

Child Name/ID: _____ Date: _____ DOB: _____

1.0 COGNITIVE

- 1-4 Problem Solving
 - D. Reasoning _____
- 1-7 Discrimination/Classification
 - A. Matching/Sorting _____
 - B. Size _____
 - C. Associative _____
- 1-8 Attention _____
- 1-9 Reading Readiness _____
- 1-10 Math Readiness _____
- 1-11 Writing Skills _____
- 1-12 ²Dramatic Play _____
- 1-13 ²Time _____

2.0 LANGUAGE

- 2-1 Receptive Language
 - A. Understanding Words _____
- 2-2 Following Directions _____
- 2-3 Expressive Vocabulary _____
- 2-4 Communicating with Others
 - B. Verbally _____
- 2-7 ²Communicating through Rhythm _____
- 2-8 ²Sign Language Skills** _____
- 2-9 Speechreading Skills** _____

3.0 GROSS MOTOR

- 3-7 Advancing Postural Control
 - A. Balance/Standing* _____
 - B. Walking/Running* _____
 - C. ²Jumping* _____
 - F. ²Catching/Throwing* _____
 - G. ²Bilateral Play* _____
 - H. ²Balance Beam* _____
- 3-8 ²Swimming* _____
- 3-9 Wheelchair Skills* _____

4.0 FINE MOTOR

- 4-6 Spatial Perception and Planning
 - A. Pre-writing* _____
 - B. ²Blocks/Puzzles* _____
 - D. ²Paper Activities* _____
- 4-7 Manipulative Prehension
 - C. ²Stringing Beads* _____
 - D. Scissors* _____
- 4-8 Perceptual Motor: Tactile* _____

5.0 SOCIAL-EMOTIONAL

- 5-1 Attachment/Adaptive Skills _____
- 5-2 Self Identification _____
- 5-4 Responsibility/Rules _____
- 5-5 Social Interactions and Play _____
- 5-6 Social Manners _____
- 5-7 Social Language _____
- 5-8 Personal Welfare/Safety _____






6.0 SELF HELP

- 6-2 Independent Clothing
 - A. Dressing _____
 - B. Undressing _____
- 6-3 Independent Feeding _____
 - A. Eating _____
 - B. Drinking _____
- 6-5 Grooming _____
- 6-6 Toileting _____
- 6-8 Oral Hygiene _____
- 6-9 Nasal Hygiene _____

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor or other impairments.

**Some items relate to assessment of specific skills that are most relevant for children with certain types of sensory, motor, or other impairments. These skills may not be appropriate or expected to contribute information about functioning on the outcome for many children.

OSEP Outcomes Color Code Key¹

	Outcome 1: Has positive social relationships
	Outcome 2: Acquires, uses skills & knowledge
	Outcome 3: Takes appropriate action to meet needs
	Outcome 1 & 2 & 3
	Outcome 2 & 3

¹ Note if child is age appropriate in a Strand but there is significant concern related to Outcome:

² New/updated as part of 2nd Edition, but not updated on ECO Crosswalk.