>	<u>don't know</u>
Can do an activity by self for 15 minutes without getting distracted or needing help.				
Able to complete bathroom routine adequately by self without supervision				
Buttons one or two buttons without assistance				
Dresses without supervision				
Knows his/her address				
Handles his/her money (makes change correctly)				
Performs household chores				
Ties shoes without assistance				

Motor Domain	<u>always</u>	<u>at times</u>	<u>not yet</u>	<u>don't know</u>
Walks up and down stairs without assistance alternating feet on each step				
Jumps forward with both feet together				
Uses scissors to cut out shapes (circle, squares)				
Hops on one foot for 10 feet				
Draws a person with six body parts or more				
Colors within the lines				
Copies numerals 1 through 10				
Puts together complex, interlocking puzzles (such as a 10-piece inset)				
Prints all upper case letters				
Prints all lower case letters				
Jumps rope without assistance				
Rides 2-wheel bike without assistance				
Writes in cursive				
Can make a paper airplane				

Communication Domain	<u>always</u>	<u>at times</u>	<u>not yet</u>	<u>don't know</u>
Responds to simultaneous verbal and gestural commands				
Responds to prepositions <i>in, out, on, in front of, toward,</i> and <i>behind</i> (e.g., when told, "Put the book on the chair," the child does so correctly)				
Uses pronouns <i>I, you,</i> and <i>me</i> correctly				
Follows two-step verbal commands without gestures				
Uses plural forms ending with "s" or "z" sound				
Uses five- or six- word sentences				
Understands future tense of verb <i>to be</i>				
Uses regular comparative forms ("That toy is bigger than that one," "Mommy is different than daddy," etc.)				
Talks about things that might be ("Johnny had a bump on his head this morning, maybe he fell off his bike at home.")				

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Uses passive voice to speak about past events, and changes the verb accordingly ("He went to the store," "Last night I read a book," "We watched a movie.")				
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Cognitive Domain

always at times not yet don't know

Searches for removed objects				
Recognizes self as cause of events or happenings				
Matches circle, square, and triangle				
Identifies big and small shapes				
Identifies colors of familiar objects not in view (Answers correctly to questions such as, "What color is your bike?" when the bike is not visible.)				
Identifies first and last objects in a row				
Recalls facts from story presented orally				
Solves simple addition and subtraction problems involving numbers through 5				
Solves simple word problems involving subtraction				
Solves simple problems involving multiplication				

Sensory Domain

always frequently seldom never

Expresses distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting)				
Has difficulty standing in line or close to other people				
Limits self to particular food textures/temperatures (list: _____)				
Becomes anxious or distressed when feet leave the ground				
Dislikes activities where head is upside down (for example somersaults, roughhousing)				
Becomes overly excitable during movement activity				
Appears to not hear what you say (for example, does not "tune-in" to what you say, appears to ignore you)				
Tires easily especially when standing or holding particular body position				
Hold hands over ears to protect ears from sound				
Is bothered by bright lights after others have adapted to the light				

Please use the rest of this space to comment on your child's development, specific strengths, and/or needs.

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