

RAINBOW KIDS HANDWRITING SCALE*

Circle all behaviors you have observed in spontaneous (not adult directed or facilitated) work.

RED	ORANGE	YELLOW
Focused Attention		
Head & Trunk Control: turns head to locate sounds; raises head & chest when prone; reaches with one arm while supporting body with the other	Head & Trunk Control: sits up without support; moves to rhythms or music; rolls & pushes objects; crawls;	Head & Trunk Control: pushes toy while walking; pulls toys; runs
Visual Attention: moves eyes to locate sounds; stares at large objects; tracks objects; watches mobiles; inspects surroundings; locates moving objects	Visual Attention: looks at pictures in books for one minute; explores objects to look for sounds; switches awareness from one object to another	Visual Attention: turns pages appropriately; selects familiar objects out of a group; shifts attention frequently
Auditory Attention: startles with loud noises; reacts attentively when hears noises, reacts when hears familial names/nouns; shakes rattle	Auditory Attention: listens for responses; looks for family members & common objects when named; stops when hears “no”; turns head to name;	Auditory Attention: responds to 7-40 words
Visual-Motor Coordination		
Reach & Grasp: clenches fists; grasps objects placed in palm; reaches for objects; grasps objects with ring & little finger	Reach & Grasp: grasps objects; tries to turn pages; squeezes toys that squeak; probes with index finger; uses index & thumb on small objects	Reach & Grasp: uses whole hand to grasp marker; uses thumb & two fingers on small objects
Sequenced Movements: puts objects in mouth; pulls a string; pushes a button; bangs objects in his hand;	Sequenced Movements: puts down one object before reaching for another; drops and throws objects;	Sequenced Movements: helps to undress;
Eye-Hand Coordination: tries to pick up tiny objects between fingers; transfers objects from hand to hand; drops objects and watches them fall;	Eye-Hand Coordination: fills/dumps containers; stacks rings; lines up blocks; claps hands; hands objects to others; holds crayon with whole hand;	Eye-Hand Coordination: stacks and balances two blocks; throws objects and repeats; puts pellet in bottle
Cognitive/Symbolic		
Visual Recognition/Memory: studies faces; plays with hands & feet; watches bottle or breast; smiles at self in mirror; searches for partially hidden objects	Visual Recognition/Memory: looks for hidden objects; plays in mirror; cries when caregiver leaves; connects pictures & objects; rotates books	Visual Recognition/Memory: follows routines without objection; may show discomfort when separating from caregivers
Imitation: smacks lips, sticks out tongue, blows “raspberries with lips	Imitation: sounds and simple arm gestures; shakes rattle; scribbles	Imitation: household activities; using a tool to reach an object;
Creativity: not evident	Creativity: not evident	Creativity: uses “trial & error” approach; overcomes obstacles; scribbles; plays alone;
Communication		
Social Interaction: cuddles when held; quiets when picked up; makes brief eye-contact; responds to changes in speech & facial expressions; smiles when hears friendly voices; plays “peek-a-boo”	Social Interaction: plays “pat-a-cake”; repeats activities for praise/laughter; initiates play; shy around strangers; shouts for attention; responds to simple questions; gives kisses & hugs	Social Interaction: vocalizes & gestures “bye-bye”, “no”; indicates “more” & “all-done”; requests with words or gestures; carries out one-step requests or commands; shows off; frequent “no”; tantrums; comforts others
Non-Verbal: smiles at people; flaps hands & stiffens body when upset; uses some facial expressions; pushes, slaps, or kicks to indicate displeasure	Non-Verbal: shows like/dislike for people, objects, places, animals; shakes head for “no”; gestures wants & needs	Non-Verbal: points to objects; points to 3 body parts;
Verbal: coos, gurgles, responds to voices, makes <i>b, g, k, h, m, n, p, w, eh, uh, baba, nana</i> sounds, calls for attention	Verbal: changes pitch when jabbering; makes <i>d, t, w, z</i> sounds; uses double consonant sounds; jabbers when playing; “talks” to self in mirror; says first word	Verbal: jargon that sounds like words; raises & lowers pitch; omits final consonants; names facial body part; uses 8-10 words; repeats words;
Symbolic Language: moves to music	Symbolic Language: makes sounds to music; understands “hot”	Symbolic Language: claims “ownership”; hugs & kisses toys

*Developmental milestones taken from *My Baby Compass* by Kathryn Thorson Gruhn and *Developmental Hand Dysfunction* by Rhoda Priest Erhardt.

