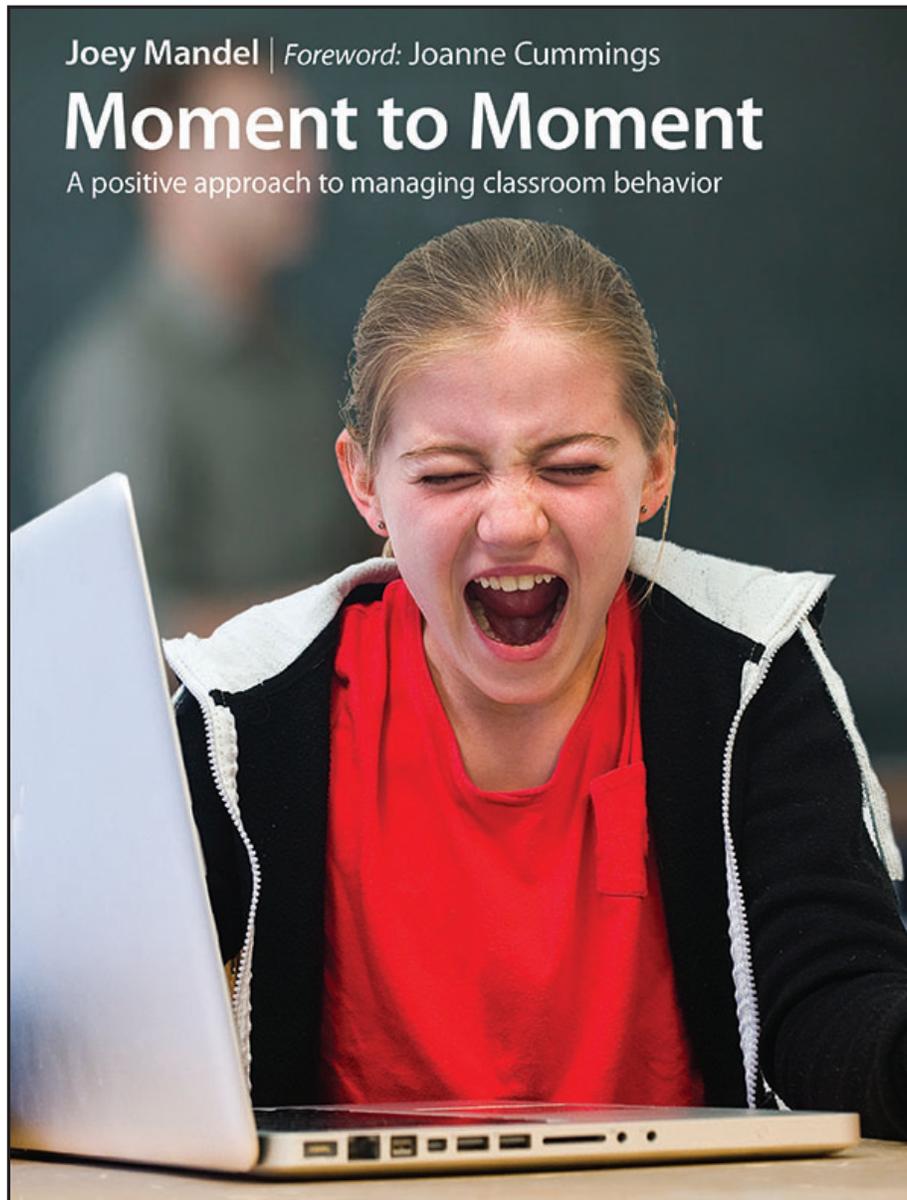


# Developmental Domain Survey

Determining Your Students' Strengths and Needs



\* Adapted from *Moment to Moment: A positive approach to classroom behavior* by Joey Mandel.

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DATE: \_\_\_\_\_

NAME OF CHILD: \_\_\_\_\_

NAME OF TEACHER: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ AGE: \_\_\_\_\_ SEX:  M  F

GRADE: \_\_\_\_\_ SIBLINGS: \_\_\_\_\_

\_\_\_\_\_

HANDEDNESS:  RIGHT  LEFT  BOTH

ALLERGY DETAILS: \_\_\_\_\_

\_\_\_\_\_

ANY OTHER IMPORTANT INFORMATION:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Complete the developmental domain survey on pages 2–8.**

1. Read over the survey a few times, so that you are aware of the descriptions and start to have a sense in which domains the student struggles and which domains are his/her areas of strength.
2. Check off the sections which you are confident you can answer before observation, based on your knowledge of the student. Leave any section blank for which you are unsure.
3. Observe the child in several situations and interactions to help you complete the sections for which you were unsure.

