

## Young Infant Assessment - Individualizing Goals and Objectives

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

Goal 1: To learn about themselves			
Objectives	Observations (Dates) <small>Reference Anecdotal Cards</small>	Plans/Activities (Dates) <small>Reference Lesson Plans</small>	Parent Conference (Dates and Notes)
<b>1.1 To feel valued and secure in their relationships</b> <b>Examples:</b> ❖ smiles and shows pleasure when talked to ❖ moves body towards caregiver when she approaches ❖ enjoys games with others like "Where is your nose?"			
<b>1.2 To feel competent and proud about what they can do</b> <b>Examples:</b> ❖ kicks a mobile and smiles ❖ squeezes a rubber toy and show pleasure at its squeak ❖ drops a ball and laughs as it bounces			
<b>1.3 To express their independence</b> <b>Examples:</b> ❖ pushes away bottle ❖ pulls at diaper when being changed ❖ grabs for spoon when being fed			
Goal 2: To learn about their feelings			
<b>2.1 To communicate broad range of emotions thru gestures/sounds/words</b> <b>Examples:</b> ❖ cries when hears sudden noises ❖ coos and smiles when being rocked and sung to ❖ laughs aloud when playing peek-a-boo			
<b>2.2 To express their feelings in appropriate ways</b> <b>Examples:</b> ❖ while crying, lifts arms up to indicate need to be picked up and comforted ❖ bounces to get adult to continue to knee ride ❖ looks to familiar adult when a stranger approaches			

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

<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> ❖ listens attentively to adult when being fed / changed ❖ kicks legs and squeals when familiar adult appears ❖ looks to adult for attention of help			
<b>3.2 To show interest in peers</b> <b>Examples:</b> ❖ watches other children ❖ reaches out to touch another infant's face ❖ grabs for toy another infant is holding			
<b>3.3 To demonstrate caring and cooperation</b> <b>Examples:</b> ❖ hugs doll ❖ pats adult on back when being held ❖ lifts bottom, in response to caregiver's actions, when being changed			
<b>3.4 To try out roles and relationships through imitation and pretend play</b> <b>Examples:</b> ❖ smiles at self in mirror ❖ plays peek-a-boo ❖ 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> ❖ smiles to invite an adult to interact ❖ fidgets or cries when uncomfortable or bored ❖ holds rattle up for adult to shake			
<b>4.2 To identify with a home language</b> <b>Examples:</b> ❖ listens to conversations ❖ recognizes and begins imitating sounds ❖ understands names of familiar objects			
<b>4.3 To respond to verbal and nonverbal commands</b> <b>Examples:</b> ❖ looks up when called by name ❖ opens mouth as adult opens mouth while feeding ❖ touches mirror when asked "Where's the baby?"			
<b>4.4 To communicate through language</b> <b>Examples:</b> ❖ vocalizes to self and others ❖ begins babbling ❖ imitates tones and inflection			

Adapted, with permission, from The Creative Curriculum for Infants & Toddlers, Teaching Strategies, Inc., Washington DC, 1999

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

<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>❖ holds head up without support</li> <li>❖ rolls over and sits alone</li> <li>❖ begins creeping and crawling</li> </ul>			
<b>5.2 To develop fine motor skills</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ scoops up piece of food and eats it</li> <li>❖ pulls large pegs out of pegboard</li> <li>❖ transfers objects from hand to hand</li> </ul>			
<b>5.3 To coordinate eye-hand movements</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ follows toy with eyes as it moves</li> <li>❖ looks at hand</li> <li>❖ reaches for and grasps a rattle</li> </ul>			
<b>5.4 To develop self-help skills</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ begins to hold own bottle</li> <li>❖ begins to feed self finger foods</li> <li>❖ pulls off socks</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>❖ picks up pacifier and sucks on it</li> <li>❖ drops spoon and watches it fall to floor</li> <li>❖ closes eyes as adult pulls shirt over his head</li> </ul>			
<b>6.2 To apply knowledge to new situations</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ shakes stuffed toy like rattle to hear noise</li> <li>❖ kicks new crib toy to see if it will move</li> <li>❖ squeezes and tastes new finger food</li> </ul>			
<b>6.3 To develop strategies for solving problems</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ uses hand to steady self when sitting up</li> <li>❖ reaches for a toy that has rolled away</li> <li>❖ raises bottle as level of milk drops</li> </ul>			