Kentucky Valley Educational Cooperative
Developmental Delay Child Find Intervention Tool

(revised January 2026)

This Child Find intervention tool supports teachers in identifying and addressing developmental skill gaps by providing practical strategies, targeted resources, and a clear continuum of interventions across the five components of developmental delay. It is designed to guide instructional decision-making and help educators respond early and effectively to student needs.

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Tiers of Interventions • Tier I • Tier II • Tier III	Cognition • Attention and Memory • Reasoning and Academic Skills • PerceptionBookmark and Concepts • Data Collection Tools for Cognition • Resources for Cognition	Motor • Gross Motor • Fine/Perceptual Motor • When to Refer for OT and/or PT • Data Collection Tools for Motor • Resources for Motor	Self-Help/Adaptive • Self Care • Personal Responsibility • Data Collection Tools for SH/Adaptive • Resources for SH/Adaptive
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	• Resources for Communication	• Resources for Social Emotional	

Description of each Tier **Kentucky's Multi-Tiered System of Supports (KyMTSS)**
Tier I (Whole Class) The foundational or universal level of support. *All* students receive high-quality, evidence-based instruction aligned to grade-level standards, school-wide behavioral expectations, and key social-emotional competencies. In sustainable systems, at least 80% of students have their needs met through this universal level of support. Impacts everyone across all settings. Regular, proactive support that emphasizes teaching core concepts and skills.
Tier II (Small Group/Targeted) Practices and systems that provide targeted support for students who are not successful with Tier 1 supports alone. The targeted or supplemental level of support is intended for students who require additional opportunities for practice, feedback, or enrichment beyond Tier 1. In sustainable systems, 10-15% of students access this level of support in addition to the universal level. Tier 2 supports are often provided to groups of students with similar targeted needs. Frequency and duration will increase while group size will decrease. **Tier 2 is **in addition to** Tier 1.* **Sample Tier II:** implementing a strategy to a small group of 5-7 students for 20 minutes 2-3x weekly.
Tier III (Individualized/Intensive) The most intensive level of support. Practices and strategies that are more intensive and individualized are implemented to improve the academic needs of students who have not responded to Tier 1 or Tier 2 strategies. It is intended for students with the most significant and persistent needs extending well beyond the reach of the Tier 1 level. In effective systems, 1-5% of students need access to this level of support. Tier 3 is characterized by increased intensity and individualization of instruction and targeted supports. Frequency and duration will increase while group size will decrease. **These Tier III strategies are **in addition to** Tier 1 and Tier 2 strategies*. **Sample Tier III:** implementing an individualized strategy to a small group of 1-3 students for 30 minutes 3-5x week

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Description of Methods of Measurement

SW-PBS Multi-Tiered System of Support Model

Methods of Measurement Categories:

1. **Event Recording/Frequency Count- which counts or records how many items correct on a task (count)**
2. **Duration Recording-measures how long a behavior lasts (time)**
3. **Latency Recording- teacher gives prompt and times how long it takes the student to respond correctly (time)**

Five Components of Developmental Delay

Description (Defines the domain)	**Problem or Concern** (Measurable, observable, and objective – see it, count it, describe it) Discrete Skill Deficits	**Intervention Strategies** (Intervention/strategy must address the discrete skill deficit.)	**Data Collection** (Method of Measurement)
Cognition: Cognitive Domain measures those skills and abilities most commonly thought of as "mental" or "intellectual," except language and communication skills.	**Attention and Memory:** **3 years:** Child does not: ● Engage in an activity for at least 5 minutes. ● Look at, point to, touch, or name pictures in a book. ● occupy him or herself for 10 or more minutes without demanding attention. **4-5 years:** Child does not:https://www.amazon.com/Mattel-Blink-Card-Game-Set/dp/B00QFWUI1S/ref=sr_1_4?crid=2VKDL1XSJ0UZ&keywords=blink+cards&qid=1683051721&sprefix=blink+cards%2Caps%2C120&sr=8-4 ● locate hidden items in a picture scene within 60 seconds. ● recall familiar objects ● repeat three digit sequences in order ● pay attention for 5 to 10 minutes during activities. For example, during story time or making arts and crafts (screen time does not count)	**Attention and Memory:** **Memory:** Blink Card game Spot It Card game Pre K to Grade 1 Increased Attention Working Memory Strategies in the Classroom 8 Working Memory Boosters Working Memory ● Break tasks into simple steps ● Use clear, specific language ● Repeat instructions ● Repeat activities ● Visual Schedules ● Eye contact ● Slow the pace ● Reduce background noise and distractions ● Implement activities that engage other senses ● Build structure and routines ● Write/draw clues	● Duration Recording ● Event Recording/Frequency Count ● Teacher Checklist (examples) ● teacher checklist (examples)

