

INVENTORY OF PURPOSEFUL MOVEMENT BEHAVIORS

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Developed in 3/83; Revised: 2/92, 1/04

Name of Child: _____

DOB: _____

Examiner: _____

DATE(S): _____

Scoring Legend:

Range: Indicates the age range (in months) when the concept/skill is typically observed

Status Score (+) = concept or skill observed

(-) = not observed

Note: Some skills are not applicable (*NA*) to a child who is blind.

CONCEPT/SKILL	AGE (Months)	Status/Date	Comments
Moves to see something better. (<i>NA</i>)	1-6 DOCS		
Looks for our reaches to objects that touch body.	3 CCIT		
Works purposely for second object.	5-6.5 HELP		
Works for toy out of reach	5-9 HELP		
Tries to touch moving objects. (<i>NA</i>)	6-12 DOCS		
Reaches for objects beyond reach.	6-12 DOCS		
Tries to follow adult around the house.	6-12 DOCS		
Responds to noticeable changes in environment	7 CA*		
Seeks out particular object for comfort	8-9 CA*		
Anticipates routine from sensory cues.	8-9 CA*		
Retrieves an object using another item.	8-10 HELP		
Overcomes obstacle to obtain an object.	8-11 HELP		
Repeats performance when laughed at by another.	8-17 BSID		

Responds to “no” (briefly stops activity).	9 CCIT		
Uses movement to regain object and resume play.	9-12 HELP		
Actively explores environment	9-12 HELP		
Plays ball	9.5-16 DDST		
Imitates interaction	10 CA*		
Shows interest in same object as peer	10-12 CA*		
Imitates interaction with peer	10-12 CA*		
Searches extensively for lost object	10-16 RZ*		
Moves to rhythms.	11-12 HELP		
Remembers object location that is put down for a few minutes.	12 CCIT		
Makes detours to retrieve object.	12-18 HELP		
Plays game that require turn-taking (rolling ball back/forth)	12-18 DOCS		
Imitates housework - does <u>simple</u> chores	12.5-19.5 DDST/OP*		
Directs locomotion (towards parent's voice)	11-17 RZ*		
Tries to catch moving objects.	12-18 DOCS		
Tries to get around things in order to reach an object.	12-18 DOCS		
Responds physically to music	12-24 MB*		
Avoids simple obstacles	12-24 OP*/MB*		
Explores objects encountered when moving in environment.	13-19 RZ*		
Learns new methods of play (gross motor)	14 CA*		
Moves to general direction of sound source	14 CA*		
Searches for object out of sight/sound	14 CA*		
Recognizes other people can help	14-17 CA*		

Demonstrates role reverse with peer	15 CA*		
Reaches for object after it no longer makes noise.	15 CCIT		
Gets toys with which to play from a box or a specific shelf.	15-18 CCIT		
Retrieves objects from another room upon request.	15-18 HELP		
Imitates doing housework.	15-18 HELP		
Finds the door of a room	15-21 RZ*		
Follows one command directions	15-30 BSID		
Demonstrates representational play	16 CA*		
Locates object in familiar kept place	16 CA*/BR		
Imitates new sequence of behaviors	16 CA*		
Shows purposeful movement in daily routines (goes to bath)	16-30 OP*/RZ*		
Understands "come to me"	18 BR		
Imitation with temporal distance	18 CA*		
Moves self around a barrier to get an object.	18 CCIT		
Responds to "No" (e.g., stops movement).	18 CA*		
Retrieves own toys from usual locations upon request.	18-21 CCIT		
Avoids objects that might give pain without being reminded.	18-24 DOCS		
Looks for hidden or lost objects in their familiar place.	18-24 DOCS		
Explores cabinets and drawers.	18-24 HELP		
Brings things to adult to start a game.	18-24 DOCS		
Brings objects from another room when asked.	18-24 DOCS		
Uses a container to carry things.	18-24 DOCS		
Climbs onto furniture such as a low chair.	18-24 DOCS		

Pulls a toy to the side when walking.	18-24 DOCS		
Throws a ball to another person.	18-24 DOCS		
Pulls toy behind self while walking.	18-24 DOCS		
Puts a toy in a specific place when asked to.	18-24 DOCS		
Imitates familiar activity	20-21 CA*		
Remembers where objects belong.	20-24 HELP		
Demonstrates pretend play with adults	20-24 CA*/BR		
Retrieves household objects from usual locations.	21 CCIT		
Puts objects away in correct locations.	21 CCIT		
Explores.	21 CCIT		
Shows insightful problem solving(use chair to reach table)	21-22 (36) CA*/OP*		
Remembers where objects were left.	21-24 OP*/CA*		
Puts objects away in correct place.	21-24 CCIT		
Ambulates in search of a familiar person	22+ OP*		
Demonstrates ability to actively make choices	22 CA*		
Understands two prepositions	22-30 BSID		
Understands "sit here"	24 BR		
Understands "bring to me"	24 BR		
Uses tools to solve problems.	24 CCIT		
Does simple household chores such as picking up toys.	24-30 DOCS		
Goes into new situation and explores willingly.	24-30 DOCS		
Climbs on low playground equipment.	24-30 DOCS		
Opens door.	24-30 DOCS		

