





Preschool Progress Report


Communication Skills 	Date	Notes
Speaks clearly		
Responds to direct questions		
Follows routines		
Understands opposites		


Social/Emotional Skills 	Date	Notes
Knows first and last name		
Knows age		
Follows directions		
Shares well with others		
Listens well		

Reading/Writing Skills 	Date	Notes
Knows how to say ABCs		
Recognizes ABCs		
Can print first name		
Can print last name		

Colors and Shapes 	Date	Notes
Knows primary colors		
Knows shapes		
Understands sizes (big/small)		

Numbers 1 2 3	Date	Notes
Recognizes numbers one to ten		
Understands empty and full		
Understands more or less		

Motor Skills 	Date	Notes
Can hold and use a pencil		
Can hold and use a crayon		
Can hold and use scissors		
Can hold and use a glue stick		
Can hold and use a paint brush		
Can bounce a ball		
Can kick a ball		
Can jump up and down		
Can throw a ball		
Can swing without help		
Can skip		
Can button shirt		
Can tie shoes		



Sample Preschool Progress Report Comments

Yan Bai



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Involving Parents of Students With Special Needs Jill C. Dardig, 2008-03-27 Bridge the communication gap with parents of children with special needs The author provides 25 ready to use techniques for involving parents in the education of their children General and special education teachers in Grades PreK 12 can use these strategies to reach the parents of students with a wide range of learning needs This teacher friendly resource provides sample materials and tips for Using letters telephone email newsletters and progress reports to communicate with parents Conducting parent conferences and in person meetings Connecting parents with resources Helping parents teach their children at home Dealing with home school conflicts Preparing a parent involvement action plan

Educating Young Children from Preschool Through Primary Grades Laverne Warner, Judith Sower, 2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area

Resources in Education , 2000-04

Research in Education , 1970

Research in Education , 1972

Early Childhood Education ERIC Clearinghouse on Early Childhood Education, 1973

Inspire Kids and Teens to Fitness IDEA Health & Fitness, 2003

Cumulated Index Medicus , 1993

Trends in Early Childhood Assessment Policies and Practices ,

Handbook of Demonstrations and Activities in the Teaching of Psychology: Physiological-comparative, perception, learning, cognitive, and developmental Mark E. Ware, David E. Johnson, 2000 A volume of selected articles from the Teaching of Psychology journal with tested ideas for infusing life into a psychology class Vol II focuses on physiology perception learning cognition development Invaluable for instructors grad assist

Hearings, Reports and Prints of the Senate Select Committee on Nutrition and Human Needs United States. Congress. Senate. Select Committee on Nutrition and Human Needs, 1969

Nutrition and Human Needs United States. Congress. Senate. Select Committee on Nutrition and Human Needs, 1969

An Annotated Bibliography of the Head Start Research Since 1965 , 1985

Federal Register , 1999-03

Introduction to Early Childhood Education Marian Marion, 2010 Armed with the mantra knowledge before action this introduction to early childhood education allows teachers to first understand the development of the whole child and then to plan an environment and curriculum that will allow them to learn and thrive Using a largely developmental approach this first edition text explores both time honored theories of early childhood development and current models and modern research in the field Part One of the text discusses the history and theories of childhood development while Part Two instructs teachers how to support children s emotional social cognitive and physical development The final section of the book explains how to

assessment and guidance to support children and how to implement developmentally appropriate curriculum in the classroom This text is supplemented with a number of features and ancillaries that make learning easier for students and teaching easier for instructors Students will benefit from the many boxed activities and aides as well as by the online features contained in MyEducationLab Teachers may take advantage of the online instructors guide online test bank numerous videos and PowerPoint slides

Regulatory Problems and Disorders in Early Childhood: Aetiology, Contextual Factors, Developmental Outcomes and Pathways, and Treatment Options Anna Katharina Georg, Ayten Bilgin, Julia

Jaekel,2025-01-08 Regulatory problems defined as excessive crying sleeping or feeding problems are among the most common concerns of parents with children 0 5 years old These problems are typically understood within the context of the parent child relationship however the complex underlying mechanisms that explain the occurrence and continuation as well as long term outcomes of regulatory problems are still poorly understood Despite some promising treatment options important knowledge gaps remain to be addressed which will inform evidence based practice for services of children aged 0 5 With this Research Topic we aim to bring together research from different countries and from multidisciplinary research backgrounds on the topic of regulatory problems and disorders We particularly encourage research that focuses on observed parent child interactions in relation to regulatory problems We view regulatory problems as a transdiagnostic biopsychosocial concept covering excessive crying sleeping and or feeding and eating problems However studies with a focus on any of these problems are also encouraged

Young Children ,1998 **Hearings** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1969

Index Medicus ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings

Behavioral, Social, and Emotional Assessment of Children and Adolescents Sara Whitcomb,2013-05-07 Generally recognized as the standard work in its field Behavioral Social and Emotional Assessment of Children and Adolescents provides a comprehensive foundation and guide for conducting conceptually sound culturally responsive and ecologically oriented assessments of student social and emotional behavior It is aimed at graduate students practitioners and researchers in the fields of school psychology child clinical psychology and special education but will also be of interest to those in related disciplines such as counseling psychology child psychiatry and social work Keeping intact many of the same premises and pedagogy of the previous editions this revised and updated fourth edition has been re organized to emphasize culturally responsive reflective practice with added content including updated assessment tools and strategies to be used within a Response to Intervention RtI framework In addition to updating all chapters to reflect current research and data authors Sara Whitcomb and Kenneth Merrell move away from a more narrow view of social skills to reflect an expanded notion of strengths based assessment which includes such traits as coping skills resilience problem solving ability emotional knowledge and empathy Throughout they strive to increase professional standards in the practice of psychological and educational assessment of children and adolescents providing a solid evidence based foundation for

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