

For Training Purposes



Early Screening Inventory-Revised™ Meisels et al. Score Sheet for Ages 4.6 to 6.0 Years

Total Screening Score: _____
Refer Rescreen OK

Child: _____ Male Female
Date of Screening: YEAR _____ MONTH _____ DAY _____
Date of Birth: YEAR _____ MONTH _____ DAY _____
Current Age: YEAR _____ MONTH _____ DAY _____
Rounded Age: YEAR _____ MONTH _____ DAY _____

For detailed administration directions, consult the ESI-R Examiner's Manual

Examiner: _____
School: _____
Teacher: _____
Parent Questionnaire completed? Yes No

KINDERGARTEN
4 1/2-6

1 VISUAL-MOTOR/ADAPTIVE

A Warm-Up With 10 Blocks/Block Building

1 Tower

Put 10 blocks on a piece of construction paper. Here are some blocks for us to play with. Let's build a tower. See how high you can make it go. Use all the blocks.

Tower

2 Gate from model (build gate behind a screen)

Build on construction paper.

Now I'm going to build a gate. When I finish I want you to make one just like mine.

Make gate behind screen. Remove screen.

Now you make one just like mine. Give child 5 blocks.

When child seems finished: Is that just like the one I made?

Gate from model

or, if fails — Gate by imitation (build gate without a screen)

Watch how I make this one. Construct gate.

Now you make one just like mine. Give child 5 blocks.

When child seems finished: Is that just like the one I made?

or Gate by imitation



	Circle Points, or F, or R			Comments
	Points	Fail	Refuse	
1 Tower				
2 Gate from model (build gate behind a screen)				
or, if fails — Gate by imitation (build gate without a screen)	2	F	R	
or Gate by imitation	or 1	F	R	

I VISUAL-MOTOR/ADAPTIVE continued

B Copy Forms

Now let's play some drawing games. Give child plain white paper and a pencil without an eraser.
 Draw one just like this on your paper. Child may have a second trial. Score the best drawing.

	Points	Fail	Refuse
1 Copy ○	1	F	R
2 Copy +	1	F	R
3 Copy □	1	F	R
4 Copy △	1	F	R

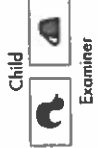
C Draw A Person (DAP)

Draw a picture of a person — a boy or a girl. When child seems finished: Are you finished?

	Points	Fail	Refuse
Draw A Person — 5 or more body parts or — 3 or 4 body parts	2 or 1	F	R

D Visual Sequential Memory

Now we're going to play a pointing game with these pictures. I'm going to put this one (cup) here, and this one (duck) here. Lay down cards facing child, as shown at right. Look at them carefully and remember where they are — this one is here, (point to cup), and this one is here (point to duck). Now I'll turn them over.



Point to the card that has a picture just like this. Lay cards flat on the table. Always show cards for pointing in numerical order (1-duck, 2-cup, 3-bouse).

1	0	F	R
or, if fails	or 0	F	R
If child fails both trials, go directly to Number Concept			
Now we'll try it a different way:			
2	1	F	R
or, if fails	or 1	F	R

ESI-K

II LANGUAGE AND COGNITION

A Number Concept
1 10 Block Counting

Count these blocks. Point to each one and count out loud so that I can hear you. Place 10 blocks in random order on a piece of construction paper. Blocks should not touch each other. Child may rearrange blocks when counting.

10 Blocks (counting)

*If child passes, proceed promptly to All Together
 or, if child fails 10 Block Counting — 5 Block Counting*

Remove 5 blocks. Count these blocks. Point to each one and count out loud so that I can hear you.

or 5 Blocks (counting)

*If child passes, proceed promptly to All Together
 or, if child fails both counting trials, go directly to Verbal Expression*

2 All Together

If child passes either counting trial, promptly ask: How many are there all together?

If child begins counting (again): Tell me without counting.

10 Blocks or 5 Blocks (all together)

		Circle Points, or F, or R			Comments
Points	Fail	Refuse			
2	F	R			
or 1	F	R			
1	F	R			

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II LANGUAGE AND COGNITION continued

B Verbal Expression

Now I have some things I want you to tell me about.

