**Conference Date Child's Name Lila**

 **Birth Date 05/02/11**

**DEVELOPMENTAL PROFILE**

**Social/Emotional Development**

Lila participates in positive relationships with everyone in the classroom. She has formed positive relationship with peers, teachers, and families. Lila engages with the majority of the children in the classroom, but has formed closer relationships with Galilea and Gianna (SED4). Most of her time in the Lilac room she spends it with Gali and Gia. She also engages in conversations with teachers during activities and free play. Lila shows behaviors in the emergence of relationships and Social Interactions. When it comes to play Lila uses different techniques depending on the situation. Lila shows proper use of words when interacting with children and joining play. She usually just asks children if she could join. If that does not work out she looks for help from teachers. She also usually enters play slowly by using the toys or materials that are being used for the activity. During lunchtime, Lila is able to use her words and express what she wants and doesn’t want. As mentioned in (PD-HLTH10), Lila is able to express quantity and choice of food. She sometimes struggles with the sitting part, as she constantly turns around to watch children at other table. Lila rocks her chair back and fourth, which has led her to fall down from her chair. Lila participates in parallel play, dramatic play, and solitary play the most. She plays with Gia and Gali in Dramatic Play for a long period of time, where they dress up like Elsa from the movie Frozen (SED5). Lila divides her time in play inside and outside of the classroom; she participates in teacher-directed/non-teacher directed activities. When it comes to problem solving, she needs teacher assistance sometimes. She is also capable of initiating problem solving on her own (HSS4). Lila is able to maneuver herself around the classroom by being able to properly use the faucets, doors, toilets, and drinking fountains in the classroom. Her ability to dress was not observed, but she keeps her personal belonging in her cubby. She puts things away when teachers ask her too. Overall, Lila Social and Emotional Development continues to emerge. The DRDP-R ratings indicate that she stands in the earlier building. Lila is able to initiate play on her own, and could participate in Dramatic Play as well as Parallel Play for long periods of time. She continues to emerge in her self-control, feelings and behaviors (ATL-REG4). Lila’s emotional and social understanding requires some teacher’s forestallment and guidance of positive play and relationships.

**Physical Development**

**\*Large Motor**

Lila participates in Large Motor activities through various routines throughout the day. She runs from one side of the playground to the others with her arms and legs in opposition. She engages in dance activities where she practices her jumps with both feet and two feet. She practices her Gross Motor Development by moving her arms up in the air as well as jumping. Lila engages in Large Motor activities inside rather than outside. She spends her time outside and inside, but majority of the time she spend inside. She uses her large muscles by stacking blocks to build a house, dance during dramatic play, and act out during the brown bear song.

**\*Small Motor**

Lila participates in Small Motor activities through the whole day in the classroom. She participates in activities where she uses her hands to draw or paint. She has morning breakfast, which requires her to uses her fine motor skills to be able to serve herself, and feed herself. She usually uses a pincher grasp when working on writing activities. The majority of the times she uses her right hand to pick and point. Lila is in the building level of the spectrum she shows ability to use her fingers to manipulate small objects.

**\*Sensory**

Lila engages in sensory activities and seems to be comfortable with messy projects. She engages in sensory activities that involved starch, water, glue, paint, play dough, rice, beans, sand, shaving cream and glitter. Lila shows no sign of sensitivity with texture and touch. During a sensory activity she asks a lot of questions about what she needs to do. She engages in the activities, but is not involved for a long time. Throughout the activity she socialized to the rest of the children about the textures. Lila’s energy levels are about the safe from day to day. She shows higher levels of energy during the morning than the afternoon.

**\*Health Hygiene**

Lila is able to self-initiate personal care routines. She uses the restroom on her own and usually never requires adult help. After using the restroom she washes her hand on her own. During routines like breakfast and lunch she washes her hands with soap and water. Lila’s level of development in (PD-HLTH6) falls within building, as she is able to perform these behavior alone, but still requires teachers to remind her.

