

BRIGANCE[®]



Linking the
BRIGANCE[®] Early Childhood Screen III
(0-35 Months)
with the
BRIGANCE[®] Inventory of Early Development III



**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>			
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill	
1A Gross Motor Skills				
Turns head in both directions	A-1C Supine Position Skills and Behaviors (p. 17, Items 1 and 5) A-3C Sitting Position Skills and Behaviors (p. 18, Items 1–3)	A-1C Supine Position Skills and Behaviors (p. 17, Item 8)	A-1C Supine Position Skills and Behaviors (p. 17, Items 17, 20, 24)	
Steadies head	A-3C Sitting Position Skills and Behaviors (p. 18, Items 1–3)	A-3C Sitting Position Skills and Behaviors (p. 18, Item 4)	A-3C Sitting Position Skills and Behaviors (p. 18, Items 5 and 6)	
Rolls partway onto side	A-1C Supine Position Skills and Behaviors (p. 17, Items 5 and 7)	A-1C Supine Position Skills and Behaviors (p. 17, Item 9)	A-1C Supine Position Skills and Behaviors (p. 17, Items 18, 29, 43) A-2C Prone Position Skills and Behaviors (p. 18, Item 7)	
Has no head lag when pulled to sitting	A-1C Supine Position Skills and Behaviors (p. 18, Items 24 and 27)	A-1C Supine Position Skills and Behaviors (p. 18, Item 28)	A-1C Supine Position Skills and Behaviors (p. 18, Items 38 and 49)	
Rolls from back to stomach	A-1C Supine Position Skills and Behaviors (p. 18, Items 9, 18, 29)	A-1C Supine Position Skills and Behaviors (p. 18, Item 43)	A-1C Supine Position Skills and Behaviors (p. 18, Item 49)	
Sits briefly unsupported	A-3C Sitting Position Skills and Behaviors (p. 18, Items 1–8)	A-3C Sitting Position Skills and Behaviors (p. 18, Item 9)	A-3C Sitting Position Skills and Behaviors (p. 18, Items 11, 14–16)	
Transfers objects from one hand to the other	A-1C Supine Position Skills and Behaviors (p. 18, Items 31, 32, 37, 40)	A-1C Supine Position Skills and Behaviors (p. 18, Item 47)	A-1C Supine Position Skills and Behaviors (p. 18, Items 48, 50, 52)	
Sits erect and unsupported	A-3C Sitting Position Skills and Behaviors (p. 18, Items 7–16)	A-3C Sitting Position Skills and Behaviors (p. 18, Item 17)	A-3C Sitting Position Skills and Behaviors (p. 18, Items 19–25)	
Gets up on hands and knees and moves about (or scoots on bottom)	A-2C Prone Position Skills and Behaviors (p. 18, Items 11–16)	A-2C Prone Position Skills and Behaviors (p. 18, Item 19)	A-2C Prone Position Skills and Behaviors (p. 18, Items 20–22)	
Pulls to standing position	A-4C Standing Position Skills and Behaviors (p. 19, Items 13–18)	A-4C Standing Position Skills and Behaviors (p. 19, Item 19)	A-4C Standing Position Skills and Behaviors (p. 19, Items 21–25)	
Walks with one hand held	A-4C Standing Position Skills and Behaviors (p. 19, Items 4–6, 8, 11–15, 17)	A-4C Standing Position Skills and Behaviors (p. 19, Item 20)	A-4C Standing Position Skills and Behaviors (p. 19, Items 27, 28) B-2C Walking (p. 47, Items 1–4)	
Walks without frequent falling	A-4C Standing Position Skills and Behaviors (p. 19, Items 27, 28) B-2C Walking (p. 47, Items 1–4)	B-2C Walking (p. 47, Item 5)	B-2C Walking (p. 47, Items 6–9)	
Runs, but not necessarily well	B-4C Running (p. 48, Item 1)	B-4C Running (p. 48, Item 2)	B-4C Running (p. 48, Items 3–6)	
Stands on one foot with one hand held	B-1C Standing (p. 47, Items 1 and 2)	B-1C Standing (p. 47, Item 3)	B-1C Standing (p. 47, Items 5, 8–10)	

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
2A Fine Motor Skills			
Places fist in mouth	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 1)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 2)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 10 and 12)
Glances at hands briefly	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 1–4)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 5)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 6–11)
Plays with hands and fingers	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 9–11)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 12)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 19, 20, 28, 31)
Has hands predominantly open	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 10–12)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 13)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 15–18, 20, 21, 24, 27)
Reaches for objects	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 11, 13, 16)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 23)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 24–26, 29, 31–33)
Exhibits a one-handed visually directed reach	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 23, 25, 26, 32, 33)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 34)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40, 42, 53, 55)
Holds bottle (sippy cup) independently	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 16–19, 23–26, 29, 40)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 49)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 53, 55, 57)
Pokes objects, using index finger	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 52 and 53)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 54)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 57)
Uses a neat pincer grasp	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 53 and 54)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 59–65)
Squeaks toy with hand	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40–43, 45, 48, 50–53, 56, 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 59)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 60, 62, 64)
Puts objects, such as blocks, into a container	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43–45, 50, 51, 55, 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 60)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 62–68)
Takes objects, such as blocks, out of a container	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43, 48, 51, 56, 57, 60)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 62)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 63–68)

