

Developmental Record Book

Child's Name: _____ Birth Date: _____ Phone: _____
 Parents: _____ School/Program _____
 Home Address: _____ Address: _____
 Comments: _____

Recording Procedures and Color Code

Mark each evaluation in a different color to develop a graphic profile of progress.

- Circle responses for skills mastered.
- Underline objectives set for the next evaluation with the next colors.
- See page viii of the *Inventory of Early Development* for further discussion.

Testing Observations

Write the letters "S" or "N" and circle "Yes" or "No" in the designated box to describe the student's responses during testing. Use a pencil or pen of the color indicated on the left.

S—Satisfactory N—Needs to improve

Evaluation	Color	Date	Age	Examiner	Cooperation		Persistence		Attention Span		Concentration		Confidence		Rapport		Apparently Good Hearing		Apparently Good Vision		
					Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1st	Pencil	_____	_____	_____														Yes	No	Yes	No
2nd	Blue	_____	_____	_____														Yes	No	Yes	No
3rd	Red	_____	_____	_____														Yes	No	Yes	No
4th	Black	_____	_____	_____														Yes	No	Yes	No
5th	Green	_____	_____	_____														Yes	No	Yes	No
6th	Purple	_____	_____	_____														Yes	No	Yes	No

Comments: _____



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A. Preambulatory Motor Skills and Behaviors

Assessment Page

A-1	3	Supine Position Skills and Behaviors:			
		0-1 1. Rolls part way to side. 2. Turns head in both directions. 3. Rolls from side to back. 4. Bends and straightens arms and legs.	0-4 5. Can hold head steady in midline. 6. Rolls from back to side. 7. Kicks feet vigorously in air for play. 8. Grasps foot with hand.	9. Rolls from back to stomach. 10. Takes feet to mouth.* 11. Transfers objects from one hand to the other.** 12. One-hand approach and grasp.**	0-7 13. Lifts head (as if wanting to get up). 14. Bangs and shakes rattle.** 0-8

Notes: _____

A-2	7	Prone Position Skills and Behaviors:			
		0-1 1. Lifts head slightly. 2. Lifts head ninety degrees. 3. Can raise chest with elbow and forearm support.	0-4 4. Reaches while supported on one elbow. 5. Rolls to supine position (on back). 6. Pivots.	0-7 7. Supports most of weight on hands. 8. Crawls,*** dragging body.	9. Creeps*** on hands and knees (or scoots on buttocks). 0-10 10. Changes from creeping to sitting position. 0-11

Notes: _____

A-3	11	Sitting Position Skills and Behaviors:			
		0-1 1. Head set forward with some control but also with some bobbing.* 2. Steadies head but does not hold it erect.* 3. Attempts to right self when tilted.	0-4 4. Sits when supported. 5. Sits briefly unsupported, may lean forward on hands. 6. Sits steadily with little risk of overbalancing.	0-7 7. Sits erect and unsupported for five minutes. 8. Pivots. 9. Goes from sitting to creeping position without losing control.	0-10 10. Sits with enough balance and support to free hands for an activity such as pat-a-cake. 0-11

Notes: _____

A-4	15	Standing Position Skills and Behaviors:			
		0-3 1. Supports a small fraction of weight briefly. 2. Lifts one foot (stepping movement) when held in a supported standing position. 3. Supports approximately half of weight briefly.	0-7 4. Supports most but not all weight. 5. Supports full weight when balanced. 6. Stands holding on to an object for support.	0-10 7. Walks with both hands held. 8. Pulls to standing position. 9. Walks with one hand held (when led).	10. Walks alone. 1-0 11. Gets to standing position without support. 12. Walks well and rarely falls. 1-3

Notes: _____

*This is a "disappearing" behavior. (See Note 3 on page 2 in *Inventory*.)

**This skill may be assessed in the sitting position.

***Crawling and creeping: Creeping differs from crawling in that the legs and arms are used in opposition to one another.

