

### **Instructions**

Please think about what your child does with objects around the home. Think about **any** kind of object that your child can do something with, including toys, clothes, boxes, dishes, silverware, drawers, doors, faucets, etc. Then read the description of each skill on this inventory and the examples given. For each skill, check the **ONE** statement that best describes your child's level of ability. If your child has not acquired a skill, please check **Not Present**.

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# I. Basic Skills with Objects

Please check the ONE statement that best describes the child's skill.

## Skills, General Description and Examples

### A. Approaches Desired Objects

Actively decreases distance between self and desired object that is out of reach by bringing self closer to object or bringing object closer to self.

- Moves close to desired object.
- Reaches for desired object.
- Object is on a towel and out of reach, child pulls towel to get object.
- Hears radio, moves closer to it.
- Smells food, moves toward source.



### Comments or other examples

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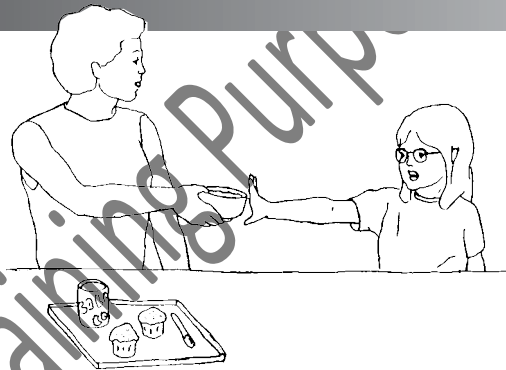
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### B. Avoids Objects

Actively increases distance between self and undesirable object/person.

- Places barrier between self and object.
- Pushes away object.
- Puts object away.
- Moves away from object.
- Covers eyes or turns head to avoid object.
- Covers ears when hears loud sound.



### Comments or other examples

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# I. Basic Skills with Objects

## Skills, General Description and Examples

### C. Holds Objects

Purposefully grasps and holds object when it is offered.

- When handed one object, grasps and holds it.



#### Comments or other examples

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### D. Releases Objects

Purposefully lets go of an object.

- Drops object (on purpose).
- Places object on floor or table top.



#### Comments or other examples

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# I. Basic Skills with Objects

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## Skills, General Description and Examples

### E. Picks Up Objects

Picks up an object from a surface and holds it.

- Picks up one object from a surface and holds it.



### Comments or other examples

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### F. Uses Simple Actions on Objects

Acts on objects with one basic strategy that is not related to the conventional use of the object. Must involve more than holding or picking up an object. May include self-stimulatory action, but does **not** include exploration of object.

- Bangs objects on floor or wall
- Swats/bats at objects
- Mouths objects
- Flaps/shakes objects



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## Skills, General Description and Examples

### G. Explores Objects

Examines a new object by looking, feeling, mouthing or listening. Should not include repetitive or self-stimulatory action. Clearly attempts to gain further information about the object.

- Holds and looks at object, possibly turning it over several times.
- Pokes at object.
- Tastes new food.
- Scans object with fingers, touches it to mouth or cheeks.
- Smells objects.



### Comments or other examples

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### H. Holds Two Objects

Holds two objects at once, one in each hand.

- While holding one object, grasps a second one in the other hand and holds it.
- Picks up two objects and holds them (one in each hand).



### Comments or other examples

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# I. Basic Skills with Objects

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## Skills, General Description and Examples

### I. Transfers Objects

Transfers an object from one hand to the other.

- Passes one object back and forth between hands.
- Transfers object from one hand to the other before accepting a second object.
- Transfers an object to the other hand when you try to put coat sleeve over arm that's holding object.



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## II. Ways to Gain Access to Objects

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### Skills, General Description and Examples

Moves self around an obstacle or barrier in order to get to desired object, person or place that is behind it. Child cannot reach the target by moving directly towards it. (Must be clear that child has a target in mind.)