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
2A Fine Motor Skills <i>(continued)</i>			
Grasps and releases objects easily	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43, 45, 48, 51, 53, 56, 57, 59, 61–63)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 64)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 66–70)
Unwraps objects	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 54 and 64)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 65)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 66–79)
3A Receptive Language Skills			
Startles to loud noise	None	D-1C Prespeech Receptive Language (p. 146, Item 1)	D-1C Prespeech Receptive Language (p. 146, Items 2, 3, 5, 9)
Notices faces of others	H-2C Play and Relationship with Peers (p. 377, Item 2)	D-1C Prespeech Receptive Language (p. 146, Item 3)	D-1C Prespeech Receptive Language (p. 146, Items 8 and 9)
Responds with a smile or coo	D-1C Prespeech Receptive Language (p. 146, Items 3 and 4) D-2C Prespeech Expressive Language (p. 146, Items 2 and 3)	D-1C Prespeech Receptive Language (p. 146, Item 5)	D-1C Prespeech Receptive Language (p. 146, Items 13–15, 17, 18)
Turns head to find sound	D-1C Prespeech Receptive Language (p. 146, Items 4 and 5)	D-1C Prespeech Receptive Language (p. 146, Item 9)	D-1C Prespeech Receptive Language (p. 146, Items 12–15, 18)
Shows understanding of some words (e.g., bye-bye, mama)	D-1C Prespeech Receptive Language (p. 146, Items 5–7)	D-1C Prespeech Receptive Language (p. 146, Item 10)	D-1C Prespeech Receptive Language (p. 146, Items 11, 15, 16, 18, 19)
Hold out or raises arms when a parent/caregiver says Come here or Up	D-1C Prespeech Receptive Language (p. 146, Items 1, 5, 9, 10) D-2C Prespeech Expressive Language (p. 146, Items 3 and 4)	D-1C Prespeech Receptive Language (p. 146, Item 11)	D-1C Prespeech Receptive Language (p. 146, Item 20)
Responds to own name	D-1C Prespeech Receptive Language (p. 146, Items 9–13)	D-1C Prespeech Receptive Language (p. 146, Item 15)	D-1C Prespeech Receptive Language (p. 146, Items 18 and 20)
Looks at named objects	D-1C Prespeech Receptive Language (p. 146, Items 9, 10, 15)	D-1C Prespeech Receptive Language (p. 146, Item 16)	D-1C Prespeech Receptive Language (p. 146, Items 18, 20, 24, 25, 28)
Responds to the word no	D-1C Prespeech Receptive Language (p. 146, Items 10, 13, 15)	D-1C Prespeech Receptive Language (p. 146, Item 18)	D-1C Prespeech Receptive Language (p. 146, Items 20, 25, 28)
Responds to simple commands	D-1C Prespeech Receptive Language (p. 146, Items 11, 18, 20) D-6C Follows Verbal Directions (p. 150, Items 1–5)	D-6C Follows Verbal Directions (p. 150, Items 6 and 7)	D-1C Prespeech Receptive Language (p. 146, Items 23, 25, 26, 28) D-6C Follows Verbal Directions (p. 150, Items 8–11)
Waves “bye-bye”	D-1C Prespeech Receptive Language (p. 146, Item 11)	D-2C Prespeech Expressive Language (p. 146, Item 50)	D-2C Prespeech Expressive Language (p. 146, Items 55, 57, 58)

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
3A Receptive Language Skills <i>(continued)</i>			
Responds to the word give (with gesture)	D-1C Prespeech Receptive Language (p. 146, Items 10, 12, 13, 15, 18, 20, 22)	D-1C Prespeech Receptive Language (p. 146, Item 24)	D-1C Prespeech Receptive Language (p. 146, Items 25 and 26) D-6C Follows Verbal Directions (Item 3)
Gives a block on command (no gesture)	D-1C Prespeech Receptive Language (p. 146, Item 24) D-6C Follows Verbal Directions (p. 150, Items 1 and 2)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 60) D-6C Follows Verbal Directions (p. 150, Item 3)	D-6C Follows Verbal Directions (p. 150, Items 9, 10, 12, 14–16)
Puts a block into a box on command	D-1C Prespeech Receptive Language (p. 146, Item 20) D-6C Follows Verbal Directions (p. 150, Items 1–3)	D-6C Follows Verbal Directions (p. 150, Item 11)	D-6C Follows Verbal Directions (p. 150, Items 9, 10, 12, 14–16)
Throws away trash on command	D-1C Prespeech Receptive Language (p. 146, Item 25) D-6C Follows Verbal Directions (p. 150, Items 1–3)	D-6C Follows Verbal Directions (p. 150, Item 8)	D-6C Follows Verbal Directions (p. 150, Items 9–11)
4A Expressive Language Skills			
Makes sounds other than crying	D-2C Prespeech Expressive Language (p. 146, Items 1–3)	D-2C Prespeech Expressive Language (p. 146, Item 5)	D-2C Prespeech Expressive Language (p. 146, Items 6 and 7)
Makes varied sounds	D-2C Prespeech Expressive Language (p. 146, Items 5–7)	D-2C Prespeech Expressive Language (p. 146, Item 8)	D-2C Prespeech Expressive Language (p. 146, Items 9 and 10)
Coos and gurgles	D-2C Prespeech Expressive Language (p. 146, Items 8–10)	D-2C Prespeech Expressive Language (p. 146, Item 11)	D-2C Prespeech Expressive Language (p. 146, Items 12–16)
Babbles, making varying consonant sounds	D-2C Prespeech Expressive Language (p. 146, Items 11, 13–16)	D-2C Prespeech Expressive Language (p. 146, Item 17)	D-2C Prespeech Expressive Language (p. 146, Item 18)
Vocalizes at others	D-2C Prespeech Expressive Language (p. 146, Items 11, 13–17)	D-2C Prespeech Expressive Language (p. 146, Item 18)	D-2C Prespeech Expressive Language (p. 146, Items 19–22)
“Talks” to objects	D-2C Prespeech Expressive Language (p. 146, Items 11, 13–18, 21)	D-2C Prespeech Expressive Language (p. 146, Item 22)	D-2C Prespeech Expressive Language (p. 146, Items 31 and 32)
Says multiple syllables	D-2C Prespeech Expressive Language (p. 146, Item 20)	D-2C Prespeech Expressive Language (p. 146, Item 24)	D-2C Prespeech Expressive Language (p. 146, Items 31 and 32)
Shakes head for no or points to show preference	D-2C Prespeech Expressive Language (p. 146, Items 11–13)	D-2C Prespeech Expressive Language (p. 146, Item 25)	D-2C Prespeech Expressive Language (p. 146, Items 28, 29, 33, 39, 43, 44, 46)
Imitates sounds or words	D-2C Prespeech Expressive Language (p. 146, Items 13, 14, 18, 19, 31, 32)	D-2C Prespeech Expressive Language (p. 146, Item 45)	D-2C Prespeech Expressive Language (p. 146, Items 49, 51–53, 56)