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	6-7 years: Child does not: ● recite the alphabet ● work on a task without being distracted by surrounding activities ● sort by color and shape ● repeat six digit sequences in order ● repeat four digit sequences backward ● repeat sequences of four or five pictures with 15 second delay	● Use mnemonics ● play word list games ● play "Simon Says" and other instructional games **Attention:** Attention 7 ways to increase attention span 15 strategies to manage attention problems 14 ways to improve student concentration 15 strategies for the student who can't sit still some of the resources require money Strategies for Attention: ● Alternative seating options (wobble stools, standing desks) ● Preferential seating ● Study carrels ● Incorporate movement ● Provide fidgets and teach how to use as a tool ● Incorporate mindfulness and relaxation strategies ● Use a timer ● Provide extra time ● Give advanced notice, use transition signals/cues ● Provide consistent feedback ● Use behavior specific praise	● Duration Recording ● Event Recording/Frequency Count

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	Reasoning and Academic Skills: **3 years:** Child does not: ● show interest in age appropriate books or printed materials ● match primary colors ● hold a book correctly in preparation for reading **4-5 years:** Child does not: ● name primary colors ● respond correctly to one and one more ● know reading directionality ● tell what comes next in a well-known story ● complete a simple pattern ● complete simple analogies ● answer simple logic questions ● count to 10 ● name some numbers between 1 and 5 when you point to them ● write some letters in name ● name some letters when you point to them ● use words about time (yesterday, tomorrow, morning, or night) **6-7 years:** Child does not: ● distinguish between uppercase and lowercase letters ● write letters that stand for sounds ● count by rote from 1-40 ● blend sounds into words ● express his or her thinking in an	**Reasoning and Academic Skills:** ● Letter Cards ● Prefix Suffix Flip Book ● Word Syllable Game ● Alphabet Arc ● Syllable Closed Sort ● Word Swat Game! ● Word Bowling ● Encoding and Decoding: CVC ● Elkonin Boxes ● Number Sense: Promoting Basic Numeracy Skills ● Cover-Copy-Compare Math Facts ● Math Computation-Constant Time Delay ● Math Computation-Incremental Rehearsal ● flashcard creator Using Science to Teach Colors	**Reasoning and Academic Skills:** ● Curriculum Based Measurements ● Duration Recording ● Event Recording/Frequency Count ● Constant Time Delay Checklist ● Alphabet knowledge checklist Phonics Assessment ● number recognition checklist

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	organized and logical manner ● decode CVC words ● add numbers 0-9, ● unable solve simple addition word problems ● distinguish long and short vowel sounds ● solve simple subtraction word problems ● read irregularly spelled words ● determine the meaning of new words when common prefixes are added ● compare and contrast two things, ● solve simple multiplication word problems **Perception and Concepts:** **3 years:** Child does not: ● match a circle, square and triangle, ● identify familiar objects by their use ● distinguish between big and little shapes ● identify colors of familiar objects not in plain view (sun, tree) ● draw a circle when shown how **4-5 years:** Child does not: ● distinguish the differences in length ● sort by color, shape, or size ● identify visual differences among similar shapes ● compare sizes of familiar objects not in view **6-7 years:** Child does not: ● identify visual differences among similar numerals and letters	**Perception and Concepts:** Blink Card game Spot It Card game 20 strategies to teach shapes Visual Perception Perceptual Skills ● Find objects that are the same or varied in size, shape, color ● Sort objects according to size, shape, color ● Finish partially drawn figures, words, numbers ● Build an object according to a pattern ● Sequence objects according to size, shape, color ● Learning activities using tracing, cutting, coloring, pasting ● Complete jigsaw puzzles ● Use pegboards ● Repeat names of objects, shapes, numbers, or words ● Hidden picture games ● Dot-to-Dot worksheets or puzzles	teacher made test ● teacher checklist (examples)

