

Description:

The pages in this document illustrate the Teaching Strategies GOLD objectives/dimensions that are associated with the 3 Child Outcomes in the OSEP process.

Guidance:

Please understand that the list is just a suggestion of opportunities to collect specific data and related to associated outcomes. We encourage districts and teachers to be creative in providing learning opportunities to children and families, and in collecting documentation to support decision making.

Additionally, it is important to modify the questions and activities provided to families as they relate to the student's individual and unique skills. You can view the GOLD progressions at the web address below to inform your support to families in addition to each child's previous Checkpoint status.

https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD_Progressions_EN.pdf

Examples of Documentation:

For each outcome, look for potential evidence to collect from families through the following:

1. Family's input through phone calls, surveys, sent home packets, or other.
2. Child work samples through packets, or shared photos.
3. Videos, whether sent from family members as a sample which could be directly uploaded into the TSG platform or during a live video conference between the teacher and student/family.

Outcome 1: Positive Social Relationships

Social-Emotional

Questions for Families / Potential activities that can be done at home

1. Regulates own emotions and behaviors
 - a. Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.)
 - b. Follows limits and expectations (responds to changes in an adult's tone of voice, accepts redirection from adults, management classroom rules, routines, etc.)
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.)
 - b. Responds to emotional cues (reacts to others' emotional expressions, demonstrates concerns about feelings of others, etc.)
 - c. Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.)
 - d. Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains friendships, etc.)
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others (responds appropriately to others' wants, takes turns, initiates sharing, cooperates and shares ideas, etc.)
 - b. Solves social problems (expresses feelings during conflict, seeks adult help, suggests solutions, resolves problems, etc.)

Questions to ask Families: (reminder to ask of examples of how the child performed the behavior)

How is your child managing their feelings and following family expectations?

Does your child calm themselves when angry or need support from a special object (blanket/toy) or person?

How does your child behave when they are told "no" or that they need to wait?

Name some rules or routines in your house that your child follows without being asked.

Activities to suggest:

- Have the family make a visual daily schedule together.
- Play a game that involves following directions and/or taking turns.
- Read or make up stories with plots about how characters are not getting along and ask the child what is the right thing to do.
- Play a game of guessing the emotion. Have the adult make a face or find faces in books/magazines/online and have them guess the persons emotion and why they think they are feeling that way.
- Ask you child about their friends or family members that they haven't seen in a while. Have them make a prediction about what things they think the person(s) is doing.

Language

Questions for Families / Potential activities that can be done at home

8. Listens to and understands increasingly complex language
 - a. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements)
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations (simple back-and-forth, initiates, engages in conversation, etc.)
 - b. Uses social rules of language (looks at listener, etc.)

Questions to ask Families: (reminder to ask of examples of how the child performed the behavior)

Is your child able to find things when asked; whether in a picture, around the house, etc.?

How does your child usually respond when asked a question? With many words? More gestures?

Activities to suggest:

- Play a listening game, such as hot/cold, I spy, or name the animal that does this.
- Lists of open ended questions that make children think and respond in more than one word, such as:
- Why is the sky blue? Grass green? What would happen if mice were bigger than cats? What kind of superpower is the best and why?

Outcome 2: Acquires and Uses Knowledge and Skills

Physical	Questions for Families/ Potential activities that can be done at home
<p>7. <u>Demonstrates fine-motor strength and coordination</u></p> <p>b. Uses writing and drawing tools (grasps, grips, holds tools)*</p>	<p><u>Questions to ask Families:</u> (reminder to ask of examples of how the child performed the behavior)</p> <p>Watching your child draw or write, how are they holding the writing utensil? (if the families have the ability to share a picture, have them take it from the front of the hand.)</p> <p><u>Activities to suggest:</u></p> <p>Have children right or draw on blank paper, without requiring tracing or them to stay on a line or in a box. You are not focusing on their product but the way they are using the writing tool.</p>
Language	Questions for Families / Potential activities that can be done at home
<p>8. <u>Listens to and understands increasingly complex language</u></p> <p>a. Follows directions (responds to simple verbal requests, follows detailed instructions, etc.)</p> <p>b. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements)</p> <p>9. <u>Uses language to express thoughts and needs</u></p> <p>a. Uses an expanding expressive vocabulary (vocalizes and gestures, names familiar people, animals, objects, describes and tells use of items, incorporates new words)</p> <p>b. Speaks clearly (babbling, uses words, is understood, pronounces words correctly, etc.)</p> <p>c. Uses conventional grammar (uses 1-2 word sentences/phrases, 3-4 word sentences/phrases, etc.)</p> <p>d. Tells about another time or place (makes statements, tells stories, etc.)</p>	<p><u>Questions to ask Families:</u> (reminder to ask of examples of how the child performed the behavior)</p> <p>How does your child respond when you give them directions?</p> <p>Can they follow through with multiple directions or do you need to break them down into individual steps?</p> <p>Provide an example of your child describing an object. Are they using descriptive words about size, color, shape, feel, etc?</p> <p><u>Activities to suggest:</u></p> <ul style="list-style-type: none"> -Play a following directions game for them to find a hidden object in your home or yard. -Show your child pictures in their favorite book and have them tell you what is going on or retell the story if they are very familiar with it. -Ask them child to explain an exciting event that happened to them at an earlier time. -Have your child draw a picture and then explain the drawing to you. -Go through family and friend photos, whether pictures or virtual and have the child tell you who are in them, describe what they are wearing, where it was at, and what was going on.

