**Conference Date Child's Name Gage**

**Birth Date 09/27/2013**

**DEVELOPMENTAL PROFILE**

**Social/Emotional Development**

Gage engages in parallel play with a lot of his peers in the Willow Room. He is beginning to show interest in other children (SED 4). Gage is gaining an understanding for his peers around him and is using his senses to explore him and others (SED 1). He is having positive interactions with teachers and other adults in the classroom. He is developing a preference for familiar adults in the classroom and tries to interact with them (SED 3). Gage shifts his attention frequently from one person or thing to another (ATL-REG 1). He is responding later to self-comforting and is engaging in behaviors that have previously worked to soothe himself (ATL-REG 2). He is beginning to explore people and things in his immediate environment (ATL-REG 3). When Gage is upset he seeks familiar adults and responds when physically comforted by a familiar adult (ALT-REG 4).

**Physical Development**

**\*Large Motor**

Gage is very active in gross motor skills. He is just learning how to walk so he is very active around the classroom. He is beginning to respond to sensory information by moving his body or limbs to reach or move towards people or objects (PD-HLTH 1). Since he has begun walking around the classroom his is increased his gross locomotor movement skills and is coordinating basic movements in an upright position without using support (PD-HLTH 2). Gage is responding later to gross motor manipulative skills by using his arms, legs, or body to move toward or reach for people or objects (PD-HLTH 3).

**\*Small Motor**

Gage engages in many fine motor activities around the classroom. From participating in sensory tables to picking up food with his fingers, is very actively engaging in fine motor manipulative skills. He is exploring middle by grasping objects with his thumb and fingers (PD-HLTH 4).

**\*Sensory**

Gage is very engaged whenever there is a sensory table out in the classroom. He likes to use his fine motor skills to engage in the sensory tables and is very responsive to texture and touch. He likes to engage in messy sensory tables and tends to keep the materials inside the sensory table.

**\*Health Hygiene**

Gage is beginning to show an interest in hygiene. He participates in his own hygiene routine by showing interest in the water coming out of the faucet when it is time to wash his hands (PD-HLTH 6). He is responding later to dressing and demonstrates an awareness of the dressing routine when he is having his diaper changed (PD-HLTH 8). Gage is beginning to show later exploring skills of safety in the classroom by following adult’s basic guidelines about safety practices (PD-HLTH 5).

**Language Development**

Gage is not yet speaking but has developed a basic understanding of language and responsiveness to it. He is exploring early in the understanding of language and recognizes a few frequently used words or gestures in familiar situations (LLD 1). Gage is responding later in responsiveness to language by responding to voices, gestures, or facial expressions in a variety of ways (LLD 2). He is responding later in his communication and use of language development by using sounds, gestures, or facial expressions to communicate (LLD 3) and is responding to or seeks contact with familiar adults using vocalizations, gestures, or facial expressions during interactions (LLD 4).

**Cognitive Development**

Gage is exploring later is most aspects of cognitive development except for special relationship, where he is exploring earlier. Gage engages in imitation by imitating approximations of single simple actions or sounds when interacting with others (COG 2). He is responding later to cause and effect where he repeats actions that have effects (COG 3). Gage is interacting differently with familiar people and objects than with unfamiliar people and objects by smiling at familiar adults faces (COG 4). He is also responding to change in numbers of objects observed or interacting with (COG 5).

**Individual Notes**

Gage is very interesting in other children at this time. He is engaging in parallel play and has been developing more communication skills. Gage needs to be watching from time to time because he can be aggressive with his interaction, not intentionally, he is just still learning how to be gentle when interact with his peers.

**Goals**

**\*Staff**

* Help to guide Gage in positive peer interactions
* Find ways to engage Gage in Gross Locomotor and Gross Motor Manipulative movements to better develop these skills.
* Continue broadcasting when around Gage to better develop his communication and language skills

**\*Parent**

* Initiate conversations with Gage while at home
* Engage in Gross Motor play with Gage in order for him to gain more special relation skills
* Encourage gentle interactions when Gage and his brother are playing around the house

**Parent Signature**

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