- Moves around sliding door to get to outside.
- Moves around table to get to Mom who is on the other side of it.
- A ball is on the other side of the fence: child moves away from the ball to get around the fence in order to get the ball.

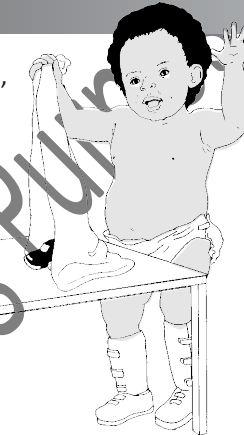


### Comments or other examples

### B. Removes Barriers

Removes an obstacle that stands between self and desired object, person or place. Rather than moving self around barrier, child tries to move the barrier out of the way. (Does not include removing lid from container.)

- Opens shower curtain to look in shower.
- Removes blanket to find toy that is beneath it.
- Pulls Mom's hands from face when playing peek-a-boo.



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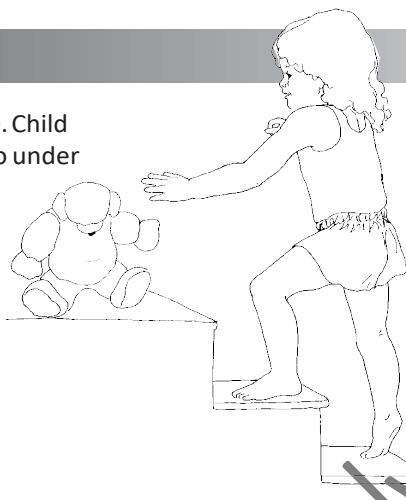
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### Skills, General Description and Examples

#### C. Goes Over or Under Barriers

Goes over or under a barrier to get something on the other side. Child moves toward object, person or place, but must climb over or go under barrier to get to it.

- Climbs stairs to get toy on landing.
- Crawls under blanket to get toy.
- Crawls under bed to find desired object.
- Climbs over back of sofa to get seat next to Dad.



#### Comments or other examples

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#### D. Locates Objects

Locates object that has vanished from sight or touch or hearing based on where it was last seen, felt or heard. (Need not actually retrieve object.)

- Looks for baby sister when cries in other room.
- Looks (using sight or touch) under couch for ball that has just rolled under it.
- Looks for dog when it barks.
- Looks (using sight or touch) for toy or soap bar in bathtub that has just squirted away from him.



#### Comments or other examples

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## II. Ways to Gain Access to Objects

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### Skills, General Description and Examples

#### E. Conducts Simple Search for Objects

Actively tries to find something by looking visually or tactually in two or more places for it. Places are within reach of child. (Need not actually find object.)

- Looks or feels in both of Dad's hands for hidden candy.
- Looks or feels in Mom's pocket and purse for gum.
- Looks or feels in one drawer then another to find socks.



#### Comments or other examples

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#### F. Conducts Complex Search for Objects

Actively tries to find something by looking visually or tactually in two or more locations that are not immediately accessible (they are beyond child's reach). Need not actually find object.

- Looks or feels under bed, then in closet to find shoe.
- Looks or feels behind couch then behind chair to find item.
- Looks or feels in cookie jar then in cupboard to find cookies.
- When favorite blanket is not found in usual place looks or feels in another place for it.



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## II. Ways to Gain Access to Objects

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### Skills, General Description and Examples

#### G. Takes Out of Open Containers

Removes a desired object from an **open** container. The child knows that the object is in the container.

- Takes cookie out of **open** cookie jar.
- Takes favorite toy out of **open** toy box.
- Takes clothes out of laundry hamper.



#### Comments or other examples

#### H. Opens Simple Containers

Opens common, simple containers to retrieve a desired object that the child knows is inside. Only **one** action is required to open the container.

- **Pulls open** refrigerator door to get juice.
- **Pulls open** drawer to get socks.
- **Opens** flap of box to get cookie.



