

# Calvin's Developmental Progress



Name: **Calvin Calverson**    DOB: **12/17/2014**    Classroom: **18 Kiwi**    Teacher: **Ed Baker, Jousa Lis, Michelle Kirk, Jousa Lis, Michelle Kirk, Jousa Lis, Michelle Kirk, Jousa Lis, Michelle Kirk, Jousa Lis, Michelle Kirk, TeacherTamarra Barrett**

Site: **Default Site**    Agency/District: **WestEd Center for Child and Family Studies**

## Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

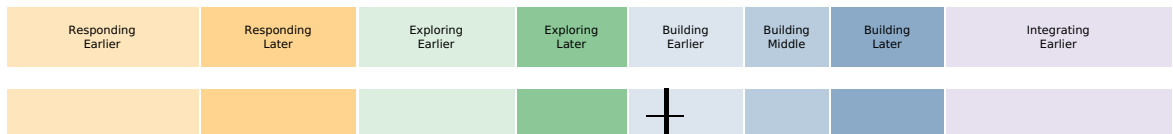


**Fall 2019**

At the Responding Later level, your child is learning how to shift attention from one person or thing to another, seek comfort when upset, and imitate others' sounds and actions. You can support learning and development by making eye contact, smiling, and talking with your child during daily routines (such as diapering and dressing). Using short phrases and sentences, talk about what you are doing as you interact with your child. Use simple words to describe what your child is seeing and touching. Keep the same general schedule to help your child to know what is going to happen next.

## Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

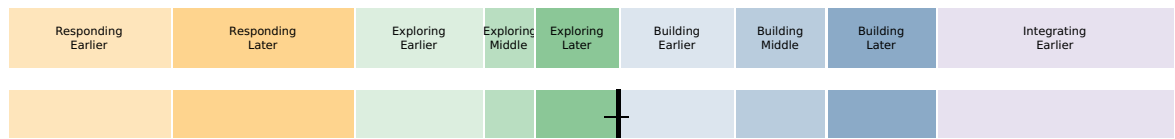


**Fall 2019**

At the Building Earlier level, your child is learning how to talk about the self and others, identify feelings, and play with other children. You can support learning and development by observing your child's play and being available to provide support when it is needed. Help your child express ideas, and encourage your child to listen to the ideas of others.

## Language and Literacy Development

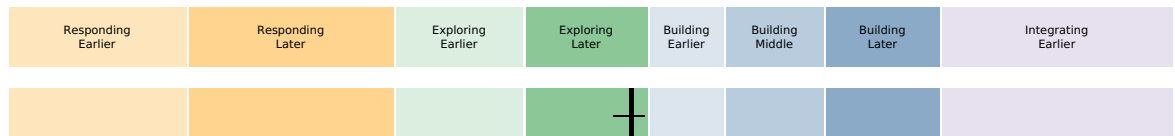
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



At the Exploring Later level, your child understands and communicates in short phrases (such as saying, "Mama home!"), answers simple questions when looking at books (such as pointing to the cow when asked "Where is the cow?"), and makes scribble marks on paper. You can support learning and development by offering a rich variety of experiences with language. Talk with your child about what you are doing and what you are going to do. Describe what your child is doing. Read with your child daily. Show your child family pictures and books. Ask questions about what your child sees in pictures and what might be happening. Provide materials for drawing and ask questions about your child's drawings (such as "What can you tell me about your picture?").

## Cognition: Math

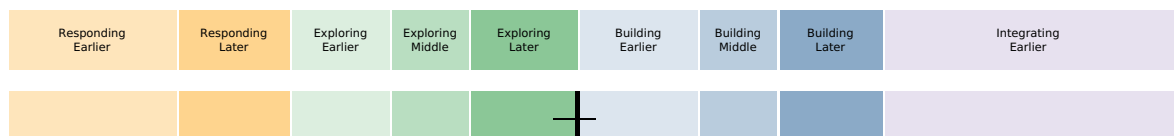
The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



At the Exploring Later level, your child is learning to use number words and explore characteristics of objects (including number, spatial relationships, and shapes). Your child is also learning to repeat patterns in songs, sounds, and routines. You can support learning and development by sorting and counting everyday objects with your child and talking about how items are the same and how they are different. Provide opportunities for your child to explore objects that fit inside each other (such as measuring cups or mixing bowls), and talk about their size. Describe the sequence of routines, for example, "First, we eat breakfast, then we brush our teeth, and then we get dressed."

## Physical Development

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.