**Score the total strengths and needs to determine the weak domains.**

(Tally the checkmarks in each section from the survey on the following pages.)

<b>DOMAINS OF DEVELOPMENT</b>	<b>STRENGTHS</b>	<b>NEEDS</b>
Physical		
Language		
Social		
Emotional		
Cognitive		

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<b>PHYSICAL</b>			
<b>STRENGTHS</b>		<b>NEEDS</b>	
<b>Fine Motor Movement</b>			<b>Page 39</b>
	Strong posture and strong body movements	Poor posture and weak body movements	
	Strong hand-eye coordination	Poor hand-eye coordination	
	Strong bodily coordination	Poor bodily coordination	
<b>Motor Planning</b>			<b>Page 41</b>
	Movements fast, steady, fluid, and controlled	Movements slow, jerky, mechanical, and rigid	
	Is able to perform new tasks without great effort	Is overwhelmed or exhausted after new tasks	
<b>Adaptability</b>			<b>Page 43</b>
	Learns new movements easily	Difficulty learning new movements	
	Uses new movements	Always moves in the same way	
	Generalizes previously learned movements	Unable to generalize previously learned movements	
<b>Body Awareness</b>			<b>Page 45</b>
	Moves with control	Moves quickly and heavily	
	Avoids banging into others	Bangs into things and people	
<b>Attending to Others</b>			<b>Page 47</b>
	Is aware of the presence of others	Seems unaware of the presence of others	
	React to verbal statements or movement of others	Does not react to verbal statements or movements of others	
<b>Verbal Impulse Control</b>			<b>Page 49</b>
	Does not interject when someone is talking	Interjects statements while someone else is talking	
	Does not interrupt discussions with irrelevant information	Interrupts discussions with irrelevant information	
<b>Self-Control</b>			<b>Page 52</b>
	Moves with control and thought	Moves quickly without thinking	
	Considers consequences before acting	Acts before considering consequences	
<b>Matching Movement</b>			<b>Page 53</b>
	Matches the movement of environment or others	Fails to match the movement of environment or others	
	Is in sync with the speed and movement of others	Is out of sync with the speed and movement of others	
<b>Alternating Movement</b>			<b>Page 55</b>
	Is able to handle transitions	Struggles with transitions	

	Is able to stop preferred activities	Has difficulty stopping preferred activities	
	Is able to alternate or switch movements	Has difficulty alternating or switching movements	
<b>Self-Regulation</b>			<b>Page 57</b>
	Is able to match the body and energy level to the situation and environment	The body and energy level do not match the situation or environment	
	Is able to identify his/her body's energy level	Has a hard time identifying his/her body's energy level	
	Connects his/her influence over physical behavior with ability to manage his/her own regulation	Does not connect his/her influence over physical behaviour with ability to manage his/her own regulation	
	Uses sensory tools to calm down or be ready to learn	Lacks sensory tools to calm down or be ready to learn	
<b>Movement Control</b>			<b>Page 60</b>
	Is able to start and stop in motion on his/her own	Unable to start and stop in motion on his/her own	
	Is able to start and stop in motion in response to a request	Has difficulty starting and stopping in motion in response to a request	
<b>LANGUAGE</b>			
<b>STRENGTHS</b>		<b>NEEDS</b>	
<b>Receptive Memory</b>			<b>Page 63</b>
	Moves immediately after instruction	Does not move after instruction	
	Receives and recognizes auditory or visual information	Unable to receive and recognize auditory or visual information	
<b>Processing</b>			<b>Page 65</b>
	Completes tasks that involve inferences	Unable to complete tasks that involve inferences	
	Sorts out information within a task	Unable to sort out information within a task	
	When faced with a challenge, takes active steps to get help	When faced with a challenge, does not take active steps to get help	
<b>Mindful Listening</b>			<b>Page 67</b>
	Demonstrates understanding using verbal communication	Unable to demonstrate understanding using verbal communication	
	Follows verbal instruction	Does not follow verbal instruction	
<b>Nonverbal Communication</b>			<b>Page 69</b>
	Looks to others to send information	Does not look to others to send information	
	Attempts to convey a message through gestures, facial expressions	Does not attempt to convey a message through gestures, facial expressions	