**Language Development**

Lila falls within the building middle and exploring later of the Language and Literacy Development (LLD 1-10). Lila falls within the level of building in response to language (LLD1), communication and use of language (LLD 2), and reciprocal communication and conversation (LLD 3). Lila demonstrated skills in use of language, and reciprocal communication. She is able to express her thoughts and ideas with the children and teachers in the classroom. She can participate in reciprocal communication with both the children and the teachers. Her less advanced skills would be her interest in literacy and comprehension of text. Lila is constantly very aware of her environment and shows the ability to distinguish existing and non-existing books. She spends low amounts of time in the library reading, or flipping through a book. She is able to comprehend some of the books read to her, but has a hard time understand the overall story. Overall, Lila is able to communicate her needs to the children and adults in the classroom. Her tone of voice ranges from low to high depending on the situation. She is able to say some full sentences with grammatical errors. Her sentences range from long to short but most of the time they are short and simple. She participates in story time and retells the story by imitating what others say. No relationships between past experiences were recorded. Lila continues to emerge in this developmental domain; she is more advanced in some areas than in others.

**Cognitive Development**

Lila’s Cognitive Development falls all over the developmental levels. She is building later in the classification (COG 4), Cause and Effect (COG3), and Patterning (COG 8)she falls in earlier building level for Imitation( COG 2), shapes(COG 9), and inquiry through observation and investigations(COG 11). Lila’s demonstrates skill in inquiry through observation by adapting daily teacher classroom routines as her own. She mentioned at the beginning of the semester that she would do potty check and she would carry a notebook where she wrote down her notes. She shows enthusiasm and excitement in the classroom, and participated in the “Potty checks” daily. Lila shows knowledge of cause and effects based on her behavior. She mentioned that if she hit someone she would have to move to another activity. Her ability to put things in pattern was observed through classroom activities. Lila is able to make patterns with color, shapes, and categories. For the most part, Lila is able to follow a set of two directions. Usually when given to many directions she does something else, rather that what is directed. Lila is able to stay engaged in an activity for no more than 15 minutes. If it is an activity that involves dress up, role-playing, teacher play, she is able to stay engaged for a longer period of time. Lila is able to recognize about 10 different colors, five different shapes, and just the letters of her name along with a few others. Her writing skills are emerging in building middle, as she is able to write out her name with circles and lines being the presentation of L-I-L-A. The set up within the Lilac room allows Lila to grow and develop cognitively through the activities. The activities serve as a stimulation tool that challenges children to think critically allowing them to gain development in that area. Lila initiates problems solving on her own and carries out the situations smoothly without hitting or screaming, but there are times where the opposite occurs. There are times where Lila is not able to initiate problem solving and instead uses actions like pulling, grabbing and yelling to solve the problem. Lila still requires teacher forestalling, and advice to solve some problems.

**Individual Notes**

Lila seems to take direction and redirection smoothly at times and harshly at others. After giving her directions she has a hard time following those directions until redirected by a teacher. Lila is able to work well with the daily routine with the exception of potty checks during the morning. Even though potty check were the exception she is easily convinced to potty after she initiated her own potty check list. I would say clean up time might be a little struggle for her as well, but with teacher guidance she is able to help clean up. Transitions and daily routines go smoothly for Lila. As soon as the breakfast bells are rung, Lila washes her hands and sits down in the breakfast table. Lila is very aware of the classroom routine and therefore is prepared to move to next part of the classroom. Overall, Lila is a very independent child who initiates self-play. She is very curious about her surrounding, and explores her environment. She communicates well with others and can form positive relationships with children through the help of the adults. Lila is very expressive and has a social personality. She strives to learn through the many activities displayed in the classroom. Lila spends most of her time indoor and does not participate in outdoor activities that involve sport technique. Lila is able to initiate conversations with children and teachers, and keeps herself involved and entertained.

**Goals**

**\*Staff**

* Involve children in more outside Gross motor activities during Traci Days.
* Create activities that are developmentally appropriate for each child in the Lilac room.
* Provide children with a wider variety of book ranging from diversity to information about the natural world.
* Create activities that involved children development of writing.

**\*Parent**

* Initiate conversations about diversity and culture.
* Help children learn about nutrition, hygiene, and safety.
* Teach children to have positive relationship with others.
* Initiate reading comprehension and literacy.

**Parent Signature**

**Teacher Signature** Revised 2/19/96