

**GOAL SETTING AND PROGRESS MONITORING PROGRESSION
FOR DEVELOPMENTAL PROCESSES**

Name of Child _____

Date of Birth _____

Date of Goal Setting _____

First date of Monitoring _____ 2nd _____ 3rd date _____

Age _____

The following is a means for evaluating the development of critical developmental processes. Please use the rating to document where you see the child's development in the classroom. This view of the child is transdisciplinary, as aspects of each process cross disciplines and also focus on key elements of learning. The outcomes are not age related but can still indicate progress toward desired skills (level 9).

This evaluation can be used in conjunction with the age tables to look at reduction of percentage of delay and increase in specific skills. Observing the following processes enables a cross disciplinary view of the development of critical developmental processes as opposed to the addition of specific age level skills. The development of these processes will support the development of multiple skills across domains.

Directions: For each measurement, circle the number that most closely relates to the child's behavior or understanding in relation to the process component. Using a different colored ink each time, can help to delineate patterns. If the child is not yet solidly at an odd numbered skill, circle the even number in between to indicate an emerging ability. The pattern of strengths and weaknesses can be seen in the circled numbers and can help professionals focus on key processes needing attention in the curriculum for an individual child.

Process and Components	Observation of Child's Level of Ability Based on Functioning							
ENGAGEMENT								
<ul style="list-style-type: none"> Awareness of play and interaction opportunities 	<p>1 Uninterested in the environment. Adult needs to introduce options</p>	2	<p>3 Explores environment, but adult needs to motivate play</p>	4	<p>5 Looks around environment and seeks out what is of interest</p>	6	<p>7 Is aware of options and seeks out joint activities with a peer</p>	<p>8 9 Is aware of options, selects play activity and/or play partner based on interests and desires to engage</p>
<ul style="list-style-type: none"> Curiosity about and initiation with people, objects, and events 	<p>1 Is not curious about people, objects, or actions</p>	2	<p>3 Is curious about people or objects and their actions and wants to engage</p>	4	<p>5 Is curious about the characteristics of people and objects and explores with all sensory modalities</p>	6	<p>7 Is motivated by what people and objects can do and wants to examine options</p>	<p>8 9 Is interested in people and events in the environment and participates in exploration of cause-and-effect events.</p>
<ul style="list-style-type: none"> Investigation and discovery through exploration and practice 	<p>1 Explores through senses but does not investigate or discover potential outcomes of cause and effect</p>	2	<p>3 Practices the same actions repeatedly without modification.</p>	4	<p>5 Explores options for use of objects, using a variety of actions</p>	6	<p>7 Investigates combinations of objects through practice and modifications of actions to discover new results</p>	<p>8 9 Experiments with combinations of materials to create unique results.</p>
<ul style="list-style-type: none"> Anticipation, expectation, or 	1	2	3	4	5	6	7	8 9

prediction of outcomes	Does not anticipate results of own or others' actions.		Anticipates results of face-to-face, physical, or simple object play initiated by others	Initiates actions in anticipation of results, whether physical or social responses	Anticipates or predicts the results of combining actions or materials to achieve a result	Makes predictions about what will happen after actions or events, and can confirm or disconfirm their predictions			
EXECUTIVE FUNCTIONING									
<ul style="list-style-type: none"> Mastery motivation 	1 Actions appear purposeful or intended to accomplish a goal	2	3 When unsuccessful in play or a task, the child may stop attempts.	4	5 Persists on a task for a couple of attempts, then seeks out assistance of peer or adult.	6	7 Persists several minutes before abandoning task or seeking help.	8	9 Is autonomous and persistent, even when actions are unsuccessful, continues to try to accomplish the task.
<ul style="list-style-type: none"> Self-regulation 	1 Is not yet able to control emotions, impulsive actions, or inhibit distractions even with adult support	2	3 Is able to control emotions and behaviors with moderate adult physical and verbal support but has difficulty inhibiting distractions and play is often repetitive.	4	5 Is able to self-calm and manage behaviors with minimal adult support. Is beginning to study objects or situations and remember previous strategies.	6	7 Is able to self-regulate. Focuses attention and uses flexible thinking to approach a problem.	8	9 Is able to self-regulate. Shifts attentional focus to key aspects to solve problems. Is building a repertoire of problem-solving strategies.

<ul style="list-style-type: none"> Self-determination 	<p>1 Is not yet able to make play choices or indicate preferences.</p>	<p>2 3 Has preferences and wants to make own choices for clothing, foods, toys.</p>	<p>4 5 Chooses activities, but needs assistance to develop a plan of action. Asserts self in play, and social problem-solving needs adult mediation.</p>	<p>6 7 Chooses activities, plans actions, and problem solves with help of adult or peers. Social problem solving needs occasional adult support.</p>	<p>8 9 Chooses activities, plans actions, problem solves independently or with a peer. Beginning to apply strategies for social problem solving.</p>
<p>THEORY OF MIND</p>					
<ul style="list-style-type: none"> Affective ToM 	<p>1 Does not respond to parental, adult, or child's emotional cues</p>	<p>2 3 Is able to express and respond to clear positive emotions of others.</p>	<p>4 5 Is able to express and respond appropriately to clear positive emotions and emotions of discomfort of others</p>	<p>6 7 Is able to describe a broad range of their own and others' expressed emotions</p>	<p>8 9 Is able to respond to subtle cues of positive emotions, emotions of discomfort and self-conscious emotions</p>
<ul style="list-style-type: none"> Cognitive ToM 	<p>1 Shows no understanding of why others are expressing emotions</p>	<p>2 3 Watches others' emotions and indicates understanding by looking at what caused expression of emotion</p>	<p>4 5 Is able to explain in pictures, gestures, or simple words what happened and what caused the others' emotions. Is beginning to</p>	<p>6 7 Is able to explain in pictures, gestures, or words why someone is expressing a specific emotion and</p>	<p>8 9 Is able to discuss a situation, what caused a social or physical problem and what each person was feeling in the</p>