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>					
Core Assessment	A. Lower-Level or Prerequisite Skill		B. Same Skill as Screening Skill		C. Higher-Level Skill	
4A Expressive Language Skills <i>(continued)</i>						
Pretend talks	D-2C	Prespeech Expressive Language (p. 146, Items 13, 14, 18, 19, 31)	D-2C	Prespeech Expressive Language (p. 146, Item 32)	D-2C	Prespeech Expressive Language (p. 146, Items 49, 51–53, 56)
Holds up objects for attention	D-2C	Prespeech Expressive Language (p. 146, Items 25, 28, 29)	D-2C	Prespeech Expressive Language (p. 146, Item 33)	D-2C	Prespeech Expressive Language (p. 146, Items 44, 46, 47)
Points to objects for attention	D-2C	Prespeech Expressive Language (p. 146, Items 25, 28, 29, 33)	D-2C	Prespeech Expressive Language (p. 146, Item 44)	D-2C	Prespeech Expressive Language (p. 146, Items 46 and 47)
Says real words	D-3C	General Speech and Language Development (p. 148, Items 1–3)	D-3C	General Speech and Language Development (p. 148, Item 4)	D-3C	General Speech and Language Development (p. 148, Items 5–8)
Pretend talks with some real words	D-2C	Prespeech Expressive Language (p. 146, Items 48, 49, 51–53)	D-2C	Prespeech Expressive Language (p. 146, Item 56)	D-2C	Prespeech Expressive Language (p. 146, Items 57, 59, 60)
					D-3C	General Speech and Language Development (p. 148, Items 4–8)
5A Self-help Skills						
Sucks well, forming a tight seal around nipple when sucking	G-1C	Feeding/Eating (p. 350, Items 1 and 2)	G-1C	Feeding/Eating (p. 350, Item 3)	G-1C	Feeding/Eating (p. 350, Items 4–6)
Brings hands to mouth	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Item 2)	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Item 10)	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Items 10 and 12)
	G-1C	Feeding/Eating (p. 350, Item 6)	G-1C	Feeding/Eating (p. 350, Item 7)	G-1C	Feeding/Eating (p. 350, Item 8)
Opens mouth	G-1C	Feeding/Eating (p. 350, Item 3)	G-1C	Feeding/Eating (p. 350, Item 8)	G-1C	Feeding/Eating (p. 350, Items 9 and 10)
Refuses excess food	G-1C	Feeding/Eating (p. 350, Items 8–10)	G-1C	Feeding/Eating (p. 350, Item 11)	G-1C	Feeding/Eating (p. 350, Items 12, 13, 15)
Munches or mouths food	G-1C	Feeding/Eating (p. 350, Items 8–10)	G-1C	Feeding/Eating (p. 350, Item 15)	G-1C	Feeding/Eating (p. 350, Items 17, 18, 21, 22, 24)
Holds bottle (sippy cup) independently	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40–43, 48)	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Item 49)	C-1C	General Eye/Finger/Hand Manipulative Skills (p. 76, Items 53, 55, 57)
	G-1C	Feeding/Eating (p. 350, Item 7)	G-1C	Feeding/Eating (p. 350, Item 14)	G-1C	Feeding/Eating (p. 350, Items 20, 23, 30)
Feeds self cracker	G-1C	Feeding/Eating (p. 350, Items 10 and 13)	G-1C	Feeding/Eating (p. 350, Item 18)	G-1C	Feeding/Eating (p. 350, Item 24)

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
5A Self-help Skills <i>(continued)</i>			
Drinks from cup held by adult	A-1C Supine Position Skills and Behaviors (p. 17, all Items)	G-1C Feeding/Eating (p. 350, Item 20)	G-1C Feeding/Eating (p. 350, Items 23 and 29)
Chews and swallows	G-1C Feeding/Eating (p. 350, Items 12, 15, 17)	G-1C Feeding/Eating (p. 350, Item 21)	G-1C Feeding/Eating (p. 350, Item 27)
Cooperates in dressing	G-3C Dressing (p. 351, Items 1 and 2)	G-3C Dressing (p. 351, Item 3)	G-3C Dressing (p. 351, Item 4)
Holds cup with both hands and drinks	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40–43, 48, 49) G-1C Feeding/Eating (p. 350, Items 7, 14)	G-1C Feeding/Eating (p. 350, Item 29)	G-1C Feeding/Eating (p. 350, Items 30 and 32)
Assists in dressing	G-3C Dressing (p. 351, Items 1–3)	G-3C Dressing (p. 351, Item 4)	G-3C Dressing (p. 351, Items 6 and 7)
6A Social and Emotional Skills			
Looks attentively at your face	D-1C Prespeech Receptive Language (p. 146, Items 3, 5, 6) H-2C Play and Relationships with Peers (p. 377, Item 1)	H-1C Relationships with Adults (p. 377, Item 2)	D-1C Prespeech Receptive Language (p. 146, Items 7 and 9) H-1C Relationships with Adults (p. 377, Items 4 and 9)
Visually follows person	H-1C Relationships with Adults (p. 377, Items 1 and 2)	H-1C Relationships with Adults (p. 377, Item 3)	H-1C Relationships with Adults (p. 377, Item 8)
Responds with a smile	H-1C Relationships with Adults (p. 377, Item 3)	H-1C Relationships with Adults (p. 377, Item 4)	H-3C Motivation and Self-Confidence (p. 379, Items 1 and 2)
Gets excited when a toy is presented	H-1C Relationships with Adults (p. 377, Item 4)	H-2C Play and Relationships with Peers (p. 377, Item 1)	H-1C Relationships with Adults (p. 377, Item 9)
Smiles, coos, or gurgles for attention	H-1C Relationships with Adults (p. 377, Item 9)	H-3C Motivation and Self-Confidence (p. 379, Item 4)	H-3C Motivation and Self-Confidence (p. 379, Items 5, 6, 9)
Gestures for “up” by holding arms out to be picked up	H-1C Relationships with Adults (p. 377, Items 2–4)	H-1C Relationships with Adults (p. 377, Item 13)	H-1C Relationships with Adults (p. 377, Item 25)
Shows shyness with strangers	H-1C Relationships with Adults (p. 377, Items 7, 11, 13, 15)	H-1C Relationships with Adults (p. 377, Item 18)	H-1C Relationships with Adults (p. 377, Item 20) H-3C Motivation and Self-Confidence (p. 379, Item 11)
Plays peekaboo	H-1C Relationships with Adults (p. 377, Items 14 and 15) H-2C Play and Relationships with Peers (p. 377, Item 3)	H-2C Play and Relationships with Peers (p. 377, Item 9)	H-1C Relationships with Adults (p. 377, Item 20) H-2C Play and Relationships with Peers (p. 377, Item 13)

