

# **Preschool Developmental Guide**

## **Goals, Objectives, and Intervention Strategies 0-72 Months**

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70.	Can wipe nose with a tissue appropriately . . . . .	213
71.	Can unbutton front buttons on his/her clothing . . . . .	214
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73.	Can take off a pullover piece of clothing . . . . .	216
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75.	Can unbuckle a belt . . . . .	218
76.	Remembers to flush toilet after using it . . . . .	219
77.	Takes care of toileting needs . . . . .	220
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# I. *Preschool Developmental Guide*

The *Preschool Developmental Guide (PDG)* provides goals, objectives, and intervention strategies for the developmental delays identified by the *Preschool Evaluation Scale-Second Edition (PES-2)*. The 94 developmental delays for 0-35 months are addressed on pages 8-122 and the 85 developmental delays for 36-72 months on pages 123-229.

The **PDG** provides educators, diagnosticians, childcare professionals and parents/guardians with a selection of proven interventions for the most commonly recognized domains of child development identified in the federal definition of developmental delays (PL 99-457). The reference format facilitates the selection of specific intervention strategies when meeting as a team or individually with parents/guardians.

This guide also serves as a resource for parent training groups and parent problem-solving sessions with professionals. Selection of intervention strategies was based upon the greatest likelihood of success and the ease with which professionals (e.g., counselors, social workers, pediatricians, etc.) could share the recommended intervention strategies with individual parents/guardians.

The goals and objectives in this manual are examples which may be helpful when writing an IEP for a child identified with developmental delays. Criteria for measuring the child's completion of the goals and

objectives must be determined by those professionals and parents who are aware of the child's current abilities and program recommendations.

The intervention strategies listed under each behavior should serve as a guide for program development for children with developmental delays. Intervention strategies may be chosen by a team of professionals, a resource specialist, or other professionals who understand the child's developmental challenges. Professional judgment should dictate the choice of interventions for any child. The child's age, developmental delay, school, and home settings are all to be considered in selecting appropriate intervention procedures. The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all persons working with the child. Use of the same interventions by all caregivers in all settings greatly increases the likelihood of success.

This manual was developed to respond to the most typical developmental delays exhibited in early childhood. The child need not be identified as developmentally delayed in an area to benefit from the interventions. The appropriateness of the interventions relates directly to the problem and not to classification labels. Every attempt was made to provide interventions which are likely to contribute to the most positive interactions.

## II. Using the *Preschool Developmental Guide* in conjunction with the companion evaluation scale

\*NOTE: If the *Preschool Developmental Guide* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The child is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores to subscale standard scores, quotient, and percentile are made and the *Profile Sheet* is completed.
- Step 3: Determine on which of the six characteristics (subscales) the child scored one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the child scored one or more standard deviations below the mean, determine which behaviors constitute primary concern (the behaviors with the lowest raw scores).
- Step 5: Find goals and objectives from the *Preschool Developmental Guide* which represent each behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Choose those interventions from the *Preschool Developmental Guide* which are most appropriate in facilitating the child's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores one or more standard deviations below the mean; goals, objectives, and interventions should be selected for those behaviors as well.
- Step 8: Share the goals, objectives, and intervention strategies selected for the child with all personnel involved in the child's developmental progress.

### III. Goals, Objectives, and Interventions: 0-35 Months

#### 1 Waves arms and kicks legs during play

**Goal:**

1. Waves arms and kicks legs during play.

**Objectives:**

1. Moves his/her hands with hands-on assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
2. Moves his/her hands with \_\_\_\_\_% assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
3. Moves his/her hands to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
4. Moves his/her feet with hands-on assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
5. Moves his/her feet with \_\_\_\_\_% assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
6. Moves his/her feet to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
7. Moves his/her hands and feet with hands-on assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
8. Moves his/her hands and feet with \_\_\_\_\_% assistance from an adult to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
9. Moves his/her hands and feet to activate a light up toy \_\_\_\_\_ out of \_\_\_\_\_ times.
10. Holds and shakes a rattle with his/her hands with \_\_\_\_\_% assistance from an adult, \_\_\_\_\_ out of \_\_\_\_\_ times.
11. Holds and shakes a rattle with his/her hands \_\_\_\_\_ out of \_\_\_\_\_ times.

**Interventions:**

**1.** Encourage the child to wave his/her arms by moving a toy from side to side within reach of him/her. When the child makes contact with the toy, allow him/her to hold the toy.

**2.** After a diaper change, play with the child by moving his/her legs in a kicking motion and gently tickling his/her stomach.

**3.** Place a musical mobile above his/her crib.

**4.** Use toys with flashing lights to get the child's attention. Move his/her hands or feet to the toy to activate the lights.

**5.** Have the child play with a toy that is activated by his/her feet. Lay the child near the foot activator and assist him/her to contact the toy with his/her feet. Continue to practice the movements with the feet until he/she begins to kick and activate the toy.

**6.** Help the child hold a rattle with his/her hands. Move his/her hands to make the rattle shake and make noise. Continue to practice the movements with the hand until the child begins to move independently to shake the rattle.