B. Gross-Motor Skills and Behaviors

Assessment Page

B-1	23	<p>Standing:</p> <p>1-0 1. Stands on one foot with one hand held. 2-0 3. Stands on tiptoes momentarily. 3-0 5. Stands on other foot momentarily. 4-0 7. Stands on one foot for ten seconds.</p> <p>2. Stands on other foot with one hand held. 4. Stands on one foot momentarily. 5-0 6. Stands on one foot for five seconds. 5-0 8. Stands on other foot for ten seconds. 6-0</p> <p>Notes: _____</p>					
B-2	25	<p>Walking:</p> <p>1-0 1. Walks well and rarely falls. 2-0 5. Walks backward a distance of 2 m. 3-0 8. Walks forward heel-to-toe three steps. 5-0 10. Walks backward toe-to-heel six steps.</p> <p>2. Walks sideways two steps. 6. Walks on tiptoes three steps. 4-0 9. Walks forward on line heel-to-toe a distance of 2 m. 6-0 11. Walks backward toe-to-heel a distance of 2 m. 7-0</p> <p>3. Walks erect with synchronous arm swings. 7. Walks on a straight line.</p> <p>4. Walks backward two steps.</p> <p>Notes: _____</p>					
B-3	27	<p>Stairs and Climbing:</p> <p>1-0 1. Creeps up stairs. 4. Walks down stairs, with one hand held. 7. Walks up stairs, alternating feet, with one hand held. 3-0 9. Walks up stairs, alternating feet while holding rail.</p> <p>2. Creeps down stairs backward. 5. Walks alone up stairs, both feet on each step. 8. Walks down stairs, alternating feet, with one hand held. 10. Walks down stairs, alternating feet while holding rail. 4-0</p> <p>1-6 3. Walks up stairs, with one hand held. 2-0 6. Walks alone down stairs, both feet on each step.</p> <p>Notes: _____</p>					
B-4	29	<p>Running:</p> <p>1-0 1. Runs stiffly, with some falling. 3-0 4. Runs leaning forward with most of weight on the balls of the feet and arms swinging at sides more than outward. 4-0 6. Gallops, but inefficiently. 9. Skips, alternating feet.</p> <p>2-0 2. Runs well, rarely falling. 5. Skips on one foot. 5-0 7. Runs 45 m in fifteen seconds. 6-0 10. Gallops skillfully, without difficulty. 7-0</p> <p>3. Runs well, stopping and starting with ease.</p> <p>Notes: _____</p>					
B-5	31	<p>Jumping:</p> <p>1-0 1. Attempts jump with one hand held. 4. Jumps over small object such as a blackboard duster. 3-0 7. Broad-jumps over an object or string 5 cm high. 5-0 11. Skips rope three consecutive times.</p> <p>2. Attempts jump without hand held. 2-6 5. Broad-jumps (both feet together) a distance of 5 cm. 8. Broad-jumps a distance of 25 cm. 12. Jumps backward two consecutive jumps.</p> <p>2-0 3. Jumps off floor with both feet. 6. Jumps four times consecutively. 4-0 9. Jumps forward ten times. 6-0 13. Skips rope ten consecutive times.</p> <p>10. Jumps backward once. 14. Jumps backward five consecutive jumps. 7-0</p> <p>Notes: _____</p>					

