

# **The Oregon Project**

## **For Visually Impaired & Blind Preschool Children**

### **Skills Inventory**

#### **Cognitive**

##### **Birth - 1 Year**

- alerts to daily tactual/visual/auditory/movement stimulation
- bats at toys suspended above crib in order to see or hear something interesting
- touches new objects inquisitively
- plays with own hands or feet
- anticipates some familiar daily events based on sensory cues
- combines three or more behaviors when exploring a toy (e.g., shakes, mouths, pats)
- indicates desire to continue a familiar activity shared with adult by movement and/or vocalization
- puts down one object deliberately to reach for another
- plays with toys by taking advantage of the best characteristics of each: rolls ball, shakes bell, crumples paper
- removes object from container by reaching inside
- moves (scoots or crawls) to obtain object when given a visual or auditory clue
- puts one object into another (discovers the concept of containers)

##### **1- 2 Years**

- puts many objects into a container before removing any
- opens container with lid to find sound-maker (ticking clock, music box)
- touches 1-3 body parts on request (e.g., nose, mouth, tummy)
- shows anticipation of events when verbal cue is provided (hears "let's go outside" and goes to coat closet)
- shows preference in choice of toys
- shows curiosity about a new toy
- demonstrates concept of up/down by moving self or object ("put the spoon down" or "hold your hand up high")
- gives or touches 5 specific objects on request
- explores cabinets and drawers in own home
- selects, from group of 3, object identical to given object (eg., shoes, spoons, cups)

##### **2 -3 Years**

- demonstrates simple problem-solving (eg., uses tool to obtain object which is out of reach)
- demonstrates the use of familiar objects on request (hairbrush, crayon)
- matches big/little objects (identical in every other way)
- finds/touches big/little objects on request
- matches shapes (circle, square, triangle)

## Cognitive (cont'd)

- understands and gives “just one”
- finds object when function is described (“show me the one you brush your teeth with”)
- demonstrates the concept of two
- touches smaller body parts (fingers, thumb, toes) on request
- touches body part when function is described (“show me what you hear with”)
- tells age verbally, or holds up fingers
- names 2-3 familiar musical toys and instruments by their sound
- names one color when asked (names, not recognizes or matches)
- sorts 3 kinds of dissimilar objects
- sorts similar objects by size, shape, or color

### 3 - 4 Years

- names 10 body parts
- turns to face an object/person on request
- touches top, bottom, front, back, and sides of an object on request
- identifies common environmental features indoors/outdoors (chairs, stairs, door, window, sidewalk, lawn)
- names object not present when function is described
- matches sound containers (beans, rice, marbles)
- names objects as same/different
- tells which objects go together (shoes/socks, spoon/plate)
- touches 3 named shapes on request (circle, square, triangle)
- names shapes
- arranges 3 items horizontally in order by size
- tells if object is heavy or light
- tells if object is long or short
- matches 1:1 (1 plate, 1 napkin, 1 child, 1 cookie)
- tells how many objects in a set (1-3) after counting
- matches simple sequence or pattern of 5 blocks, beads or pegs

### 4 - 5 Years

- tells own age
- comprehends concepts of today, last night, yesterday, tomorrow when discussed with adult
- identifies weather as rainy, sunny, snowy, warm, cold
- tells whether sound is loud/soft, high/low, long/short
- touches own complex body parts on request (wrist, shoulder, ankle, waist)
- moves body planes in relation to flat surface (“put your back against the wall”)
- touches and names left/right on own body
- places objects over/above, under/below, upon/inside, through, and away from other objects on request
- sorts similar household objects (silverware, clothing)

## Cognitive (cont'd)

- arranges objects into at least 3 groups (things to eat, wear, or play with)
- identifies picture/object which does not belong in group
- identifies objects as long/short, hard/soft, rough/smooth
- places 5 objects in horizontal arrangement by size
- rote counts to 10
- counts objects from 1-10
- gives no objects when asked for zero
- touches first, middle, last items in a row
- finds matching symbol (printed/raised outline) of geometric shapes
- tells whether 2 symbols are the same or different
- recognizes own name in print or braille
- puts 5 objects in pattern from memory (using alternating colors or shapes)

