

## *spark*\* Assessment of Progress – Behavioral Self-Regulation

**Child:**

**Date:**

**Reporter:**

On the form is each major area of focus, task variation and area of skill development included in the program, along with the objective. The date on which the lesson was started is noted in the fifth column from the left. Then, after a period of time that is appropriate to the child and/or program, the child's progress is noted. The date of evaluation is entered into the column and a progress indicator is written into each appropriate row under that column. Progress toward the objective is marked as 'A' for achieved, 'D' for developing if the child is able to demonstrate the skill at a level below the criterion and an 'N' for no discernible progress.

Areas of Focus	Task Variation	Objective  The child will be able to	Areas of skill development	Date started	Evaluation Date(s)		
<b>Controlling hands</b>	Location	B:H1 -imitate location/position variations in hand movements from the adult model with at least 80% accuracy	Imitating the adult				
	Speed	B:H2 - imitate speed variations in hand movements from the adult model with at least 80% accuracy					
	Intensity	B:H3 -imitate intensity/force variations in hand movements from the adult model with at least 80% accuracy					
	Manner	B:H4 -imitate different manners of hand actions from the adult model with at least 80% accuracy.					

Areas of Focus	Task Variation	Objective The child will be able to	Areas of skill development	Date started	Evaluation		
					Date(s)		
<b>Controlling hands</b>	Location, Speed, Intensity, Manner	B:H5 - perform hand movements depicted in illustrations that vary by location, speed, intensity or manner with at least 80% accuracy	Imitating a pictured model				
		B:H6 - perform hand actions varying in location, speed, intensity or manner with at least 80% accuracy as stated in the verbal directions	Verbal directions				
		B:H7 - imitate the peer model's hand actions using different locations, speeds, intensities and manners with at least 80% accuracy	Imitating a peer				
		B:H8 - tell at least one specific important situation (times, places) per setting (at home, school/preschool, in the community) where self-regulation of his hands is important.	Self-directed				
		B:H9 - exhibit self-regulation of his hands at least 80% of the time in his typical learning environment					
B:H10 -ask for, or arrange a task or situation or use self-talk to facilitate his hand control at least 50% of the time in daily settings							

Areas of Focus	Task Variation	Objective The child will be able to	Areas of skill development	Date started	Evaluation		
					Date(s)		
<b>Control of breathing</b>	Speed	B:B1 - imitate speed variations in breathing from the adult model with at least 80% accuracy	Imitating the adult				
		B:B2 - vary his breathing rate depicted in illustrations with at least 80% accuracy	Imitating a pictured model				
		B:B3 - accurately vary breathing speed at least 80% of the time as stated in verbal directions	Verbal directions				
		B:B4 - imitate the peer model's breathing using different speeds with at least 80% accuracy	Imitating a peer				
		B:B5 - tell at least one specific important situation (times, places) per setting (at home, school/preschool, in the community) where Turtle Breathing is important	Self-Direction				
		B:B6 - use Turtle Breathing at least 50% of the time in appropriate daily situations					
<b>Control-ling feet</b>	Speed	B:F1 - imitate speed variations in foot movements from the adult model with at least 80% accuracy	Imitate adult model				
	Intensity	B:F2 - imitate intensity/force variations in foot movements from the adult model with at least 80% accuracy					

Areas of Focus	Task Variation	Objective  The child will be able to	Areas of skill development	Date started	Evaluation Date(s)			
<b>Control-ling feet</b>	Speed	B:F1 - imitate speed variations in foot movements from the adult model with at least 80% accuracy	Imitate adult model					
	Intensity	B:F2 - imitate intensity/force variations in foot movements from the adult model with at least 80% accuracy						
	Manner	B:F3 - imitate different manners of foot movements from the adult model with at least 80% accuracy						
	Speed, Intensity, Manner		B:F4 - perform foot movements depicted in illustrations that vary by speed, intensity or manner with at least 80% accuracy.	Imitate pictured model				
			B:F5 - perform foot actions varying in speed, intensity or manner with at least 80% accuracy as stated in the verbal directions	Verbal directions				
			B:F6 - accurately imitate the peer model's foot actions using different speeds, intensities and manners at least 80% of the time	Imitate a peer model				

Areas of Focus	Task Variation	Objective The child will be able to	Areas of skill development	Date started	Evaluation Date(s)		
<b>Controlling feet</b>	Speed, Intensity, Manner	B:F7 - tell at least one specific important situation (times, places) per setting (at home, school/preschool, in the community) where self-regulation of his feet is important.	Self-direction				
		B:F8 - exhibit self-regulation of his feet at least 80% of the time in his typical learning environment					
		B:F9 - ask for, arrange a task or situation or use self-talk to facilitate his foot control at least 50% of the time in daily settings					
<b>Controlling voice</b>	Intensity	B:V1 - imitate different voice intensities from the adult model with at least 80% accuracy	Imitate adult model				
		B:V2 - vary voice intensity depicted in illustrations with at least 80% accuracy	Imitate pictured model				
		B:V3 - vary the intensity of his voice with at least 80% accuracy as stated in the verbal directions	Verbal directions				
		B:V4 - accurately imitate the peer model's voice intensities with at least 80% accuracy.	Imitate a peer model				

Areas of Focus	Task Variation	Objective The child will be able to	Areas of skill development	Date started	Evaluation Date(s)		
		B:V5 - tell at least one specific important situation (times, places) per setting (at home, school/preschool, in the community) where self-regulation of his voice is important.	Self-direction				
		B:V6 - exhibit situation-appropriate self-regulation of his voice at least 80% of the time in his typical environments					
		B:V7 - ask for, arrange a situation or use self-talk to facilitate use of a situation-appropriate voice intensity at least 50% of the time in daily settings.	Self-direction				
<b>Control-ling whole body</b>	Speed, intensity, manner	B:W1 - perform whole body actions varying in location, speed, intensity or manner with at least 80 % accuracy, as stated in the verbal directions with visual support for more complex movements or positions	Verbal direction + visual support				
		B:W2 - imitate the peer model's actions using different locations, speeds, intensities and manners with at least 80% accuracy.	Imitate a peer				

Areas of Focus	Task Variation	Objective	Areas of skill development	Date started	Evaluation Date(s)		
<b>Control-ling whole body</b>	Speed, intensity, manner	The child will be able to	Self-directed				
		B:W3 - tell at least one specific important situation (times, places) per setting (at home, school/preschool, in the community) where self-regulation of his whole body is important.					
		B:W4 - exhibit self-regulation of his body at least 80% of the time in his everyday environments					
		B:W5 - ask for, arrange a situation or use self-talk to facilitate his whole body control at least 50% of the time in daily settings.					
Comments and observations:							