B. Gross-Motor Skills and Behaviors (continued)

Assessment	Page						
B-6	33	Hopping:					
		2-0 1. Hops once on preferred foot, with one hand held for balancing support.	3. Hops on preferred foot three hops.	4-0 6. Hops on other foot three hops.	6-0 9. Hops a distance of 3 m on other foot.		
		3-0 2. Hops on preferred foot one hop.	4. Hops on preferred foot five hops.	5-0 8. Hops a distance of 3 m on preferred foot.		7. Hops on other foot five hops.	10. Hops a distance of 15 m on preferred foot. 7-0
		Notes: _____					
B-7	35	Kicking:					
		1-6 1. Rolls 23-cm ball by pushing foot against it without losing balance (no backward swing).	3. Walks up and kicks a stationary ball.	4-0 5. Does a coordinated kick with good backward and forward leg swing, arm opposition (movement), and follow-through.	5-0 6. Takes two or more coordinated steps and kicks a ball.		
		2-0 2. Kicks flexing lower leg on backward swing and with very little or no arm opposition (movement).	3-0 4. Kicks ball with a definite backward and forward leg swing and with definite arm opposition (movement).		6-0 7. Runs forward and kicks a rolled ball. 7-0		
		Notes: _____					
B-8	37	Balance Beam:					
		1-6 1. Walks balance beam with both hands held.	3-0 3. Walks forward using hands to aid balance.	5-0 5. Walks balance beam heel-to-toe.	6-0 6. Walks balance beam backward toe-to-heel. 7-0		
		2-0 2. Stands with both feet on balance beam without assistance.	4-0 4. Walks balance beam with hands at side.				
		Notes: _____					
B-9	38	Catching:					
		3-0 1. Catches a bounced ball by "hugging" it to the body.	3. Catches a thrown ball by "scooping" under the ball and trapping it to the chest.	4-0 5. Catches a thrown ball with hands and chest.	5-0 7. Catches a bounced tennis ball with both hands.		
		2. Catches a bounced ball with hands and chest.	4. Catches a bounced ball with both hands.	6. Catches a thrown ball with both hands and with arms extended.	6-0 8. Catches a thrown tennis ball with both hands.		9. Catches a thrown tennis ball with one hand. 7-0
		Notes: _____					
B-10	40	Rolling and Throwing:					
		1-0 1. Rolls a ball back and forth in a game while in a sitting position.	3-0 4. Throws a ball by holding the ball above the shoulders, using almost exclusive arm movement, with no change in feet position and with little or no body rotation.	6. Throws a ball from a position behind the head, with horizontal rotation of the body, and with feet stationary.	7-0 9. Throws with a mature or skilled form: shifts weight as body is rotated in preparation for throwing, with horizontal adduction of the arm, and follow-through as the elbow extends. 7-0		
		2. Hurls a tennis ball.		5-0 7. Throws a ball from a position behind the head, with body rotation and with a forward step.			
		2-0 3. Throws a ball with both hands from an overhead position.	4-0 5. Throws a tennis ball a distance of 3 m.				
		Notes: _____					

C. Fine-Motor Skills and Behaviors

Assessment Page

C-1

47

General Eye/Finger/Hand Manipulative Skills:

- | | | | | |
|-----|--|--|---|--|
| 0-1 | 1. Places fist in mouth.* | 15. Reaches for an object. | 28. Pokes or examines objects, using index finger. | 2-0 38. "Nests" or stacks objects graduated in size. |
| | 2. Makes horizontal eye movements. | 16. Reaches out and grasps object near body. | 29. Uses a neat pincer grasp (thumb against tip of index finger). | 39. Turns doorknob to open door. |
| | 3. Makes vertical eye movements. | 17. Exhibits a palmar grasp.* | 30. Plays pat-a-cake. | 2-6 40. Turns knobs (on TV, radio, toys). |
| | 4. Makes circular eye movements. | 18. Places both hands on toy at midline. | 31. Squeezes squeaking toy, using hand. | 41. Moves fingers (digits) independently. |
| | 5. Glances at hands briefly. | 19. Grasps objects voluntarily. | 32. Puts objects such as blocks into a container, using good grasp and voluntary release. | 42. Uses one hand consistently in most activities. |
| | 6. Brings hands to mouth.* | 20. Exhibits a one-handed visually directed reach. | 1-0 33. Takes objects such as blocks out of a container. | 3-6 43. Wiggles thumb in imitation. |
| | 7. Is attracted to objects such as a mobile placed within 45 cm of face. | 21. Glances from one toy to the other when a toy is placed in each hand. | 34. Grasps and releases objects easily and automatically. | 44. Folds paper. |
| | 8. Takes object placed in hand to mouth. | 22. Exhibits an intermediate (or whole-hand) grasp.* | 35. Unwraps loosely wrapped small objects. | 45. Sorts dissimilar objects. |
| | 9. Looks at hands or object placed in hands. | 23. Grasps a small object off a flat surface. | 36. Holds container with one hand and releases objects into it with the other hand. | 4-0 46. Puts a paper clip on paper. |
| | 10. Swipes or bats at object at chest level.* | 0-7 24. Bangs object such as a rattle on table (surface). | 37. Deliberately pours or dumps objects from container. | 47. Creases paper with fingers. |
| | 11. Brings hands to midline. | 25. Holds bottle independently. | | 5-0 48. Folds paper diagonally and creases it. |
| | 12. Plays with hands and fingers. | 26. Bangs two objects in hands together. | | 49. Prints first name. |
| 0-4 | 13. Has hands predominantly open. | 27. Exhibits an inferior pincer grasp.* | | 6-0 50. Uses a pencil eraser. 7-0 |
| | 14. Plays with rattle when placed in hand. | | | |

