Pre-K Schedule – Progress Monitoring Sara –Social Emotional Goal

|  |  |  |
| --- | --- | --- |
| ***Parts of Your Day***  Provide movement and breaks between activities  Might not be in this order, adjust as needed | ***Target Skills***  ***Teacher's suggestions*** | ***How did it go? Concerns****?*  *key at the bottom of page* |
| ***Morning routine – Bathroom, Wash hands, Brush Teeth, Get Dressed*** | While washing hands you take a turn first and then tell child "it's your turn" and have them wash their hands. Continue same way with teeth brushing and dressing. (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | 1 I had to help her wait while it was my turn because she wanted to wash her hands again with me. |
| ***Breakfast*** | When eating breakfast tell your child "it's my turn to put the cups out" and then "it's your turn to put the plates out". (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | 2 She watched me put out the cups and then she put out the plates. I just needed to point to where the plates go but she took the turn nicely. She liked having a job to do. |
| ***Play (pretend play, blocks, puzzles, books, toys)*** | "It's your turn to put a puzzle piece in" and let them out it in then "Now it's my turn to put a puzzle piece in." (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | 0 We were doing her favorite puzzle and she did not want me to have a turn at all. |
| ***Snack*** | "It's my turn to pass out the cracker" model for them and then "It's your turn to pass out the cracker". (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | **2** She wanted a turn first and then she let me have a turn. She likes doing jobs. |
| ***Structured Story Time or Looking at Pictures*** | "It's my turn to turn the pages" model for them and then "It's your turn to turn the pages". (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | 1 She needed a lot of help to wait during my turn. She wanted to turn all the pages. Got upset but then settled into it. Didn’t want me to read just wanted to quickly turn the pages. |
| ***Outdoor Play (walk, play in the yard, bike ride, outdoor games)*** | Let your child pick what they want to play with. After a few minutes say "it's my turn to ...play with ball" or it's sister's turn to ride bike". (Help your child with prompts to wait Ex. gestures wait, pictures, hand over hand help to wait). | 1 She let me take a turn while playing catch with ball. Didn’t give her sister a turn on bike and we just wanted outdoor time to be fun. |
| ***Lunch*** | Repeat breakfast activity. | 2 She really likes that she has a job and we are both doing a job together. She took turns nicely. |

1 = Did with help

2 = Did independently

0 = Did not do

Notes: Choose a few skills for a day or a week. Work on those skills in as many activities as possible. Some skills (listed below) are important ones to work on throughout every day:

* Identifying feeling, regulating actions, and calming down when upset
* Putting away materials and helping with clean up
* Transitioning to next activities (remember to give a warning that a change is coming)
* Making choices and communicating

Key for Progress (mark in box):

**0** = **1** =

**2**=

**X** = we didn’t have a chance to try

Note: Write your concerns or comments in the box to share with teacher