

Anchor Center Tactile Developmental Rating Scale (Draft)

The next few questions will ask you about the child's cognitive and tactile exploration skills. These skills are included in multiple developmental checklists for this age group such as the *Ages and Stages Questionnaire*, the *Denver II Developmental Screening*, or the *Oregon Preschool Project*. Please answer the questions to the best of your ability. Think of when you have **observed** the child accomplish the task and whether he or she is able to complete these skills on a regular basis. Rate the child for each skill on the following five-level rating scale. The child **should only receive credit** for the skill if you have **observed** him or her perform the item.

Name: _____ Age (Years, Months): _____

Observer: _____ Observation Date: _____

Location: _____

1. Understands basic relational concepts on their body. (Knows front, back, side, under, etc.).

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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2. Places blocks or small items in a cup (Releases one item into a container)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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3. Shows interest in texture differences (quiets, rubs, verbalizes, etc.)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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4. Uses one hand to scan for dropped object with open hand next to body

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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5. Child can follow simple directions. (Give me your hand, sit down, let go)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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**6. Orients toys to body (For example: Can you put the toy on your head?
Can you sit next to the ball?)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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7. Turns pages of books

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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8. Uses fingers for counting or “fingerplays”

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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9. Can fasten clothing (zippers, buttons)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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10. Maintains search for dropped object in familiar environment

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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11. Answers simple questions accurately (Yes, No, name, place: *This does NOT have to be with speech, can include gestures*)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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12. Rolls, pats, pounds, or pinches clay ball

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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13. Matches textures

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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14. Sorts objects by size

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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15. Sorts objects by shape

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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16. Inserts pegs in a pegboard or lines up cars

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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17. Tactually locates requested objects on page

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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18. Traces around the outside of a shape

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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19. Places small items in a slot (pennies in a bank)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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20. Imitates a horizontal line with a crayon or drawing instrument

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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21. Builds with interlocking toys

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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22. Pours liquid from one container to another

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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23. Identifies three dimensional shapes with fingers

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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24. Labels or identifies textures

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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25. Identifies the stimuli in the Boehm – 3 *Getting Ready* binder.

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently
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