

Linking the  
*BRIGANCE<sup>®</sup> Early Head Start Screen III*  
with the  
*BRIGANCE<sup>®</sup> Inventory of Early Development III*



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**Linking the *Early Head Start Screen III* (Infant)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>1A Gross Motor Skills</b>			
Turns head in both directions	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Items 1 and 5) <b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 1–3)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Item 8)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Items 17, 20, 24)
Steadies head	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 1–3)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 4)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 5 and 6)
Rolls partway onto side	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Items 5 and 7)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Item 9)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Items 18, 29, 43) <b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Item 7)
Has no head lag when pulled to sitting	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Items 24 and 27)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Item 28)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Items 38 and 49)
Rolls from back to stomach	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Items 9, 18, 29)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Item 43)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Item 49)
Sits briefly unsupported	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 1–8)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 9)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 11, 14–16)
Transfers objects from one hand to the other	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Items 31, 32, 37, 40)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Item 47)	<b>A-1C Supine Position Skills and Behaviors</b> (p. 18, Items 48, 50, 52)
Sits erect and unsupported	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 7–16)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 17)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Items 19–25)
Gets up on hands and knees and moves about (or scoots on bottom)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Items 11–16)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Item 19)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Items 20–22)
Pulls to standing position	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Items 13–18)	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Item 19)	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Items 21–25)
Walks with one hand held	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Items 4–6, 8, 11–15, 17)	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Item 20)	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Items 27, 28) <b>B-2C Walking</b> (p. 47, Items 1–4)
Walks without frequent falling	<b>A-4C Standing Position Skills and Behaviors</b> (p. 19, Items 27, 28) <b>B-2C Walking</b> (p. 47, Items 1–4)	<b>B-2C Walking</b> (p. 47, Item 5)	<b>B-2C Walking</b> (p. 47, Items 6–9)
Runs, but not necessarily well	<b>B-4C Running</b> (p. 48, Item 1)	<b>B-4C Running</b> (p. 48, Item 2)	<b>B-4C Running</b> (p. 48, Items 3–6)
Stands on one foot with one hand held	<b>B-1C Standing</b> (p. 47, Items 1 and 2)	<b>B-1C Standing</b> (p. 47, Item 3)	<b>B-1C Standing</b> (p. 47, Items 5, 8–10)

**Linking the *Early Head Start Screen III (Infant)*  
with the *Inventory of Early Development III (IED III)***

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>2A Fine Motor Skills</b>			
Places fist in mouth	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 1)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 2)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 10 and 12)
Glances at hands briefly	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 1–4)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 5)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 6–11)
Plays with hands and fingers	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 9–11)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 12)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 19, 20, 28, 31)
Has hands predominantly open	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 10–12)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 13)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 15–18, 20, 21, 24, 27)
Reaches for objects	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 11, 13, 16)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 23)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 24–26, 29, 31–33)
Exhibits a one-handed visually directed reach	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 23, 25, 26, 32, 33)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 34)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40, 42, 53, 55)
Holds bottle (sippy cup) independently	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 16–19, 23–26, 29, 40)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 49)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 53, 55, 57)
Pokes objects, using index finger	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 52 and 53)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 54)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 57)
Uses a neat pincer grasp	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 53 and 54)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 59–65)
Squeaks toy with hand	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40–43, 45, 48, 50–53, 56, 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 59)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 60, 62, 64)
Puts objects, such as blocks, into a container	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43–45, 50, 51, 55, 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 60)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 62–68)
Takes objects, such as blocks, out of a container	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43, 48, 51, 56, 57, 60)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 62)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 63–68)

**Linking the *Early Head Start Screen III* (Infant)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>2A Fine Motor Skills</b> <i>(continued)</i>			
Grasps and releases objects easily	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43, 45, 48, 51, 53, 56, 57, 59, 61–63)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 64)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 66–70)
Unwraps objects	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 54 and 64)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 65)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 66–79)
<b>3A Receptive Language Skills</b>			
Startles to loud noise	<b>None</b>	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 1)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 2, 3, 5, 9)
Notices faces of others	<b>H-2C Play and Relationship with Peers</b> (p. 377, Item 2)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 3)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 8 and 9)
Responds with a smile or coo	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 3 and 4) <b>D-2C Prespeech Expressive Language</b> (p. 146, Items 2 and 3)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 5)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 13–15, 17, 18)
Turns head to find sound	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 4 and 5)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 9)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 12–15, 18)
Shows understanding of some words (e.g., bye-bye, mama)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 5–7)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 10)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 11, 15, 16, 18, 19)
Holds out or raises arms when a parent/caregiver says Come here or Up	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 1, 5, 9, 10) <b>D-2C Prespeech Expressive Language</b> (p. 146, Items 3 and 4)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 11)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 20)
Responds to own name	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 9–13)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 15)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 18 and 20)
Looks at named objects	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 9, 10, 15)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 16)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 18, 20, 24, 25, 28)
Responds to the word no	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 10, 13, 15)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 18)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 20, 25, 28)
Responds to simple commands	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 11, 18, 20) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–5)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 6 and 7)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 23, 25, 26, 28) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 8–11)
Waves “bye-bye”	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 11)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 50)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 55, 57, 58)