## 5 - 6 Years

- states full name, address, and phone number
- states full name of at least one parent
- states month and date of own birthday
- names 10 colors (“tell me all the colors you know”) item does not require vision
- identifies penny, nickel, dime
- names days of the week in order
- answers which is longer, a minute or an hour? A day or a week?
- places objects across from, next to, beside, behind, in front of, to the side, left and right of self on request
- places objects across from, next to, beside, behind, in front of, to the side, left and right of other objects facing in the same direction of self
- arranges 4-5 objects in sequence by length, width, or height
- identifies half and whole objects
- creates sets of objects of up to 5
- names numerals 1 to 10 when presented
- matches numerals with same quantity of objects, 1 to 10
- names ordinal position of objects (first, second, third)
- names numerals 11 to 20 when presented
- write numerals (print or braille) 1 to 20 in proper sequence
- rote counts to 100
- identifies sets containing more/less
- using real objects, adds and subtracts combinations up to 3
- states letters of the alphabet in order
- finds symbol that is different in a line of like symbols
- reads own first and last name
- identifies letters of the alphabet when presented (upper case, lower case, upper/lower mixed)
- reads 5-10 simple words

### **Cognitive (cont'd)**

- names object beginning with given consonant sound
- gives consonant sound of selected letters
- copies upper and lower case letters from flashcards (print or braille)
- copies two short words
- writes letters from dictation (upper and lower case)

## Language

### **Birth - 1 Year**

- has separate cry for different discomforts (hungry, wet, or tired)
- responds pleasurably to sound of human voice
- coos and gurgles
- repeats own sound
- imitates a familiar babbling sound
- repeats same syllable 2-3 times (ma ma ma)
- responds to simple phrases with specific non-verbal response (“want a drink?” and child turns head away; “let’s go for a ride:, child gets excited)
- combines two different syllables in vocal play (da-dee, or ma-mee)
- vocalizes to gain attention
- imitates vocal intonation patterns of others
- uses single word appropriately (hot or cookie)
- vocalizes 5 or more syllables in response to speech of another person
- follows simple verbal direction accompanied by gestures or physical cue (“give me your hands”)

### **1 - 2 Years**

- says 5 different words
- combines use of words and gestures to make wants known
- uses one-word sentences as requests (“drink” or “water”)
- asks for more in 3 appropriate situations
- follows 3 different one-step directions given without gestures
- names familiar objects, people, pets, when asked
- asks for common food items by name (milk, cookie, cracker)
- asks questions using a rising intonation at end of word or phrase
- answers “yes” or “no” when asked a question
- names parts of own face: ear, nose, mouth, eye, cheek

### **2 - 3 Years**

- repeats a series of two digits or words in same order
- uses word for bathroom need
- names 2-3 animals, 2-3 items of clothing
- follows directions involving personal pronouns (“give it to her”)
- combines two words to express request (“drink water”)
- tells own current activity (“eat cookie”, “go potty”)
- combines two words to express possession (“daddy car”)
- gives more than one object when asked using plural form (blocks)
- names 10 objects or places (kitchen, sink, porch)
- articulates words beginning with the following consonants; p, b, m, h, w, n
- responds to two-part simple request (“pick up your blocks and put them in the toy box”)
- responds to questions using ‘ing’ verb form (running)

## Language (cont'd)

- uses regular plural forms (book/books)
- asks questions beginning with 'what', 'where', or 'when'
- controls voice volume (whispers or uses loud voice)
- speaks in three-word sentences
- uses 'I', 'me', 'mine', rather than own name
- articulates words beginning with these consonants: k, g, t, d
- responds to "who" questions
- uses 'is' in statements ("this is a ball")
- uses possessive forms of nouns (daddy's)
- occasionally uses articles 'the' and 'a'

