
Identify Developmental Goals for Students and/or Clients

Unit: Lesson Planning

Problem Area: Compile a Professional Educational Portfolio

Lesson: Identify Developmental Goals for Students and/or Clients

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify developmental goals for young children.**
- 2 Identify developmental goals for older adults.**

■ **Resources.** The following resources may be useful in teaching this lesson:

Altmann, Tanya Remer. *The Wonder Years*. Bantam Books, 2006.

Copley, Tara, and Andrea Custer. *Kitchen Table Play & Learn*. McGraw-Hill, 2006.

“Early Childhood Education,” *Illinois State Board of Education*. Accessed May 1, 2009. <http://www.isbe.net/earlychi/html/03_standards.htm>.

“Focus on the Family,” *Complete Guide to Caring for Aging Loved Ones*. Tyn-dale House, 2002.

“Illinois Early Learning Standards,” *Illinois Early Learning Project*. Accessed May 2, 2009. <<http://illinoisearlylearning.org/standards/index.htm>>.

Lustbader, Wendy, and Nancy R. Hooyman. *Taking Care of Aging Family Members: A Practical Guide*. Free Press, 1994.



■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ accommodations
- ▶ age-appropriate
- ▶ fine motor skills
- ▶ gross motor skills
- ▶ Illinois Early Learning Standards
- ▶ observe

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Give students examples of developmental goals, such as hopping on one foot or recognizing letters of the alphabet. Then ask the students if each goal is appropriate for a three-year-old child. Ask students what factors a teacher should consider when setting goals for any particular child. Provide the checklist that accompanies LS–A, and discuss the common goals for preschool children.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Identify developmental goals for young children.

Anticipated Problem: How can caregivers identify appropriate goals for young children?

- I. Setting goals for toddlers and preschoolers
 - A. Caregivers must determine what is appropriate.
 1. Goals should be **age-appropriate**—suitable for children of a particular age range.

2. Caregivers should consider the child’s background.
 - a. Culture
 - b. Health
 - c. Parents
 - d. Economic and social status
 3. Caregivers should **observe**—watch and listen to children in the classroom setting without interacting with them.
 - a. Children attain related developmental goals in a specific order.
 - b. For example, children walk before they run, and they learn the letters of the alphabet before they read.
- B. Caregivers should follow the **Illinois Early Learning Standards**, which are developmental goals for young children outlined by the state.
1. Benchmarks for developmental goals for preschool children should be established.
 2. It is necessary to provide examples of specific activities and skills that support the goals.
- C. Caregivers should set specific goals.
1. Physical development
 - a. **Gross motor skills** are actions controlled by the large muscles of the body. Examples are jumping, skipping, walking on a balance beam, and climbing.
 - b. **Fine motor skills** are actions controlled by the small muscles of the body (e.g., the hand). Examples are picking up small objects, holding a pencil, cutting with scissors, or stringing beads.
 2. Language development
 - a. Verbal skills include increasing vocabulary, speaking in sentences, and using words to express feelings.
 - b. Pre-reading skills include recognizing letters and understanding that words move from left to right.
 - c. Reading skills include sounding out letters or words, reading, and writing.
 3. Cognitive skills
 - a. Gaining knowledge of the facts; identifying colors, numbers, etc.; and sorting and classifying objects are all cognitive skills.
 - b. Decision-making and problem-solving skills are essential.
 4. Social skills
 - a. Showing independence (e.g., choosing activities or pursuing interests) is part of social skills.
 - b. Sharing and taking turns with other children is part of social development.
 - c. Following rules is an extremely important part of social skills.

- D. Caregivers should provide opportunities for children to reach developmental goals.
 - 1. Age-appropriate materials and equipment
 - a. Art supplies
 - b. Books
 - c. Playground equipment
 - d. Toys and games
 - 2. Time to practice skills
 - a. Free time to pursue interests
 - b. Time to practice skills at activity centers
 - c. Outside time to practice physical skills

Use VM–A to review the factors a caregiver should consider when establishing developmental goals for a toddler or preschooler. Ask the students for additional ideas.

Objective 2: Identify developmental goals for older adults.

Anticipated Problem: How can caregivers identify appropriate goals for older adults?