At the Exploring Later level, your child is learning to hold objects while walking and tries different ways of using the body (such as first using hands to push on a door and then the whole body to push it open). You can support learning and development by providing things to carry, such as small baskets or purses with handles, that your child can use to fill with smaller objects (such as recycled water bottles in a basket or bucket or other things your child finds). Also, you can provide a variety of soft balls (made out of socks or yarn) that your child can carry and throw.

The descriptions for each area of development may not apply to your child. While the descriptions are based on the child development research literature and the DRDP (2015), your child, like every child, is a unique individual, with different abilities, strengths, and needs that may not be reflected in these general descriptions of development. For more information about development and how you can support your child, visit [www.allaboutyoungchildren.org](http://www.allaboutyoungchildren.org). For more information about the DRDP(2015), see <https://www.desiredresults.us/drdp-forms>.

**Person Conducting the Conference**

**Parent/Guardian**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

# Dolly's Developmental Progress



Name: **Dolly Parton** DOB: **12/17/2014** Classroom: **18 Kiwi** Teacher: **Ed Baker, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, TeacherTamarra Barrett**

Site: **Default Site** Agency/District: **WestEd Center for Child and Family Studies**

## Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



**Fall 2019**



At the Exploring Earlier level, your child is learning how to focus attention on activities for short periods of time, imitate words or gestures (such as waving goodbye), and seek comfort from special people or objects (like a blanket or stuffed animal). You can support learning and development by making time for unhurried play and by commenting on what you are doing and your child's responses during daily routines. You can also describe what is going to happen next in the routine so that your child can get ready for the next activity. Keep the same general schedule to help your child to know what is going to happen next.

## Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



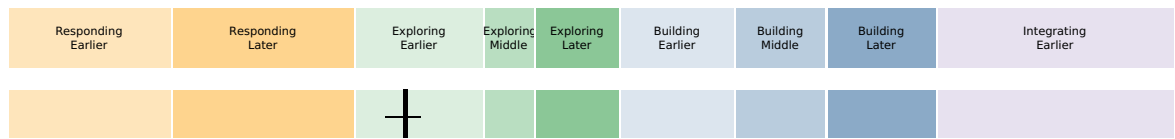
**Fall 2019**



At the Responding Later level, your child shows a preference for familiar people and responds to the familiar actions of caregivers (such as kicking in excitement when you reach to pick up your child). You can support learning and development by making eye contact, smiling, and using short sentences and phrases to talk with your child during daily routines (such as diapering and dressing) and playing simple games (such as peek-a-boo).

## Language and Literacy Development

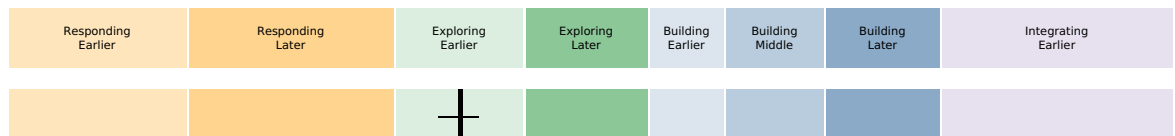
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



At the Exploring Earlier level, your child recognizes and responds to some words spoken by an adult, shows interest in books and songs, and uses a few words and makes sounds and gestures to communicate (such as saying "Dada" or using a sign for "more" when hungry). You can support learning and development by offering your child a rich variety of experiences with language. Talk and sing songs to your child regularly. Use words to describe things your child shows interest in. Read short books to your child. While you read, point to and describe the pictures, for example, "Look, here is the blue ball." Ask questions, such as "Where's the puppy?"

## Cognition: Math

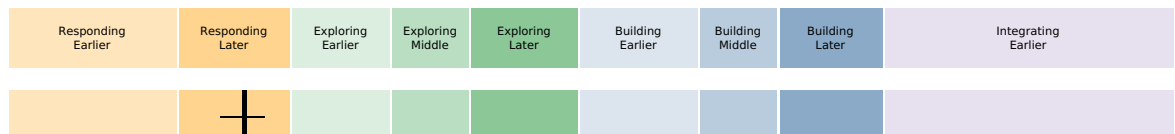
The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



At the Exploring Earlier level, your child explores the shapes, textures, and number of objects by trying to feel them, fill them, and fit them together. You can support learning and development by offering a small selection of materials for your child to choose from. Allow for unhurried playtime for your child to explore the materials. Also, provide containers your child can use to collect and carry things, such as small baskets or bags that can be filled and dumped.

## Physical Development

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.



At the Responding Later level, your child moves purposefully (such as reaching an arm out to grab a toy) and moves several body parts together (such as coordinating multiple body parts to roll over). You can support learning and development by providing simple materials that your child can reach for (such as a stuffed toy or a rattle) and safe spaces where your child can move around and practice reaching for and grabbing things as well as crawling and rolling.