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	• group objects by a common characteristic • identify past and present activities • identify the picture that is different • understand relative time • identify familiar objects by function • identify the right and left side of the body • duplicate 9 and 10 object chains • differentiate between present and future social roles • take the perspective of another	• Memory games • Flash Cards • Word search puzzles	
	Resources: Big Book of Seek and Find 7 strategies for on task Most Common prefixes and suffixes retrievalpractice.org Retrieval Warm-ups Interventions for Cognitive and Academic Deficits Kid Sense Child Development Florida Center for Reading Research		
Description (Defines the domain)	**Problem or Concern** (Measurable, observable, and objective – see it, count it, describe it) Discrete Skill Deficits	**Intervention Strategies** (Intervention/strategy must address the discrete skill deficit.)	**Data Collection** (Method of Measurement)

Communication:
Skills in the communication domain relate to a child's ability to both understand (receptive) and use (expressive) language. Forms of expression may include personalized movements, gestures, objects, vocalizations, verbalizations, signs, pictures, symbols, printed words, and output from augmentative and alternative devices.
	Receptive Communication:
	3 years:
	Child does not:
	• look at, point to an object across room when named
	• correctly respond to "out' and "on" prepositions
	• correctly respond to what and who questions
	• recognize actions in pictures
	• identify the meaning of simple negatives (no shoes, not dirty)
	
	4 years:
		Receptive Communication:
		• Read Alouds
		• Word Sorting
		• Vocabulary Development during read aloud
		• Words in Context
		• Word Analysis
		• Explicit Vocabulary Instruction
		  • Guidelines for Selecting Vocabulary Words
		  • Using a word map graphic organizer to teach vocabulary words
		  • Exploring embedded roots,
			• teacher checklist (examples)
			• vocabulary checklist
			• Direct/Indirect measurements of student's performance on specific tasks

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	Child does not: ● identify pictures of objects by use ● answer where and when questions ● correctly respond to over and behind ● correctly respond to adverbs softly and loudly **5 -6 years:** Child does not:**:** ● follow verbal directions from the teacher ● identify regular plural forms, ● associate spoken words with pictures ● Respond to simple questions about a book or story after you read or tell it to him/her **7 years:** Child does not: ● read nonverbal cues from others ● identify irregular plural forms ● differentiate between active and passive voice (was chased and chased) ● define the future tense of verb to be (will be wet, will paint) ● correctly respond to adverb nearest and farthest ● define past tense of verb to be (was wet and was dirty)	prefixes, and suffixes ● Dialogue and questioning techniques (e.g., encourage think alouds, train question prompts, model responses, guide student practice) ● Pairing questioning with graphic organizers ● Make and maintain eye-contact when giving instructions ● Break down instructions into simple steps ● Provide one step at a time, waiting for the child to complete each step before you give the next instruction (e.g. get your shoes…great, now get your sports uniform) ● Avoid using complex language; keep instructions simple! ● Repeat instructions when necessary ● Encourage your child to ask for clarification if they don't understand or forget instructions ● Model what you want the child to do and talk them through the steps before you get them to do the task ● Use a visual task sequence, which has pictures to show each of the steps needed to complete the activity, or provide simple written instructions ● Explain different concepts (eg. big/little, in/on) that make instructions more complex – provide lots of repeated opportunities to model these to your child ● Practice answering different types of questions with your child (eg. who, what, when, where, why, how) and if your child is not sure, model the correct answer (e.g. 'what can you see? … I can see a polar bear!'). ***Check out our 'Wh- questions' article for more information.*** ● Practice developing your child's ability to complete more complex, multi-step instructions by gradually increasing the number of steps you give (e.g. if they are	