Notes: _____

C-2

53

Block Tower Building:

- | | | | | |
|-----|--------------------------------|-----------------------------------|-------------------------------------|--|
| 1-0 | 1. Attempts to build a tower. | 1-6 4. Builds a four-block tower. | 2-6 8. Builds an eight-block tower. | 4-0 11. Builds an eleven-block tower. |
| | 2. Builds a two-block tower. | 5. Builds a five-block tower. | | |
| | 3. Builds a three-block tower. | 2-0 6. Builds a six-block tower. | 3-0 9. Builds a nine-block tower. | 5-0 12. Builds a twelve-block tower. 6-0 |
| | | 7. Builds a seven-block tower. | 10. Builds a ten-block tower. | |

Notes: _____

*This is a "disappearing" behavior. (See Note 2 on page 47 in *Inventory*).

C. Fine-Motor Skills and Behaviors (continued)

Assessment Page

- | | | | | | | | | | | | |
|-----|----|------------------------|---|-----|---|-----|---|-----|---|--|--|
| C-3 | 55 | Prehandwriting: | | | | | | | | | |
| | | 1-3 | 1. Imitates scribble. | 3-0 | 4. Draws somewhat recognizable picture that is meaningful to child, but perhaps not to adult. | 5-0 | 6. Traces easier uppercase letters such as <i>H A T</i> . | 6-0 | 7. Copies easier uppercase letters such as <i>H A T</i> . | 11. Grasps pencil correctly (adult grasp between thumb and fingers). | |
| | | 2-0 | 2. Scribbles, seldom going off page. | 4-0 | 5. Draws, names, and describes recognizable picture. | 6-0 | 8. Copies first name. | 7-0 | 12. Traces more difficult lowercase letters. | 13. Copies more difficult lowercase letters. 7-0 | |
| | | | 3. Holds pencil/crayon with fingers, perhaps incorrectly, with hand not fist. | | | | 9. Prints first name. | | | | |
| | | | | | | | 10. Colors within lines. | | | | |

Notes: _____

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|-----|----|-----------------------|---------|--------------|----------|-----|----------|-----|---------------|--|--|
| C-4 | 57 | Draw a Person: | | | | | | | | | |
| | | Picture includes: | | | | | | | | | |
| | | 4-0 | 1. head | 4. feet | 7. trunk | 5-0 | 9. nose | 6-0 | 11. neck | | |
| | | | 2. legs | 5. arms | 8. eyes | | 10. hair | | 12. hands | | |
| | | | 3. ears | 6. shoulders | | | | | 13. mouth 7-0 | | |

