

# OBSERVATIONS

Children's development is communicated through their behaviour. Developmental achievements tend to appear in somewhat sequential order. Go through the checklist. When you get to the point where you see a cluster of behaviours that rarely occur, that is a good indication of the child's stage. You can stop there. You have found the child's baseline for further work to support their psycho-social growth.

## ESTABLISHING TRUST

Can the child...	Mostly	Rarely	Can't Say
Feed themselves.			
Tolerate a variety of food and textures.			
Notice when full or hungry.			
Notice when needs to go to the toilet.			
Tolerate touch.			
Throw and catch a ball.			
Coordinate their movements.			
Enjoy playing on their own.			
Say hello and goodbye.			
Smile at other people.			
Meet new adults without undue anxiety.			
Be careful with strangers.			
Attend school regularly.			
Cope in a busy classroom.			
Stick with an activity.			
Tell a story from start to finish.			
Communicate what they want in words.			
Relax in a safe environment.			
Notice when they feel anxious or afraid.			
Calm themselves down.			
Initiate contact with other people.			
Use emotion in their communication.			
Show appropriate self-esteem.			
Understand cause/effect.			
Use language to make sense of things.			

Can the child...	Mostly	Rarely	Can't Say
Abide by rules.			
Sustain eye contact.			
Clean up after themselves.			
Have a regular bedtime routine.			
Ask questions about new things.			
Do things separately from an adult.			
Name likes and dislikes			
Express anger verbally without hitting.			
Share with others.			
Help others.			
Do things without direction			
Shift from one activity to another easily.			
Speak clearly.			
Retell a sequence of events.			
Speak for themselves.			
Feel content with others and on their own.			
Get started on things right away.			
Remain present during times of conflict.			
Take responsibility for actions.			
Forgive after an argument.			
Resist domination.			
Stay safe when with friends.			
Use imagination.			
Handle compliments with ease.			
Tolerate imperfection or failure.			

Can the child...	Mostly	Rarely	Can't Say
Recall personal details. (e.g. telephone #)			
Make an emergency call, if needed.			
Clean personal area and shared space.			
Initiate activities.			
Imitate others.			
Move body easily.			
Try new things.			
Enjoy spending time observing others.			
Avoid trying to control the actions of others.			
Ask other children about their activities.			
Enjoy conversation with others.			
Collaborate with others.			
Negotiate shared resources.			
Take on new roles.			
Compromise for the greater good.			
Sacrifice interests when beneficial for all.			
Accept challenges.			
Set goals and work towards them.			
Lead other people in activities.			
Comment on what other people are doing.			
Assess self without undue criticism.			
Verbalize a variety of emotions.			
Show caring for other living things.			
Explore new places or ideas.			
Make discoveries on their own.			

Can the child...	Mostly	Rarely	Can't Say
Take the perspective of another person.			
Look at multiple aspects of one situation.			
Retell events in reverse sequence.			
Use sub-categories and classes.			
Take turns.			
Maintain at least one friendship.			
Offer words of encouragement to peers.			
Demonstrate environmental awareness.			
Feel proud of accomplishments.			
Believe in their abilities and skills.			
Enjoy demonstrating competencies.			
Work hard.			
Respect others.			
Learn from failure.			
Assert needs.			
Compete with confidence and fairness.			
Assess their own abilities accurately.			
Show flexibility in thinking.			
Show signs of a sense of humour.			
Show affection.			
Think logically.			
Listen to others.			
Lead groups.			
Produce results.			
Develop own personal style.			