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<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>3A Receptive Language Skills</b> <i>(continued)</i>			
Responds to the word give (with gesture)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 10, 12, 13, 15, 18, 20, 22)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 24)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 25 and 26) <b>D-6C Follows Verbal Directions</b> (Item 3)
Gives a block on command (no gesture)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 24) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1 and 2)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 60) <b>D-6C Follows Verbal Directions</b> (p. 150, Item 3)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 9, 10, 12, 14–16)
Puts a block into a box on command	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 20) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–3)	<b>D-6C Follows Verbal Directions</b> (p. 150, Item 11)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 9, 10, 12, 14–16)
Throws away trash on command	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 25) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–3)	<b>D-6C Follows Verbal Directions</b> (p. 150, Item 8)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 9–11)
<b>4A Expressive Language Skills</b>			
Makes sounds other than crying	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 1–3)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 5)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 6 and 7)
Makes varied sounds	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 5–7)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 8)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 9 and 10)
Coos and gurgles	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 8–10)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 11)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 12–16)
Babbles, making varying consonant sounds	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 11, 13–16)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 17)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 18)
Vocalizes at others	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 11, 13–17)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 18)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 19–22)
“Talks” to objects	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 11, 13–18, 21)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 22)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 31 and 32)
Says multiple syllables	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 20)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 24)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 31 and 32)
Shakes head for no or points to show preference	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 11–13)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 25)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 28, 29, 33, 39, 43, 44, 46)
Imitates sounds or words	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 13, 14, 18, 19, 31, 32)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 45)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 49, 51–53, 56)

**Linking the Early Head Start Screen III (Infant)  
with the Inventory of Early Development III (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>4A Expressive Language Skills</b> <i>(continued)</i>			
Pretend talks	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 13, 14, 18, 19, 31)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 32)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 49, 51–53, 56)
Holds up objects for attention	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 25, 28, 29)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 33)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 44, 46, 47)
Points to objects for attention	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 25, 28, 29, 33)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 46 and 47)
Says real words	<b>D-3C General Speech and Language Development</b> (p. 148, Items 1–3)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 4)	<b>D-3C General Speech and Language Development</b> (p. 148, Items 5–8)
Pretend talks with some real words	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 48, 49, 51–53)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 56)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 57, 59, 60) <b>D-3C General Speech and Language Development</b> (p. 148, Items 4–8)
<b>5A Self-help Skills</b>			
Sucks well, forming a tight seal around nipple when sucking	<b>G-1C Feeding/Eating</b> (p. 350, Items 1 and 2)	<b>G-1C Feeding/Eating</b> (p. 350, Item 3)	<b>G-1C Feeding/Eating</b> (p. 350, Items 4–6)
Brings hands to mouth	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 2) <b>G-1C Feeding/Eating</b> (p. 350, Item 6)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 10) <b>G-1C Feeding/Eating</b> (p. 350, Item 7)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 10 and 12) <b>G-1C Feeding/Eating</b> (p. 350, Item 8)
Opens mouth	<b>G-1C Feeding/Eating</b> (p. 350, Item 3)	<b>G-1C Feeding/Eating</b> (p. 350, Item 8)	<b>G-1C Feeding/Eating</b> (p. 350, Items 9 and 10)
Refuses excess food	<b>G-1C Feeding/Eating</b> (p. 350, Items 8–10)	<b>G-1C Feeding/Eating</b> (p. 350, Item 11)	<b>G-1C Feeding/Eating</b> (p. 350, Items 12, 13, 15)
Munches or mouths food	<b>G-1C Feeding/Eating</b> (p. 350, Items 8–10)	<b>G-1C Feeding/Eating</b> (p. 350, Item 15)	<b>G-1C Feeding/Eating</b> (p. 350, Items 17, 18, 21, 22, 24)
Holds bottle (sippy cup) independently	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40–43, 48) <b>G-1C Feeding/Eating</b> (p. 350, Item 7)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 49) <b>G-1C Feeding/Eating</b> (p. 350, Item 14)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 53, 55, 57) <b>G-1C Feeding/Eating</b> (p. 350, Items 20, 23, 30)
Feeds self cracker	<b>G-1C Feeding/Eating</b> (p. 350, Items 10 and 13)	<b>G-1C Feeding/Eating</b> (p. 350, Item 18)	<b>G-1C Feeding/Eating</b> (p. 350, Item 24)