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## II. Ways to Gain Access to Objects

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### Skills, General Description and Examples

#### I. Opens Complex Containers

Opens common containers that require at least **two** separate actions to open.

- **Turns** knob and **pulls** open door.
- **Unscrews** jar lid and **removes** it.
- **Slides** latch and **opens** door.



#### Comments or other examples

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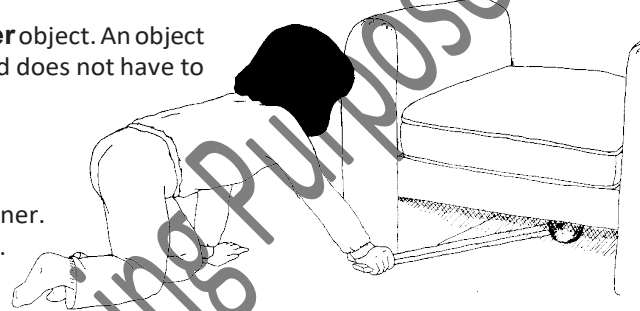
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#### J. Uses Simple Tools to Gain Access

Uses one object as a **means** to get **another** object. An object is present that will serve as a tool, and child does not have to choose between possible tools.

- Uses a key to open door or container (may be toys).
- Uses spoon to pry open drink mix container.
- Uses a stick to rake ball from under couch.
- Uses hanger to knock object off tall shelf.



#### Comments or other examples

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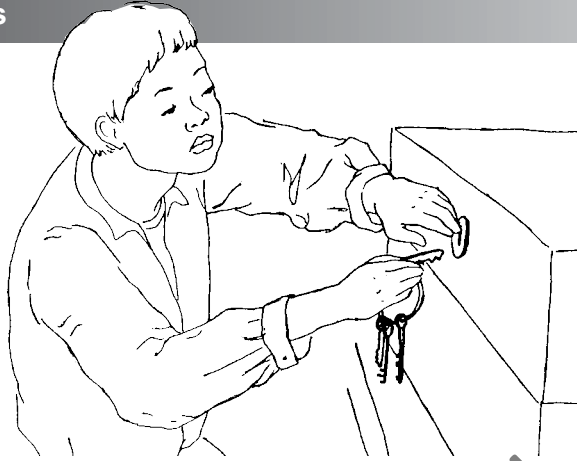
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### Skills, General Description and Examples

#### K. Uses Complex Tools to Gain Access

Uses one or more objects as a **means** to get **another** object. The tool must require proper **selection, orientation** and **manipulation**.

- Chooses key from selection of keys and fits it into lock to open door.
- Chooses item that slips beneath edge of lid from several items, and uses it to pry off lid.
- Chooses stick of appropriate length and uses it to rake object from beneath couch.



#### Comments or other examples

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# III. Ways to Use Objects

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## Skills, General Description and Examples

### A. Uses Objects According to Their Function

Uses simple objects one at a time clearly understanding what their function is. Object should be designed for more than sensory stimulation. Item need not be oriented properly.

- Brushes hair with hair brush (but bristles may face up).
- Puts toothbrush in mouth and moves it back and forth.
- Places cup beneath running water to fill it.



#### Comments or other examples

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### B. Orients Objects

Turns object right side up in order to use it in a conventional way.

- Turns mirror right side up to look at it.
- Turns brush with bristles toward head before brushing hair.
- Turns car onto wheels before pushing it.



#### Comments or other examples

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### III. Ways to Use Objects

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#### Skills, General Description and Examples

##### C. Puts Into Open Containers

Drops or places object into open container.

- Puts dishes in sink.
- Puts trash in trash can.
- Puts toys in toy box.



##### Comments or other examples

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##### D. Turns On/Off

Turns an object “on” or “off”.

- Turns on kitchen appliance (toaster, microwave).
- Turns on TV using remote control or knob on TV set.
- Flushes toilet.
- Turns on water faucet.



