



Early Identification Screening Tool - EIST

Student's Information:

Full Name		Gender	
School		Class	
D.O.B		Age	
ID no.		Index	
Parent / Guardian name			
Relationship with the child		Contact no.	

Developmental Areas of Concern:

Motor Development	
Communication and Language Development	
Cognitive Development	
Social Emotional Development	

Additional/Other Concerns:

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DIMENSIONS WITH SUB DIMENSIONS

DIMENSION 1: SOCIALIZATION DEVELOPMENT

- 1.1 Interpersonal Relationship
- 1.2 Play & Recess Time
- 1.3 Coping Skills

DIMENSION 2: COMMUNICATION DEVELOPMENT

- 2.1 Receptive Skills
- 2.2 Expressive Skills

DIMENSION 3: ADAPTIVE DEVELOPMENT

- 3.1 Personal Skills
- 3.2 Everyday Living Skills
- 3.3 Community Skills

DIMENSION 4: MOTOR SKILL DEVELOPMENT

- 4.1 Gross Motor Skills
- 4.2 Fine Motor Skills

DIMENSION 5: COGNITIVE DEVELOPMENT

- 5.1 Learning Skills
- 5.2 Thinking Skills
- 5.3 Problem Solving Skills

DIMENSION 6: SOCIAL/EMOTIONAL DEVELOPMENT

- 6.1 Social Skills
- 6.2 Attention Span & Impulsivity

The scoring from this dimension will be measured as: Never:1, Rarely:2, Frequent:3 & Always:4

1 Socialization Development					
1.1 Interpersonal Relationship		Never	Rarely	Frequent	Always
a	Demonstrates friendship seeking behaviors with others of the same age. (Ex: Do you want to play?)				
b	Participates in conversations when familiar adults talk (Ex: if asked, how are you? Says I am fine)				
c	Uses words to express one's emotions (Ex: I am happy, sad)				
d	Has best friend preference or shows preferences for certain friends (of either sex) over others.				
e	Uses words to express happiness or concerns for others (Ex: says "are you alright?" "Yeah!" "Wow")				
f	Acts when another person needs a helping hand				
Total of the Indicator					
Average of the Indicator		/24 x 100			
Comments:					
1.2 Play & Recess Time					
a	Play simple pretend play activities with others (Ex: play dress up, superhero)				
b	Seeks out others for play or friendship				
c	Takes turns when asked while playing games or sports.				
d	Participates in unstructured play, outdoor group games (Ex: tag, jump rope, catch,)				

e	Share toys or possessions without being asked.				
f	Follow rules in simple games				
g	Takes turns without being asked.				
h	Plays simple card or board games based only on chance.				
Total of the Indicator					
Average of the Indicator		/32x100			
Comments:					
1.3 Coping Skills					
a	Gets along when separated from a specific adult without tantrums.				
b	Gets along when swapping the seat.				
c	Ask for Support when needed.				
d	Tries things on own.				
e	Changes easily from one activity to another.				
f	Responds appropriately to reasonable changes in routine.				
Total of the Indicator					
Average of the Indicator		/24 x 100			
Comments:					

2 Communication Development					
2.1 Receptive Skills		Never	Rarely	Frequent	Always
a	Points to at least 5 minor body parts when asked (Ex: fingers, elbow, eyebrow, eyelashes, teeth, toes)				
b	Follows instructions with two actions or an action and two objects (Ex: bring me the crayon and the paper", "sit down and eat your lunch")				
c	Can actively listen to a story of choice for more than 5 minutes				
d	Can follow instructions in "if then" form (Ex: "if you want to play outside, then put your things away")				
e	Can follow three-part instructions (Ex: brush your teeth, get dressed and make your bed")				
Total of the Indicator					
Average of the Indicator		/20 x 100			
Comments:					
2.2 Expressive Skills					
a	Says at least 500 to 1000 recognizable words in the dominant language.				
b	Use simple words to describe things (Ex: big, loud, pretty)				
c	Asks questions "what or where" (Ex: "what's that? "Where is the cat?")				
d	Use negative in sentences (Ex: "NO, I won't go", "I don't want to drink")				
e	Says the correct age when asked.				
f	Say first and last name when asked.				
g	Tell about experiences in simple sentence (Ex: Ahmed likes books, we went to park)				

h	Identifies and names most common colors. <i>(Ex: red, yellow, blue, green)</i>				
i	Ask questions beginning with who or why.				
j	Tells basic parts of a story, fairy tale, television show plot; does not need to include great details or recount in perfect order. <i>(Ex: The story of goldilocks (three bears, goldilocks eat their porridge, sit in their chair and sleep in the bed. Bears comes and goldilocks run away)</i>				
k	Use behind and or in front of in phrases or sentences <i>(Ex: She is in front of me, I am behind her)</i>				
Total of the Indicator					
Average of the Indicator		/48 x 100			
Comments:					

3 Adaptive Development					
3.1 Personal Skills		Never	Rarely	Frequent	Always
a	Urinate in the toilet or potty chair.				
b	Puts on clothing that opens in the front; it does not have to zip or button the clothing.				
c	Ask to use the toilet.				
d	Defecates in toilet or potty chair.				
e	Toilet trained during the day.				
f	Zips zipper that are fastened at the bottom.				
g	Wipes or blows nose using tissue or handkerchief.				
h	Puts on shoes on correct feet.				
i	Hold spoon, fork, and knife correctly				
j	Washes face using soap and water and dries with towel.				
k	Brushes teeth.				
l	Buttons in front in correct buttonholes.				
m	Covers mouth and nose when coughing and sneezing				
Total of the Indicator					
Average of the Indicator		/52 x 100			
Comments:					