**Linking the *Early Head Start Screen III* (Infant)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>5A Self-help Skills</b> <i>(continued)</i>			
Drinks from cup held by adult	<b>A-1C</b> <b>Supine Position Skills and Behaviors</b> (p. 17, all Items)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Item 20)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Items 23 and 29)
Chews and swallows	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Items 12, 15, 17)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Item 21)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Item 27)
Cooperates in dressing	<b>G-3C</b> <b>Dressing</b> (p. 351, Items 1 and 2)	<b>G-3C</b> <b>Dressing</b> (p. 351, Item 3)	<b>G-3C</b> <b>Dressing</b> (p. 351, Item 4)
Holds cup with both hands and drinks	<b>C-1C</b> <b>General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40–43, 48, 49)  <b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Items 7, 14)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Item 29)	<b>G-1C</b> <b>Feeding/Eating</b> (p. 350, Items 30 and 32)
Assists in dressing	<b>G-3C</b> <b>Dressing</b> (p. 351, Items 1–3)	<b>G-3C</b> <b>Dressing</b> (p. 351, Item 4)	<b>G-3C</b> <b>Dressing</b> (p. 351, Items 6 and 7)
<b>6A Social and Emotional Skills</b>			
Looks attentively at your face	<b>D-1C</b> <b>Prespeech Receptive Language</b> (p. 146, Items 3, 5, 6)  <b>H-2C</b> <b>Play and Relationships with Peers</b> (p. 377, Item 1)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 2)	<b>D-1C</b> <b>Prespeech Receptive Language</b> (p. 146, Items 7 and 9)  <b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Items 4 and 9)
Visually follows person	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Items 1 and 2)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 3)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 8)
Responds with a smile	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 3)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 4)	<b>H-3C</b> <b>Motivation and Self-Confidence</b> (p. 379, Items 1 and 2)
Gets excited when a toy is presented	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 4)	<b>H-2C</b> <b>Play and Relationships with Peers</b> (p. 377, Item 1)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 9)
Smiles, coos, or gurgles for attention	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 9)	<b>H-3C</b> <b>Motivation and Self-Confidence</b> (p. 379, Item 4)	<b>H-3C</b> <b>Motivation and Self-Confidence</b> (p. 379, Items 5, 6, 9)
Gestures for “up” by holding arms out to be picked up	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Items 2–4)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 13)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 25)
Shows shyness with strangers	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Items 7, 11, 13, 15)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 18)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 20)  <b>H-3C</b> <b>Motivation and Self-Confidence</b> (p. 379, Item 11)
Plays peekaboo	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Items 14 and 15)  <b>H-2C</b> <b>Play and Relationships with Peers</b> (p. 377, Item 3)	<b>H-2C</b> <b>Play and Relationships with Peers</b> (p. 377, Item 9)	<b>H-1C</b> <b>Relationships with Adults</b> (p. 377, Item 20)  <b>H-2C</b> <b>Play and Relationships with Peers</b> (p. 377, Item 13)

**Linking the *Early Head Start Screen III* (Infant)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>6A Social and Emotional Skills</b> <i>(continued)</i>			
Explores the environment	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 5–8)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 15)	<b>H-1C Relationships with Adults</b> (p. 377, Item 14) <b>H-2C Play and Relationships with Peers</b> (p. 377, Items 14–19)
Plays pat-a-cake	<b>H-2C Play and Relationships with Peers</b> (p. 377, Item 9)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Item 13)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Item 19)
Gives affection	<b>H-1C Relationships with Adults</b> (p. 377, Items 4, 9, 11, 13)	<b>H-1C Relationships with Adults</b> (p. 377, Item 14)	<b>H-1C Relationships with Adults</b> (p. 377, Items 17, 28, 30) <b>H-2C Play and Relationships with Peers</b> (p. 377, Item 25)
Goes for a toy that is out of reach	<b>H-2C Play and Relationships with Peers</b> (p. 377, Item 17) <b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 3)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 7)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 8, 12, 15)
Shows interest in activities of others	<b>H-1C Relationships with Adults</b> (p. 377, Item 8)	<b>H-1C Relationships with Adults</b> (p. 377, Item 20)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 25 and 27)
Initiates interactions with other children	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 13, 18, 19)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Item 25)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 27, 34, 35)
Shows pride in new accomplishments	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 11)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 26)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 27)
Explores and returns to parent/caregiver	<b>H-1C Relationships with Adults</b> (p. 377, Item 20)	<b>H-1C Relationships with Adults</b> (p. 377, Item 22)	<b>H-1C Relationships with Adults</b> (p. 377, Item 25)



