

Answer Sheet: Learn the Signs, Act Early assessment of Adam

Social/Emotional

o Copies others, especially adults and older children

Anna has spent time modeling for Adam kicking, throwing, and catching basketball-sized balls, and has noticed he tends to throw using his left hand more often than his right.

o Gets excited when with other children

He is an easy-going child, often smiling and running to the door to greet other kids and teachers when they enter the room.

o Shows more and more independence

Adam is starting to pull his own pants down when it's time to use the toilet, though he still needs help to get them all the way down. With little reminders like, "Flush the toilet and wash your hands.", he sticks his hands in the water to wash and asks for soap to "make bubbles!". Anna has been working with Adam to use his foot to operate the pedal on the trash can, instead of his hand.

o Shows defiant behavior (doing what he has been told not to)

Adam likes to turn the pages, even when he's been asked to wait until the page is done, and point to and name the animals and items in the books.

o Plays mainly beside other children, but is beginning to include other children, such as in chase games

Yesterday in dramatic play, he found a bottle buried in the bucket, handed the bottle and a baby to a peer and said, "Feed baby."

Cristina started drawing lines on the paper, and the boys drew a couple of lines and then knocked the blocks over to build again.

Language/Communication

o Points to things or pictures when they are named

When he doesn't automatically point and name the animals or items, he is able to answer questions when Cristina points to them.

o Knows names of familiar people and body parts

Adam really enjoys music and movement activities, "Head, Shoulders, Knees, and Toes" and "Jump Up and Down" being among his favorites. When all the kids gather together and sing the "Good morning song" and "Jump Up and Down", Adam joins in, singing the names of each child and copying the actions named in the songs.

o Says sentences with 2 to 4 words

The teachers have noticed Adam repeating some of these words in his interactions with peers, “That’s mine!” “No.” “Give it me!”.

....he sticks his hands in the water to wash and asks for soap and says “I make bubbles!”.

After watching Adam stand on tip toe to stack seven blocks with another child (Look Ms. Tina! We made tower! It’s soooo big!), Cristina brought paper and crayons over to the block area.

o Follows simple instructions

With little reminders like, “Flush the toilet and wash your hands.”, he sticks his hands in the water to wash and asks for soap and says “I make bubbles!”.

o Repeats words overheard in conversation

The teachers have noticed Adam repeating some of these words in his interactions with peers, “That’s mine!” “No.” “Give it me!”.

o Points to things in a book

Adam likes to turn the pages, even when he’s been asked to wait until the page is done, and point to and name the animals and items in the books.

Cognitive (learning, thinking, problem-solving)

o Finds things even when hidden under two or three covers

Yesterday in dramatic play, he found a bottle buried in the bucket, handed the bottle and a baby to a peer and said, “Feed baby.”

o Begins to sort shapes and colors

The *Freight Train* book has been great to help him learn and name shapes and more colors.

o Completes sentences and rhymes in familiar books

Cristina has been pausing at the end of a phrase and prompting Adam to finish it – which he has started to do.

o Plays simple make-believe games

Yesterday in dramatic play, he found a bottle buried in the bucket, handed the bottle and a baby to a peer and said, “Feed baby.”

After watching Adam stand on tip toe to stack seven blocks with another child (Look Ms. Tina! We made tower! It’s soooo big!), Cristina brought paper and crayons over to the block area.

o Builds towers of 4 or more blocks

After watching Adam stand on tip toe to stack seven blocks with another child (Look Ms. Tina! We made tower! It’s soooo big!), Cristina brought paper and crayons over to the block area.

o Might use one hand more than the other

Anna has spent time modeling for Adam kicking, throwing, and catching basketball-sized balls, and has noticed he tends to throw using his left hand more often than his right.

o Follows two-step instructions such as “Pick up your shoes and put them in the closet.”

When all the kids gather together and sing the “Good morning song” and “Jump Up and Down”, Adam joins in, singing the names of each child and copying the actions named in the songs. With little reminders like, “Flush the toilet and wash your hands.”, he sticks his hands in the water to wash and asks for soap and says “I make bubbles!”.

o Names items in a picture book such as a cat, bird, or dog

Adam likes to turn the pages, even when he’s been asked to wait until the page is done, and point to and name the animals and items in the books

Movement/Physical Development

o Stands on tiptoe

After watching Adam stand on tip toe to stack seven blocks with another child (Look Ms. Tina! We made tower! It’s soooo big!), Cristina brought paper and crayons over to the block area.

o Kicks a ball; Begins to run; Climbs onto and down from furniture without help; Walks up and down stairs holding on; Throws ball overhand

Anna has spent time modeling for Adam kicking, throwing, and catching basketball-sized balls, and has noticed he tends to throw using his left hand more often than his right.

o Makes or copies straight lines and circles

Cristina brought paper and crayons over to the block area. “Can you draw the tower you just made with on this paper? Look, like this.” Cristina started drawing lines on the paper, and the boys drew a couple of lines and then knocked the blocks over to build again.