

Sense of Self

- Is this child able to make his or her needs and wants known to others? How does he/she go about doing this?
- Does the child seem competent, confident, and helpless?
- Can the child initiate interactions with others?
- Does the child take pleasure in abilities, accomplishments, and interactions?

Affective Expression

- Does the child have a range of affect? Are affective responses and their intensity appropriate to the situation?
- What is the child's response to disappointment, frustration, pleasure?
- How flexibly does the child shift moods or affective states?
- What is the child's characteristic way of responding to new situations, transitions, adults' requests and instructions?

Relationships with Adults

- What does the child's behavior *seem* to say about her or his expectations of adults?
- How does the child use adults? To get help?
- What types of interaction does the child respond to? What does the adult do to organize, comfort, guide, and clarify?
- Does the child have a preferred adult? Are there signs of social referencing?

Communication or Language

- How is expression or language used?
- Does the child use gestures? Does he or she establish joint attention?
- Is expressiveness/speech expectable for the child's age and experience?
- Does he or she understand others' communications?

Motor Capacities

- How does the child use her or his body given the child's age and experiences?

- What are the characteristics of movement?
- Is the child aware of her or his body in space?

Sensory/Regulatory Capacities

- What is the child's energy level?
- What is needed to engage and maintain the child's interest?
- What is the effect of sensory input? How does the child respond to gentle touch, deep pressure, or swaddling?
- What is the child's response to loud noises, lots of activity, and various types of tactile stimulation?
- Does the child seek sensory input through activity level or physical contact

Relationship to and Participation in the Group

- How does the child respond to group activities?
- How does the child respond to group instructions/directions?
- Is the child interested in particular objects, activities, peers?
- How does the child respond to transitions or changes in routine?
- In what types of play/activities is the child involved?

Play

- Is the child interested in a range of activities or consistently involved in only one type?
- Does the child take pleasure in play?
- Are play themes easily extendable or rigid and perseverative?
- What contributes to the child's choices of where and with whom to engage?
- Can the child initiate interactive play with another child?