- II. Setting goals for older adults
 - A. Caregivers must determine what is appropriate.
 - 1. It is important to consider the physical abilities and limitations of the participant.
 - 2. It is important to consider health and mental status.
 - 3. It is important to consult with doctors, therapists, family members, and the participant.
 - B. The main goal may be to maintain current developmental skills.
 - 1. Cognitive skills are maintained by mental exercises.
 - a. Reading
 - b. Putting together puzzles
 - c. Playing games, especially those that involve memory or problem-solving skills
 - 2. Physical skills are maintained by physical exercises.
 - a. Circular problem: Physical decline and pain may cause the participant to become less active; inactivity speeds physical decline and increases pain.
 - b. For instance, an individual with arthritis may avoid using his or her hands to open jars or hold a pen, but movement helps the joints function better.
 - c. Assisting the individual may be quicker and more convenient, but it may also be damaging to development.
 - d. For example, an older adult’s family may suggest he or she use a wheelchair because movement with a walker is slow. But if the individual

- does not practice walking every day, he or she will lose strength and stamina and may lose the ability to walk.
- e. Making **accommodations** (adaptations that allow an individual to retain a skill, such as providing jar openers to a person with arthritis or a walker to a person with weak legs) assists in maintaining physical skills.
3. Language skills should be practiced even if difficult because of:
 - a. Age- or illness-related speech problems
 - b. Mental decline
 - c. Hearing loss
- C. Some skills may be regained with practice.
1. Exercise builds muscles and improves stamina at any age.
 2. Older adults can reach developmental goals after an injury or illness.
 - a. Walking after hip surgery
 - b. Speaking after a stroke

Use VM–B to review the circular problem older adults often face as their physical abilities decline. Divide students into groups. Have them create a schedule for older adults that would assist in maintaining their abilities.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. c
2. a
3. f
4. e
5. b
6. d

Part Two: Short Answer

1. Answers will vary but should include three of the following: culture, health, parents, economic status, and social status.
2. Answers will vary but may include age- or illness-related speech problems, mental decline, and hearing loss.

Part Three: Completion

1. stamina
2. doctors
3. recognizing
4. opportunities
5. gross
6. fine

Identify Developmental Goals for Students and/or Clients

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|----------------------|--------------------------------------|
| a. accommodations | d. gross motor skills |
| b. age-appropriate | e. Illinois Early Learning Standards |
| c. fine motor skills | f. observe |

- ____ 1. Actions controlled by the small muscles of the body
- ____ 2. Adaptations that allow an individual to retain a skill
- ____ 3. Watch and listen to children in the classroom setting without interacting with them
- ____ 4. Developmental goals for young children outlined by the state
- ____ 5. Suitable for children of a particular age range
- ____ 6. Actions controlled by the large muscles of the body

► Part Two: Short Answer

Instructions: Answer the following.

1. What three factors should a caregiver consider about a child's background when identifying developmental goals?



2. What are some obstacles faced by older adults in practicing language skills?

► **Part Three: Completion**

Instructions: Provide the word or words to complete the following statements.

1. Exercise builds muscles and improves _____ at any age.
2. When setting developmental goals for older adults, caregivers should consult with _____, therapists, family members, and the participant.
3. Pre-reading skills include _____ letters and understanding that words move from left to right.
4. Caregivers should provide _____ for children to reach developmental goals.
5. Walking on a balance beam, jumping, and skipping are examples of _____ motor skills.
6. Holding a pencil, picking up small objects, and stringing beads are examples of _____ motor skills.