**Linking the *Early Childhood Screen III (Infant)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
6A Social and Emotional Skills <i>(continued)</i>			
Explores the environment	H-2C Play and Relationships with Peers (p. 377, Items 5–8)	H-3C Motivation and Self-Confidence (p. 379, Item 15)	H-1C Relationships with Adults (p. 377, Item 14) H-2C Play and Relationships with Peers (p. 377, Items 14–19)
Plays pat-a-cake	H-2C Play and Relationships with Peers (p. 377, Item 9)	H-2C Play and Relationships with Peers (p. 377, Item 13)	H-2C Play and Relationships with Peers (p. 377, Item 19)
Gives affection	H-1C Relationships with Adults (p. 377, Items 4, 9, 11, 13)	H-1C Relationships with Adults (p. 377, Item 14)	H-1C Relationships with Adults (p. 377, Items 17, 28, 30) H-2C Play and Relationships with Peers (p. 377, Item 25)
Goes for a toy that is out of reach	H-2C Play and Relationships with Peers (p. 377, Item 17) H-3C Motivation and Self-Confidence (p. 379, Item 3)	H-3C Motivation and Self-Confidence (p. 379, Item 7)	H-3C Motivation and Self-Confidence (p. 379, Items 8, 12, 15)
Shows interest in activities of others	H-1C Relationships with Adults (p. 377, Item 8)	H-1C Relationships with Adults (p. 377, Item 20)	H-2C Play and Relationships with Peers (p. 377, Items 25 and 27)
Initiates interactions with other children	H-2C Play and Relationships with Peers (p. 377, Items 13, 18, 19)	H-2C Play and Relationships with Peers (p. 377, Item 25)	H-2C Play and Relationships with Peers (p. 377, Items 27, 34, 35)
Shows pride in new accomplishments	H-3C Motivation and Self-Confidence (p. 379, Item 11)	H-3C Motivation and Self-Confidence (p. 379, Item 26)	H-3C Motivation and Self-Confidence (p. 379, Item 27)
Explores and returns to parent/caregiver	H-1C Relationships with Adults (p. 377, Item 20)	H-1C Relationships with Adults (p. 377, Item 22)	H-1C Relationships with Adults (p. 377, Item 25)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
1B Receptive Language Skills—General			
Looks at named objects	D-1C Prespeech Receptive Language (p. 146, Items 9, 10, 15)	D-1C Prespeech Receptive Language (p. 146, Item 16)	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 26, 28, 32)
Responds to the word no	D-1C Prespeech Receptive Language (p. 146, Items 9, 10, 15)	D-1C Prespeech Receptive Language (p. 146, Item 18)	D-1C Prespeech Receptive Language (p. 146, Items 19 and 28)
Responds to simple commands	D-1C Prespeech Receptive Language (p. 146, Item 18) D-6C Follows Verbal Directions (p. 150, Items 1–5)	D-6C Follows Verbal Directions (p. 150, Items 6 and 7)	D-6C Follows Verbal Directions (p. 150, Items 8–11)
Waves “bye-bye”	D-1C Prespeech Receptive Language (p. 146, Item 11)	D-2C Prespeech Expressive Language (p. 146, Item 50)	D-2C Prespeech Expressive Language (p. 146, Items 55–58)
Responds to the word give (with gesture)	D-1C Prespeech Receptive Language (p. 146, Item 20)	D-1C Prespeech Receptive Language (p. 146, Item 24)	D-6C Follows Verbal Directions (p. 150, Items 1–3)
Gives a block on command (no gesture)	D-1C Prespeech Receptive Language (p. 146, Items 20 and 24) D-6C Follows Verbal Directions (p. 150, Items 1 and 2)	D-6C Follows Verbal Directions (p. 150, Item 3)	D-6C Follows Verbal Directions (p. 150, Items 4–7)
Puts a block into a box on command	D-1C Prespeech Receptive Language (p. 146, Items 20 and 24) D-6C Follows Verbal Directions (p. 150, Items 1–10)	D-6C Follows Verbal Directions (p. 150, Item 11)	D-6C Follows Verbal Directions (p. 150, Items 10 and 12)
Throws away trash on command	D-1C Prespeech Receptive Language (p. 146, Items 20 and 24) D-6C Follows Verbal Directions (p. 150, Items 1–7)	D-6C Follows Verbal Directions (p. 150, Item 8)	D-6C Follows Verbal Directions (p. 150, Items 10, 12, 14, 18)
2B Receptive Language Skills—Identifies Parts of the Body			
Eyes	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 1)	D-8C Identifies Parts of the Body—Points to (p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)
Nose	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 2)	D-8C Identifies Parts of the Body—Points to (p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
2B Receptive Language Skills—Identifies Parts of the Body <i>(continued)</i>			
Feet	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 5)	D-8C Identifies Parts of the Body—Points to (p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)
Hair	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 4)	D-8C Identifies Parts of the Body—Points to (p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)
Mouth	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 3)	D-8C Identifies Parts of the Body—Points to p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)
Ears	D-1C Prespeech Receptive Language (p. 146, Items 19, 20, 25, 28, 32) D-2C Prespeech Expressive Language (p. 146, Item 57)	D-8C Identifies Parts of the Body—Points to (p. 152, Item 6)	D-8C Identifies Parts of the Body—Points to (p. 152, Items 7–21) D-8C Identifies Parts of the Body—Names (p. 152, Items 1–16)
3B Receptive Language Skills—Identifies Pictures			
Cat	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures—Points (p. 111, Item 1)	D-7 Identifies Pictures—Points (p. 111, Items 7–13) D-7 Identifies Pictures—Names (p. 111, Items 1–7)
Dog	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures—Points (p. 111, Item 2)	D-7 Identifies Pictures—Points (p. 111, Items 7–13) D-7 Identifies Pictures—Names (p. 111, Items 1–7)
Key	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures—Points (p. 111, Item 5)	D-7 Identifies Pictures—Points (p. 111, Items 7–13) D-7 Identifies Pictures—Names (p. 111, Items 1–7)
Car	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures—Points (p. 111, Item 3)	D-7 Identifies Pictures—Points (p. 111, Items 7–13) D-7 Identifies Pictures—Names (p. 111, Items 1–7)
Apple	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures—Points (p. 111, Item 4)	D-7 Identifies Pictures—Points (p. 111, Items 7–13) D-7 Identifies Pictures—Names (p. 111, Items 1–7)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
3B Receptive Language Skills—Identifies Pictures (<i>continued</i>)			
Airplane	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-7 Identifies Pictures–Points (p. 111, Item 6)	D-7 Identifies Pictures–Points (p. 111, Items 7–13) D-7 Identifies Pictures–Names (p. 111, Items 1–7)
4B Receptive Language Skills—Knows Sounds Animals Make			
Shows understanding of the word cat by making the sound a cat makes	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-1C Prespeech Receptive Language (p. 146, Item 27) H-2 Play and Relationships with Peers (p. 377, Item 31)	D-7 Identifies Pictures–Points (p. 111, Items 7–13) D-7 Identifies Pictures–Names (p. 111, Items 1–7)
Shows understanding of the word dog by making the sound a dog makes	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-1C Prespeech Receptive Language (p. 146, Item 27) H-2 Play and Relationships with Peers (p. 377, Item 31)	D-7 Identifies Pictures–Points (p. 111, Items 7–13) D-7 Identifies Pictures–Names (p. 111, Items 1–7)
Shows understanding of the word cow by making the sound a cow makes	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-1C Prespeech Receptive Language (p. 146, Item 27) H-2 Play and Relationships with Peers (p. 377, Item 31)	D-7 Identifies Pictures–Points (p. 111, Items 7–13) D-7 Identifies Pictures–Names (p. 111, Items 1–7)
Shows understanding of the word bird by making the sound a bird makes	D-1C Prespeech Receptive Language (p. 146, Items 24–26, 28)	D-1C Prespeech Receptive Language (p. 146, Item 27) H-2 Play and Relationships with Peers (p. 377, Item 31)	D-7 Identifies Pictures–Points (p. 111, Items 7–13) D-7 Identifies Pictures–Names (p. 111, Items 1–7)
5B Gross Motor Skills			
Sits erect and unsupported	A-3C Sitting Position Skills and Behaviors (p. 18, Item 9)	A-3C Sitting Position Skills and Behaviors (p. 18, Item 17)	A-3C Sitting Position Skills and Behaviors (p. 18, Item 25)
Gets up on hands and knees and moves about (or scoots on bottom)	A-2C Prone Position Skills and Behaviors (p. 18, Item 13)	A-2C Prone Position Skills and Behaviors (p. 18, Item 19)	A-2C Prone Position Skills and Behaviors (p. 18, Item 20)
