

# Home Assessment Worksheet

Daily Schedule	Expectations	Child's Level of Performance	Notes
Morning	Greet parents, assist in dressing and brushing teeth	Average	Luke doesn't use his words to greet parents, though he is very affectionate. He can minimally assist with dressing & brushing teeth.
Free Play	Use toys in a variety of play and engage parents (and peers during play dates) through communication with voice output device (SpringBoard). Understand concept of turn-taking and request a turn using SpringBoard or signs	Concern	Luke <u>perseverates</u> on some toys & activities (e.g., repeatedly spinning bowls or flipping toy cars). He doesn't engage in any natural communication, only requesting.
Clean up	Put toys away with minimal verbal cues	Strength	
Mealtimes	Sit at table, try a variety of foods, request foods politely, engage in conversation with parent, clean up and wash hands independently	Concern	Luke refuses to try most new foods, and doesn't eat crunchy food. However, during mealtimes he communicates the most. He not only requests but also comments on food.
Family Outings	Explore playground or museum play areas safely, attempt to engage others using SpringBoard or signs	Average	Luke is generally not excited for family outings and doesn't last too long, but he does have a good time. He doesn't attempt to engage other children.
Transitions	Understand and listen to parents when told it is time to go, communicate wants using signs and SpringBoard, walk to next activity independently, get in car seat on own, etc.	Average	Luke's first reaction is to have a tantrum, and needs to be reminded to use his SpringBoard or signs. Once he remembers, the tantrum usually subsides.

Adapted from: Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.