

PRESCHOOL CHILDREN (Ages 3 – 5)

SCHOOL READINESS DOMAIN #1**Physical Well-Being & Motor Development**

GOAL 1.1 – Child will demonstrate control of large muscles for movement, navigation and balance.

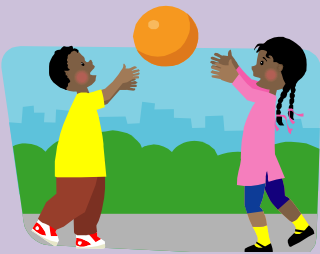
- Walking, running, hopping, galloping, skipping, jumping, climbing, balancing, throwing, catching, hitting, & kicking a ball

GOAL 1.2—Child will demonstrate control of small muscles for manipulation and exploration.

- Holding pencils and drawing tools with age-appropriate grasp
- Eating, brushing teeth, playing with toys
- Using blocks and toys and manipulating clay or other materials
- Dressing and putting on clothing

GOAL 1.3—Child will learn and begin to demonstrate healthy and safe habits.

- Eating healthy foods
- Washing hands with soap
- Brushing teeth with toothpaste
- Dressing appropriately (e.g. wearing a coat when cold)
- Using objects safely (e.g. pencils or other tools)
- Understanding and practicing healthy nutrition and food habits



These are examples of ways to meet the goals. The lists are not exhaustive.

SCHOOL READINESS DOMAIN #2**Social and Emotional Development**

GOAL 2.1—Child will develop and engage in positive relationships and interactions with adults.

- Communicating needs, wants, and information through word, sound, cry, gesture, and body language
- Seeking help from an adult and using adult assistance to solve challenges and explore the environment

GOAL 2.2 – Child will begin to develop personal relationships with peers.

- Cooperating in the shared use of space, materials, activities, and adult attention
- Communicating verbally and with gestures to express needs, wants, and information
- Interacting and giving positive emotional exchanges
- Managing conflict using pro-social methods (e.g. seeking adult help, moving away from conflict)

GOAL 2.3—Child will begin to develop and demonstrate control over some of their feelings and behaviors.

- Persisting with challenging tasks (e.g. puzzles, listening to stories) when the activity is appropriate and an adult is present and provides support
- Showing a range of positive and negative emotions appropriate to the circumstances
- Showing physical activity and behavior that fit with the activity and demonstrate awareness of limits

GOAL 2.4 – Child will begin to learn and internalize rules, routines, and directions.

- Responding to adult requests, directives, and feedback
- Using materials and space consistent with rules and direction
- Cooperating with group transitions and movement

SCHOOL READINESS DOMAIN #3**Approaches to Learning**

GOAL 3.1—Child will demonstrate interest, curiosity, and eagerness in exploring the world around them.

- Seeking a range of activities, information, or materials that foster learning and engaging with those activities and materials to provide information and skill development opportunities
- Manipulating activities, materials, and information in conventional ways and in new or unusual ways and working with activities, materials, and information on their own as well as in a group

GOAL 3.2—Child will demonstrate persistence in learning and discovery.

- Demonstrating focused effort/engagement at the start of an activity and throughout periods in which the activity, materials, or information are challenging
- Asking for help when appropriate and using the help to continue engagement in the activity, materials, or information
- Demonstrating signs of pride and accomplishment during and after engaging with activities, materials, or information

GOAL 3.3 – Child will learn and use words to describe what they are thinking and doing.

- Speaking about an activity or materials with peers or adults
- Using words to convey plans and goals for their play or actions

PRESCHOOL CHILDREN (Ages 3 – 5)**SCHOOL READINESS DOMAIN #4
Language and Literacy Development****GOAL 4.1—Child will demonstrate receptive and expressive language skills and communication strategies.**

- Using a wide variety of labels to describe people, objects, attributes, and actions
- Understanding and producing words that describe the relationship among objects or events
- Increasing a steady store of words that are understood and words that are produced
- Developing a deeper knowledge of words (e.g. awareness of multiple meanings, using words with increasing specificity)

GOAL 4.2—Child will understand and begin to use oral language for conversation and communication.

- Engaging in multiple turn conversations
- Describing and understanding connections among story/event parts
- Communicating needs, wants, and desires using words, phrases, and sentences
- Following increasingly complex and multi-step directions
- **Using increasingly complex and longer sentences**

GOAL 4.3—Child will hear and distinguish the sounds and rhythms of language

- Identifying and manipulating smaller units of sound within a word (rhyme, syllable, individual sound)

GOAL 4.4—Child will begin to learn and demonstrate how print works.

- Knowing and identifying letter names and sounds
- Identifying book parts, print concepts
- Writing letters and their own names as well as other writing efforts

GOAL 4.5—Child will engage with stories and books.

- Selecting books of interest to look through and listen to
- Listening to stories and developing strategies for understanding the content (e.g. predicting, summarizing, and questioning)

**SCHOOL READINESS DOMAIN #5
Cognition and General Knowledge****GOAL 5.1 – Child will learn and begin to use math concepts during daily routines and experiences.**

- Counting up to 10 objects with 1:1 correspondence
- Comparing objects and quantities in relation to size, weight, volume, and temperature (bigger, heavier, hotter, etc.)
- Identifying cause and effect, identifying patterns, using quantity to solve problems (e.g. if we take one away from this group of four beads, how many are left? Or Do we need more or less water in this cup to make these two the same?)

GOAL 5.2—Child will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they make things happen.

- Asking questions of adults about activities and information of which the child is aware
- Guessing about what will happen next or why something may have happened

GOAL 5.3—Child will begin to develop and demonstrate the ability to remember and connect new and known experiences and information

- Remembering short and longer-term information as well as memory skills for increasing recall of letters, numbers, or facts

Strategies for meeting these goals for children with disabilities will be tailored to their specific needs in accordance with their Individual Education Plan goals and as needed. These can include the following:

- Sensory integration techniques
- Visual aids such as picture schedules, social stories, picture cues, etc.
- Collaborating with Occupational, Physical, and Speech and Language Therapists
- Collaborating with the Inclusion Specialist
- Physical adaptations to the classroom setting
- Classroom management modifications to meet needs
- Adaptive equipment
- Assistive technology