**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>1B Receptive Language Skills—General</b>			
Looks at named objects	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 9, 10, 15)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 16)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 26, 28, 32)
Responds to the word no	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 9, 10, 15)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 18)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19 and 28)
Responds to simple commands	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 18) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–5)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 6 and 7)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 8–11)
Waves “bye-bye”	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 11)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 50)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 55–58)
Responds to the word give (with gesture)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 20)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 24)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–3)
Gives a block on command (no gesture)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 20 and 24) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1 and 2)	<b>D-6C Follows Verbal Directions</b> (p. 150, Item 3)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 4–7)
Puts a block into a box on command	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 20 and 24) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–10)	<b>D-6C Follows Verbal Directions</b> (p. 150, Item 11)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 10 and 12)
Throws away trash on command	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 20 and 24) <b>D-6C Follows Verbal Directions</b> (p. 150, Items 1–7)	<b>D-6C Follows Verbal Directions</b> (p. 150, Item 8)	<b>D-6C Follows Verbal Directions</b> (p. 150, Items 10, 12, 14, 18)
<b>2B Receptive Language Skills—Identifies Parts of the Body</b>			
Eyes	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 1)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)
Nose	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 2)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>2B Receptive Language Skills—Identifies Parts of the Body</b> <i>(continued)</i>			
Feet	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 5)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)
Hair	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 4)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)
Mouth	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 3)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)
Ears	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 20, 25, 28, 32) <b>D-2C Prespeech Expressive Language</b> (p. 146, Item 57)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Item 6)	<b>D-8C Identifies Parts of the Body—Points to</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body—Names</b> (p. 152, Items 1–16)
<b>3B Receptive Language Skills—Identifies Pictures</b>			
Cat	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Item 1)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures—Names</b> (p. 111, Items 1–7)
Dog	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Item 2)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures—Names</b> (p. 111, Items 1–7)
Key	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Item 5)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures—Names</b> (p. 111, Items 1–7)
Car	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Item 3)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures—Names</b> (p. 111, Items 1–7)
Apple	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Item 4)	<b>D-7 Identifies Pictures—Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures—Names</b> (p. 111, Items 1–7)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>3B Receptive Language Skills—Identifies Pictures</b> ( <i>continued</i> )			
Airplane	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Item 6)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–7)
<b>4B Receptive Language Skills—Knows Sounds Animals Make</b>			
Shows understanding of the word cat by making the sound a cat makes	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 27) <b>H-2 Play and Relationships with Peers</b> (p. 377, Item 31)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–7)
Shows understanding of the word dog by making the sound a dog makes	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 27) <b>H-2 Play and Relationships with Peers</b> (p. 377, Item 31)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–7)
Shows understanding of the word cow by making the sound a cow makes	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 27) <b>H-2 Play and Relationships with Peers</b> (p. 377, Item 31)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–7)
Shows understanding of the word bird by making the sound a bird makes	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 24–26, 28)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 27) <b>H-2 Play and Relationships with Peers</b> (p. 377, Item 31)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 7–13) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–7)
<b>5B Gross Motor Skills</b>			
Sits erect and unsupported	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 9)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 17)	<b>A-3C Sitting Position Skills and Behaviors</b> (p. 18, Item 25)
Gets up on hands and knees and moves about (or scoots on bottom)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Item 13)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Item 19)	<b>A-2C Prone Position Skills and Behaviors</b> (p. 18, Item 20)
Pulls to standing position	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Items 11, 13, 18)	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Item 19)	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Items 21–25)
Walks with one hand held	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Items 14, 15, 17)	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Item 20)	<b>A-2C Standing Position Skills and Behaviors</b> (p. 19, Item 28)
Walks without frequent falling	<b>B-2C Walking</b> (p. 47, Items 1–4)	<b>B-2C Walking</b> (p. 47, Item 5)	<b>B-2C Walking</b> (p. 47, Items 6–9)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>5B Gross Motor Skills</b> <i>(continued)</i>			
Runs, but not necessarily well	<b>B-2C Walking</b> (p. 47, Items 6–9) <b>B-4C Running, Skipping and Galloping</b> (p. 48, Item 1)	<b>B-4C Running, Skipping and Galloping</b> (p. 48, Item 2)	<b>B-4C Running, Skipping and Galloping</b> (p. 48, Items 4–6)
Stands on one foot with one hand held	<b>B-1C Standing</b> (p. 47, Items 1 and 2)	<b>B-1C Standing</b> (p. 47, Item 3)	<b>B-1C Standing</b> (p. 47, Items 5, 7–10)
Attempts to jump	<b>B-5C Jumping</b> (p. 49, Item 1)	<b>B-5C Jumping</b> (p. 49, Item 2)	<b>B-5C Jumping</b> (p. 49, Items 3–8)
Walks erect with arms swinging	<b>B-2C Walking</b> (p. 47, Items 1–6)	<b>B-2C Walking</b> (p. 47, Item 7)	<b>B-2C Walking</b> (p. 47, Items 8 and 9)
Jumps (at least one foot leaves the floor)	<b>B-5C Jumping</b> (p. 49, Items 1–3)	<b>B-5C Jumping</b> (p. 49, Item 4)	<b>B-5C Jumping</b> (p. 49, Items 5–8)
Runs well	<b>B-4C Running, Skipping and Galloping</b> (p. 48, Items 1–3)	<b>B-4C Running, Skipping and Galloping</b> (p. 48, Item 4)	<b>B-4C Running, Skipping and Galloping</b> (p. 48, Items 5 and 6)
<b>6B Fine Motor Skills</b>			
Uses a neat pincer grasp	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 53 and 54)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 59–65)
Squeaks toy with hand	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40–43, 45, 48, 51–53, 56, 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 59)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 59)
Puts objects, such as blocks, into a container	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 40–43, 45, 48, 51, 53, 56, 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 60)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 62–68)
Takes objects, such as blocks, out of a container	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 53, 56, 60)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 62)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 63–68)
Grasps and releases objects easily	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43, 45, 48, 51–53, 56, 60, 62, 63)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 64)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 65–68)
Unwraps objects	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43, 52, 60, 62, 63, 64)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 65)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 69–77)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>6B Fine Motor Skills</b> (continued)			
Deliberately pours or dumps objects from a container	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 43, 45, 48, 51–53, 56, 60, 62, 63–68)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 68)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 79)
Imitates scribble	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 57)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Item 73)	<b>C-1C General Eye/Finger/Hand Manipulative Skills</b> (p. 76, Items 74–78) <b>C-3C Early Handwriting Skills</b> (p. 78, Items 1–3)
<b>7B Expressive Language Skills—General</b>			
Says multiple syllables	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 20)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 27)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 29)
Shakes head for no or points to show preference	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 11)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 25)	<b>D-1C Prespeech Receptive Language</b> (p. 146, Item 26) <b>D-2C Prespeech Expressive Language</b> (p. 146, Items 27 and 28)
Imitates sounds or words	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 14, 21, 22, 31)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 45)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 48, 51–53)
Pretend talks	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 14, 21, 22, 31)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 32)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 45, 48, 51–53)
Holds up objects for attention	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 28)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 33)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 44, 46, 47)
Points to objects for attention	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 28 and 33)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 46, 47)
Says real words	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 48, 56, 59, 60) <b>D-3C General Speech and Language Development</b> (p. 148, Items 1–3)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 4)	<b>D-3C General Speech and Language Development</b> (p. 148, Items 5–10)
Pretend talks with some real words	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 32, 45, 48, 51–53)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 56)	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 58)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
<b>8B Expressive Language Skills—Names Objects</b>			
Cup	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Ball	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Book	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Spoon	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Chair	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Block	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Box	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)
Toy	<b>D-7 Identifies Pictures—Points</b> (p. 112, Items 1–13)  <b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 4–10)	<b>D-7 Identifies Pictures—Names</b> (p. 112, Items 10–14)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III (IED III)***