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	Expressive Communication: **3-4 years:** Child does not: ● say first name, when asked ● use three word phrases ● ask questions that begin with “who,” “what,” “where,” or “why” ● repeat familiar words with clear articulation ● speak fluently without stuttering ● Projecting his or her voice so that others can hear (hoarse, breathy, mumbling/low volume) ● participate in conversation with adults and other children ● use pronouns I, you, and me ● produce digraph speech sounds like (/ch/, /sh/) ● produce the /s/ and /z/ sounds in words ● answer simple questions like “What is a coat for?” or “What is a crayon for?” ● say what action is happening in a picture or book when asked, like “running,” “eating,” or “playing” ● use 5-6 word sentences. ● identify the use of everyday objects	able to follow a two-step instruction correctly, try giving them a three-step instruction) or increasing the complexity of language you use (eg. adding in concepts such as before/after, colors and numbers). ● Practice reading short stories and then ask simple questions about what happened in the story afterwards (eg. Who was the main character? What happened?) **Expressive Communication:** ● Play Guessing games ● Guess Who ● Hedbanz and Hedbanz Jr. ● Example: "I think it is ___" sentence stems or "What is [person] eating?" ● Retelling stories ● Example: You can guide retells by saying, “First, what happened?,” and “Then, what did you see?” ● Ask students to predict what may happen next. ● Wordless picture books, like A Boy, A Dog, and A Frog, are great for this! ● Story Cubes is also a great resource for telling stories and working on expressive language. ● Pretend play/Role play ● Use puppets or toys to encourage conversation ● ask open ended questions ● have students narrate what they are doing and what they want you to do. ● Praise responses ● paraphrase	

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	• use or recognize simple rhymes (bat-cat, ball-tall) • recite parts of from a song, story, or nursery rhyme • talk about at least one thing that happened during her day, like "I played soccer." **5-7 years:** Child does not: • engage in meaningful dialogue • follow conventional rules of conversation • communicate clearly and understandable • communicate feelings when using prompts • use regular past tenses of verbs ending in -ed (painted/ washed) • describe what is happening in a picture • identify words by definition • use irregular plural forms like (deer and mice) • provide synonyms and antonyms without visual cues • give accurate directions. • tell a story she heard or made up with at least two events.	• provide sentence starters • provide story starters • mnemonics • rhymes • songs • read to and with the student • circle-time activities to promote conversation • Social skills groups instruction • Play games where student have to give directions • Have students relay or deliver messages to other staff or students	
	When to refer for Speech Therapy: **SL Crosswalk**		
	Resources: Tiered Vocabulary and Speech Therapy | Allison Fors, Inc. Explicit Vocabulary Instruction IRIS Center- Related Services: Common Supports for SWD Activities to Encourage Speech and Language Development (asha.org) Your Child's Communication: Kindergarten (asha.org)		

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	Vocal Quality Strategies.pdfYour Child's Communication: Kindergarten Interventions for Cognitive and Academic Deficits Kid Sense Child Development Activities to Encourage Speech and Language Development Speech and Language for Kids Children with Language Difficulties in Primary SchoolTeacher Guidelines & Strategies for In-Class Support Speech-Language Therapy Materials (many can be adapted for classroom use) Expressive Language Activities Evidence-Based Practices to Support Language Development Learninglinks.org		
Description (Defines the domain)	**Problem or Concern** (Measurable, observable, and objective – see it, count it, describe it) Discrete Skill Deficits	**Intervention Strategies** (Intervention/strategy must address the discrete skill deficit.)	**Data Collection** (Method of Measurement)