Pulls to standing position	A-2C Standing Position Skills and Behaviors (p. 19, Items 11, 13, 18)	A-2C Standing Position Skills and Behaviors (p. 19, Item 19)	A-2C Standing Position Skills and Behaviors (p. 19, Items 21–25)
Walks with one hand held	A-2C Standing Position Skills and Behaviors (p. 19, Items 14, 15, 17)	A-2C Standing Position Skills and Behaviors (p. 19, Item 20)	A-2C Standing Position Skills and Behaviors (p. 19, Item 28)
Walks without frequent falling	B-2C Walking (p. 47, Items 1–4)	B-2C Walking (p. 47, Item 5)	B-2C Walking (p. 47, Items 6–9)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
5B Gross Motor Skills <i>(continued)</i>			
Runs, but not necessarily well	B-2C Walking (p. 47, Items 6–9) B-4C Running, Skipping and Galloping (p. 48, Item 1)	B-4C Running, Skipping and Galloping (p. 48, Item 2)	B-4C Running, Skipping and Galloping (p. 48, Items 4–6)
Stands on one foot with one hand held	B-1C Standing (p. 47, Items 1 and 2)	B-1C Standing (p. 47, Item 3)	B-1C Standing (p. 47, Items 5, 7–10)
Attempts to jump	B-5C Jumping (p. 49, Item 1)	B-5C Jumping (p. 49, Item 2)	B-5C Jumping (p. 49, Items 3–8)
Walks erect with arms swinging	B-2C Walking (p. 47, Items 1–6)	B-2C Walking (p. 47, Item 7)	B-2C Walking (p. 47, Items 8 and 9)
Jumps (at least one foot leaves the floor)	B-5C Jumping (p. 49, Items 1–3)	B-5C Jumping (p. 49, Item 4)	B-5C Jumping (p. 49, Items 5–8)
Runs well	B-4C Running, Skipping and Galloping (p. 48, Items 1–3)	B-4C Running, Skipping and Galloping (p. 48, Item 4)	B-4C Running, Skipping and Galloping (p. 48, Items 5 and 6)
6B Fine Motor Skills			
Uses a neat pincer grasp	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 53 and 54)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 59–65)
Squeaks toy with hand	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40–43, 45, 48, 51–53, 56, 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 59)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 59)
Puts objects, such as blocks, into a container	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 40–43, 45, 48, 51, 53, 56, 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 60)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 62–68)
Takes objects, such as blocks, out of a container	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 53, 56, 60)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 62)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 63–68)
Grasps and releases objects easily	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43, 45, 48, 51–53, 56, 60, 62, 63)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 64)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 65–68)
Unwraps objects	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43, 52, 60, 62, 63, 64)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 65)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 69–77)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
6B Fine Motor Skills <i>(continued)</i>			
Deliberately pours or dumps objects from a container	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 43, 45, 48, 51–53, 56, 60, 62, 63–68)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 68)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 79)
Imitates scribble	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 57)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Item 73)	C-1C General Eye/Finger/Hand Manipulative Skills (p. 76, Items 74–78) C-3C Early Handwriting Skills (p. 78, Items 1–3)
7B Expressive Language Skills—General			
Says multiple syllables	D-2C Prespeech Expressive Language (p. 146, Item 20)	D-3C General Speech and Language Development (p. 148, Item 27)	D-3C General Speech and Language Development (p. 148, Item 29)
Shakes head for no or points to show preference	D-1C Prespeech Receptive Language (p. 146, Item 11)	D-2C Prespeech Expressive Language (p. 146, Item 25)	D-1C Prespeech Receptive Language (p. 146, Item 26) D-2C Prespeech Expressive Language (p. 146, Items 27 and 28)
Imitates sounds or words	D-2C Prespeech Expressive Language (p. 146, Items 14, 21, 22, 31)	D-2C Prespeech Expressive Language (p. 146, Item 45)	D-2C Prespeech Expressive Language (p. 146, Items 48, 51–53)
Pretend talks	D-2C Prespeech Expressive Language (p. 146, Items 14, 21, 22, 31)	D-2C Prespeech Expressive Language (p. 146, Item 32)	D-2C Prespeech Expressive Language (p. 146, Items 45, 48, 51–53)
Holds up objects for attention	D-2C Prespeech Expressive Language (p. 146, Item 28)	D-2C Prespeech Expressive Language (p. 146, Item 33)	D-2C Prespeech Expressive Language (p. 146, Items 44, 46, 47)
Points to objects for attention	D-2C Prespeech Expressive Language (p. 146, Items 28 and 33)	D-2C Prespeech Expressive Language (p. 146, Item 44)	D-2C Prespeech Expressive Language (p. 146, Items 46, 47)
Says real words	D-2C Prespeech Expressive Language (p. 146, Items 48, 56, 59, 60) D-3C General Speech and Language Development (p. 148, Items 1–3)	D-3C General Speech and Language Development (p. 148, Item 4)	D-3C General Speech and Language Development (p. 148, Items 5–10)
Pretend talks with some real words	D-2C Prespeech Expressive Language (p. 146, Items 32, 45, 48, 51–53)	D-2C Prespeech Expressive Language (p. 146, Item 56)	D-2C Prespeech Expressive Language (p. 146, Item 58)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
8B Expressive Language Skills—Names Objects			
Cup	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Ball	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Book	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Spoon	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Chair	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Block	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Box	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)
Toy	D-7 Identifies Pictures—Points (p. 112, Items 1–13) D-7 Identifies Pictures—Names (p. 112, Items 1–3)	D-7 Identifies Pictures—Names (p. 112, Items 4–10)	D-7 Identifies Pictures—Names (p. 112, Items 10–14)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
9B Expressive Language Skills—Uses Phrases			
Repeats phrases	D-2C Expressive Language Skills (p. 146, Item 20) D-3C General Speech and Language Development (p. 148, Items 1–9)	D-3C General Speech and Language Development (p. 148, Item 10)	D-3C General Speech and Language Development (p. 148, Items 11–23)
Uses two or three words in combination	D-3C General Speech and Language Development (p. 148, Items 5, 6, 7, 13)	D-3C General Speech and Language Development (p. 148, Item 14)	D-3C General Speech and Language Development (p. 148, Items 42, 46, 47, 113) D-4 Length of Sentence (p. 103, Items 3 and 4)
10B Self-help Skills			
Feeds self cracker	G-1C Feeding/Eating (p. 350, Items 12, 15–17)	G-1C Feeding/Eating (p. 350, Item 18)	G-1C Feeding/Eating (p. 350, Items 21, 24, 25, 27)
Drinks from cup held by adult	G-1C Feeding/Eating (p. 350, Item 8) A-1C Supine Position Skills and Behaviors (p. 17, Items 23, 30, 36)	G-1C Feeding/Eating (p. 350, Item 20)	G-1C Feeding/Eating (p. 350, Items 23, 29, 30, 32)
Chews and swallows	G-1C Feeding/Eating (p. 350, Items 12, 13, 15, 17, 21, 22)	G-1C Feeding/Eating (p. 350, Item 27)	G-1C Feeding/Eating (p. 350, Items 34 and 41)
Cooperates in dressing	G-2C Undressing (p. 351, Item 1) G-3C Dressing (p. 351, Items 1 and 2)	G-3C Dressing (p. 351, Item 3)	G-3C Dressing (p. 351, Item 4)
Holds cup with both hands and drinks	G-1C Feeding/Eating (p. 350, Items 14, 20, 23)	G-1C Feeding/Eating (p. 350, Item 29)	G-1C Feeding/Eating (p. 350, Items 30, 32, 40)
Assists in dressing	G-2C Undressing (p. 351, Item 1) G-3C Dressing (p. 351, Items 1–3)	G-3C Dressing (p. 351, Item 4)	G-3C Dressing (p. 351, Items 5–7)
Holds cup with one hand and drinks	G-1C Feeding/Eating (p. 350, Items 29, 30, 32, 40)	G-1C Feeding/Eating (p. 350, Item 40)	G-1C Feeding/Eating (p. 350, Item 45)
Removes shoes	G-2C Undressing (p. 351, Items 1 and 2)	G-4C Undressing (p. 351, Item 3)	G-4C Undressing (p. 351, Items 4–7)