### 3 - 4 Years

- uses relative pronouns: that, this, these, those
- uses some adverbs (fast, now, too)
- uses open or closed as descriptors ("the door is closed")
- uses some irregular past tense forms consistently (did, went, was)
- uses 'is' at the beginning of questions appropriately
- repeats simple rhymes, songs, and fingerplays with words and actions
- tells first and last name when requested
- uses personal pronouns: he, she, it, they, you
- repeats a series of 3 digits or words in same order
- uses 3 descriptive words appropriately when presented with objects (sticky, bumpy)
- uses regular past tense forms (jumped)
- tells about personal state (hungry, thirsty, tired)
- expresses future occurrences with "going to", "have to", and "will"
- tells function of common objects ("what do you do with a spoon?" "You eat with it")
- answers simple "how" questions ("how do you go to a store?" "In a car")
- uses 3 common irregular plurals (men, feet, children)
- tells two events in order of occurrence

### 4 - 5 Years

- tells function of mouth, nose, eyes, ears, legs, feet
- answers "where" questions with prepositional phrases using 'in', 'on', and 'under' (in the cup, under the table)
- uses 'not' to show negation ("this is not a pencil")
- uses contractions (can't, don't, won't)
- speaks in well-structured 4-, 5-, and 6-word sentences ("daddy drove the car to town")
- carries out a series of 3 directions in correct sequence
- uses possessive pronouns: his, hers, theirs, its, yours
- uses 'could' and 'would' in speech
- tells what to do when sick, cold, hungry, etc.
- uses compound sentences

## Language (cont'd)

- uses 'sister, brother, grandmother, grandfather' to identify family members
- tells familiar story in own words (without pictures for clues)
- tells if 2 words sound the same or not the same (car-car, dog-banana)
- tells whether or not 2 words rhyme
- tells which of 3 words does not belong (banana, apple, car)
- repeats 5 rhymes, songs, and fingerplays for others

## 5 - 6 Years

- uses complex sentences ("he wants to come in because...")
- uses quantitative words (many, few, some, most, least)
- changes word order appropriately to ask questions
- answers why questions with explanation
- asks meaning of new or unfamiliar words
- uses time words (yesterday, last night, tomorrow)
- completes simple analogies (summer is hot, winter is \_\_\_\_\_ )
- describes similarities/differences in objects (coat and shoe, potato and rock, tree and flower)
- names objects which belong to a certain class; begins to use class names (toys, food, animals)
- tells activities associated with seasons of the year
- predicts what will happen next in familiar story
- answers 3 questions about a short story
- retells an original story in correct sequence
- tells an original story lasting 1-2 minutes
- repeats familiar jokes
- tells 3 words which rhyme with a given word
- plays verbal reasoning game ("I'm thinking of something...")
- explains rules of simple board or card games to others

## **Socialization**

### **Birth - 1 Year**

- cuddles or snuggles when held by familiar person
- shows recognition of family member's voices by vocalizing, smiling or ceasing to cry
- pats or pulls at adult features
- reaches for familiar person when spoken to
- occupies self without crying for 10 minutes (adult in same room)
- shows response to own name
- plays unattended for 10 minutes (adult in different room)
- plays 2 interactive games (peek-a-boo, pat-a-cake)
- hugs or kisses familiar persons
- directs vocalization to people and toys
- momentarily upset when parents leave, but soon resumes activities
- plays independently beside another child
- repeats actions which get laughter and attention
- participates in finger plays with adult
- attempts simple chore (carries plastic dish, helps put toy away)
- takes part in simple game with another child or adult (rolling ball, pushing cars)
- initiates own play activities
- begins to enjoy book/story time with adult
- pulls at another person to gain attention
- waits up to 5 minutes for needs to be met (in high chair, car, etc.)
- shares object/food with one other child when requested

