**Conference Date Child's Name Randal**

 **Birth Date March 5, 2010**

**DEVELOPMENTAL PROFILE**

**Social/Emotional Development**

Randal regularly participates in positive interactions with peers, teachers, and staff within the classroom both indoors and outdoors. Randal engages in play with an array of children, including Tatum, Lucas, Collin, Rose and Sofia, which is indicating he is currently integrating his understanding of relationships and social interactions with peers. When entering play scenarios, Randal will sometimes ask others if he can participate. Most of the time Randal will just enter play by forcing him self in and sharing his ideas with the others. Once involved with peers, the child is able to expressively communicate and express language (LLD 3). Randal prefers outside play that is non-teacher directed. (Lunch table behaviors were not observed.) Randal seems comfortable with the adults around him and often invites them to play. Randal is independent in regards to self help skills such as dressing himself, using faucets, opening and closing doors, toileting, using the drinking fountain and being responsible for clothing and personal belongings. Randal’s social and emotional development is moving in positive direction. Child hasn’t been observed in many conflicting situations but he seems to be able to express and negotiate with others.

**Physical Development**

**\*Large Motor**

Randal regularly engages in gross motor activities. From changing direction while chasing or running away from others to throwing a ball into a hoop when playing basketball and effectively riding a tricycle, the child is integrating a variety of locomotor movements and moves effectively across a range of activities (PD-HLTH 2, PD-HLTH3). Randal’s energy level seems consistent throughout the day (11:00am – 3:00pm), he seems to be most active during outside play, during rest he seems to be restless when laying on his cot.

**\*Small Motor**

Randal’s fine motor skills, including his ability to use his fingers to manipulate smaller objects, are presently integrating (PD-HLTH4). He holds scissors and all writing materials properly with fingers.

**\*Sensory**

Randal’s seems to not have much interest with messy projects besides playing with sand. He has made comments about textures in outdoor settings describing things such as rocks, trees and sand. The child does not seem to be sensitive to texture or touch.

**\*Health Hygiene**

Randal is currently integrating personal care routines and personal safety (PD-HLTH 5, PD-HLTH 6, PD-HLTH 7, PD-HLTH 8). He does not need supervision during hand washing and understands the importance of safety.

**Language Development**

Randal is advanced in the terms of language and literacy development. Randal’s most advanced skill include emergent writing (integration) and interest in reading, demonstrated by his ability to write and his interest in creating books.(LLD 5, LLD 10). Phonological awareness, and emergent writing are being integrated (LLD 8, LLD 9,LLD 10), he can write several words or simple phrases and understands that letters correspond to words and sound. The child is able to verbalize his needs to his peers and the adults around him. The child’s voice volume is generally too loud and his tone of voice is appropriate. He can speak in full sentences. The child regularly retells stories of books he has read or things he can watch.

**Cognitive Development**

Randal shows developing understanding of number and quality can recite numbers correctly beyond 20 (COG 5). His number sense and math operations and ability to add and subtract small quantities of objects is building (COG 6). Child understands measurable properties such as size and length and how to quantify those properties and is able to recognize, reproduce and create patterns and shapes (COG 7, COG 8, COG 9). Randal shows great interest in investigation and documentation of events frequently making his own books (COG 10, COG 11). Randal spends a length of time creating his own stories by writing and drawing pictures. Randal is able to recognize his name and the names of all his classmates. Randal can recognize a variety of shapes including spheres, cylinders and hexagons. Randal can recognize and recite all letters and it seems that he is getting close to reading on his own. He seems to enjoy playing pretend with his friends more than any other activity. He will imitate shows or make a game up. Most of the time he pretends to be a character called Avatar.

**Individual Notes**

No special circumstances are known. Randal accepts direction and redirection for the most part but lately has had trouble in doing so. Possibly has something to do with Mom being pregnant and having a baby on the way. Randal has not trouble with the daily routines but he does not like to try new food or eating healthy food. He goes to the bathroom without being asked and sometimes has difficulty staying still during rest time. Has not problem with transitions. The child experiences difficulty controlling his voice volume. Overall Randal is thriving in writing and literacy development he can sound things out and try to spell them how he hears it.

**Goals**

**\*Staff**

-Monitor the child’s ability to enter play properly.

-Continue to remind the child of appropriate voice volume when indoors and to wait his turn to speak without interrupting.

- Offer more opportunities for child to practice reading and writing.

**\*Parent**

-Initiate conversation about healthy lifestyles and care routines.

-Practice using a lower voice volume.

**Parent Signature**

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