

**Present Level of Performance and  
Goal and Objective Worksheet  
Preschool-Early Elementary Child with Developmental Delay**

**Student:**

**Date:**

**Prepared by:**

**Instructions:** Circle Items if child can demonstrate skill without or with minimal prompting. Underline skills that child cannot perform and that are of major importance.

**Attending Skills**

Beginning Attending Skills

sits independently,  
eye contact

Intermediate Attending Skills

sustains eye contact,  
responds to name

Advanced Attending Skills

maintains eye contact during conversation, and group instruction  
remains on task at play and at school for appropriate time frames.

**Imitation Skills**

Beginning Imitation Skills —

can imitate with gross, fine, and oral motor skills

Intermediate Imitation Skills —

imitates sequences,  
copies simple drawings,  
pairs actions with sounds

Advanced Imitation Skills —

complex sequencing,  
peer play,  
verbal responses to peers

**Receptive Language Skills**

Beginning Receptive Language Skills —

points to body parts  
follows one-step instructions

Intermediate Receptive Language Skills —

follows two-step instructions,  
identifies attributes,  
pretends,  
identifies categories, pronouns, propositions, emotions, gender,  
answers "wh-" questions,  
sequence cards

Advanced Receptive Language Skills —

follows three-step instructions,  
understands same/different,  
identifies what doesn't belong,  
understands plural/singular,  
understands "Ask..." versus "Tell..."

### **Expressive Language Skills**

#### Beginning Expressive Language Skills —

imitates sounds,  
labeling,  
yes/no,  
greetings,  
answers simple questions

#### Intermediate Expressive Language Skills —

two- and three-word phrases,  
requests desired items,  
labels according to function,  
simple sentences,  
reciprocates information,  
asks "wh-" questions

#### Advanced Expressive Language Skills —

utilizes "I don't know,"  
retells story,  
recalls past events,  
asks for clarification,  
uses advanced possessive pronouns,  
uses correct verb tense,  
asserts knowledge

#### Abstract Language —

predicts outcomes,  
takes another's perspective,  
provides explanations

### **Social Language Skills**

Listens when others speak,  
Ask meanings of words,  
Speaks readily with adults and peers,  
Uses language to joke and tease,  
Answers phone and carry on a conversation,  
Seek attention, help, and recognition appropriately,

### **Academic Skills**

#### Beginning Pre-Academic Skills —

matching,  
completes activities independently,  
counting,  
identifies shapes, colors and letters  
Intermediate Pre-academic Skills —  
matches by category,  
gives specific quantity of items,  
uppercase/lowercase letters,  
more/less,  
simple worksheets,  
copies letters and numbers,  
writes name,  
cuts with scissors,  
colors within a boundary

Academic Skills —  
completes patterns, reading, names letter sounds, consonants, spelling, states word meaning, simple synonyms, ordinal numbers, identifies rhyming words, writes simple words from memory, adds single-digit numbers

### **Social Skills and School Readiness**

Social Skills — follows directions from peers, answers questions from peers, responds to play-initiation statements, initiates play statements to peers, offers and accepts peer assistance, Can apologize and be courteous, Have non-aggressive conflict resolution strategies,

School Readiness — waits turn, demonstrates new responses through observation, follows group instruction, sings nursery rhymes, answers when called on, raises hand, story-time, show and tell, participates in songs, games rhythmic activities, looks forward to school and other new activities and information.

### **Self Help**

Beginning Self-help Skills — gets undressed independently, eats independently, toilet training, Keep things out of mouth

Intermediate Self-help Skills — gets dressed independently, puts on shoes, puts on coat, self-initiates toileting

Advanced Self-help Skills — brushes teeth, zippers, buttons, snaps, washes hands with soap. Use bathroom properly and obey rules of sanitation Take care of own belongings. Give address, phone number, parent name, and age

### **Problem Behaviors**

A behaviorist should do data collection on the frequency of these behaviors, and goals and objectives formulated based upon a baseline frequency that has been measured.

<u>Area of concern</u>	<u>Yes</u>	<u>No</u>
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Non Compliance  
Inappropriate Eating  
Inappropriate Sleep  
Inappropriate Transitions  
Inappropriate Screaming  
Inappropriate Toy Play  
Inappropriate Running Away  
Inappropriate Self Stimulation  
Tantrums  
Proper safety on playground.

### **Fine Motor Skills**

Use a mature grasp (tripod) on writing tools  
Copy and name a few letters  
Write all letters using proper size and spacing.  
Form sentences using proper upper and lower case.  
Write using pen and pencil implements  
Copy a circle, triangle, square, and cross  
Draw simple figures  
Have simple cutting, coloring and pasting skills  
Put on and take off coat and boots.  
Handle fasteners for clothes, learning to tie shoe

### **Gross Motor Skills**

Demonstrate coordinated large muscle movements -- 1 foot hopping, skipping, jumping, ball skills, wheel toys, etc., Is comfortable on playground equipment,