**Linking the *Early Childhood Screen III* (Toddler)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
10B Self-help Skills <i>(continued)</i>			
Begins to anticipate and communicate toileting needs	G-6C Toileting (p. 353, Items 1–5)	G-6C Toileting (p. 353, Item 6)	G-6C Toileting (p. 353, Items 7–10)
11B Social and Emotional Skills			
Plays pat-a-cake	H-2 Play and Relationships with Peers (p. 377, Items 9–11)	H-2 Play and Relationships with Peers (p. 377, Item 13)	H-2 Play and Relationships with Peers (p. 377, Items 15, 19, 25)
Gives affection	H-1C Relationships with Adults (p. 377, Items 11–13)	H-1C Relationships with Adults (p. 377, Item 14)	H-1C Relationships with Adults (p. 377, Items 15–18)
Goes for a toy that is out of reach	H-3C Motivation and Self-Confidence (p. 379, Item 3)	H-3C Motivation and Self-Confidence (p. 379, Item 7)	H-3C Motivation and Self-Confidence (p. 379, Items 8, 12, 15)
Shows interest in activities of others	H-1C Relationships with Adults (p. 377, Items 15, 17, 18)	H-1C Relationships with Adults (p. 377, Item 20)	H-1C Relationships with Adults (p. 377, Item 22) H-2 Play and Relationships with Peers (p. 377, Items 19, 21, 25) H-3C Motivation and Self-Confidence (p. 379, Items 12 and 15)
Initiates interactions with other children	H-1C Relationships with Adults (p. 377, Items 15, 17, 18, 20) H-2 Play and Relationships with Peers (p. 377, Items 19 and 21)	H-2 Play and Relationships with Peers (p. 377, Item 25)	H-2 Play and Relationships with Peers (p. 377, Items 27, 28, 32, 35)
Shows pride in new accomplishments	H-1C Relationships with Adults (p. 377, Item 23) H-3C Motivation and Self-Confidence (p. 379, Item 19)	H-3C Motivation and Self-Confidence (p. 379, Item 26)	H-3C Motivation and Self-Confidence (p. 379, Items 27 and 41)
Explores and returns to parent/caregiver	H-1C Relationships with Adults (p. 377, Item 20)	H-1C Relationships with Adults (p. 377, Item 22)	H-1C Relationships with Adults (p. 377, Item 22) H-3C Motivation and Self-Confidence (p. 379, Items 12 and 15)
Opens doors or cabinets	H-3C Motivation and Self-Confidence (p. 379, Item 12)	H-3C Motivation and Self-Confidence (p. 379, Item 13)	H-3C Motivation and Self-Confidence (p. 379, Item 15)
Imitates another child's actions	H-2 Play and Relationships with Peers (p. 377, Items 27, 31, 33)	H-2 Play and Relationships with Peers (p. 377, Item 35)	H-2 Play and Relationships with Peers (p. 377, Items 39 and 43)