Tell me all about this. *Give child object.*

Record child's responses in spaces at right.

If child demonstrates without using words: Tell me with your words.

If child hesitates or responds with single reply, prompt once: Tell me more about it.

If child has not responded to all four categories, elicit a response with the following question(s), as needed (ask each prompt question only once per object):

Name: What is it? (or What do you call it?)

Color: What color is it?

Shape: What shape is it? (except car)

Use: What do you use it for? (or What do you do with it?)

Scoring the child's responses:

Enter 2 points in appropriate box below for each spontaneous correct response;

Enter 1 point in appropriate box below for each correct response elicited with a specific question.

Enter scores in appropriate boxes in scoring grid below.

Object	Name	Color	Shape	Use	Other	Object Total
Ball				Give credit for up to 3 responses	Give credit for up to 3 responses	
Button						
Block						
Car						
Object Total Score:						

Record Child's Spontaneous Responses (2 points each)	Record Responses Elicited by Examiner (1 point each)
Ball:	Ball:
Button:	Button:
Block:	Block:
Car:	Car:

Object Total Score	ESI-K Points Received
0 - 5	0
6 - 20	1
21 - 35	2
36 +	3

Using the Object Total Score, circle the ESI-K points received on the chart at right.

ESI-K

II LANGUAGE AND COGNITION continued		Circle Points, or F, or R		Comments
		Points	Fail Refuse	
C Verbal Reasoning	Now we're going to play another talking game. Listen carefully and finish what I am saying.			
1	Brother is a boy; sister is a _____. <i>If child fails or does not respond, say the completed sentence: Brother is a boy; sister is a girl, (for this sentence only).</i>	1	F R	
2	A horse is big; a mouse is _____.	1	F R	
3	A table is made of wood; a window is made of _____.	1	F R	
4	A bird flies; a fish _____.	1	F R	
D Auditory Sequential Memory	Now I'm going to say some numbers. Listen carefully and when I'm all through, you say the same numbers that I said. Say the digits slowly and clearly.			
1	9, 3 <i>or, if fails</i> 2, 6	0 <i>or 0</i>	F R F R	
2	5, 1, 6 <i>or, if fails</i> 6, 2, 8 <i>If child fails both 3-digit series, go directly to Gross Motor</i>	1 <i>or 1</i>	F R F R	
3	2, 7, 4, 9 <i>or, if fails</i> 5, 9, 6, 3	2 <i>or 2</i>	F R F R	

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III GROSS MOTOR

A Balance

Now we're going to play some standing up games. I want to see if you can stand on one foot, like this, while I count to 10. *Demonstrate briefly: Count out loud to 10 slowly at 1-second intervals.*

Now stand on the other foot while I count to 10. *Child may bare up to 3 trials on each foot.*

10 seconds on each foot
or 5 to 9 seconds on either foot

B Hop

I want to see you hop 5 times on one foot. *If child hesitates, demonstrate hopping.*
Now hop 5 times on the other foot. *Child may bare up to 3 trials on each foot.*

5 hops on each foot
or 3 or 4 hops on either foot

C Skip

Now I want to see you skip. *Demonstrate if child hesitates.*

Skips using alternating feet

	Circle Points, or F, or R		
	Points	Fail	Refuse
	2 or 1	F	R
	2 or 1	F	R
	2	F	R

Comments

Right Foot:
Left Foot:

Right Foot:
Left Foot:

Total Screening Score:

ESI-K

IV OTHER INFORMATION — *not scored*

A Speech Development

- 1 Is speech free of articulation errors? Yes No
- 2 Is speech intelligible within context? Yes No
- 3 Is speech intelligible outside of context? Yes No

B Please note any concerns about speech or language (including consonant and/or vowel errors):

C Overall impression of screening experience and additional comments:

Total Screening Score:

ESI-R Cutoff Scores

Age Range	Refer	Rescreen	OK
4;6 – 4;11	9 or less	10 – 13	14 or more
5;0 – 5;5	13 or less	14 – 17	18 or more
5;6 – 5;11	15 or less	16 – 20	21 or more

Circle screening decision: Refer Rescreen OK

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