Outcome 2: Acquires and Uses Knowledge and Skills

Cognitive

Questions for Families / Potential activities that can be done at home

11. Demonstrates positive approaches to learning
 - a. Attends and engages (pays attention to sights and sounds, sustains interest, sustains work on tasks, etc.)
 - b. Persists (repeats actions to obtain results, practices an activity, plans and pursues tasks, etc.)
 - c. Solves problems (reacts to problem, observes and imitates problem solving, etc.)
 - d. Shows curiosity and motivation (uses senses, explores and investigates, shows eagerness to learn, uses a variety of resources to answer questions, etc.)
 - e. Shows flexibility and inventiveness in thinking (imitates others using objects, uses creativity and imagination in play, changes plans if a better idea is thought of, thinks through solutions, etc.)
12. Remembers and connects experiences
 - a. Recognizes and recalls (recognizes familiar people, places objects, looks for hidden objects, tells about experiences in order, uses strategies to remember, etc.)
 - b. Makes connections (looks for familiar persons when times, remembers sequence of personal routines, draws on everyday experiences, applies rules to new contexts, etc.)
13. Uses classification skills (matches similar objects, places objects in 2 or more groups, groups objects by characteristics, etc.)
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically (recognizes people, objects animals in pictures, draws and identifies what it is, uses drawings, etc., to represent ideas, etc.)
 - b. Engages in sociodramatic play (imitates actions during play, acts out scenarios, interacts with children in pretend play, etc.)

Questions to ask Families: (reminder to ask of examples of how the child performed the behavior)

- Tell me about the things, toys, shows, activities, or anything else in your home that keeps your child's interest.
- Tell me about a time your child sorted objects, such as toys, clothing, eating utensils, rocks, etc..
- Does your child like puzzles? Tell me what kind and how they do them.
- Does your child pretend to be things, such as animals, superheroes, mom/dad? What does he/she do?
- When your child is interested in an activity, how long can they sit and play at it?

Activities to suggest:

- Provide or make puzzles
- Have children sort objects around the house, such as silverware, clothing by color or type, the family members' shoes by size or who wears them, toys, rocks from the yard, crayon, buttons or anything else you can imagine.
- Pull out old clothes and let children play dress up.
- Use found objects to make noise makers or instruments.
- Name animals and have children move like them.
- Look at clouds, spilled liquid, mis-shaped rocks and have children say what they remind them of.
- Have children describe a fond memory; who was there, what was happening.
- Look outside; describe the weather, what creatures they see, what plants are around.