The descriptions for each area of development may not apply to your child. While the descriptions are based on the child development research literature and the DRDP (2015), your child, like every child, is a unique individual, with different abilities, strengths, and needs that may not be reflected in these general descriptions of

development. For more information about development and how you can support your child, visit [www.allaboutyoungchildren.org](http://www.allaboutyoungchildren.org). For more information about the DRDP(2015), see <https://www.desiredresults.us/drdp-forms>.

**Person Conducting the Conference**

**Parent/Guardian**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

# Ringo's Developmental Progress



Name: **Ringo Starr** DOB: **02/03/2015** Classroom: **18 Kiwi** Teacher: **Ed Baker, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, Joua Lis, Michelle Kirk, TeacherTamarra Barrett**

Site: **Default Site** Agency/District: **WestEd Center for Child and Family Studies**

## Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



At the Exploring Earlier level, your child is learning how to focus attention on activities for short periods of time, imitate words or gestures (such as waving goodbye), and seek comfort from special people or objects (like a blanket or stuffed animal). You can support learning and development by making time for unhurried play and by commenting on what you are doing and your child's responses during daily routines. You can also describe what is going to happen next in the routine so that your child can get ready for the next activity. Keep the same general schedule to help your child to know what is going to happen next.

## Social and Emotional Development

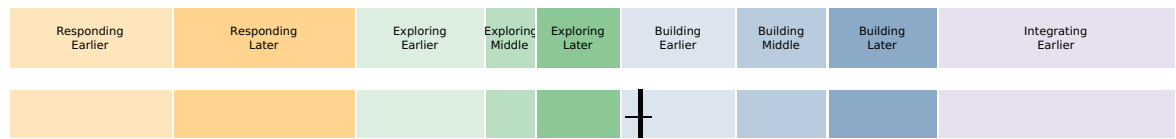
The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



At the Responding Later level, your child shows a preference for familiar people and responds to the familiar actions of caregivers (such as kicking in excitement when you reach to pick up your child). You can support learning and development by making eye contact, smiling, and using short sentences and phrases to talk with your child during daily routines (such as diapering and dressing) and playing simple games (such as peek-a-boo).

## Language and Literacy Development

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



At the Building Earlier level, your child is learning how to respond to questions about a variety of topics. Your child is also learning how to engage in brief conversations and sing simple songs. You can support learning and development by talking, reading, and singing with your child regularly. You can also share personal stories, offer to write down your child's stories, and provide your child with opportunities to draw and write.

## Cognition: Math

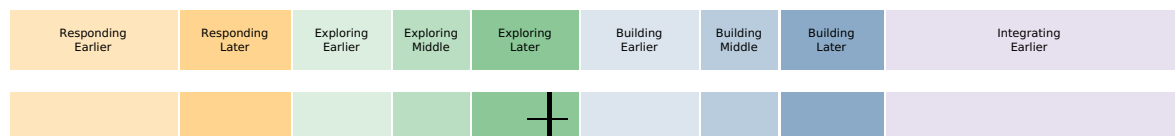
The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



At the Exploring Later level, your child is learning to use number words and explore characteristics of objects (including number, spatial relationships, and shapes). Your child is also learning to repeat patterns in songs, sounds, and routines. You can support learning and development by sorting and counting everyday objects with your child and talking about how items are the same and how they are different. Provide opportunities for your child to explore objects that fit inside each other (such as measuring cups or mixing bowls), and talk about their size. Describe the sequence of routines, for example, "First, we eat breakfast, then we brush our teeth, and then we get dressed."

## Physical Development

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.



At the Exploring Later level, your child is learning to hold objects while walking and tries different ways of using the body (such as first using hands to push on a door and then the whole body to push it open). You can support learning and development by providing things to carry, such as small baskets or purses with handles, that your child can use to fill with smaller objects (such as recycled water bottles in a basket or bucket or other things your child finds). Also, you can provide a variety of soft balls (made out of socks or yarn) that your child can carry and throw.

The descriptions for each area of development may not apply to your child. While the descriptions are based on the child development research literature and the DRDP (2015), your child, like every child, is a unique individual,



with different abilities, strengths, and needs that may not be reflected in these general descriptions of development. For more information about development and how you can support your child, visit [www.allaboutyoungchildren.org](http://www.allaboutyoungchildren.org). For more information about the DRDP(2015), see <https://www.desiredresults.us/drdp-forms>.

**Person Conducting the Conference**

**Parent/Guardian**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