### **2 - 3 Years**

- plays with 2-3 peers with adult supervision
- pets and interacts with 2-3 different animals
- shows awareness of routine by preparing for next activity without reminder (goes to table at lunch)
- spontaneously joins in when familiar song or rhyme is heard
- attempts to help adult with more complicated tasks (holds dustpan, wipes table)
- enjoys hearing familiar stories repeated; tries to participate in story telling
- says "please" when reminded
- greets familiar people without reminder
- becomes aware of sex difference

### **3 - 4 Years**

- attends to stories or poems for 5 minutes
- holds another child's hand while walking
- follows rules in games led by adult
- says "thank you" when reminded
- plays near and talks with other children (may be mostly involved in solitary activity)
- takes turns with 2-3 children



## **Socialization (cont'd)**

- cooperates with adult request most of the time
- copies adult activities (pretends to cook or mow the lawn)
- identifies self as boy or girl
- identifies own personal possession
- engages in imaginative play with other children
- begins to prefer children to adults

### **4 - 5 Years**

- works alone at desired activity for 15-20 minutes
- adapts to changes in routine/environment (sleeps in different bed without fuss)
- seeks and accepts help when needed
- faces person with whom s/he is speaking
- waits up to 15 minutes for needs to be met
- begins to participate in group conversations
- tells roles of family members (mother is a doctor, brothers go to school)
- occasionally says "please", "thank you", "excuse me" or "I'm sorry" without reminder
- listens to and follows directions given to group as a whole

### **5 - 6 Years**

- asks permission to play with another child's toy
- responds to verbal reasoning
- contributes own ideas to family or peer discussions
- cooperates with 2-5 children in simple project
- participates in simple board or card games
- selects own playmates
- comforts playmates in distress
- moves to appropriate area in classroom and finds an empty place (on the rug, at the table)
- explains relationship of family members (uncle Bob is daddy's brother)
- practices some good health habits which have been taught
- answers telephone; calls for adult or talks to familiar person
- remains silent at appropriate times (when someone is talking)

## Vision

### **Birth - 1 Year**

- stares at source of light
- visually begins to explore surroundings; momentarily focus (5-10 sec.) on variety of objects
- visually shifts attention between 2 objects
- regards own hands
- tracks objects moving horizontally and vertically
- has visually-directed reach and grasp
- visually examines objects held in own hand
- rescues toy dropped within reach
- while sitting, tracks a toy moving across the table
- turns to look for objects out of view
- looks after toys which fall to the floor when child is sitting in chair
- removes cover toy obtain toy which was hidden
- responds appropriately to familiar gestures of adult

### **1 - 2 Years**

- interested in pictures in books and turns books right side up
- interested in things which roll: balls, cars
- reaches or moves behind barrier to obtain toy
- inverts bottle to obtain raisin inside
- matches real objects to picture (may be identical)
- matches 5 objects to picture (not quite identical)
- interested in marking paper with crayons/markers
- imitates isolated marks and circular motion with crayon/marker
- momentarily interested in T.V.
- visually searches for missing object or person

### **2 - 3 Years**

- stacks 8-9 small cubes
- points to pictures representing named action
- locates a requested picture in a familiar book
- imitates adult making vertical and horizontal lines with a pencil/crayon
- imitates circle with pencil or crayon
- matches colors (red, yellow, blue, black, white)
- assembles 2 halves of cut-out cardboard circle to make whole
- matches similar pictures (colored, realistic drawings or photos)
- paints with brush; lines, dots, circular shapes
- imitates V-stroke and H-stroke

## Vision (cont'd)

### 3 - 4 Years

- names pictures as same/different
- names or describes simple action pictures
- names 3 colors when shown samples
- matches a solid shape to a picture of a shape
- points to detail in picture of several objects
- identifies missing arm or leg in picture of person
- assembles simple wooden puzzle of 3-5 pieces which touch and form one entire picture
- builds 3-piece bridge with blocks
- imitates adult drawing these shapes; + , O , V, H, T
- traces over shape outline with crayon
- copies shapes (child has not seen them being made); + , O , V, H, T

