

# The DATA Model Skills Checklist



Child's name:	Date of birth:
Parent(s)/guardian(s):	
First administration date:	Staff member(s) completing form:
Second administration date:	Staff member(s) completing form:
Child's preferred items and activities:	
Child's primary mode of communication:	

## Directions:

1. This checklist is intended to be filled out at least twice during the school year. For each administration, use a different colored pen to differentiate between the two administration dates. For example, for the first administration use a blue pen, and for the second administration, use a red pen.
2. Several items are directly tested; others are observed and scored during classroom routines and activities. Adult instructions are provided for items to be directly tested. Scoring is as follows:
  - 2 = Consistently/always meets criterion
  - 1 = Inconsistently/sometimes meets criterion
  - 0 = Does not/never meet(s) criterion
3. After completing the checklist, put a \* next to items that are priorities for learning, then fill out the *Priority skills* section at the end of this checklist with those items.

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**B. EXECUTIVE FUNCTIONING****DATA**

1. Flexibility	Scoring	Comments	*
1.1 Follows classroom routine and schedule <i>Child references posted schedule in classroom or follows teacher's directions to transition to another activity with a calm body.</i>	0 1 2		
1.2 Accepts interruptions or unexpected change <i>Child may verbally or nonverbally, appropriately express displeasure with change, but is able to accept change or interruptions and move on.</i>	0 1 2		
1.3 Accepts being told "no" without becoming upset or angry <i>When the child is told that he or she cannot have the object or activity, child accepts this response without becoming upset as age appropriate.</i>	0 1 2		
1.4 Relinquishes preferred toy, food, or materials to an adult or peer when asked <i>Child may receive adult reminder or support, but will relinquish item without protest or with appropriate protest (e.g., "I don't want to." or "wait. ").</i>	0 1 2		
1.5 Accepts that things don't go as expected <i>During a group game the child does not have the first turn, does not protest, and will participate in the game. If a child does not finish first in the game, they do not protest, may say, "That's okay . . . maybe next time" or congratulate the winner. If a child is drawing a picture and makes an unintended mark, the child does not rip up his or her paper.</i>	0 1 2		
2. Self-Regulation: Self and emotional control	Scoring	Comments	*
2.1 Waits for a preferred item or activity <i>When child is told to wait, he or she will wait quietly and calmly for the item.</i>	0 1 2		
2.2 Accepts comfort from others if upset or agitated <i>Allows caregiver or familiar adult to give them a hug or peers to pat their back.</i>	0 1 2		
2.3 Self-regulates when tense or upset with verbal or visual cue <i>For example, calms self by counting to 10, taking a breath, taking a break, etc.</i>	0 1 2		
2.4 Self-regulates when energy level is high or low with verbal or visual cue <i>If energy level is high, the child may count to 10 or squeeze a squishy ball. If energy level is low, the child may walk around the room or jump on a trampoline.</i>	0 1 2		
3. Persistence, organization, and time management	Scoring	Comments	*
3.1 Persists in gaining a person's attention <i>Child will call a person's name or tap that person until the person acknowledges the child.</i>	0 1 2		
3.2 Persists, or continues to try, when something is difficult <i>The child is trying to put a toy together, and the pieces don't fit, but they persist in trying to put the pieces together.</i>	0 1 2		

**B. EXECUTIVE FUNCTIONING (continued)****DATA**

<b>3. Persistence, organization, and time management (continued)</b>		<b>Scoring</b>	<b>Comments</b>	<b>*</b>
3.3	Follows a sequence of at least three steps in an activity <i>For example, when given verbal or visual steps in a sequence, child will complete the activity in order by following the direction or referencing the picture sequence.</i>	0 1 2		
3.4	Finishes an activity within a timely manner, cleans up, and moves to the next activity <i>Consider developmentally appropriate time which may be indicated by the child completing the activity when other children of the same age in the classroom complete the activity.</i>	0 1 2		
<b>4. Problem solving</b>		<b>Scoring</b>	<b>Comments</b>	<b>*</b>
4.1	Claims and defends possessions <i>For example, if a peer takes the child's trading cards, the child will try to hold on to them or say, "That's mine."</i>	0 1 2		
4.2	Identifies or defines the problem <i>If two children want the same toy, the child will communicate that the problem is two children want one toy.</i>	0 1 2		
4.3	Generates solutions <i>If an art project rips, the child may suggest getting tape to fix it or make a new one.</i>	0 1 2		
4.4	Carries out solutions by negotiating or compromising <i>Two children want the same toy and the child suggests they take turns, do eeney-meaney-miney-mo or set a timer to show when a turn is over.</i>	0 1 2		
<b>5. Emotional knowledge</b>		<b>Scoring</b>	<b>Comments</b>	<b>*</b>
5.1	Identifies simple emotions in pictures and books <i>When presented with different emotions in pictures or books and asked, "Which one is happy," child will point to, give, or tap the picture. If asked, "How does she feel," child will state, "She is happy."</i>	0 1 2		
5.2	Labels and identifies emotions in self <i>If their toy breaks, and the child is sad, they can label that emotion accurately when asked, "How do you feel?"</i>	0 1 2		
5.3	Labels and identifies emotions in others <i>If a peer is angry, the child will be able to say, "He is mad."</i>	0 1 2		
5.4	Justifies an emotion once identified/labeled <i>If a girl is crying the child can say she is crying because she fell down and is hurt.</i>	0 1 2		
5.5	Demonstrates affection and empathy toward peers <i>Gives hugs or handshakes to peers and asks if a peer is okay when appropriate.</i>	0 1 2		
<b>Summary notes for executive functioning</b>				