Outcome 2: Acquires and Uses Knowledge and Skills

Mathematics	Questions for Families / Potential activities that can be done at home
<p>20. <u>Uses number concepts and operations</u></p> <ul style="list-style-type: none"> a. Counts (verbally counts, uses number names, etc.) b. Quantifies (demonstrates understanding of concepts of 1, 2, more, recognizes names of numbers, makes sets, solves problems, etc.) c. Connects numerals with their quantities (recognizes, names numerals, identifies numerals, etc.) <p>21. <u>Explores and describes spatial relationships and shapes</u></p> <ul style="list-style-type: none"> a. Understands spatial relationships (follows simple directions related to position, proximity, uses and responds to positional words, uses sketches to locate objects, etc.) b. Understands shapes (matches, identifies, describes shapes, etc.) <p>22. <u>Compares and measures</u> (compares objects, orders set of objects uses measurement words, etc.)</p> <p>23. <u>Demonstrates knowledge of patterns</u> (shows interest in patterns, copies, creates, recognizes patterns, etc.)</p>	<p><u>Questions to ask Families:</u> (reminder to ask of examples of how the child performed the behavior)</p> <p>Have your child count, what is the highest number they reach without missing a number or stopping?</p> <p>If you pick up different numbers of small objects, can they tell you how many with or without counting them?</p> <p>Does your child name any numbers when they see them?</p> <p>Can you child tell you what is big, bigger, small, smaller or other size words?</p> <p><u>Activities to suggest:</u></p> <ul style="list-style-type: none"> -Practice writing numbers -Play "go fish" using number cards, or the memory game using matching numbers -Count the number of steps it takes to get to different places in your house or yard. -Make a collection of objects (toys, rocks, etc.): Count them, and order them by size. -Make a pattern out of object and have your child extend it, copy it, and create their own. -Look around your house, or on a walk for shapes, such as a clock face is a circle. -Play distance games with instructions, such as: Take 3 big steps, go near the couch, crawl under the table, hop around the chair, place this stuffed animal on your head.
Science and Technology	Questions for Families / Potential activities that can be done at home
<p>4. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth's environment</p> <p>28. Uses tools and other technology to perform tasks</p>	<p><u>Questions to ask Families:</u> (reminder to ask of examples of how the child performed the behavior)</p> <p>Tell me about what interests your child has outdoors, such as plants, insects, dirt, the clouds, etc..</p> <p>Can your child tell you about the weather today?</p> <p>What Technology has your child used recently? Computers, phones, tablets, remotes?</p> <p><u>Activities to suggest:</u></p> <ul style="list-style-type: none"> -Make a weather chart and track the weather on a calendar or piece of paper. -Using household objects, make a ramp for balls or toy cars to roll down. Note which ones go faster and ask why. -Place objects on a household scale. Predict which will be the heaviest.

Outcome 2: Acquires and Uses Knowledge and Skills

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

Questions for Families / Potential activities that can be done at home

Questions to ask Families: (reminder to ask of examples of how the child performed the behavior)

Can your child tell you their first and last names, sibling's names, pets, and/or Family members names?

How does your child describe where they live; your house, city, etc?

Activities to suggest:

-Talk with your child about your family traditions and customs

-Play a game of "who am I describing" in which you describe different family members or community helpers that your child is familiar with.

Outcome 3: Takes Appropriate Action to Meet Needs

Social-Emotional	Questions for Families / Potential activities that can be done at home
<p>Social-Emotional</p> <p>1. Regulates own emotions and behaviors</p> <p> c. Takes appropriate actions to meet needs (indicates needs and wants, seeks to do things for self, demonstrates confidence, takes responsibility, etc.)</p> <p>1. **Feeding</p> <p>2. **Toileting and Personal Hygiene</p> <p>3. **Dressing</p> <p>4. **Safety</p>	<p><u>Questions to ask Families:</u></p> <p>In what ways is your child acting independently? Particularly in feeding themselves, using the toilet, personal hygiene such as toothbrushing, dressing themselves, and maintaining their safety, such as using a hand rail, knowing to stay away from a stove, etc.</p> <p><u>Activities to suggest:</u></p> <ul style="list-style-type: none"> - Play dress-up that allows for different fasteners, such as buttons, snaps etc.. - Have the child help with laundry, asking if clothes are inside-out or not, or who the clothes belong to. - Practice handwashing, toothbrushing, setting the table, using utensils.
Physical	Questions for Families / Potential activities that can be done at home
<p>Physical</p> <p>4. Demonstrates traveling skills</p> <p>7. Demonstrates fine motor strength and coordination.</p> <p> a. Uses fingers and hands.</p>	<p><u>Questions to ask Families:</u></p> <p>Tell me some of the ways your child likes to move around the house/yard: crawl, walk, run, gallop?</p> <p>Can they walk up and down stairs?</p> <p>Have you seen them Hop? On one foot or two?</p> <p>Do they have a tricycle, scooter or other? How do they move on it?</p> <p>Tell me how your child uses writing and feeding utensils.</p> <p><u>Activities to suggest:</u></p> <p>Set up an obstacle course in your home or yard.</p> <p>Go for a walk, asking your child to safely move in different ways, such as walking backwards, hopping, skipping, running, bear crawl, etc...</p> <p>Practice drawing pictures, drawing shapes, writing letters in their name or family members' names.</p> <p>Have the child pick up small objects (supervised) with hands, tongs, tweezers.</p> <p>Supervised and safely use scissors.</p> <p>Practice lacing and unlacing shoes.</p> <p>Do hand movements to songs such as itsy bitsy spider.</p>

OSEP Outcomes & TSG Data Collection