3.2 Everyday Living skills				
a	Helps with simple household chores (<i>Ex: dust, pick up clothes or toys, feed pets</i>)			
b	Cleans up play or work area at the end of the activity			
c	Identifies own belongings			
d	Is careful around hot objects			
Total of the Indicator				
Average of the Indicator		/16 x 100		
Comments:				
3.3 Community skills				
a	Demonstrates understanding use of phone			
b	Talk to a familiar person on the phone			
c	Is aware of and demonstrates appropriate behavior while walking on the road			
d	Demonstrates understanding use of money (<i>Ex: you need money to buy things from store</i>)			
e	Uses sidewalk when using wheeled equipment (<i>Ex: scooter, tricycle</i>)			
f	Demonstrate understanding of use of clock (<i>Ex: clock tells time, what time can we go</i>)			
Total of the Indicator				
Average of the Indicator		/24 x 100		
Comments:				

4 Motor Skill Development					
4.1 Gross Motor Skills		Never	Rarely	Frequent	Always
a	Stretch and take objects at the reach.				
b	Holds a broom and sweep.				
c	Throws a small ball using one hand.				
d	Throws a beach ball using both hands.				
e	Catches a ball (from a 5 feet away) with both hands				
f	Kicks a ball.				
g	Walks on a straight line.				
h	Walks upstairs, alternating feet, may use railings.				
i	Runs smoothly without falling.				
j	Stands on one foot with balance.				
k	Jumps with both feet off the floor.				
Total of the Indicator					
Average of the Indicator		/44 x 100			
Comments:					
4.2 Fine Motor Skills					
a	Pick an item on the left side with the right hand.				

b	Claps with both hands.				
c	Clap with same hand facing to the peer.				
d	Weave with ribbon or code.				
e	Can bead, beads to a string.				
f	Can touch with right hand on the left shoulder (Can do vice versa).				
g	Can hold the water bottle without spilling (No shaky movements).				
h	Draws simple shapes like a square, circle or triangle.				
i	Cuts straight line shapes with scissors.				
j	Tears paper using the thumb and index finger grip.				
k	Trace on straight lines.				
Total of the Indicator					
Average of the Indicator		/44 x 100			
Comments:					

5 Cognitive Development					
5.1 Learning Skills		Never	Rarely	Frequent	Always
a	Holds a book properly and turns pages.				
b	Understands that words convey the message in a story. (Ex: Pretend reading)				
c	Makes marks and refer to them as their name.				
d	Identifies shapes (circle, square, and triangle) in the surrounding.				
e	Names four colours of items.				
f	Can count along with help, although might make mistakes.				
Total of the Indicator					
Average of the Indicator		/24 x 100			
Comments:					
5.2 Thinking Skills					
a	Asks questions about objects, events and animals observed in their environment.				
b	Articulates what is drawing or scribbling.				
c	Identifies some shapes such as circle, square and triangle.				
d	Understands and explores empty containers and full containers.				
e	Recognizes and matches small quantities to the number words 1, 2 and 3.				
f	Classifies or sorts objects into simple groups (Ex: by colors and size).				

g	Tells about what they did or what was taught previous day.				
Total of the Indicator					
Average of the Indicator		/28 x 100			
Comments:					
5.3 Problem Solving					
a	Matches like objects, mainly identical objects, or matches objects by shape and color.				
b	Shows interests in tinkering with objects by taking things apart and putting them back together.				
c	Completes simple puzzle of at least 6-8 pieces or shapes.				
Total of the Indicator					
Average of the Indicator		/12 x 100			
Comments:					

6 Social Emotional Development					
6.1 Social skills		Never	Rarely	Frequent	Always
a	Makes an eye contact when called, being in front of the child.				
b	Sustains an eye contact when talked being in front of the child.				
c	Shares the information without repeating exact words (avoids echolalia). <i>(Ex: on being asked 'what is your name?', they will repeat 'what is your name?' instead of telling their name)</i>				
d	Plays with peers <i>(Ex: May not be able to wait, take turns or follow the rules of the game)</i>				
e	Understands body language of others. <i>(Ex: 'yes' or 'no' by movement of head and 'come here' by use of hands)</i>				
f	Express a variety of motor movements and engage in diverse activities, avoiding repetitive patterns such as rocking, spinning, or hand flapping				
g	Displays a broad range of interests and does not become overly focused or fixated on a particular topic, object, or activity.				
h	Have exceptional rote memory for numbers, dates, phone numbers, names				
i	Adapts well to different seating arrangements, demonstrates flexibility in choosing subjects and interacting with peers, and embraces change positively.				
j	Shows a balanced and non-obsessive approach to sense <i>(Ex: smell/touch things, cover ears/eyes)</i>				
Total of the Indicator					
Average of the Indicator		/40 x 100			
Comments:					

6.2 Attention Span & Impulsivity					
a	Sustains attention to tasks or activities.				
b	Follow through on instructions to complete work.				
c	Retains essential item required for tasks or activities without misplacing things (school assignments, pencils, or books).				
d	Is attentive distracted by extraneous stimuli.				
e	Expresses calmness and stillness without engaging in hand or foot movement or moving in the seats.				
f	Stays seated in classroom or in other situations in which remaining seated is expected.				
g	Maintain concise and focused communications.				
h	Stays in line.				
i	Play or engage in recess activities quietly.				
j	Stays calm without interrupting others (<i>ex: interrupts into conversations/games</i>)				
Total of the Indicator					
Average of the Indicator		/40 x 100			
Comments:					