##### Comments or other examples

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**D Not Present:** The child doesn't seem to understand what needs to be done and doesn't attempt to perform this skill.

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### III. Ways to Use Objects

Please check the ONE statement that best describes the child's skill.

#### Skills, General Description and Examples

##### E. Operates Complex Objects

Operates a mechanical object. Uses sustained and varied interaction with object to maintain operation.

- Uses remote control to change channels, volume on TV/VCR.
- Plays with remote control car by using remote.
- Operates electric wheelchair.



#### Comments or other examples

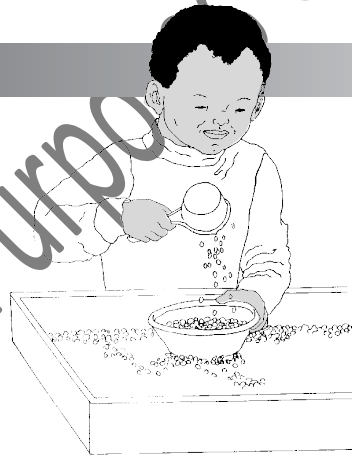
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##### F. Adjusts Planes

Purposefully tilts a surface or container to cause items to move, or to come out of container, or to stay in it.

- Tips cereal box to pour cereal.
- Scoops and pours water in (and out) of bathtub.
- Tips cup or bottle to drink.
- Holds plate level so grapes don't fall off.



#### Comments or other examples

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### III. Ways to Use Objects

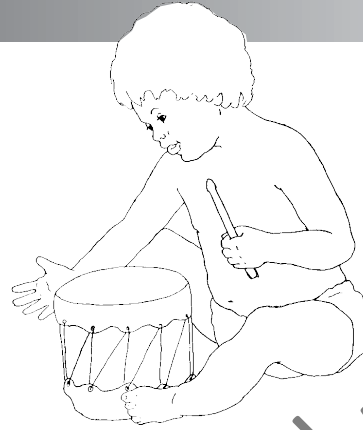
Please check the ONE statement that best describes the child's skill.

#### Skills, General Description and Examples

##### G. Uses One Object to Act on Another in a Simple Manner

Acts on two objects at the same time, combining them into one simple activity.

- Brushes **dog** with dog **brush**.
- Rolls out **cookie dough** with **rolling pin**.
- Bangs on **bowls** and **pans** with **spoon**.



#### Comments or other examples

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##### H. Uses One Object to Act on Another in a Complex Manner

Acts on two objects at the same time, combining them into a complex activity that involves a **series** of actions.

- **Washes, rinses** dishes.
- **Sweeps** dust into dust pan and **empties** it.
- **Dresses** doll in a **whole** outfit.



#### Comments or other examples

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### III. Ways to Use Objects

Please check the ONE statement that best describes the child's skill.

#### Skills, General Description and Examples

##### I. Matches Objects by Manipulation

Turns asymmetrical object until it fits into template.  
(May try to put it into wrong places first.)

- Turns toothbrush to fit into holder.
- Turns key to fit into lock.
- Turns coin to fit into piggy bank.



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#### Comments or other examples

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##### J. Matches Objects According to Perceptual Features

Immediately selects correct object to go into indicated template or to match another one to its shape, size, color or other feature without trial and error. (Doesn't have to actually get it in to the template – just recognizes correct match).

- Selects correct lid for plastic container out of a selection of different lids.
- Selects correct puzzle pieces to go into puzzle.
- Selects correct size container to nest in order from several containers of graduated size.



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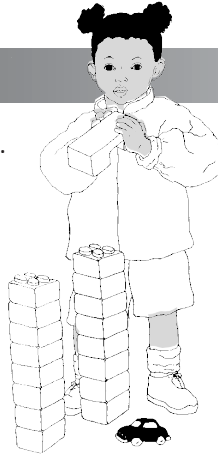
### III. Ways to Use Objects

#### Skills, General Description and Examples

##### K. Puts Together

Puts **at least three** objects together to create one simple object. There is no particular sequence of assembly required.