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>9B Expressive Language Skills—Uses Phrases</b>			
Repeats phrases	<b>D-2C Expressive Language Skills</b> (p. 146, Item 20) <b>D-3C General Speech and Language Development</b> (p. 148, Items 1–9)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 10)	<b>D-3C General Speech and Language Development</b> (p. 148, Items 11–23)
Uses two or three words in combination	<b>D-3C General Speech and Language Development</b> (p. 148, Items 5, 6, 7, 13)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 14)	<b>D-3C General Speech and Language Development</b> (p. 148, Items 42, 46, 47, 113) <b>D-4 Length of Sentence</b> (p. 103, Items 3 and 4)
<b>10B Self-help Skills</b>			
Feeds self cracker	<b>G-1C Feeding/Eating</b> (p. 350, Items 12, 15–17)	<b>G-1C Feeding/Eating</b> (p. 350, Item 18)	<b>G-1C Feeding/Eating</b> (p. 350, Items 21, 24, 25, 27)
Drinks from cup held by adult	<b>G-1C Feeding/Eating</b> (p. 350, Item 8) <b>A-1C Supine Position Skills and Behaviors</b> (p. 17, Items 23, 30, 36)	<b>G-1C Feeding/Eating</b> (p. 350, Item 20)	<b>G-1C Feeding/Eating</b> (p. 350, Items 23, 29, 30, 32)
Chews and swallows	<b>G-1C Feeding/Eating</b> (p. 350, Items 12, 13, 15, 17, 21, 22)	<b>G-1C Feeding/Eating</b> (p. 350, Item 27)	<b>G-1C Feeding/Eating</b> (p. 350, Items 34 and 41)
Cooperates in dressing	<b>G-2C Undressing</b> (p. 351, Item 1) <b>G-3C Dressing</b> (p. 351, Items 1 and 2)	<b>G-3C Dressing</b> (p. 351, Item 3)	<b>G-3C Dressing</b> (p. 351, Item 4)
Holds cup with both hands and drinks	<b>G-1C Feeding/Eating</b> (p. 350, Items 14, 20, 23)	<b>G-1C Feeding/Eating</b> (p. 350, Item 29)	<b>G-1C Feeding/Eating</b> (p. 350, Items 30, 32, 40)
Assists in dressing	<b>G-2C Undressing</b> (p. 351, Item 1) <b>G-3C Dressing</b> (p. 351, Items 1–3)	<b>G-3C Dressing</b> (p. 351, Item 4)	<b>G-3C Dressing</b> (p. 351, Items 5–7)
Holds cup with one hand and drinks	<b>G-1C Feeding/Eating</b> (p. 350, Items 29, 30, 32, 40)	<b>G-1C Feeding/Eating</b> (p. 350, Item 40)	<b>G-1C Feeding/Eating</b> (p. 350, Item 45)
Removes shoes	<b>G-2C Undressing</b> (p. 351, Items 1 and 2)	<b>G-4C Undressing</b> (p. 351, Item 3)	<b>G-4C Undressing</b> (p. 351, Items 4–7)

