

**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> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>1.1 To feel valued and secure in their relationships</b> <b>Examples:</b> ❖ looks at or goes over to touch familiar adults while playing ❖ points to pictures of family ❖ imitates adults			
<b>1.2 To feel competent and proud about what they can do</b> <b>Examples:</b> ❖ expresses possessiveness of self or toys ❖ claps at the completion of something (song, game, block stacking) ❖ smiles at observing self playing in the mirror			
<b>1.3 To express their independence</b> <b>Examples:</b> ❖ moves adult hand away from bottle/food ❖ causes things to happen (moves toys, tumbles blocks, rolls cars) ❖ 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> <b>Examples:</b> ❖ pushes aside unwanted food ❖ exhibits anger and frustration through crying ❖ laughs, squeals or screams when excited			
<b>2.2 To express their feelings in appropriate ways</b> <b>Examples:</b> ❖ shows affection through gentle touch ❖ gently pats crying child ❖ 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> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>3.1 To develop trusting relationships with nurturing adults</b> <b>Examples:</b> ❖ enjoys being close to parents/caregivers ❖ recognizes familiar faces ❖ experiences separation anxiety with primary adults			
<b>3.2 To show interest in peers</b> <b>Examples:</b> ❖ plays in proximity to other children ❖ enjoys social interaction ❖ initiates others in play			
<b>3.3 To demonstrate caring and cooperation</b> <b>Examples:</b> ❖ expresses affection for people and favorite toys ❖ gives hugs to adults ❖ helps or holds own bottle			
<b>3.4 To try out roles and relationships through imitation and pretend play</b> <b>Examples:</b> ❖ plays with toy phone ❖ plays pat-a-cake ❖ pretends to feed familiar adult			
<b>Goal 4: To learn about communicating</b>			
<b>4.1 To express needs and thoughts without words</b> <b>Examples:</b> ❖ rocks head back and forth ❖ waves bye-bye ❖ shouts or tugs at adult for attention			
<b>4.2 To identify with a home language</b> <b>Examples:</b> ❖ recognizes voice of familiar adults ❖ imitating language tones, inflections, and rhythms ❖ utter consonant sounds ("f" "v" "th")			
<b>4.3 To respond to verbal and nonverbal commands</b> <b>Examples:</b> ❖ turns head when name is heard ❖ follows simple instructions ("Grab the ball.") ❖ understands several words			
<b>4.4 To communicate through language</b> <b>Examples:</b> ❖ imitates sounds of others ❖ uses double syllable words ("dada") ❖ utters first words			

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<b>Goal 5: To learn about moving and doing</b>			
<b>Objectives</b>	<b>Observations (Dates)</b> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>5.1 To develop gross motor skills</b> <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> <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> <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> <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> <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> <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> <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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