<b>Intentional Verbal Communication</b>			<b>Page 71</b>
	Uses words to explain him/herself	Struggles to use words to explain him/herself	
	Forms sentences to explain his/herself	Unable to form sentences to explain his/herself	
<b>Expressive Communication</b>			<b>Page 73</b>
	Uses language to provide information to another	Does not use language to provide information to another	
	Uses language to send a message	Does not use language to send a message	
<b>Perspective-Taking</b>			<b>Page 75</b>
	Asks questions to find out about another	Does not ask questions to find out about another	
	Understands that conversations are two people talking back and forth	Does not understand that conversations are two people talking back and forth	
<b>Verbal Expansion</b>			<b>Page 77</b>
	Adds to what another says	Does not add to what another says	
	Agrees with what another says	Contradicts what another says	
<b>Verbal Messaging</b>			<b>Page 79</b>
	Uses a kind tone when disagreeing with the group	Uses a harsh tone when disagreeing with the group	
	Uses a kind tone and expressions when others do not agree with him/her	Uses a rude tone and expressions when others do not agree with him/her	
<b>Storytelling</b>			<b>Page 85</b>
	Is able to tell a story verbally	Struggles to tell a story verbally	
	Is able to tell a story with a beginning, middle, and end	Unable to tell a story with a beginning, middle, and end	
	Is able to write a story	Has difficulty writing a story	
	Is able to use a non-preferred story starter	Has difficulty with a non-preferred story starter	
<b>SOCIAL</b>			
<b>STRENGTHS</b>		<b>NEEDS</b>	
<b>Joint Attention</b>			<b>Page 89</b>
	Is interested in other children	Is more interested in toys and objects than in other children	
	Is more motivated to play with a peer than to play with a toy	Has less motivation to play with a peer than to play with a toy	
<b>Social Reciprocity</b>			<b>Page 91</b>
	Moves, plays, and talks in a back-and-forth manner with other children	Moves, plays, and talks in his/her own world with no back-and-forth with other children	

	Plays by giving, showing, handing, or looking to peers	Plays on his/her own without giving, showing, handing, or looking to peers	
<b>Imitation</b>			<b>Page 93</b>
	Looks to and copies the movements of others	Does not look to and copy the movements of others	
	Moves with and reacts to the movements of others	Does not move with and react to the movements of others	
<b>Social Referencing</b>			<b>Page 94</b>
	Looks a person in the eyes while speaking with him/her	Unable to speak with someone while looking that person in the eyes	
	Looks to the person he/she is speaking to	Looks away from the person he/she is speaking to	
<b>Social Observation</b>			<b>Page 96</b>
	Looks around to get information about what other children are doing or feeling	Does not look around to get information about what other children are doing or feeling	
	Observes the reaction or gestures of other children	Does not observe the reactions or gestures of other children	
<b>Emotional Sharing</b>			<b>Page 98</b>
	Notices the emotions or needs of others	Does not notice or react to the emotions of others	
	Reacts appropriately to the moods of others	Hyper-reacts to the moods of others	
<b>Social Anticipation</b>			<b>Page 100</b>
	Appreciates the impact of his/her behavior on another	Has difficulty appreciating the impact of his/her behavior on another	
	Anticipates the movements of others or understands that their movements will influence him/her	Does not anticipate the movements of others or understand that their movements will influence him/her	
<b>Social Receiving</b>			<b>Page 101</b>
	Considers the point of view of another	Does not consider the point of view of another	
	Accepts and sees what another person needs	Unable to accept or see what another person needs	
<b>Space Awareness</b>			<b>Page 103</b>
	Respects the physical space of other people	Moves too closely into another's space	
	Discloses socially appropriate amount and content of information	Discloses too much information	
<b>Reflective Appraisal</b>			<b>Page 104</b>
	Focuses on his/her own behavior	Is aware of the misbehaviors of others	
	Understands that rules are for him/her too	Lacks the perspective that rules are for him/her too	

<b>EMOTIONAL</b>			
<b>STRENGTHS</b>		<b>NEEDS</b>	
<b>Expressing Emotion</b>			<b>Page 107</b>
	Is aware of how he/she reacts to his/her own emotions	Unaware of how he/she reacts to his/her own emotions	
	Has a matching emotional reaction to the trigger and understands what it looks like to others	Has an inflated emotional reaction without understanding what it looks like to others	
<b>Internalizing Emotions</b>			<b>Page 109</b>
	Understands the different physical sensations that emotions create in the body	Does not understand the different physical sensations that emotions create in the body	
	Is aware of the emotion he/she is experiencing	Confuses one emotion for another	
<b>Externalizing Emotions</b>			<b>Page 111</b>
	Links positive or negative emotions to physical sensations and his/her reactionary behavior	Unable to link positive or negative emotions to physical sensations and his/her reactionary behavior	
	Understands that behavioral reactions are not socially acceptable	Does not understand that behavioral reactions are not socially acceptable	
<b>Emotional Regulation</b>			<b>Page 113</b>
	Waits to react to extreme negative feelings	Reacts in the moment to extreme negative feelings	
	Gets appropriately upset and is able to calm down	Gets very upset and is unable to calm down	
	Is aware of the tools which help calm him/her down	Is not aware that the tools used to calm our bodies when energized can be used when we are upset	
<b>Emotional Modulation</b>			<b>Page 114</b>
	Reacts to small problems in controlled ways	Reacts to small problems in big ways	
	Has appropriate reactions to problems	Has extreme reactions to problems	
	Understands the severity of problems	View of what is a big problem differs from that of most people	
<b>Tone Modulation</b>			<b>Page 117</b>
	Uses a kind voice when speaking with others	Expresses negative emotions when speaking with others	
	Is able to manage negative emotion	Negative emotion is expressed verbally	
<b>Optimistic Thinking</b>			<b>Page 120</b>
	Interprets every situation in positive ways	Interprets every situation in a negative way	
	Thinks about a situation from a positive viewpoint	Thinks about a situation from a negative viewpoint	

