

**Older Infant Assessment - Individualizing Goals and Objectives**

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 Name(s) of Caregivers: \_\_\_\_\_ Room #: \_\_\_\_\_

| <b>Goal 1: To learn about themselves</b>   |   |  |  |
|--|---|--|--|
| <b>Objectives</b>  | <b>Observations (Dates)</b><br><i>Reference Anecdotal Cards</i> | <b>Plans/Activities (Dates)</b><br><i>Reference Lesson Plans</i> | <b>Parent Conference (Dates and Notes)</b> |
| <b>1.1 To feel valued and secure in their relationships</b><br><b>Examples:</b><br>❖ looks at or goes over to touch familiar adults while playing<br>❖ points to pictures of family<br>❖ imitates adults   |   |  |  |
| <b>1.2 To feel competent and proud about what they can do</b><br><b>Examples:</b><br>❖ expresses possessiveness of self or toys<br>❖ claps at the completion of something (song, game, block stacking)<br>❖ smiles at observing self playing in the mirror |   |  |  |
| <b>1.3 To express their independence</b><br><b>Examples:</b><br>❖ moves adult hand away from bottle/food<br>❖ causes things to happen (moves toys, tumbles blocks, rolls cars)<br>❖ grabs for spoon when being fed   |   |  |  |
| <b>Goal 2: To learn about their feelings</b>   |   |  |  |
| <b>2.1 To communicate a broad range of emotions through gestures, sounds, and words</b><br><b>Examples:</b><br>❖ pushes aside unwanted food<br>❖ exhibits anger and frustration through crying<br>❖ laughs, squeals or screams when excited                |   |  |  |
| <b>2.2 To express their feelings in appropriate ways</b><br><b>Examples:</b><br>❖ shows affection through gentle touch<br>❖ gently pats crying child<br>❖ looks to adult for help when frustrated  |   |  |  |

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| <b>Goal 3: To learn about others</b>  |   |  |  |
|---|---|--|--|
| <b>Objectives</b>   | <b>Observations (Dates)</b><br><i>Reference Anecdotal Cards</i> | <b>Plans/Activities (Dates)</b><br><i>Reference Lesson Plans</i> | <b>Parent Conference (Dates and Notes)</b> |
| <b>3.1 To develop trusting relationships with nurturing adults</b><br><b>Examples:</b><br>❖ enjoys being close to parents/caregivers<br>❖ recognizes familiar faces<br>❖ experiences separation anxiety with primary adults |   |  |  |
| <b>3.2 To show interest in peers</b><br><b>Examples:</b><br>❖ plays in proximity to other children<br>❖ enjoys social interaction<br>❖ initiates others in play   |   |  |  |
| <b>3.3 To demonstrate caring and cooperation</b><br><b>Examples:</b><br>❖ expresses affection for people and favorite toys<br>❖ gives hugs to adults<br>❖ helps or holds own bottle   |   |  |  |
| <b>3.4 To try out roles and relationships through imitation and pretend play</b><br><b>Examples:</b><br>❖ plays with toy phone<br>❖ plays pat-a-cake<br>❖ pretends to feed familiar adult                                   |   |  |  |
| <b>Goal 4: To learn about communicating</b>   |   |  |  |
| <b>4.1 To express needs and thoughts without words</b><br><b>Examples:</b><br>❖ rocks head back and forth<br>❖ waves bye-bye<br>❖ shouts or tugs at adult for attention   |   |  |  |
| <b>4.2 To identify with a home language</b><br><b>Examples:</b><br>❖ recognizes voice of familiar adults<br>❖ imitating language tones, inflections, and rhythms<br>❖ utter consonant sounds ("f" "v" "th")                 |   |  |  |
| <b>4.3 To respond to verbal and nonverbal commands</b><br><b>Examples:</b><br>❖ turns head when name is heard<br>❖ follows simple instructions ("Grab the ball.")<br>❖ understands several words                            |   |  |  |
| <b>4.4 To communicate through language</b><br><b>Examples:</b><br>❖ imitates sounds of others<br>❖ uses double syllable words ("dada")<br>❖ utters first words  |   |  |  |

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| <b>Goal 5: To learn about moving and doing</b>  |   |  |  |
|---|---|--|--|
| <b>Objectives</b>   | <b>Observations (Dates)</b><br><i>Reference Anecdotal Cards</i> | <b>Plans/Activities (Dates)</b><br><i>Reference Lesson Plans</i> | <b>Parent Conference (Dates and Notes)</b> |
| <b>5.1 To develop gross motor skills</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ use arms and legs to turn around on stomach</li> <li>❖ rolls over and sits alone</li> <li>❖ standing, squatting, stooping</li> </ul>                            |   |  |  |
| <b>5.2 To develop fine motor skills</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ develops preference for right or left</li> <li>❖ grasps and manipulates objects</li> <li>❖ shakes toys with vigor</li> </ul>                                     |   |  |  |
| <b>5.3 To coordinate eye and hand movements</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ transfers objects from hand to hand</li> <li>❖ picks up objects in each hand</li> <li>❖ stacks a block</li> </ul>  |   |  |  |
| <b>5.4 To develop self-help skills</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ begins using cup with lid</li> <li>❖ pulls off shoes</li> <li>❖ feeds self finger foods</li> </ul>  |   |  |  |
| <b>Goal 6: To acquire thinking skills</b>   |   |  |  |
| <b>6.1 To gain an understanding of basic concepts and relationships</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ recognizes familiar faces</li> <li>❖ knows objects don't disappear when hidden</li> <li>❖ examines objects thoroughly</li> </ul> |   |  |  |
| <b>6.2 To apply knowledge to new situations</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ plays hide and seek</li> <li>❖ rolls balls</li> <li>❖ turns the pages of a book</li> </ul>   |   |  |  |
| <b>6.3 To develop strategies for solving problems</b><br><b>Examples:</b> <ul style="list-style-type: none"> <li>❖ pointing to objects or people</li> <li>❖ deliberately chooses toys for playing</li> <li>❖ recognizes the meaning of objects</li> </ul>             |   |  |  |

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