**Conference Date Child's Name (Name removed for confidentiality)**

 **Birth Date 11/25/14**

**DEVELOPMENTAL PROFILE**

**Social/Emotional Development**

Child engages in play with a variety of children in the program. Most often, child is observed playing with child #2 and child #3. Child enters play by observing his peers and materials located in the environment. He then initiates conversation and asks his peers if he can join them in the play scenario. He is fully engaged in active outside play as well as dramatic play both indoors and outdoors with some facilitation from an adult (SED 9). Within his play, child maintains attention on a specific task on his own as well as with adult support during brief activities (ALT-REG 1). child frequently engages in extended episodes of cooperative play in which he interacts with his peers and pretends to be a character within the environment (SED 4, SED 5). He is able to use materials and share them with his peers without the help of an adult (ALT-REG 6). Child is able to find solutions for conflicts with his peers and negotiates compromises in order to solve a problem. He uses appropriate words and actions to express desires and suggests simple cooperative solutions such as using a three minute timer when wanting to engage with particular materials (HSS 4, ALT-REG 4). Child is able to express himself and tell both teachers and his peers how he is feeling. Child is able to verbally express his emotions by using terms such as “mad, sad, or angry” (SED 8). When asked to do something such as putting away a material in the appropriate place, child responds and is able to cooperate (HSS 5, HSS 2). The child recognizes differences between himself and his peers and demonstrates the ability to describe himself and physical characteristics about clothing and appearance in relation to another person (SED 1). Lunch table behaviors were not observed.

**Physical Development**

**\*Large Motor**

Child is regularly engaged in gross motor activities. Through throwing a ball, climbing on the play structure, stacking and jumping off crates, and running around the outside area, he combines a variety of movements and ranges in a variety of activities (PD-HLTH 2). The child typically engages in gross motor activities outside rather than sedentary ones inside. He demonstrates a higher level of energy outside when engaging in gross motor activities with his peers rather than when engaging in dramatic play activities with the use of props and materials. His high energy level in gross motor activities is consistent from 8am until 12pm. Child seeks to engage in active physical activities by joining peers who are in physically exerting activities and by initiating the activities himself (PD-HLTH 9).

**\*Small Motor**

Child is building his fine motor skills and has the ability to manipulate objects using both hands demonstrated by his ability to use scissors in order to cut around a butterfly and fold it in half giving it the appearance of flying (PD-HLTH 4).

**\*Sensory**

Child’s activity choices exemplify his ability to engage with the environment in rather messy circumstances. Child is frequently observed engaging in water-based activities and relies on the sensory tub located outside in order to aid in his dramatic play situations. He has also been observed exploring gak and rice located in sensory tubs around the classroom. Child demonstrates the ability to understand texture as he has described how food feels inside of his mouth (PD-HLTH 10).

**\*Health Hygiene**

Child is currently exploring personal safety and is able to follow adult’s guidance when reminded about safety procedures. He can find solutions to dangerous situations when told that something appears dangerous and unsafe (PD-HLTH 5). He is able to wash his hands before a meal and remembers to use soap without the interference of an adult (PD-HLTH 6). He is building in self-feeding as he has the ability to communicate his needs in regards to food consumption and pours from a small pitcher in order to consume milk (PD-HLTH 7). When injured, child is exploring ways to comfort himself including humming and rubbing the injured location depending on the situation (ALT-REG 2).

**Language Development**

In regards to language and literacy development, child’s strongest attribute is his ability to verbalize and communicate with adults and peers in order to get his needs met. Occasionally, child requires reminders from an adult to use his words in situations but is then able to verbally express his needs. He demonstrates understanding of simple requests shown by his actions in response (LLD 1, LLD 2). child’s expressive language is integrating as he is able to combine phrases to describe different aspects of objects (LLD 3). The lengths of his sentences and conversations with a shared focus are relatively short but he is able to depict what he is asked of him within his answers (LLD 4). In general, child uses short phrases in conversation but has demonstrated long sentences as well, the longest one documented at 17 words. While rarely observed directly interacting with books and literature in the environment, child has demonstrated the ability to retell the story “Little Boy Blow Your Horn” through conversation and relate it to an object in the environment (LLD 5). Child is building phonological awareness by exploring sounds and words through rhyming (LLD 8). When exploring words, child uses a high pitch tone and the volume of his expression is louder than when in normal conversation with adults or peers. Child is currently building letter and word knowledge as he is able to recognize a few letters in the environment and understands that his name starts with a “B” (LLD 9, ELD 4). Child has not been observed writing letters or numbers with tools. None of the language samples collected did the child relate to past experiences.

**Cognitive Development**

Child is developing cognitively through direct experience and interaction with the environment. His interest and building curiosity encourages simple investigations and use of tools in order to discover new information (ALT-REG 3). His curiosity is primarily responsible for encouraging cognitive development by facilitating his inquiries through observation and communicating these inquiries to adults for accurate depictions (COG 10, COG 11). In relation to the environment, child is able to recognize cause and effect as well as temperature change in which he concluded was the reason for his discomfort (COG 3, COG 12). Child is able to follow one and two part directions initiated by teachers. The amount of time child engages in an activity varies based on peers involved and what is offered in the environment. Child is building in imitation and is able to recognize and imitate steps of others including those observed outside of the classroom (COG 2). He is still building in patterning and identifying shapes as he is able to match simple sequences and identify a few shapes in the environment (COG 8, COG 9). In regards to mathematical concepts, child was observed counting to nine and understood that there were nine objects as he repeated the total number after counting (COG 6). Upon entering the classroom, child demonstrates the ability to participate in familiar routine by immediately heading to his cubby to put away his belongings (HSS 1).

**Individual Notes**

No special circumstances are known. Child thrives on social interaction with both adults and his peers. He enters and engages in play with his peers responsibly and inputs his ideas strengthening the play scenario. Child responds well to career staff when redirected in one-on-one situations. In regards to student staff and 392 students, child occasionally needs further assistance in order to listen to teachers and engage appropriately with peers. With daily routines, child sometimes needs constant reminders from a teacher to use the toilet. He responds well to transitions in the classroom and is able to adjust to a changing schedule if necessary. Overall, child is an extremely curious child who learns best from manipulating and exploring the environment with facilitation from a teacher. With further opportunity to engage in social situations with peers and adults, child will continue to develop and grow socially, cognitively, and physically.

**Goals**

**\*Staff**

* Reinforce the child’s interest in literacy by providing books in the environment with the purpose of engaging and exposing the child to more print and word acknowledgement.
* Monitor and redirect child when engaging inappropriately in response to potty check and other hygiene related issues.
* Provide materials in the environment that promote fine motor development and sensory manipulation.
* Facilitate exploration by asking questions and encouraging recall of past experiences in relation to new ones.
* Introduce writing tools and provide outlines for writing letters and numbers.

**\*Parent**

* Discuss what are appropriate conversations for different scenarios including conversations with peers and conversations with adults.
* Promote literacy by exposing child to printed material.
* Recognize safety issues and address them when present.

**Parent Signature**

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