

II. Ways to Gain Access to Objects

Skills, General Description and Examples

Moves self around an obstacle or barrier in order to get to desired object, person or place that is behind it. Child cannot reach the target by moving directly towards it. (Must be clear that child has a target in mind.)

- Moves around sliding door to get to outside.
- Moves around table to get to Mom who is on the other side of it.
- A ball is on the other side of the fence: child moves away from the ball to get around the fence in order to get the ball.

Comments or other examples



Please check the ONE statement that best describes the child's skill.

A ___ **Mastered:** The child can do at least three of these examples or *something similar* OR demonstrates one example with at least three different sets of materials. Usually performs this skill independently when given the opportunity.

B ___ **Mastered with Limitations:** Clearly understands what needs to be done, but physical limitations prevent the child from doing this independently. However, with some physical assistance or adaptation, s/he can do at least three of these examples or *something similar* OR demonstrates one example with at least three different sets of materials.

C ___ **Emerging:** The child is just beginning to understand what needs to be done, but only demonstrates this skill under very limited circumstances. S/he can do at least one of the examples or *something similar*, but only with one or two sets of materials and may be inconsistent.

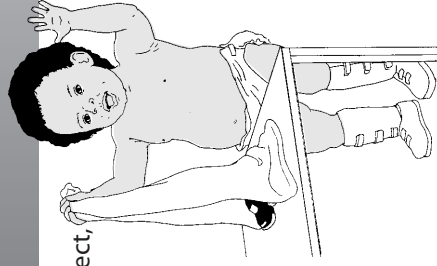
D ___ **Not Present:** The child doesn't seem to understand what needs to be done and doesn't attempt to perform this skill.

B. Removes Barriers

Removes an obstacle that stands between self and desired object, person or place. Rather than moving self around barrier, child tries to move the barrier out of the way. (Does not include removing lid from container.)

- Opens shower curtain to look in shower.
- Removes blanket to find toy that is beneath it.
- Pulls Mom's hands from face when playing peek-a-boo.

Comments or other examples



A ___ **Mastered:** The child can do at least three of these examples or *something similar* OR demonstrates one example with at least three different sets of materials. Usually performs this skill independently when given the opportunity.

B ___ **Mastered with Limitations:** Clearly understands what needs to be done, but physical limitations prevent the child from doing this independently. However, with some physical assistance or adaptation, s/he can do at least three of these examples or *something similar* OR demonstrates one example with at least three different sets of materials.

C ___ **Emerging:** The child is just beginning to understand what needs to be done, but only demonstrates this skill under very limited circumstances. S/he can do at least one of the examples or *something similar*, but only with one or two sets of materials and may be inconsistent.

D ___ **Not Present:** The child doesn't seem to understand what needs to be done and doesn't attempt to perform this skill.