**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>10B Self-help Skills</b> <i>(continued)</i>			
Begins to anticipate and communicate toileting needs	<b>G-6C Toileting</b> (p. 353, Items 1–5)	<b>G-6C Toileting</b> (p. 353, Item 6)	<b>G-6C Toileting</b> (p. 353, Items 7–10)
<b>11B Social and Emotional Skills</b>			
Plays pat-a-cake	<b>H-2 Play and Relationships with Peers</b> (p. 377, Items 9–11)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Item 13)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Items 15, 19, 25)
Gives affection	<b>H-1C Relationships with Adults</b> (p. 377, Items 11–13)	<b>H-1C Relationships with Adults</b> (p. 377, Item 14)	<b>H-1C Relationships with Adults</b> (p. 377, Items 15–18)
Goes for a toy that is out of reach	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 3)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 7)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 8, 12, 15)
Shows interest in activities of others	<b>H-1C Relationships with Adults</b> (p. 377, Items 15, 17, 18)	<b>H-1C Relationships with Adults</b> (p. 377, Item 20)	<b>H-1C Relationships with Adults</b> (p. 377, Item 22) <b>H-2 Play and Relationships with Peers</b> (p. 377, Items 19, 21, 25) <b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 12 and 15)
Initiates interactions with other children	<b>H-1C Relationships with Adults</b> (p. 377, Items 15, 17, 18, 20) <b>H-2 Play and Relationships with Peers</b> (p. 377, Items 19 and 21)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Item 25)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Items 27, 28, 32, 35)
Shows pride in new accomplishments	<b>H-1C Relationships with Adults</b> (p. 377, Item 23) <b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 19)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 26)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 27 and 41)
Explores and returns to parent/caregiver	<b>H-1C Relationships with Adults</b> (p. 377, Item 20)	<b>H-1C Relationships with Adults</b> (p. 377, Item 22)	<b>H-1C Relationships with Adults</b> (p. 377, Item 22) <b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 12 and 15)
Opens doors or cabinets	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 12)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 13)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 15)
Imitates another child's actions	<b>H-2 Play and Relationships with Peers</b> (p. 377, Items 27, 31, 33)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Item 35)	<b>H-2 Play and Relationships with Peers</b> (p. 377, Items 39 and 43)



**Linking the *Early Head Start Screen III* (Toddler)  
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>11B Social and Emotional Skills</b> <i>(continued)</i>			
Watches faces for emotional clues	<b>H-1C Relationships with Adults</b> (p. 377, Items 12, 24, 26)	<b>H-1C Relationships with Adults</b> (p. 377, Item 28)	<b>H-1C Relationships with Adults</b> (p. 377, Items 30 and 32)
Mimics adult activities	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 52 and 53)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 55–58)	<b>H-2C Play and Relationships with Peers</b> (p. 377, Items 62 and 63)
Insists upon doing things for himself/herself	<b>H-1C Relationships with Adults</b> (p. 377, Items 25 and 26) <b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 19 and 26)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Item 27)	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 30 and 31)
Likes to perform for others	<b>H-3C Motivation and Self-Confidence</b> (p. 379, Items 5 and 6)	<b>H-4C Prosocial Skills and Behaviors</b> (p. 380, Item 5)	<b>H-4C Prosocial Skills and Behaviors</b> (p. 380, Item 9)