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Motor Development: The Motor Domain assesses a child's ability to control and use the large and small muscles of the body.	**Gross Motor:** **3-4 years:** **Child does not:** ● have good balance (falls frequently, trip or run over objects/people in path) ● display good posture in chair ● walk up stairs with alternating feet without assistance from person, ● walk down stairs alternating feet without assistance from another person. ● jump forward with both feet together ● catch a large ball most of the time ● walk with proper foot alignment (walks on toes, one or both feet turn out/ in) **5-7 years:** Child does not: ● hop forward on one foot without support ● skip ● catch a small ball ● throw a ball overhand with dominant hand with accuracy ● carry materials (e.g., books, lunch tray) ● manage the playground or gym equipment ● get from one place to another during allotted transition times ● participate in routine physical education activities **Fine/Perceptual Motor:** **3-4 years:** Child does not: ● scribble linear and/or circular patterns ● imitate or copy strokes/shapes ● does not use fingertips to grasp pencil or crayon (holds with fist) ● use age appropriate grasping skills	**Gross Motor:** 35 Gross Motor Activities **Tier 1:** ● PE structured games and activities ● Whole group motor skills (brain breaks) ● Yoga poses **Tier 2:** ● Small group task oriented practice/instruction ● Gross motor centers **Tier 3:** ● Adaptive equipment or seating Flexible Seating Options ● One on one explicit instruction ● One on one modeling **Fine/Perceptual Motor:** **Tier 1:** ● Fine Motor Activities ● Properly fitting seats and desks (ankles, knees and hips should be at 90 with table top approx. 2" above elbow.) ● Introduction of small pencils or triangle pencils to encourage Tripod Grasp ● Verbal cues/modeling	● Event recording/Frequency Count ● Duration Recording ● Direct/Indirect measurements of student's performance on specific tasks

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	• perform self-help skills (e.g., putting coats on or taking them off, changing for gym class, pulling pants up or down for toileting) • feed themselves (e.g., holding a spoon, fork) • cut paper with scissors • unbutton buttons • turn pages in a book • complete age appropriate puzzles or building activities including stacking blocks. • tolerate sensory input (e.g., the student might have aversion to some textures, tastes, or sounds) **5-7 years:** Child does not: • string large beads • fold a sheet of paper • button buttons • cut out shape with scissors • tie a bow • have appropriate pressure on pencil (writing is too light or too dark) • copy a circle, square, triangle, or a diamond • write his or her first name • copy uppercase and/or lowercase letters and numerals • write legibly • organize classroom materials and workspaces • complete tasks that involve visual-perceptual skills (e.g., tracking text when reading so as not to skip words or lines, visually identifying important information in text or on worksheets)	• Letter strip on desk **Tier 2:** • Center activities for hand strengthening: Tongs/tweezers Playdough Ball squeeze Peg toys Clothespin task • Center activities for tactile: Building letters Wooden pieces Play dough Wiki sticks Draw in foam Sensory Bin • Center activities for visual motor development Mazes Dot to Dots Coloring Puzzles Building tasks • Explicit instruction in handwriting instruction with letters grouped by motor pattern. • Highlight paper to improve letter placement, spacing and/or sizing. • Near point copying of information instead of copying from board • Drawing thick or colored lines when completing coloring and cutting tasks **Tier 3:** • Supervised use of pencil grips or different types of pencils • 1 on 1, hand over hand instruction and modeling. • Use of different types of paper for visual organization • Individualized fine motor/handwriting instruction with guided practice.	

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		• Allow tracing with verbal cues for stroke directionality ***(Unsupervised tracing is never recommended when improved handwriting is the goal. Without verbal direction during tracing, it will reinforce bad habits and students will not learn appropriate motor patterns.)***	
	When to refer for OT and/or PT: **Is it an OT or PT concern?** **OT/PT Brochure**		
	Resources: PT Fact Sheet GoNoodle YouTube - brain breaks RIS Center- Related Services: Common Supports for SWD Tier 1: Getting ready to write. Tier 2: Center activity ideas. Educators Institute Strategies to develop handwriting and to improve literacy skills. Interventions for Cognitive and Academic Deficits Kid Sense Child Development		