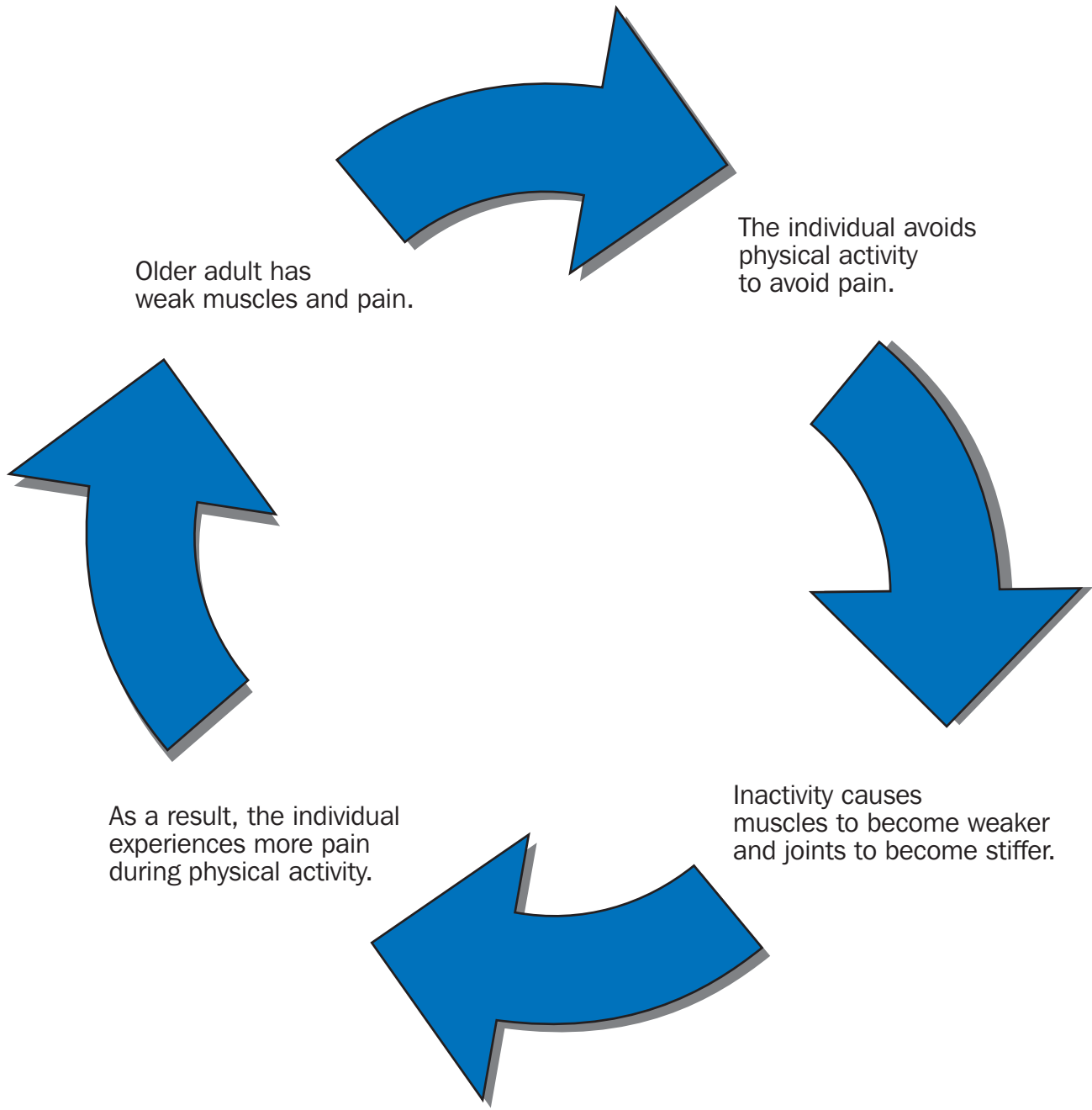
GOALS FOR YOUNG CHILDREN

Developmental goals should be age-appropriate and consider the child's:

- ◆ Culture
- ◆ Health
- ◆ Parents
- ◆ Economic status
- ◆ Social status



CIRCULAR PROBLEM



Older adult has weak muscles and pain.

The individual avoids physical activity to avoid pain.

As a result, the individual experiences more pain during physical activity.

Inactivity causes muscles to become weaker and joints to become stiffer.

Activities for Preschool Students

Purpose

The purpose of this activity is to recognize activities that support development in preschool students.

Objective

Identify activities that support developmental goals in preschool students.

Materials

- ◆ writing utensil
- ◆ access to a preschool classroom for observation

Procedure

1. Choose one child to observe in the classroom setting. Remember that observation means watching and listening, not interacting with the child.
2. Use the following checklist to assess the child's gross and fine motor skills. The child may not have the opportunity to display all of his or her skills during the observation period. However, check off the actions you observe.

Gross motor skills

_____ Balances on one foot

_____ Jumps on both feet

_____ Hops on one foot

_____ Runs without falling

_____ Skips



_____ Throws a ball

_____ Catches a ball

Fine motor skills

_____ Zips a zipper

_____ Pours a liquid without spilling

_____ Strings beads

_____ Holds a crayon or pencil to draw

_____ Buttons a shirt

_____ Uses scissors

_____ Picks up small objects with thumb and forefinger