**Linking the *Early Head Start Screen III* (Two-Year-Old Child) with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
<b>1C Identifies Parts of the Body (Pointing)</b>			
Ears	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–5)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 6)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 7–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
Head	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–6)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 7)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 8–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
Teeth	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–8)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 9)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 10–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
Legs	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–9)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 10)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 11–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
Fingers	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–10)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 11)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 12–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
Arms	<b>D-1C Prespeech Receptive Language</b> (p. 146, Items 19, 23, 25, 32) <b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 1–11)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Item 12)	<b>D-8C Identifies Parts of the Body–Points To</b> (p. 152, Items 13–21) <b>D-8C Identifies Parts of the Body–Names</b> (p. 152, Items 1–16)
<b>2C Identifies Pictures by Naming</b>			
Cat	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Item 1)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 2–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1 and 2)
Dog	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures</b> (p. 111, Item 2)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 3–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–3)
Key	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures</b> (p. 111, Item 5)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 2–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 5 and 6)

**Linking the *Early Head Start Screen III* (Two-Year-Old Child)  
with the *Inventory of Early Development III (IED III)***

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>2C Identifies Pictures by Naming</b> <i>(continued)</i>			
Apple	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures</b> (p. 111, Item 4)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 5–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 4 and 5)
Car	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures</b> (p. 111, Item 3)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 4–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 1–4)
Cup	<b>D-1C Prespeech Expressive Language</b> (p. 146, Item 44)	<b>D-7 Identifies Pictures</b> (p. 111, Item 13)	<b>D-7 Identifies Pictures–Points</b> (p. 111, Items 14–26) <b>D-7 Identifies Pictures–Names</b> (p. 111, Items 13 and 14)
<b>3C Knows Uses of Objects</b>			
Knows use of car		<b>D-13C Knows Uses of Objects</b> (p. 153, Item 1)	<b>D-13C Knows Uses of Objects</b> (p. 153, Items 2–19)
Knows use of bed	<b>D-13C Knows Uses of Objects</b> (p. 153, Item 1)	<b>D-13C Knows Uses of Objects</b> (p. 153, Item 2)	<b>D-13C Knows Uses of Objects</b> (p. 153, Items 3–19)
Knows use of chair	<b>D-13C Knows Uses of Objects</b> (p. 153, Item 2)	<b>D-13C Knows Uses of Objects</b> (p. 153, Item 3)	<b>D-13C Knows Uses of Objects</b> (p. 153, Items 4–19)
<b>4C Repeats Sentences</b>			
Repeats three syllables	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 45) <b>D-3C General Speech and Language Development</b> (p. 148, Item 77)	<b>D-15a Repeats Sentences</b> (with Picture Stimuli) (p. 138, Item 1)	<b>D-15a Repeats Sentences</b> (with Picture Stimuli) (p. 138, Item 2) <b>D-15b Repeats Sentences</b> (without Picture Stimuli) (p. 140, Item 1)
Repeats four syllables	<b>D-2C Prespeech Expressive Language</b> (p. 146, Item 45) <b>D-3C General Speech and Language Development</b> (p. 148, Items 77 and 95) <b>D-15a Repeats Sentences</b> (with Picture Stimuli) (p. 138, Item 1)	<b>D-15a Repeats Sentences</b> (with Picture Stimuli) (p. 138, Item 2)	<b>D-15a Repeats Sentences</b> (with Picture Stimuli) (p. 138, Item 3) <b>D-15b Repeats Sentences</b> (without Picture Stimuli) (p. 140, Item 2)