### 4 - 5 Years

- names 5 colors when shown samples
- recalls 4 objects in seen in a picture book
- tells what is missing from a group of 5 objects
- points to pictures in left-to-right, top-to-bottom sequence
- names missing part of picture or object
- draws a person with at least 2 body parts
- colors within the lines
- cuts out 2" triangle, 6" square
- completes inset puzzle of 6-10 pieces which touch and form one entire picture
- completes puzzle of 4-6 interlocking pieces
- arranges 3 pictures in story sequence
- draws a diagonal line from corner to corner
- copies first name

### 5 - 6 Years

- completes puzzle of 10-12 interlocking pieces
- recognizes pictures which differ by size or spatial position
- locates specific shape or detail in picture
- locates a "hidden" object in a picture (figure/ground)
- copies peg pattern from picture pattern
- adds missing parts to familiar pictures
- draws person with 6 parts; house with 3 parts
- paints recognizable pictures
- copies triangle
- draws shapes, letters, and numbers positioned correctly
- makes sequence of letters/numbers on worksheet in left-to-right sequence
- cuts along a curved line
- cuts out a simply drawn picture

## **Compensatory**

### **Birth - 1 Year**

- explores textured surfaces by moving own hands and/or feet over them
- plays (splashes) in water
- plays with a variety of textured toys
- searches for and finds object which s/he dropped (object is still in contact with child's body)
- when part of familiar object touches hand, child recognizes and reaches for complete object
- searches for and finds object which child has dropped when object does not touch body, but continues to make noise
- reacts to tactile stimulation of arm or leg by moving only the stimulated limb
- reaches accurately in any direction to obtain noisy toy which has not yet been in child's grasp
- attempts to search for toy which falls out of contact with body when toy no continuous sound
- explores food with fingers (oatmeal, rice, pudding)
- participates in messy activities (fingerpaint, sand)
- independently moves about in familiar room; may or may not explore inquisitively
- walks barefoot in grass and variety of surfaces
- maintains contact with container while searching for objects to place inside
- after hand-over-hand demonstration, imitates an appropriate motion usually acquired by visual imitation (rolls car on floor, stacks objects)

### **2 - 3 Years**

- identifies familiar objects, toys, foods
- identifies an object by its sound
- interested in books with textures or moveable parts
- matches textures (finds the same kind when given a choice of 2-3)
- independently explores familiar rooms in own home
- knows the arrangement of furniture, doors, stairs within own home
- maintains sustained search for dropped toy

### **3 - 4 Years**

- tactually discriminates among items with similar characteristics (child's own hairbrush from mom's)
- identifies activities by sound (closing door, washing dishes) and smell (bakery, gas station) in the home/neighborhood
- understands where things belong within own home (toys in bedroom, food in kitchen)
- moves to destination quickly and easily within own home
- locates favorite play areas in own yard (swing, sandbox)
- assembles two parts of shape to make whole (may be wooden formboard)

## Compensatory (cont'd)

- sorts 2 kinds of tactually dissimilar objects (nuts from bolts, macaroni from dried peas)
- explores home-made tactual books with real objects, textures, shapes

### 4 - 5 Years

- identifies location of sound as front/back, left/right, near/far, in relationship to own body
- faces activity when sitting or standing in group of children
- uses auditory/olfactory/terrain cues to orient self outside of own home (preschool, grandma's house)
- locates dropped object in immediate vicinity of feet
- sorts 2 kinds of similar objects which differ in only size or texture
- matches fabric swatches (group of 4)
- identifies 6 named textures/fabrics
- tells what object is missing from group of 4
- identifies raised-line shapes in tactual book
- uses two hands to follow raised line of yarn or pipe cleaners on page in book
- tracks from left to right across 1-2 braille lines
- locates page with requested shape or item in familiar book
- attempts to 'read' or follow along in braille book as adult reads aloud
- completes teacher-directed task using pushpins, stickers, crayons, etc.