**Linking the *Early Childhood Screen III (Toddler)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
11B Social and Emotional Skills <i>(continued)</i>			
Watches faces for emotional clues	H-1C Relationships with Adults (p. 377, Items 12, 24, 26)	H-1C Relationships with Adults (p. 377, Item 28)	H-1C Relationships with Adults (p. 377, Items 30 and 32)
Mimics adult activities	H-2C Play and Relationships with Peers (p. 377, Items 52 and 53)	H-2C Play and Relationships with Peers (p. 377, Items 55–58)	H-2C Play and Relationships with Peers (p. 377, Items 62 and 63)
Insists upon doing things for himself/herself	H-1C Relationships with Adults (p. 377, Items 25 and 26) H-3C Motivation and Self-Confidence (p. 379, Items 19 and 26)	H-3C Motivation and Self-Confidence (p. 379, Item 27)	H-3C Motivation and Self-Confidence (p. 379, Items 30 and 31)
Likes to perform for others	H-3C Motivation and Self-Confidence (p. 379, Items 5 and 6)	H-4C Prosocial Skills and Behaviors (p. 380, Item 5)	H-4C Prosocial Skills and Behaviors (p. 380, Item 9)

**Linking the *Early Childhood Screen III* (Two-Year-Old Child)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
1C Identifies Parts of the Body (Pointing)			
Ears	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–5)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 6)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 7–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
Head	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–6)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 7)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 8–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
Teeth	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–8)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 9)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 10–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
Legs	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–9)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 10)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 11–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
Fingers	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–10)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 11)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 12–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
Arms	D-1C Prespeech Receptive Language (p. 146, Items 19, 23, 25, 32) D-8C Identifies Parts of the Body–Points To (p. 152, Items 1–11)	D-8C Identifies Parts of the Body–Points To (p. 152, Item 12)	D-8C Identifies Parts of the Body–Points To (p. 152, Items 13–21) D-8C Identifies Parts of the Body–Names (p. 152, Items 1–16)
2C Identifies Pictures by Naming			
Cat	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures–Points (p. 111, Item 1)	D-7 Identifies Pictures–Points (p. 111, Items 2–26) D-7 Identifies Pictures–Names (p. 111, Items 1 and 2)
Dog	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures (p. 111, Item 2)	D-7 Identifies Pictures–Points (p. 111, Items 3–26) D-7 Identifies Pictures–Names (p. 111, Items 1–3)
Key	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures (p. 111, Item 5)	D-7 Identifies Pictures–Points (p. 111, Items 2–26) D-7 Identifies Pictures–Names (p. 111, Items 5 and 6)

**Linking the *Early Childhood Screen III (Two-Year-Old Child)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
2C Identifies Pictures by Naming <i>(continued)</i>			
Apple	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures (p. 111, Item 4)	D-7 Identifies Pictures–Points (p. 111, Items 5–26) D-7 Identifies Pictures–Names (p. 111, Items 4 and 5)
Car	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures (p. 111, Item 3)	D-7 Identifies Pictures–Points (p. 111, Items 4–26) D-7 Identifies Pictures–Names (p. 111, Items 1–4)
Cup	D-1C Prespeech Expressive Language (p. 146, Item 44)	D-7 Identifies Pictures (p. 111, Item 13)	D-7 Identifies Pictures–Points (p. 111, Items 14–26) D-7 Identifies Pictures–Names (p. 111, Items 13 and 14)
3C Knows Uses of Objects			
Knows use of car		D-13C Knows Uses of Objects (p. 153, Item 1)	D-13C Knows Uses of Objects (p. 153, Items 2–19)
Knows use of bed	D-13C Knows Uses of Objects (p. 153, Item 1)	D-13C Knows Uses of Objects (p. 153, Item 2)	D-13C Knows Uses of Objects (p. 153, Items 3–19)
Knows use of chair	D-13C Knows Uses of Objects (p. 153, Item 2)	D-13C Knows Uses of Objects (p. 153, Item 3)	D-13C Knows Uses of Objects (p. 153, Items 4–19)
4C Repeats Sentences			
Repeats three syllables	D-2C Prespeech Expressive Language (p. 146, Item 45) D-3C General Speech and Language Development (p. 148, Item 77)	D-15a Repeats Sentences (with Picture Stimuli) (p. 138, Item 1)	D-15a Repeats Sentences (with Picture Stimuli) (p. 138, Item 2) D-15b Repeats Sentences (without Picture Stimuli) (p. 140, Item 1)
Repeats four syllables	D-2C Prespeech Expressive Language (p. 146, Item 45) D-3C General Speech and Language Development (p. 148, Items 77 and 95) D-15a Repeats Sentences (with Picture Stimuli) (p. 138, Item 1)	D-15a Repeats Sentences (with Picture Stimuli) (p. 138, Item 2)	D-15a Repeats Sentences (with Picture Stimuli) (p. 138, Item 3) D-15b Repeats Sentences (without Picture Stimuli) (p. 140, Item 2)