**Linking the *Early Head Start Screen III* (Two-Year-Old Child)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>5C Gross Motor Skills</b>			
Jumps off the floor with both feet	<b>B-5C Jumping</b> (p. 49, Items 1–4)	<b>B-5C Jumping</b> (p. 49, Item 5)	<b>B-5C Jumping</b> (p. 49, Items 6 and 7)
Walks backward four steps	<b>B-2C Walking</b> (p. 47, Item 10)	<b>B-2C Walking</b> (p. 47, Item 11)	<b>B-2C Walking</b> (p. 47, Item 13)
Stands on one foot for one second	<b>B-1C Standing</b> (p. 47, Items 9 and 10)	<b>B-1C Standing</b> (p. 47, Item 11)	<b>B-1C Standing</b> (p. 47, Items 12–14)
Walks on tiptoe three steps	<b>B-2C Walking</b> (p. 47, Items 7, 12, 14)	<b>B-2C Walking</b> (p. 47, Item 15)	<b>B-2C Walking</b> (p. 47, Item 16)
<b>6C Understands Concepts of Number and Size</b>			
Just One		<b>F-1 Understands Number Concepts</b> (p. 251, Item 1)	<b>F-1 Understands Number Concepts</b> (p. 251, Item 2)
One more	<b>F-1 Understands Number Concepts</b> (p. 251, Item 1)	<b>F-1 Understands Number Concepts</b> (p. 251, Item 2)	<b>F-1 Understands Number Concepts</b> (p. 251, Items 3–5)
Big	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Items 1 and 2)	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Item 3)	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Items 4 and 5)
Little	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Items 1 and 2)	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Item 3)	<b>D-11C Understands Qualitative Concepts</b> (p. 153, Items 4 and 5)
<b>7C Visual Motor Skills</b>			
Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 1 and 2)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 3)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 4)
Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 1–3)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 4)	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 5 and 6)
Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 4–6)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 7)	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 8 and 9)
Holds crayon with fingers, perhaps incorrectly, with hand not fistled	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 1–4)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 5)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 6)
Uses one hand consistently	<b>C-3C Early Handwriting Skills</b> (p. 78, Items 1–5)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 6)	<b>C-3C Early Handwriting Skills</b> (p. 78, Item 11)

**Linking the *Early Head Start Screen III* (Two-Year-Old Child)  
with the *Inventory of Early Development III* (IED III)**

<b>Screens III</b>	<b>Inventory of Early Development III</b>		
<b>Core Assessment</b>	<b>A. Lower-Level or Prerequisite Skill</b>	<b>B. Same Skill as Screening Skill</b>	<b>C. Higher-Level Skill</b>
<b>8C Builds Tower with Blocks</b>			
Builds a tower with two blocks	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 1–6)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Item 7)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 8–26)
Builds a tower with three blocks	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 1–7)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Item 8)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 9–26)
Builds a tower with four blocks	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 1–8)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Item 9)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 10–26)
Builds a tower with five blocks	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 1–9)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Item 10)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 11–26)
Builds a tower with six blocks	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 1–11)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Item 12)	<b>C-2C Builds Tower with Blocks</b> (p. 78, Items 13–26)
<b>9C Matches Colors</b>			
Red	<b>D-1 Prespeech Receptive Language</b> (p. 86, Item 5)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Item 1)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Items 2–11) <b>D-9 Identifies Colors–Points</b> (p. 119, Items 1 and 2)
Blue	<b>D-9 Identifies Colors</b> (p. 119, Item 1)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Item 2)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Items 3–11) <b>D-9 Identifies Colors–Points</b> (p. 119, Items 1 and 2)
Green	<b>D-9 Identifies Colors</b> (p. 119, Items 1–2)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Item 3)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Items 4–11) <b>D-9 Identifies Colors–Points</b> (p. 119, Items 1 and 2)
Yellow	<b>D-9 Identifies Colors</b> (p. 119, Items 1–3)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Item 4)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Items 5–11) <b>D-9 Identifies Colors–Points</b> (p. 119, Items 1 and 2)
Orange	<b>D-9 Identifies Colors</b> (p. 119, Items 1–4)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Item 5)	<b>D-9 Identifies Colors–Matches</b> (p. 119, Items 6–11) <b>D-9 Identifies Colors–Points</b> (p. 119, Items 1 and 2)

**Linking the *Early Head Start Screen III* (Two-Year-Old Child)  
with the *Inventory of Early Development III* (IED III)**

<i>Screens III</i>	<i>Inventory of Early Development III</i>		
Core Assessment	A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
<b>10C Verbal Fluency and Articulation</b>			
Uses two-word phrases in which words relate in combination	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 48 and 58)  <b>D-3C General Speech and Language Development</b> (p. 148, Items 14, 16, 22–27, 29, 31)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 32)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 44)
Uses three-word phrases in which words relate in combination	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 48 and 58)  <b>D-3C General Speech and Language Development</b> (p. 148, Items 14, 16, 22–27, 29, 31, 32)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 44)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 46)
At least 50% of speech is intelligible	<b>D-2C Prespeech Expressive Language</b> (p. 146, Items 58–60)  <b>D-3C General Speech and Language Development</b> (p. 148, Items 24 and 26)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 28)	<b>D-3C General Speech and Language Development</b> (p. 148, Item 45)