Goes to the next activity without a reminder (table at snack)	24-36 OP*		
Walks about house/yard freely.	24-36 OP*/MB*		
Uses other receptacle for carrying objects.	24-36 OP*/MB*		
Attempts to help with household tasks.	24-36 OP*		
Attempts to get own drink from fridge or tap.	24-36 OP*		
Demonstrates daytime toileting independence.	24-36 OP*		
Climbs up and goes down toddler slide.	24-36 OP*		
Climbs jungle gyms and ladders.	24-36 OP*		
Avoids hazards in familiar place (e.g., stairs).	24-48 OP*/RZ* BR/MB*		
Uses peer as resource.	26 CA*		
Understands "over/under," "far/near," "up/down," "out/in."	30 BR		
Avoids common dangers (e.g., broken glass, big animals)	30 CCP		
Helps in simple household tasks (dusting, picking up toys).	30 CCP		
Puts away jacket and familiar items.	30 BR		
Climbs on and moves large wheel toy.	30 OP*		
Puts toys away when asked.	30 CCP		
Correctly uses pedals on tricycle.	30-36 DOCS		
Follows two-part directions: "go to sink and wash your hands."	30-36 DOCS		
Can go to the bathroom and urinate without assistance.	30-36 DOCS		
Rides a tricycle or big wheels around corners.	30-36 DOCS		
Retrieves familiar objects.	32-42 RZ*		
Pushes chair to counter (means / end).	34 OP*		
Wipes up spills.	36 BR		

Puts away toys.	36 BR/OP*		
Plays pretend games.	36 CA*		
Demonstrates refinement of social rules.	36 CA*		
Avoids objects while running.	36 CCP		
Gathers items needed for familiar activity.	36 CA*		
Asks to go to toilet.	36-48 MB*		
Helps at little household tasks.	36-48 MB*		
Walks up to ball and kicks it.	36-48 OP*		
Starts and stops locomotion upon request.	36-48 OP*		
Places dirty clothes in hamper.	36-48 BR/OP*		
Wakes from sleep at night to use toilet.	36-48 OP*		
Stays in own unfenced area.	36-48 OP*		
Avoids dangers when given warning.	42 OP*		
Seeks help when needed.	44 OP*		
Understands "in front," "beside," "above," "behind," "below."	48 BR		
Understands "bottom/top," "go/stop."	48 BR		
Aware of other's need for help and provides assistance.	48 CCP		
Pulls wagon.	48-60 OP*		
Gets cloth to clean up spills.	48-60 OP*		
Goes about neighborhood freely.	48-60+ RZ*/MB*		
Moves body planes in relation to surfaces.	52-60 OP*		
Clears place at table.	50-54 OP*		
Hangs up wash cloth and towel.	52 OP*		

Carries container of liquid without spilling.	54 OP*		
Completes one household task regularly (e.g. sets table).	56 OP*		
Cleans up clutter.	60 BR		
Carries object weighing 10-16 pounds.	60-72 OP*		
Obtains own clothing from closet and drawers.	60-72 OP*		
Folds and puts clothing away in proper drawer.	60-72 OP*		
Orients to a new room with some instruction.	60-72 OP*		
Walks to familiar site within 1 block of home.	60-72 OP*		
Travels to appropriate place in classroom where an activity is happening and finds an empty place (with little/no assistance).	60-72 OP*		
Sweeps small room with broom.	68 OP*		
Crosses street (with supervision).	68++ OP*		

*Sources which address the development of the child who is blind/visually impaired

Other Comments About the Purposeful Movement Skills of the Child:

Sources Utilized

Acronym	Test Reference
BSID	Bayley, N. (1993). <i>The Bayley scales of infant development</i> (2 nd ed.). San Antonio, TX: The Psychological Test Corporation.
BR	Brigance, A.H. (1991). <i>BRIGANCE diagnostic inventory of early development</i> (Rev. ed). North Billerica, MA: Curriculum Associates.
CA	Stillman, R., (Ed.) (1987). <i>Callier Azusa scale</i> . Dallas, TX: Callier Center for Communicative Disorders.
CCIT	Johnson-Martin, N.M., Jens, K. G., Attermeier, S. M., & Hacker, B. J. (1991). <i>The Carolina curriculum for infants and toddlers with special needs</i> (2 nd ed.). Baltimore, MD: Paul H. Brookes Publishing Company.
CCP	Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. (1990). <i>The Carolina curriculum for preschoolers with special needs</i> . Baltimore, MD: Paula H. Brookes Publishing Company.
DDST	Frankenburg, W. K. & Dobbs, J. B. (1990). <i>Denver developmental screening test II</i> , Denver, CO: University of Colorado Medical Center.
DOCS	Hreske, W., Miguel, S., Sherbenou, R., & Burton, S. (1994). <i>Developmental observation checklist system</i> . Austin, TX: PRO-ED.
HELP	Parks, S., Furono, S., O'Reilly, T., Inatsuka, C. M., Hosaka, C. M., & Zeisloft-Falbey, B. (1994). <i>Hawaii early learning profile (HELP): HELP (birth to three)</i> . Palo Alto, CA: VORT Corporation.
MB	Maxfield, K. E., & Buchholz, S. (1957). <i>A social maturity scale for blind children</i> . New York, NY: American Foundation for the Blind.
OP	Brown, D., Simmons, V., & Methvin, J., (1994) <i>Oregon project</i> (5 th ed.). Medford, OR: Jackson County Education Service District.
RZ	Reynell, J., & Zinkin, P. (1975) Reynell Zinkin mental scales. London, England, Wolfson Centre.