<b>Positive Affect</b>			<b>Page 123</b>
	Understands that his/her moods can change the moods of others	Does not understand that his/her moods can change the moods of others	
	Connects his/her positive behaviors and the moods of others	Does not connect his/her positive behaviors and the moods of others	
<b>Emotional Agency</b>			<b>Page 125</b>
	Makes a connection between his/her behavior and how he/she feels	Does not make the connection between behavior and how he/she feels	
	Understands that actions have emotional impact on him/herself and others	Does not understand that actions have emotional impact on him/herself and others	
<b>Emotional Liability</b>			<b>Page 128</b>
	Understands that others have challenges and struggles too	Does not understand that others have challenges and struggles too	
	Sees the emotional perspective of others	Cannot see the emotional perspective of others	
<b>COGNITIVE</b>			
<b>STRENGTHS</b>		<b>NEEDS</b>	
<b>Attending</b>			<b>Page 132</b>
	Pays attention to what others want him/her to pay attention to	Does not pay attention to what others want him/her to pay attention to	
	Stays on task; is not easily distracted	Does not stay on task; is easily distracted	
<b>Switching Modalities</b>			<b>Page 134</b>
	Completes tasks	Starts tasks but does not complete them	
	Does not require one-dimensional effort, but is able to focus in and out of a task	Requires sustained, one-dimensional effort to engage in tasks	
	Is able to perform tasks that require two skills or switching from one skill to another	Has a hard time with tasks that require two skills or switching from one skill to another	
<b>Information Sequencing</b>			<b>Page 135</b>
	Is able to visually process information	Does not accurately visually process information	
	Attends visually and looks around to observe the environment	Does not attend visually or look around to observe the environment	
<b>Seeing the Whole Picture</b>			<b>Page 137</b>
	Notices little details in the room or about people while still attending to the lesson, the game, or what another is saying	Notices little details in the room or about people, but misses attending to the lesson, the game, or what another is saying	
	Understands the underlying point, idea, or concept	Misses the underlying point, idea, or concept	
<b>Flexibility</b>			<b>Page 139</b>
	Is able to problem solve new ideas and outcomes	Gets stuck on one idea or outcome	

	Changes his/her thinking based on feedback from others and the success of what he/she is trying to do	Tries the same solution or expresses the same thought repeatedly, even if it does not work and is not accepted by others	
	Easily shifts his/her thinking and attempts new strategies	Struggles with shifting his/her thinking and with attempting new strategies	
<b>Symbolic Thinking</b>			<b>Page 140</b>
	Understands sarcasm and non-literal statements	Is literal in his/her interpretation of the world and language	
	Engages in creative and imaginary play	Does not engage in creative and imaginary play	
<b>Recognizing Character</b>			<b>Page 142</b>
	Describes and identifies others based on a variety of qualities and characteristics	Describes and identifies others with a single physical or action description, instead of what they are like as people	
<b>Social Cognition</b>			<b>Page 144</b>
	Is aware of him/herself and his/her own character qualities	Is unaware of him/herself and his/her own character qualities	
	Is aware of the impact of his/her character on others	Is unaware of the impact of his/her character on others	
<b>Behavior Modulation</b>			<b>Page 146</b>
	Understands social norms and nuances of behavior	Does not understand how to behave in given social situations	
	Understands which behaviors lead to positive social success and which behaviors lead to negative social interactions	Does not understand which behaviors lead to positive social success and which behaviors lead to negative social interactions	
<b>Social Narration</b>			<b>Page 147</b>
	Is able to explain and share social events	Unable to explain or share social events	
	Is able to transfer information from one setting to another	Cannot transfer information from one setting to another	