### 5 - 6 Years

- can be oriented to new rooms with some instruction
- moves to appropriate areas in classroom (where activity is happening) and finds an empty place with little or no assistance
- demonstrates correct use of sighted-guide technique
- inserts and removes cassette tape from tape player
- controls 'play', 'stop', and 'volume' on tape player
- inserts headset jack and puts headphones on head
- finds beginning and end of braille line on page
- tracks smoothly across three lines of double-spaced braille
- tracks from top to bottom of 1-2 vertical lines
- locates long and short raised lines (comparison)
- locates, top, bottom, front, back, left, and right sides of page and book; locates corner of page where page numbers are found
- inserts and removes paper in braille writer
- pushes each embossing key separately and in combination with keys on braille writer
- demonstrates use of all parts of braille writer
- moves beads on an abacus for counting purposes
- inserts computer disk into drive, turns on computer and monitor
- plays simple computer game using space bar, return, and escape keys

## **Self-Help**

### **Birth - 1 Year**

- sucks and swallows liquid
- opens mouth for breast or bottle
- swallows pureed food fed with a spoon
- puts one or both hands on bottle while drinking
- mouths blended or strained foods fed by spoon
- holds bottle independently while lying on back
- mouths and gums cookie or cracker
- drinks from cup when adult holds it
- bites off piece of food
- feeds self with fingers
- chews solid foods
- eats 3 new foods of different textures
- cooperates while being dressed: holds out arms and legs

### **1 - 2 Years**

- holds cup independently while drinking
- feeds self with spoon, some spillage
- chews well (meat, apples, cheese)
- uses only one hand to hold and drink from cup; picks it up and replaces it on table neatly
- locates and uses own cup, spoon, dish correctly
- removes socks and hat independently
- removes shoes when laces/straps are untied and loosened
- removes coat and pants when unfastened
- unzips zipper with minimal assistance
- cooperates when face and hands are washed
- sits on potty and occasionally urinates/defecates in it

### **2 - 3 Years**

- uses straw to sip liquid
- holds spoon with adult grasp
- pierces food with fork and brings to mouth
- pulls pants up and down with assistance
- takes off all clothing which has been unfastened
- unsnaps clothing
- puts on socks
- puts on coat or front opening shirt
- unbuttons large front buttons
- unbuckles belt or shoes
- zips engaged zipper on coat or sleeper
- indicates wet or soiled pants
- flushes toilet with reminder

## Self-Help (cont'd)

- has daytime control of bowel and bladder (may have occasional accident; may want or need assistance with clothing)
- washes hands with soap and water (needs assistance)
- dries hands with towel
- turns water faucet on and off
- brushes teeth (with assistance)
- helps bathe self
- attempts to get own drink (from refrigerator, water dispenser, or tap)
- avoids hazards when in familiar place (sharp corners, stairs, heaters)
- delivers item to appropriate room when asked ("put your sweater away")

### 3 - 4 Years

- peels 3 foods (banana, orange, egg)
- feeds self entire meal using spoon and fork
- serves self finger foods from platter
- orients clothing independently (front/back)
- puts on pants and pullover shirt independently
- fastens velcro straps (shoes, belts)
- snaps own clothing
- buttons own shirt or coat
- places own dirty clothing in hamper or box
- wakes from sleep during the night to use toilet; or stays dry all night
- wipes and blows own nose when reminded

### 4 - 5 Years

- clears place at table
- cleans up spills, getting own cloth
- helps set table
- completes dressing/undressing independently (may still want or need minimal help with fasteners)
- puts belt through loops and buckles own belt or shoes
- puts coat on hanger and replaces hanger on bar
- wipes self after toileting
- completes toileting procedures correctly at home
- puts toothpaste on own toothbrush and brushes teeth
- combs/brushes own hair
- hangs up washcloth/towel at home
- uses paper towel dispenser in public washroom
- bathes self
- avoids known poisons (cleaners)

