

spark* Assessment of Progress – Emotional Self-Regulation

Areas of focus	Objective	Areas of skill development	Date started	Evaluation Date(s)		
	The child will be able to					
Detection, interpretation and formation of gestures	E:DIFg1 - <i>a</i> : imitate the 5 key gestures from the adult model and produce them with verbal prompting with at least 80% accuracy. E:DIFg1 - <i>b</i> : look where the speaker is pointing or looking or look directly at the speaker to ensure he understands directions involving person or place deixis at least 50% of the time.	Awareness in Others and in Self				
	E:DIRg2 - indicate at least one different example of when it is important to use gestures for each of the three targeted settings with adult support.	Awareness of Need				
	E:DIFg3- detect, interpret and use key gestures with at least 80% accuracy in daily settings during periods of silence	Resilience				
Detection, interpretation and formation of emotions	E:DIFe1 - imitate all of the key emotions from the adult model and produce them with verbal prompting with at least 80% accuracy	Awareness in Others and in Self				
	E:DIFe2 - indicate at least two different example of when the key emotions might be experienced by him and others for each of the three targeted settings with adult support.	Awareness of Need				
	E:DIFe3 - detect and interpret key emotions in himself and others and use strategies appropriate to extending or controlling the feelings at 50% of the time in daily settings.	Resilience				

Areas of focus	Objective	Areas of skill development	Date started	Evaluation Date(s)		
	The child will be able to					
Detection, interpretation and formation of person and setting cues	E:DIFps1 - detect and interpret major person and setting clues with at least 80% accuracy.	Awareness in Others and in Self				
	E:DIFps2 - detect and interpret clues and models in typically challenging situations and determine appropriate responses to least three different examples with adult support.	Awareness of Need				
	E:DIFps3 - <i>a</i> : regulate his behavior, thinking and emotions appropriately in daily situations at least 60% of the time. E:DIFps3 - <i>b</i> calmly suggest changes to ongoing activities that will help him remain regulated at least 60% of the time.	Resilience				
Comments and observations:						