				understand the reasons for people's actions (cause-and-effect).	what should happen next to resolve the problem. Is able to anticipate what someone is going to do next.	situation and how the situation can be resolved.			
SENSORIMOTOR PROCESSING									
<ul style="list-style-type: none"> Physiological regulation 	1 Drowsiness, sleep, fussiness, crying, and alertness are imbalanced, with quiet alert being the least prominent state of awareness	2	3 Is often in a state of fussiness or lack of attention, negatively influencing attention, focus, and problem solving.	4	5 Spends much time in quiet alert awareness, but is often inattentive or not focused on engagement with the environment	6	7 Often is interested and focused, but is easily distracted	8	9 Is often in the quiet alert state, focusing on important aspects of the environment
<ul style="list-style-type: none"> Sensory processing 	1 Multiple sensory needs inhibit the child's engagement with people, objects, and events such that the child is not learning effectively	2	3 More than one sensory system is influencing attention, behavior and positive interactions. The child needs support to choose and	4	5 One sensory system is influencing attention and behavior. The child adjusts play behaviors to limit or seek out needed activities.	6	7 Is able to moderate sensory and behavioral activities such that only minimal support is needed.	8	9 Is able to process information in such a way that all sensory input is easily modulated and decisions are made related to desired input

			complete activities.						
<ul style="list-style-type: none"> • Motor planning 	1 Has difficulty imitating physical actions	2	3 Given appropriate physical supports (if needed) is able to imitate simple one-step actions that don't require refined motor skills or sequences of motor actions.	4	5 Is able to imitate two-to-three step action sequence with verbal and physical prompts (where to place body parts) when activity is motivating and gross and fine motor skills are present	6	7 Is able to follow verbal instructions, combined with model of physical action sequences to produce a three-to-four step sequence of actions.	8	9 Is able to follow a sequence of verbal descriptions or commands to act out a complex sequence of actions, such as with finger plays, dance or a movement sequence.

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Toni Linder (in production)
toni.linder@gmail.com

THINKING SKILLS OBSERVATIONS

Directions: Place a check mark in the column under the number that most closely matches the child's ability to use each thinking skill.

Thinking Skill	Explanation	Rating		
		1 Not observed	2 Observed infrequently or only in specific activities	3 Observed frequently across activities
1. Question or Wonder (Qu)	1. To inquire in order to discover information. Asks who, what, where, when, why or how about something.	1	2	3
2. Investigate or Analyze (In)	2. To examine or study carefully to determine key parts or aspects. What is this? How does it move, sound, feel, work, etc.?	1	2	3
3. Determine (De)	3. To find out or conclude from combining information. What are the characteristics of this object, person, place, situation, etc., and how do they go together?	1	2	3
4. Compare (Co)	4. To find similarities and differences, to relate, or associate. How is this similar or different from others? How does this relate to others?	1	2	3
5. Classify (Cl)	5. To put in hierarchical categories. How does this fit with what I know?	1	2	3
6. Remember (Re)	6. To recall or retain in the mind. What can I tell or do based on previous knowledge or experience?	1	2	3
7. Predict (Pr)	7. To expect or hypothesize what will happen. What are the consequences of actions or events?	1	2	3
8. Plan (Pl)	8. To design or think about how to reach a goal. What do I want to do?	1	2	3
9. Organize (Or)	9. To order, structure or sequence thoughts, verbal information, or actions. What structure or sequence of ideas, materials, or actions is needed?	1	2	3

10. Discover or Solve (So)	10. To find information or strategies that lead to new understanding or to a solution to a problem. How can I solve this problem?	1	2	3
11. Expand or shift perspective (Sh)	11. To look at something in a new way. How else can I look at this situation or problem?	1	2	3
12. Summarize (Su)	12. To condense a great deal of information or actions into a brief synopsis or key ideas. What are the key points I should make about what happened?	1	2	3
13. Evaluate (Ev)	13. To make a judgment based on criteria. Is this product, action, or outcome accurate, useful, of high quality, or liked?	1	2	3
14. Practice (Pr) or Iterate (It)	14. To repeat numerous times to improve skills or knowledge. Can I repeat it so I can do it better?	1	2	3
15. Generalize (Ge)	15. To understand how what happens in one situation can transfer to another situation. How can I take what I know about this and use it?	1	2	3
16. Imagine (Im)	16. To envision or conceptualize unique or unusual ideas related to non-present or fantasy objects, creatures, events, or situations. What new ideas or ways can I think of?	1	2	3
17. Elaborate (El)	17. To make more complex or detailed. What details can I add for clarification or expansion of my idea?	1	2	3

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