**SUMMARY OF CHILD’S DEVELOPMENTAL PROGRESS**

**PLANNING GUIDE**

Child’s Name: Cindy Date: 11/14/2011

\*\* No real names are used\*\*

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| **Social/Emotional Development**   * Begin to articulate to get needs met * Children are personally and socially competent   Cindy has started to engage in relationships with her peers. She enters play slowly on her own; however, she enters play quickly when she is invited. Chris has walked up and grabbed her hand, and he has followed him around; they continued to play for 30 minutes together. Nicole is good at starting play with Cindy, when Cindy starts playing with someone and they leave or walk away she always remembers who she was playing with and goes and looks for them. Cindy knows everyone name, but she recently started playing with Chris, Chloe, and Nicole. Cindy is a slow eater at meals, and is quiet, she appears to be observing and listening to the other children at her table; however, she will chime in sometimes. She follows the conversations and laughs at appropriate times with everyone else at her table laughs. She has strong relationships with the adults in the classroom, she normally greats every teacher by name, and she knows all the teachers and plays with all the teachers pretty equally. Cindy is starting to move from solitary play into more co-operative play inside and outside. She doesn’t seem to have a preference between teacher- directed activities and non teacher directed activities. She floats between both easily. Cindy is starting to problem solve with her peers, practically Nicole; however, they still need teacher assistance. Looking at the DRDP in the domain of Self and Social Development Cindy is half in half in discovering Ideas and is emerging into Developing Ideas. She is able to demonstrate self control by listening to teacher directions, has relationships with peers, adults, and is able to recognize her own feelings and other feelings. | **Cognitive Development**   * Demonstrate awareness of as well as describe aspects of their bodies * Children are effective learners   From the DRDP Cindy is mostly developing ideas, with a few areas emerging from discovering ideas. Cindy can explore possible outcomes of events, actions, or behaviors, explore various possibilities for solving simple problems, imitate others one or two steps actions observed at an earlier time, she follows simple care routines like washing hands, blowing nose, and she can count simple numbers, and can separate things into two or more categories. Cindy is working on communicating details about events from earlier times, and using several items for different purposes. Cindy can stay at an activity for 20-30 minutes; she knows her colors, simple numbers, simple shapes, and animals. Cindy shows understanding of cause and effect. She is able to sit at circle time the whole time and pays attention. She is curious about new activities, and tries different things. |

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| **Physical Development & Health**   * Control their body movements in space * Children are safe and healthy   Cindy is able to expand on complex movements. For fine motor she is able to manipulate objects using her fingers and wrist to work together to accomplish an activity or task. She is able use play dough tools, and uses both hands, and take things apart and put things together using both her hands. For large motor she is able to coordinate highly complex movements with ease and confidence. Cindy is able to run with something in her hand, she can climb up the slide with minimal help, and walks up steps by alternating her feet. She is comfortable with messy projects, water play, sand play, and other sensory experiences. She is not a child who will spend all day at sensory activities, but she will engage for a fair amount of time. Cindy seems to demonstrate a constant level of energy. She is more clam during meals, eats slow and is on the quite side but then her level of energy goes and up stays constant for free play. Cindy has several self help skills and is still working on developing some. She can wash her hands herself, can drink out the fountain alone, and is responsible for her belongings. Cindy is working on putting on her own coat and toileting. | **Communication**   * Begin to articulate to get needs met * Observe and use words to describe the world around them\ Children are personally and socially competent   From the DRDP Cindy is developing ideas of language and literacy and is emerging into connecting ideas. She is able to show understanding of simple sentences about ideas or feelings, she can respond to questions or comments, she can combine words to express feelings, needs and her interest, she engages in reading, and shows knowledge of understanding shapes and symbols. She is able to make simple sentences to communicate needs, and get her needs meet. She has some very clear sentences like “do you want this”, when she found something Chris was looking for. Other times she uses only a two words, she says “help”, “Chris Hurt”, and yells children’s and adult’s names. Her lengths of sentences vary. Cindy varies her tone of voice depending on the situation. She talks in a normal tone when you are close with her, she can whisper, and she can yell across the yard at teachers, children, and animals. Cindy listens to stories at circle time and answers simple question about the story with teacher help. |

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| Family Comments and Observations | Next Steps for School and Home  Goals for Cindy:  - Cindy is good at repeating when teacher assist her, so to work on needing less teacher or parent assistance by helping her come up with more words herself inside of given all the words to her. Working on expanding vocabulary and sentence length by introducing new words, expanding on her sentences, and using self talk, both at school and at home.  -Providing opportunity for Cindy to work on gross motor skills: stools to walk on, balance beans, climbing the tree, and or slide.  - Provide opportunity for her to play and cooperate with other children. Doing this by encouraging her to play with others more. Setting up opportunity that encourages more interactions between children. Providing opportunity out of school to interact with other children |

Teacher’s Signature: Family Member Signature: