

PRESCHOOL DEVELOPMENTAL GUIDE

Goals, Objectives, and Intervention Strategies

0-72 Months

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**Behavior
Number**

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I. *Preschool Developmental Guide*

The intent of the *Preschool Developmental Guide* (PDG) is to provide 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). A reference format was chosen to facilitate the selection of specific intervention strategies when meeting as a team or individually with parents/guardians and to provide a quick reference.

This guide was also developed to serve 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 identified in this manual serve as samples which may be helpful when writing an IEP for a child with identified developmental delays. Criteria for measuring success of the child's attainment 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 problem 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 is designed 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.

The *Preschool Developmental Guide* provides goals, objectives, and intervention strategies for the developmental delays identified by the *Preschool Evaluation Scale*. 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.

II. Using the *Preschool Developmental Guide* in Conjunction with the *Preschool 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 on the evaluation scale are made. Subscale standard scores and the behavioral quotient and percentile are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the six characteristics (subscales) the child scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the child scored one standard deviation or more below the mean, determine which behaviors constitute primary concern (the behaviors with the highest 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 more than one standard deviation 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 move a toy from side to side by moving the toy from side to side of the child. When the child reaches for the toy, allow him/her to touch it.
2. After the child has reached for the toy, move the toy to the side above his/her crib.
3. Use a toy with flashing lights to get the child's attention.
4. Move the child's 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 the child to contact the toy with his/her feet. Continue to practice the movements with the feet until the child begins to kick and activate the toy.

6. Assist the child to hold a rattle with his/her hands. Move the child's 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.

5 Balances well when sitting, keeping hands free for ten minutes

Goals:

1. Sits on a balance disc or pillow, keeping his/her hands free for _____ minutes.
2. Sits between the legs of an adult, keeping his/her hands free for _____ minutes.
3. Balances well when sitting, keeping his/her hands free for _____ minutes.

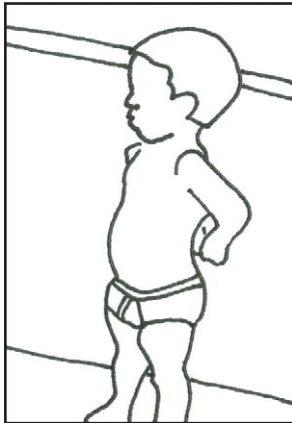
Objectives:

1. Sits balanced keeping hands free for _____ minutes, with 25% assistance from an adult supporting him/her at the hips, _____ out of _____ times.
2. Sits balanced, keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
3. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
4. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
5. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow (12 inches thick), _____ out of _____ times.
6. Sits balanced keeping hands free for _____ minutes, while seated on a disc, pillow, or mat (15 inches thick), _____ out of _____ times.
7. Sits balanced, between the legs of an adult, keeping hands free for _____ minutes, with _____% support from the adult, _____ out of _____ times.

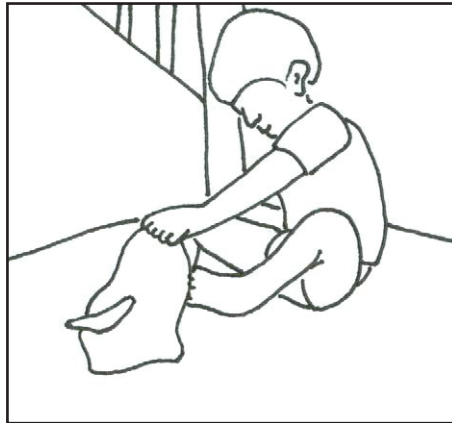
Interventions:

1. Use a horseshoe shaped cushion or pillow to support the child until he/she is able to sit on, support the child at the hips. Have the child hold a toy to keep hands free from use for support. Allow the child to move slightly forward and back as well as side to side. Increase the movement speed and level of leaning as the child demonstrates increased balance.
2. While seated on a disc, pillow, or mat between your legs or on a mat on the floor, support your abdomen to provide stability.
3. Set up a play area in the room so that the child can reach for toys. An adult or provide stability to the child to play to encourage play with toys.
4. Place a small table in front of the child. Allow him/her to reach and pull a toy to himself/herself without reaching down. Reaching down may cause him/her to lose his/her balance.
5. Place the child in a cube chair to encourage him/her to use his/her arms for play.
6. Place the child in a ring seat (like the kind used in a bathtub) with toys suction cupped to rim.
7. Place the child in a high chair with a tray so that he/she may have easy access to toys.
9. Have the child sit on a pillow during play, then encourage the child to play with a toy at arm/hand level. The pillow surface will provide the child with balance challenges as the child plays. Sit with the child to provide any immediate assistance should he/she lose his/her balance.
10. Have the child play with an infant gym toy while sitting between your legs on the floor. Provide support at the hips so the child feels secure and can reach for the toys at arm/hand level. As the child begins to demonstrate increased balance in sitting, gradually begin to decrease the amount of support given at the hips.
11. Place the child in a child-sized chair with back and arm rests. The child's feet should be flat on the floor. Providing the child with a secure and supportive location will encourage the child to use his/her arms to reach and play.

Picture List - Dressing



Put underwear on



Put pants on



on



cks on



Put shoes on

**PRESCHOOL DEVELOPMENT GUIDE
SAMPLE APPENDIX PAGE**