## Self-Help (cont'd)

### 5 - 6 Years

- regularly completes one task independently without adult supervision (may need reminder)
- opens a variety of individual-serving sized drink containers (school milk, juice cans)
- pours juice, milk, etc. with little or no spilling
- cuts soft foods with knife; uses knife for spreading prepares simple foods for self (cold cereal, a sandwich)
- uses simple condiments (squeezable ketchup containers, salt & pepper shakers)
- passes and serves self food, using utensils
- places shoes on correct feet
- obtains own clothing from closet or drawer
- folds simple clothing and puts it away in drawer
- brushes teeth independently
- adjusts water temperature in sink or tub; prepares own bath
- makes own bed
- picks up own toys
- buckles own seat belt in car
- locates drinking fountain and restroom in familiar public place (school, church, etc.)
- uses dial or pushbutton phone to make a call
- walks to familiar location within a block of home independently (neighbor's home, playground)



## **Fine Motor**

### **Birth - 1 Year**

- holds rattle with palmar grasp
- brings toy to mouth; explores toys with mouth
- shakes and pats objects with hands
- bangs objects against a hard surface
- puts both hands on a toy at midline
- picks up a small, soft toy from flat surface
- picks up small cube from table with thumb and 2 fingers
- transfers object from one hand to the other
- clasps hands
- uses two hands on a toy to stretch, tear, crumple
- isolates movements of one or two fingers: explores holes, pushes buttons or levers on toys
- picks up raisins or piece of cereal with pincer grasp
- begins to explore cardboard/soft plastic books

### **1 - 2 Years**

- manipulates objects with many moving parts (busy box)
- removes rings from stack, large pegs from board
- pulls apart pop-beads
- turns pages of book several at a time
- completes one-piece formboard
- stacks 2-3 blocks
- scribbles with crayon
- puts at least 4 rings on post, 4 pegs in board
- attempts to use mechanical means to activate a toy (pulls ring or turns knob of music box)
- places 5-6 objects through small opening (hole in lid of bottle or box)
- completes 3-piece formboard with circle, square, triangle
- puts together 3-part nesting toy

### **2 - 3 Years**

- pounds pegs with hammer
- strings large (one-inch) beads
- rolls, pats, pounds, pinches clay ball
- turns knobs on toys, T.V., stereo
- unscrews threaded objects
- turns pages of book one at a time
- puts fitted lids on bowls or pans
- unwraps small object
- tears paper into two strips
- pulls apart and puts together pop-beads or other snap-together toy
- screws together threaded objects (nuts and bolts, lids on jars)

## **Fine Motor (cont'd)**

- fingerprints, making horizontal, vertical, and circular motions
- holds pencil with thumb and fingers in adult grasp

### **3 - 4 Years**

- points in specific direction on request
- isolates thumb movement (moves thumb without moving any other fingers)
- puts together 4-part nesting toy
- makes row of 5-6 pegs
- strings small (half-inch) beads
- snips scissors
- pastes scraps of construction paper
- traces around inside of template with pencil or crayon
- assembles 6-piece wooden puzzle with separate place for each piece
- opens doors, cabinets, drawers, windows with a variety of latches

### **4 - 5 Years**

- spreads fingers, touching thumb to each finger individually
- screws on 1" lid (ketchup bottle)
- wraps small object in paper or foil
- forms simple shapes with clay (ball, snake, pancake)
- builds with a variety of interlocking toys
- laces sewing cards
- uses pinch clothes pins to hang up artwork
- folds and creases paper horizontally, vertically
- pulls tape from dispenser and applies it to paper
- cuts along 8" straight line (print or raised)

