



**Guiding Questions for Teachers & Caregivers**

Child’s Name:       DOB:       Date:

Teacher or Caregiver’s Name:       Relationship to Child:

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| **Teachers and caregivers are essential partners in understanding how children learn, communicate, interact with other children and adults, and attempt to have their needs met. Answering the questions below will provide valuable information on this child’s behaviors and skills within everyday routines and activities. Please only answer the questions that you feel are important to share with the team. In addition, please let us know if you have any concerns in each area.** | |
| **How does the child:** | **Please provide examples:** |
| **Develop Positive Social Emotional Skills** | |
| 1. **Relate with caregivers?**  *(respond to, initiate & sustain interactions, separate appropriately)* |  |
| 1. **Attend to others in a variety of settings**? *(awareness, caution, respond to/offer greetings, respond to own/others’ names)* |  |
| 1. **Interact with peers?**  *(awareness of others, respond, initiate and sustain interactions, share, and resolve conflicts)* |  |
| 1. **Engage in social games and communicates with others?** *(respond to/initiate/ sustain games and social communication, engage in mutual activity with joint attention)* |  |
| 1. **Adapt to changes in the environment or routines?**  *(transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow rules)* |  |
| 1. **Express own emotions and respond to the emotions of others?** *(manage feelings, show pride, excitement, frustration, display affection, acknowledge/ comfort others)* |  |
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| **Acquire and Use Knowledge & Skills** | |
| 1. **Show interest in learning?** *(explore environment, remember familiar routines, attend to and stay on task, show eagerness and awareness, imitate and repeat actions)* |  |
| 1. **Use problem solving?** *(figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with existing and new actions)* |  |
| 1. **Engage in purposeful play?** *(early awareness and exploration, use objects as intended, construction, pretend, make believe)* |  |
| 1. **Understand pre-academic and literacy concepts?** *(similarities & differences among things, matching/ sorting, size/color/shape/numbers, enjoys and participates in stories/books, early writing)* |  |
| 1. **Progress from sounds to words?** *(learn/use new sounds/words/sentences)* |  |
| 1. **Understand questions asked and directions given**? *(respond to gestures and increasingly complex words/requests/questions)* |  |
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| **Take Appropriate Action to Meet Needs** | |
| 1. **Move around and manipulate things to meet needs?** *(early movements- rolling, crawling, walking, running, jumping, climbing and the use of arms/hands/fingers to play & meet needs)* |  |
| 1. **Eat and drink with increasing independence?** *(suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, type of food)* |  |
| 1. **Dress and undress with increasing independence?** *(assist with dressing, take off, put on shoes and clothes, undo/do fasteners)* |  |
| 1. **Diaper/toilet & wash with increasing independence**? *(lift legs, toss diaper, sit on the potty, wash hands, brush teeth, help with bathing)* |  |
| 1. **Communicate needs**? *(indicate hunger, need for diaper change, sleep, express discomfort, hurt, request/reject food, express choice)* |  |
| 1. **Show safety awareness?** *(identify and respond to unsafe situations- stove, road, car seat)* |  |