

Behavior The child distinguishes between active and passive voice.

Structured

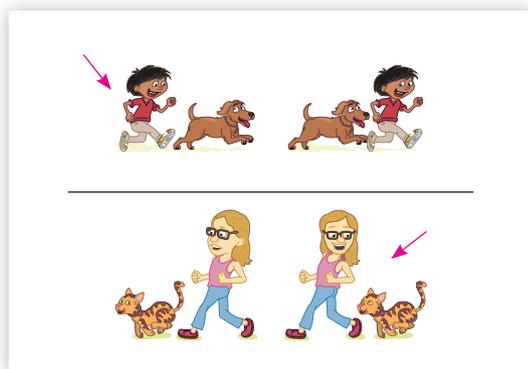
Point to the pictures on the top of the page and say,

1. **Point to: The dog was chased by the boy.**

Point to the pictures on the bottom of the page and say,

2. **Point to: The cat chased the girl.**

Correct responses are shown in the diagram below.



Scoring

Note: For each request in the item, record a score of Correct or Incorrect on the Record Form. Assign an item score of 2, 1, or 0 based on the total number of correct responses.

Points	Child correctly responds to
2	2 requests
1	1 request
0	0 requests

EC
8

Starting Point ▶ 18 months through 23 months

Materials
None

Behavior The child uses gestures to indicate his or her wants or needs.

Observation

Observe the child in everyday activities to determine whether he or she uses gestures to make his or her wants or needs known. Behaviors indicating this might include:

- pulling at the adult
- pointing to and reaching for food or a toy
- turning the head aside or shaking it in a negative fashion to indicate that he or she does not want something
- pushing food or an object aside when he or she does not want something

Note: The child must use gestures to indicate his or her wants or needs in two or more unique ways.

Interview

Questions:

- ◆ Does the child use gestures to indicate his/her wants or needs? For example, does the child lift up his/her arms to request being picked up or move his/her arms or body toward an object?

If yes, say,

- In how many different situations does the child use gestures to indicate his/her wants or needs?

Scoring

Points	Child uses gestures to indicate wants or needs
2	Typically (in 2 or more unique situations)
1	Sometimes (in 1 situation)
0	Rarely or never (in 0 situations)

EC
16

Behavior The child uses speech sounds (/k/, /d/, /g/).

Materials
None

Structured

Say,
Say kangaroo.
Say dog.
Say girl.

If the child does not pronounce the word correctly on the first try, say, **Listen to how I say the word. Now you say the word just like I did.** Repeat the three words, pausing after each word for the child to respond.

Observation

Listen to the child's spontaneous speech to determine whether he or she uses the speech sounds /k/, /d/, and /g/. Note whether the child makes the speech sounds accurately on his or her own or with prompting or modeling.

Scoring

Points	Child makes /k/, /d/, and /g/ speech sounds
2	3 sounds
1	2 sounds
0	0 or 1 sound(s)