RAINBOW KIDS HANDWRITING SCALE

CHARTREUSE	GREEN	TEAL
Focused Attention		
Head & Trunk Control: transports objects in wagon;	Head & Trunk Control: climbs on furniture & small gym sets; jumps; kicks stationary ball;	Head & Trunk Control: independent on stairs; throws; kicks; climbs; runs; jumps; rides tricycle
Visual Attention: points to pictures in books; engages in solitary play	Visual Attention: identifies actions in pictures; notices missing pieces; matches; notices physical differences; easily distracted	Visual Attention: watches cartoons on television
Auditory Attention: responds to 50-300 words; talks to self as plays;	Auditory Attention: repeats two numbers; answers simple <i>what? where?</i> questions; listens 5-10 minutes; responds to 500 words;	Auditory Attention: answers simple <i>who? what? where? how?</i> questions; repeats phrases with 6-7 syllables; listens to 20 minute picture book;
Visual-Motor Coordination		
Reach & Grasp: turns knobs; plays with clay; holds crayon with whole hand with writing end by little finger	Reach & Grasp: consistently favors one hand; holds crayon with whole hand writing end by index finger	Reach & Grasp: strings beads or noodles;
Sequenced Movements: repeats play activities; uses functional toys;	Sequenced Movements: pours liquids; rides tricycle; alternates feet on stairs; throws ball overhand;	Sequenced Movements: snips safely with scissors; pastes 7 glues with supervision;
Eye-Hand Coordination: stacks & balances 6-8 blocks;	Eye-Hand Coordination: builds 6-7 block towers & block bridges;	Eye-Hand Coordination: builds 9-block tower;
Cognitive/Symbolic		
Visual Recognition/Memory: plays interactive toys; resists changes in routine	Visual Recognition/Memory: groups objects by size, shape & color; arranges toys by theme; puts together 5-piece puzzles	Visual Recognition/Memory: completes 8-piece puzzles; matches shapes; stacks 4-5 rings by size; puts toys away with supervision;
Imitation: observes & imitates later;	Imitation: drawing a vertical line	Imitation: drawing a horizontal line & circle;
Creativity: feeds doll with spoon; uses tools without being shown; spontaneous scribble	Creativity: acts out simple themes; makes things from blocks; uses color on paper; glues; imaginary characters.	Creativity: draws independently; names objects in drawings; plays pretend games; combines playthings.
Communication		
Social Interaction: announces toileting needs; asks for help; plays interactive games; recognizes gender differences; plays near others; separates easily; increased tantrums; procrastinates; defends wishes	Social Interaction: says name when asked; follows two-step command; plays next to others; shows possessiveness; resists commands; tantrums; resists help; refuses to share; insists on routines	Social Interaction: says name without request; uses <i>go, get it, don't, want</i> in requests; answers <i>yes/no</i> questions; asks simple <i>what?</i> questions; follows 2-step commands consistently; begins cooperative play; waits turn
Non-Verbal: points to body parts on self & doll; shows a variety of emotions;	Non-Verbal: fears of imaginary creatures & injury not always expressed in language	Non-Verbal: points to pictures of 10 objects when described by use; cautious of common dangers;
Verbal: more words than jargon; changes pitch for questions; names familiar objects; talks about present events; says name; 50 words; 2-4 word phrases	Verbal: uses <i>p, b, m, n, w, h</i> in words; requests help; asks <i>what?</i> ; 70% intelligible to caregivers; 200 intelligible words; uses verbs with other words; 3-4 word phrases	Verbal: uses <i>I, me, mine</i> ; begins to use pronouns <i>he, she, it</i> ; uses "inside voice"; uses 500 words in conversation (75% intelligibility); uses 3-4 word sentences
Symbolic Language: uses possessive words & phrases; produces animal sounds; uses adjectives & verbs; identifies clothing; differentiates food & objects; imaginary friends; disordered scribbles	Symbolic Language: names objects in pictures; associates objects with use; makes plurals; adds <i>ing</i> to verbs; understands <i>one & all</i> ; understands size relationships; names scribbles.	Symbolic Language: uses <i>is, am</i> ; uses past tense; uses <i>not</i> ; understands <i>in, on, under; bigger, littler</i> ; counts 2 objects; associates needs with actions; identifies 3 primary colors; draws person with circle and lines.