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Social Emotional Development: The Social-Emotional Domain assesses abilities and characteristics such as self-awareness, self-management, social awareness, positive relationships with adults and children, and decision making. These abilities enable a child to engage in meaningful social interaction with adults and peers and to develop his or her own self-concept and social role.	**Adult Interaction:** **3-4 years:** Child does not: ● respond positively to adult recognition, ● mimic familiar adult facial expression ● respond positively when familiar adult or adult in authority initiate social contact ● separating from parents and family easily ● follow simple rules and routines ● recognize adult's sad or happy emotion ● initiate social contact with familiar adult **5-7 years:** Child does not: ● join in or imitate adult performance of simple task ● Seek help from other adults not parent or caregiver	**Adult Interaction:** **Tier 1:** ● Established daily routine for parent drop off. ● Whole group visual schedule that allows the students to easily transition from separation of parent into the classroom setting. ● Reviewing classroom expectations at the beginning of class. ● Daily incorporation of identifying rules/routines students should follow. ● Modeling each appropriate behavior for all students prior to beginning the task. ● Clearly defining how students seek adult help/attention. ● Whole class social stories. ● Positive Praise ● SEL Kits **Tier 2:** ● Verbal reminder of routines. ● Provide opportunities for students to request help while in a small group setting.--verbal prompts being utilized as needed. ● Targeted small group instruction utilizing social stories. ● Modeling appropriate behaviors ● Visual cues/reminders posted throughout the classroom. ● Visual schedule to build consistency for a student's routine. ● Positive Reward System (Star Chart) **Tier 3:** ● Individualized verbal/visual schedules. ● Provide consistent and frequent verbal reminders of expectation. ● Check-In approach	● Event Recording/Frequency Count ● Latency Recording ● Duration Recording ● Routine Checklist ● Adult Observation ● Behavior Checklist ● Direct/Indirect measurements of student's performance on specific tasks. ● Anecdotal Notes ● Behavior Observations

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	Peer Interaction: **3-4 years:** Child does not: ● play with other kids ● imitate other children's play activities ● mimic other kids or respond to their emotions ● initiate social contact with peers. ● show sympathy to or concern for peer ● play alongside peer using same materials without disruption **5-7 years:** Child does not: ● play cooperatively with peers ● share property with peers ● engage in pretend play ● actively participate ● play in games with rules ● use peers as resources ● offer to help peers ● resolve conflict ● identify trait of true friend ● self-disclose to peers ● understand impact of peer pressure ● seek out friends for guidance/advice on personal matters	● Modeling appropriate behaviors based on individualized need. ● Repetitive practice of skills. ● Individual specific social stories **Peer interaction:** **Tier 1:** ● Whole group activities ● Time allotted for free play ● Social stories ● Daily verbal reminders ● Whole group visual reminders ● Positive Praise ● SEL Kits **Tier 2:** ● Small group free play activities where behavior/interaction can be more closely monitored. ● Verbal prompts ● Visual prompts ● Scheduled opportunities for students to engage in free play. ● Group games incorporated into daily lessons. ● Social stories to provide scenarios and examples for students. ● Provide step by step guidance to resolving conflict. ● Emotions chart/scale ● Positive Reward System (Star Chart) **Tier 3:** ● Peer Buddy ● Opportunities for 1 on 1 play while prompts and cues are provided by an adult. ● Modeling appropriate reactions/responses to peers. ● Clearly defining expectations ● Guiding student with identifying current	

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	Self-Concept and Social Role: **3-4 years:** Child does not: ● use symbolic representation in make-believe/play ● willingly try new things ● Initiate social interactions ● engage in adult role play/imitation ● demonstrate knowledge of own age **5 years:** Child does not: ● state first and last name ● follow class rules ● recognize others need for help ● offer help ● perform simple chores **6-7 years:** Child does not: ● assert self in socially/culturally acceptable ways ● respect others property/rights ● describe feelings ● show moral responsibility ● wait patiently for desired item ● make social comparisons ● stay on task and work thru difficulties ● independently seek alternatives to problem ● demonstrate the ability to goal set ● describe own personality	emotion ● Immediate positive corrective feedback. **Self-Concept and Social Role:** **Tier 1:** ● Classroom incentives ● Whole group positive praise ● Whole group positive affirmations ● Visual Schedule ● Verbal Prompts ● Frequent reminders of upcoming transitions ● Daily review of rules/routines. **Tier 2:** ● Feelings identification activities (mood meter, emotional check-in system, emotion identification cards) ● First/Then Chart ● Task Check Off Sheet ● Individualized positive and constructive feedback *Opportunity for group and individual activities ● Self Control Strategies ● Modeling appropriate behaviors **Tier 3:** ● Instruction/guidance on expressing wants/needs ● Instruction/guidance on expressing emotions. ● Step by step guidance when addressing new task ● Individualized Reward chart Ex. “I’m working for..”	