**Linking the *Early Childhood Screen III* (Two-Year-Old Child)
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
5C Gross Motor Skills			
Jumps off the floor with both feet	B-5C Jumping (p. 49, Items 1–4)	B-5C Jumping (p. 49, Item 5)	B-5C Jumping (p. 49, Items 6 and 7)
Walks backward four steps	B-2C Walking (p. 47, Item 10)	B-2C Walking (p. 47, Item 11)	B-2C Walking (p. 47, Item 13)
Stands on one foot for one second	B-1C Standing (p. 47, Items 9 and 10)	B-1C Standing (p. 47, Item 11)	B-1C Standing (p. 47, Items 12–14)
Walks on tiptoe three steps	B-2C Walking (p. 47, Items 7, 12, 14)	B-2C Walking (p. 47, Item 15)	B-2C Walking (p. 47, Item 16)
6C Understands Concepts of Number and Size			
Just One		F-1 Understands Number Concepts (p. 251, Item 1)	F-1 Understands Number Concepts (p. 251, Item 2)
One more	F-1 Understands Number Concepts (p. 251, Item 1)	F-1 Understands Number Concepts (p. 251, Item 2)	F-1 Understands Number Concepts (p. 251, Items 3–5)
Big	D-11C Understands Qualitative Concepts (p. 153, Items 1 and 2)	D-11C Understands Qualitative Concepts (p. 153, Item 3)	D-11C Understands Qualitative Concepts (p. 153, Items 4 and 5)
Little	D-11C Understands Qualitative Concepts (p. 153, Items 1 and 2)	D-11C Understands Qualitative Concepts (p. 153, Item 3)	D-11C Understands Qualitative Concepts (p. 153, Items 4 and 5)
7C Visual Motor Skills			
Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper	C-3C Early Handwriting Skills (p. 78, Items 1 and 2)	C-3C Early Handwriting Skills (p. 78, Item 3)	C-3C Early Handwriting Skills (p. 78, Item 4)
Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper	C-3C Early Handwriting Skills (p. 78, Items 1–3)	C-3C Early Handwriting Skills (p. 78, Item 4)	C-3C Early Handwriting Skills (p. 78, Items 5 and 6)
Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult	C-3C Early Handwriting Skills (p. 78, Items 4–6)	C-3C Early Handwriting Skills (p. 78, Item 7)	C-3C Early Handwriting Skills (p. 78, Items 8 and 9)
Holds crayon with fingers, perhaps incorrectly, with hand not fistled	C-3C Early Handwriting Skills (p. 78, Items 1–4)	C-3C Early Handwriting Skills (p. 78, Item 5)	C-3C Early Handwriting Skills (p. 78, Item 6)
Uses one hand consistently	C-3C Early Handwriting Skills (p. 78, Items 1–5)	C-3C Early Handwriting Skills (p. 78, Item 6)	C-3C Early Handwriting Skills (p. 78, Item 11)

**Linking the *Early Childhood Screen III (Two-Year-Old Child)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
8C Builds Tower with Blocks			
Builds a tower with two blocks	C-2C Builds Tower with Blocks (p. 78, Items 1–6)	C-2C Builds Tower with Blocks (p. 78, Item 7)	C-2C Builds Tower with Blocks (p. 78, Items 8–26)
Builds a tower with three blocks	C-2C Builds Tower with Blocks (p. 78, Items 1–7)	C-2C Builds Tower with Blocks (p. 78, Item 8)	C-2C Builds Tower with Blocks (p. 78, Items 9–26)
Builds a tower with four blocks	C-2C Builds Tower with Blocks (p. 78, Items 1–8)	C-2C Builds Tower with Blocks (p. 78, Item 9)	C-2C Builds Tower with Blocks (p. 78, Items 10–26)
Builds a tower with five blocks	C-2C Builds Tower with Blocks (p. 78, Items 1–9)	C-2C Builds Tower with Blocks (p. 78, Item 10)	C-2C Builds Tower with Blocks (p. 78, Items 11–26)
Builds a tower with six blocks	C-2C Builds Tower with Blocks (p. 78, Items 1–11)	C-2C Builds Tower with Blocks (p. 78, Item 12)	C-2C Builds Tower with Blocks (p. 78, Items 13–26)
9C Matches Colors			
Red	D-1 Prespeech Receptive Language (p. 86, Item 5)	D-9 Identifies Colors–Matches (p. 119, Item 1)	D-9 Identifies Colors–Matches (p. 119, Items 2–11) D-9 Identifies Colors–Points (p. 119, Items 1 and 2)
Blue	D-9 Identifies Colors (p. 119, Item 1)	D-9 Identifies Colors–Matches (p. 119, Item 2)	D-9 Identifies Colors–Matches (p. 119, Items 3–11) D-9 Identifies Colors–Points (p. 119, Items 1 and 2)
Green	D-9 Identifies Colors (p. 119, Items 1–2)	D-9 Identifies Colors–Matches (p. 119, Item 3)	D-9 Identifies Colors–Matches (p. 119, Items 4–11) D-9 Identifies Colors–Points (p. 119, Items 1 and 2)
Yellow	D-9 Identifies Colors (p. 119, Items 1–3)	D-9 Identifies Colors–Matches (p. 119, Item 4)	D-9 Identifies Colors–Matches (p. 119, Items 5–11) D-9 Identifies Colors–Points (p. 119, Items 1 and 2)
Orange	D-9 Identifies Colors (p. 119, Items 1–4)	D-9 Identifies Colors–Matches (p. 119, Item 5)	D-9 Identifies Colors–Matches (p. 119, Items 6–11) D-9 Identifies Colors–Points (p. 119, Items 1 and 2)

**Linking the *Early Childhood Screen III (Two-Year-Old Child)*
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
10C Verbal Fluency and Articulation			
Uses two-word phrases in which words relate in combination	D-2C Prespeech Expressive Language (p. 146, Items 48 and 58) D-3C General Speech and Language Development (p. 148, Items 14, 16, 22–27, 29, 31)	D-3C General Speech and Language Development (p. 148, Item 32)	D-3C General Speech and Language Development (p. 148, Item 44)
Uses three-word phrases in which words relate in combination	D-2C Prespeech Expressive Language (p. 146, Items 48 and 58) D-3C General Speech and Language Development (p. 148, Items 14, 16, 22–27, 29, 31, 32)	D-3C General Speech and Language Development (p. 148, Item 44)	D-3C General Speech and Language Development (p. 148, Item 46)
At least 50% of speech is intelligible	D-2C Prespeech Expressive Language (p. 146, Items 58–60) D-3C General Speech and Language Development (p. 148, Items 24 and 26)	D-3C General Speech and Language Development (p. 148, Item 28)	D-3C General Speech and Language Development (p. 148, Item 45)