RAINBOW KIDS HANDWRITING SCALE

TURQUOISE	BLUE	INDIGO
Focused Attention		
Head & Trunk Control: hops on one foot; runs; gallops; jumps; climbs; crosses legs when sitting on floor	Head & Trunk Control: carries objects while walking upstairs; rides bike; skates; independent on playground equipment	Head & Trunk Control: gallops, jumps & moves in rhythm to music; rides bike; skates;
Visual Attention: names objects in a book (80%); names action in pictures; names 3-4 colors in a picture; identifies <i>circle, square</i> ; notes similarities & differences; colors in lines	Visual Attention: describes familiar objects; counts 4 or more objects; identifies 4-6 colors; identifies missing parts of pictures; lines up 5 objects from smallest to largest	Visual Attention: points to numbers 1-25; identifies penny, nickel, dime, quarter; differentiates morning (AM) from night (PM)
Auditory Attention: supplies last word in sentence; answers <i>how? what if?</i> questions; follows 2 step directions; nursery rhymes , songs, alphabet song.	Auditory Attention: answers <i>how far? how often? how long?</i> questions; answers complex comparison questions;.	Auditory Attention: repeats stories in detail using familiar words
Visual-Motor Coordination		
Reach & Grasp: strings beads; throws underhand; holds marker with static tripod (minimal movement/ wrist off paper)	Reach & Grasp: favors one hand; begins using dynamic tripod grasp (moving fingers, wrist on paper)	Reach & Grasp: isolates individual fingers for keyboarding, musical instruments, finger spelling, complex sign language
Sequenced Movements: cuts safely with increasing independence;	Sequenced Movements: pastes and glues; skips; jumps rope;	Sequenced Movements: knows right from left; constructs elaborate buildings with blocks; ties shoes
Eye-Hand Coordination: builds block bridges; copies cross; draws circle; pastes accurately; traces diamond (rounds corners); uses hammer.	Eye-Hand Coordination: catches ball in the air; cuts on lines; colors in the lines; traces name, numbers, capital letters; copies square, triangle	Eye-Hand Coordination: copies diamond; catches tennis ball; uses pencil sharpener; opens lock with key;
Cognitive/Symbolic		
Visual Recognition/Memory: matches items in same category; memorizes books; matches number to objects; puts toys away	Visual Recognition/Memory: recognizes printed name, familiar words in stories or signs; prints name, numbers, most upper case & some lower case letters	Visual Recognition/Memory: can call 911 and give needed information if taught; identifies pictures & numbers on playing cards & board games; prints words with 4 letters,
Imitation: drawing cross	Imitation: sings songs;	Imitation: acts out scripts
Creativity: organizes doll furniture and uses imaginatively; draws with 2 recognizable shapes; dances to music; mixes real & unreal in stories	Creativity: rhymes words; role playing; draws person with head, body, arms, legs, feet, hands, eyes, nose, mouth	Creativity: draws person with neck, fingers, clothes, and 7 other body parts;
Communication		
Social Interaction: uses details about people & places in conversation; plays cooperatively with 2-3 children; understands <i>good & bad</i> behaviors; follows simple rules; shows sympathy	Social Interaction: understands rules and boundaries in simple games; plays cooperatively; shares passion for toys, animals, activities; gives first, middle & last name; controls volume & pitch;	Social Interaction: expresses emotions & opinions; shares passion for collections; makes up rules for games; compares self to peers; doesn't tolerate breaking rules;
Non-Verbal: follows simple rules & boundaries; experiences some fears	Non-Verbal: makes eye-contact; takes turns talking;	Non-Verbal: cares about appearance, room, home, neighborhood
Verbal: Uses <i>won't & can't</i> ; 80-90% of speech is intelligible; asks questions with <i>yes/no</i> answers; asks <i>what? who?</i> questions; 4-5 word sentences;	Verbal: speaks intelligibly; uses <i>because</i> to answer <i>why</i> questions; asks <i>why? how?</i> questions; 4-8 word sentences; sequenced stories on topic	Verbal: days of week; address & phone number; varies pitch & volume; detailed stories; daily experiences; 6-8 word sentences; numbers 1-30;
Symbolic Language: irregular plurals; counts 3 objects; identifies 4 colors; understands <i>hard, soft , rough, in front of, behind, empty, full</i> ; uses <i>they, theirs, myself</i> ; counts 1-20; sequences events; draws pictures with stories.	Symbolic Language: uses <i>above, below, between, top, bottom, empty, full</i> ; uses passive voice; answers cause & effect questions; understands 1-5; identifies most body parts; uses future tense; draws landscapes.	Symbolic Language: relates experiences with time & direction; opposites; number concepts to 10; <i>half & whole; first, second, third, last, tomorrow, now, later</i> ; uses letters & numbers in context.