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	Resources: RTI International: Social Emotional Learning RTI:Current Challenges and Emerging Possibilities Scientific Research Based Interventions Handbook Early Childhood Social and Emotional Development:Advancing the Field of Measurement Center On The Social Emotional Foundations For Early Learning Positive Affirmations and Their Effect on Children's Moods in an Elementary Classroom 6 Effective Interventions for Social and Emotional Learning Self-Control Strategies Review of Preschool Social Emotional Learning Advancing Social Emotional Learning Interventions for Cognitive and Academic Deficits Kid Sense Child Development

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Self-Help/Adaptive: Adaptive skills are those in which the child uses the information and skills acquired in the other domains. As adaptive skills develop there are increases in a child's participation in personal care and daily routines. Adaptive skills also include a child's ability to enter a new environment or situation as well as engage in a familiar/desirable activity with minimal prompting.	**Self Care:** **3-4 years:** Child does not: • distinguish food/non-food items • express need for food • use spoon • put on/remove shoes • put on /remove clothing • use appropriate hygiene (hand washing, teeth brushing) • independently wash hands • express need for toilet • choose proper utensil • dress and undress independently • sleep without wetting bed • take care of own toileting **5 years:** Child does not: • put on clothes right side out, front side forward and shoes on correct feet without assistance • put toothpaste on toothbrush and brush teeth **6-7 years:** Child does not: • engage Zipper(Ind.) • brush or comb hair • take bath independently • use knife and fork to cut food into smaller pieces • prepare a snack/simple meal • clean, cut nails (fingers and toes) **Personal Responsibility:** **3-4 years:** Child does not: • safely and independently explore **the** environment	**TIER 1:** • Explicit Instruction • Repeated Directions • Modeling • Visual Prompts • Most to Least Prompts • Paraphrasing ABA/Reinforcement • Repetitive Practice • Use of timers to develop routines • Adaptive Skills in the Classroom-SELF-HELP **TIER II and TIER III:** **Note:** these interventions can be used for TIER II or III. The difference in the TIER is the frequency, duration, and group size. • Visual Schedules • Video Modeling • Token Economy System • Stations in classroom to practice specific skills • Create Task Analysis List • Adaptive utensils/cups • Activity boards • Social Narratives • Social Stories	• Event Recording/Frequency Count • Universal screening tools • Teacher made checklists • Latency Recording (Example) • Direct Observation • ABC Charts

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	● Understanding hot is dangerous ● Describe illness or injury ● Show care when handling delicate items ● Use appropriate behavior in public. **5 years:** Child does not: ● demonstrate caution and avoid common dangers ● Respond to instructions given in small groups and begin tasks without being reminded. ● access computer or tablet independently ● initiate and organize own activities ● Follow established rules when playing games. **6-7 years:** Child does not: ● continue to work on the task with little guidance ● speak up for himself ● Ask permission to use others' possessions. ● answer questions. What to do if? (Like taking a ride from a stranger or what to do when seeing smoke in a house) ● perform common household tasks with appropriate tools ● Take care of personal belongings ● go to bed without assistance ● cross the street safely ● Use an emergency phone number. ● handle money responsibly. ● know how to purchase in a store ● know the address and phone number ● purchase items and get back the correct change		

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	Resources: STAR Program Goal Academy List of Example Activities Developmental Delay Identifying Delays & Understanding Milestones Additional Research Based Strategies Types of Early Intervention Headstart resources Kentucky Pre-K Standards Interventions for Cognitive and Academic Deficits Kid Sense Child Development KY Early Childhood Standards 2021

Additional Resources

Milestone Moments Checklist Specifying Related Services in the IEP do2learn.com KVEC SERTAC Site RTI: Phonological Awareness Interventions Interventions for Cognitive and Academic Deficits Kid Sense Child Development AllPlaylearn Preschool Life Skills	Sites with useful tools: Intervention Central IRIS KY ABRI - Kentucky Academic & Behavioral Response to Intervention Kentucky Reading Research

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