- Nests three or more cups.
- Fits three or more train track pieces together but does not make a complete circuit.
- Pours milk, cereal, sugar into bowl.



##### Comments or other examples

##### L. Constructs/Assembles

Assembles items in a logical sequence to construct a more complex object or result.

- Builds a fort/house with blanket, table and chairs.
- Spreads mayonnaise on bread and assembles cheese, lettuce and tomato sandwich.
- Builds a house with windows, doors and separate rooms out of a set of blocks.



##### Comments or other examples

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### III. Ways to Use Objects

#### Skills, General Description and Examples

##### M. Uses Containers to Carry Objects

Puts several items in or on a container and uses the container to carry them.

- Puts blocks in box to carry them to another room.
- Uses pockets to carry items.
- Puts dishes on a tray to clear table.



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#### Comments or other examples

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Notes and Comments:

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# Home Inventory of Problem Solving Skills (HIPSS)

Child's Name \_\_\_\_\_ Today's Date \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Completed By \_\_\_\_\_

**Scoring:** Mastered = 2    Mastered with Limitations = 2    Emerging = 1    Not Present = 0

Please place the score from each item on the lines below. Add the numbers in each column to find the subtotal and divide by the number indicated to get the percent for each category. Then calculate the total.

## Skill Summary

I. Basic Skills	II. Ways to Gain Access	III. Ways to Use Objects	TOTAL
<input type="checkbox"/> A. Approaches	<input type="checkbox"/> A. Makes Detours	<input type="checkbox"/> A. Functional Use	
<input type="checkbox"/> B. Avoids	<input type="checkbox"/> B. Removes Barriers	<input type="checkbox"/> B. Orients	
<input type="checkbox"/> C. Holds	<input type="checkbox"/> C. Over/Under Barriers	<input type="checkbox"/> C. Puts In	
<input type="checkbox"/> D. Releases	<input type="checkbox"/> D. Locates	<input type="checkbox"/> D. Turns On/Off	
<input type="checkbox"/> E. Picks Up	<input type="checkbox"/> E. Simple Search	<input type="checkbox"/> E. Operates Complex Objects	
<input type="checkbox"/> F. Simple Action	<input type="checkbox"/> F. Complex Search	<input type="checkbox"/> F. Adjusts Planes	
<input type="checkbox"/> G. Explores	<input type="checkbox"/> G. Takes Out	<input type="checkbox"/> G. Uses One Object to act on Another-Simple	
<input type="checkbox"/> H. Holds Two Objects	<input type="checkbox"/> H. Opens Simple Containers	<input type="checkbox"/> H. Uses One Object to act on Another-Complex	
<input type="checkbox"/> I. Transfers	<input type="checkbox"/> I. Opens Complex Containers	<input type="checkbox"/> I. Matches by Manipulation	
	<input type="checkbox"/> J. Uses Simple Tools	<input type="checkbox"/> J. Matches to Perceptual Features	
	<input type="checkbox"/> K. Uses Complex Tools	<input type="checkbox"/> K. Puts Together	
		<input type="checkbox"/> L. Constructs / Assembles	
		<input type="checkbox"/> M. Uses Containers	
<b>Subtotal</b>			
<b>Percent</b>			
____ / 18 = <input type="text"/> %	____ / 22 = <input type="text"/> %	____ / 26 = <input type="text"/> %	____ / 66 = <input type="text"/> %

## Hands-On Problem Solving

materials are appropriate for non-verbal children who have multiple disabilities as well as for children who are deafblind. These assessment tools are used to examine a child's everyday interactions with the physical environment. This information will help educators and parents to target problem solving skills that will promote cognitive development.



Oregon Institute on Disability & Development

**Design to Learn Projects**

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**[www.designtolearn.com](http://www.designtolearn.com)**

for additional practical information and materials.