### **5 - 6 Years**

- forms a circle with thumb and pointer finger; with both hands; and with arms extended
- shows appropriate number of fingers when asked for the numbers 0-10
- creates simple things with clay (animals, baskets)
- uses paste or glue dispensed in a variety of ways (squeeze bottle, glue stick)
- uses pencil sharpener, stapler, eraser
- opens and closes large safety pin; pins 2 pieces of cloth together
- attaches 1 1/4" paper clip to paper
- traces simple print or raised line maze with crayon
- cuts out and pastes simple shapes
- folds square (napkin, paper) on diagonal
- hits nail with real hammer into soft wood

## **Gross Motor**

### **Birth - 1 Year**

- moves head side to side, thrusts arms about, kicks vigorously while on back
- holds head up while on stomach
- holds head erect while being carried upright
- rolls from stomach to back
- bears weight on hands/forearms while on stomach, lifting head and chest off the floor
- grasps adult's fingers and pulls to sitting position
- maintains sitting position with some support
- rolls from back to stomach
- sits self-supported for short periods
- while sitting, extends arms to protect self from falling
- moves into and out of sitting position independently
- stands with minimum support adult
- pulls to stand
- assumes hands-and-knees crawling position
- moves forward in space (creeps, crawls, scoots)
- reaches with one hand from crawl (maintains 3-point balance)
- steps sideways while holding on to stationary object
- stands unsupported momentarily
- lowers self from standing to sitting
- walks with one hand held

### **1 - 2 Years**

- moves from sitting to free standing
- takes a few steps without support
- walks independently
- walks around or over obstacles
- walks up stairs holding on to adult's hand or railing
- squats and returns to standing
- picks up toy from floor without falling
- seats self in small chair
- climbs into adult chair, turns and sits
- rolls and tries to catch large ball
- propels self on toddler bike by pushing with feet on the ground
- runs without stumbling

### **2 - 3 Years**

- walks up stairs independently
- walks down stairs holding on to railing or adult's hand
- jumps in place with both feet
- jumps from a height of 8"
- pedals tricycle

## **Gross Motor (cont'd)**

- pushes chair or stool to counter and climbs up
- somersaults forward
- climbs up and goes down a toddler slide
- stands up one foot momentarily
- walks up and down stairs, alternating feet
- climbs jungle gyms and ladders
- jumps forward repeatedly for a distance of 2-3 feet
- runs smoothly, with changes in speed and direction
- walks on tiptoes

### **3 - 4 Years**

- holds arms overhead, extended at shoulder level, or behind body for 15 seconds without tiring
- walks backwards and sideways on request
- starts and stops locomotor movement on request
- marches to music
- throws tennis ball 10 feet
- catches thrown playground ball
- walks up to playground ball and kicks it
- balances on either foot for 5 seconds
- does standing broad jump (distance not important)
- keeps swing active when started (pumps)

### **4 - 5 Years**

- sits cross-legged or 'tailor' style on floor
- follows a variety of directions involving moving the body with feet in one place (bend sideways, squat down)
- hangs from overhead bar with weight on arms
- pushes/pulls wagon or doll buggy
- walks forward on a 3-inch wide textured line for 10 feet
- walks forward short distance on balance beam
- jumps forward 10 consecutive times without falling
- jumps backwards
- does standing broad jump, 25 inches
- gallops
- hops on one foot 5 consecutive times
- throws ball/bean bag toward visual/auditory target
- bounces and catches bounced playground ball (one bounce)
- dribbles playground ball 2-4 feet

## 5 - 6 Years

- walks in a line, either single file or with a partner
- joins hands with partner on both sides and steps forward/backward on request
- runs 40-50 yards without discomfort
- skips on alternating feet
- swings on swing, initiating and sustaining motion
- does 'log' roll for 10 feet (continuous roll on mat, arms stretched overhead)
- performs backward somersault
- carries an object weighing 10-16 pounds
- moves from one overhead bar to another by swinging arms
- catches a thrown playground ball with both hands
- hits ball with bat or stick (child with visual impairment may use T)
- rides bicycle with training wheels or tandem bike
- jumps rope independently
- maintains balance while moving on skates or skis
- coordinates several motor skills in one activity (jumping jacks, relay races, circle game)