Notes: _____

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|-----|----|---------------|--------------------|-----|--------------------|-----|--------------|-----|------------|-----|--|
| C-5 | 59 | Forms: | | | | | | | | | |
| | | Copies: | | | | | | | | | |
| | | 3-0 | 1. vertical line | 4-0 | 4. + cross or plus | 5-0 | 7. rectangle | 6-0 | 9. diamond | 7-0 | |
| | | | 2. horizontal line | | 5. X X | | 8. triangle | | | | |
| | | | 3. circle | | 6. □ square | | | | | | |

Notes: _____

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|-----|----|-------------------------------|--|-----|---|-----|---|-----|--|--|--|
| C-6 | 62 | Cutting with Scissors: | | | | | | | | | |
| | | 2-0 | 1. Places scissors on fingers and holds comfortably and correctly. | 3-0 | 5. Cuts a piece of paper 12.5 cm square in two. | 5-0 | 8. Moves paper while cutting. | 5-0 | 11. Cuts a 12.5-cm curving line within 6-mm limits. | | |
| | | | 2. Opens and closes scissors. | 4-0 | 6. Cuts a 12.5-cm line within 12-mm limits. | | 9. Cuts a 12.5-cm circle within 12-mm limits. | 6-0 | 12. Cuts out items such as paper dolls or pictures of animals. 7-0 | | |
| | | | 3. Snips or makes small cuts in paper. | | 7. Cuts a triangle with 5-cm sides within 12-mm limits. | | 10. Cuts a 12.5-cm circle within 6-mm limits. | | | | |
| | | | 4. Holds paper for cutting. | | | | | | | | |

Notes: _____

D. Self-Help Skills

Assessment Page

D-1 73

Feeding/Eating:

- | | | | |
|--|--|--|--|
| 0-1 1. Forms tight seal around nipple when sucking.
2. Requires two night feedings.
3. Requires one night feeding.
4. Swallows soft (baby) foods.
5. Opens mouth as spoon with food is presented.
6. Begins using tongue to move food in mouth. | 10. Keeps lips closed when offered more food than wanted.
0-7 11. Holds bottle independently.
12. Chews, but without rotary or grinding motion.
13. Feeds self cracker or snack.
14. Drinks from cup held by adult.
15. Chews and swallows semisolid foods.
16. Feeds self finger foods. | 19. No longer takes bottle/breast (weaned).
20. Controls drooling.
21. Drinks from cup held with both hands, with assistance.
1-3 22. Lifts cup or glass from table to drink.
23. Drinks from cup held with both hands, without assistance.
24. Returns cup or glass to table after drinking.
25. Manipulates spoon to "scoop" food. | 28. Drinks from cup or glass held in one hand without assistance.
29. Chews with ease and rotary motion.
30. Inserts spoon in mouth without turning it upside down, moderate spilling.
2-0 31. Uses a fork for eating.
32. Spoon feeds without spilling.
3-0 33. Uses side of fork for cutting soft food.
34. Uses napkin.
4-0 35. Holds fork in fingers.
36. Uses knife for spreading.
5-0 37. Uses knife for cutting. 6-0 |
| 0-4 7. Munches food (mouthing more than biting).
8. Uses tongue to move pureed foods so they can be eaten with ease.
9. Pulls food off spoon with lips. | 0-11 17. Chews with rotary/grinding motion.
18. Chews and swallows solid food. | | |

Notes: _____

D-2 77

Undressing:

- | | | | |
|---|--|---|--|
| 1-3 1. Cooperates in undressing.
1-6 2. Removes socks.
3. Assists in undressing.
4. Removes shoes. | 2-0 5. Removes coat.
6. Removes shirt.
7. Removes dress.
8. Removes "pull down" garments. | 3-0 9. Undresses self except for more difficult "pull over" garments. | 4-0 10. Removes some "pull over" garments.
11. Removes more difficult "pull over" garments. 5-0 |
|---|--|---|--|

Notes: _____
