

Module IV.2.1

Early Development Inventory. New Portage Guide

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Portage Project
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New Portage Guide (NPG) (2006). Wisconsin Portage Project.

It is a **development assessment instrument**.

It contains **goals** that are based on patterns of normal growth and development.

It allows to carry out **an evaluation process through observation from birth to 6 years**.

The New Portage Guide (NPG) components include a **comprehensive method** for:

- gather information through essential observations,
- plan individualized teaching strategies,
- record progress and
- share information with families.

The age ranges covered by the NPG include:

CHILDHOOD (INFANT/CHILD):

Early Childhood, from Birth to 9 Months

Mobile Childhood, 9 to 18 Months

Boy, 18 to 36 months

PRESCHOOL:

Three to Four Years

Four to Five Years

Five to Six Years



New Portage Guide (NPG) (2006). Wisconsin Portage Project.

The *age range* indicates the approximate age at which most children show that they have achieved the goals listed.

Each child **progresses at their own rate of development.**

Many children can develop the skills in the order they are listed. Other children, however, may skip goals and proceed unpredictably or in some cases may not have achieved certain goals in their age range.

Each *age range* is **differentiated by colors** and each age range **includes all five developmental areas** (Larson et al., 2006).



1. MATERIALS CONTAINED IN THE SCALE

1.1. User's Guide

The User Guide:

- Provides an overview of the materials and their organization
- Describes the individual components of the NPG
- Offers full instructions for use
- Describes the planning process through:
 - *the observation*
 - *the division by colors of the set of activities and routines*
 - *parent involvement in the planning process*

Portage Guide 

User's Guide

For Infant/Toddler and Preschooler

Infant/Toddler: For developmental ages
Birth to 4 years

Preschooler: For developmental ages
18 months to 6 years

(<https://the-portage-project.myshopify.com/collections/all>)

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

The Observation and Planning (OPT) Chart guides observation of children through five areas of development.

Cover of the Observation and Planning Table

(https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english?pr_prod_strat=collection_fallback&pr_rec_id=7d508471f&pr_rec_pid=2129817281&pr_ref_pid=2129824193&pr_seq=uniform)

Portage Guide



Child's Name: _____

Date of Birth: _____

Parent(s): _____

Teacher(s): _____

Program: _____

Child Development Tool for Observation and Planning (TOP)

For developmental ages
Birth to 4 years

Infant/Toddler

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)



The TOP is divided into two **age ranges**:

TOP Infant-Child. It covers birth to three years and includes the range of 3 to 4 years for children who, according to their development, are functioning beyond 36 months.

TOP Preschool. It covers from 3 to 6 and includes the range of 18 to 36 months for those children who, according to their development, function below 3 years of age.

The Observation and Planning Chart is **designed to collect information about the development of each child.**

The assessment data, collected by systematically observing children during the most usual activities, is used for weekly planning, and to add the necessary data for the report.



1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

To complete the TOP, you must write the child's name and date of birth on the cover, since the TOP form can serve as a record over different years.

The cover has different spaces to indicate the professional and the year in which the program is completed.

(https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english?pr_prod_strat=collection_fallback&pr_rec_id=7d508471f&pr_rec_pid=2129817281&pr_ref_pid=2129824193&pr_seq=uniform)

Portage Guide



Child's Name: _____

Date of Birth: _____

Parent(s): _____

Teacher(s): _____

Program: _____

Child Development Tool for Observation and Planning (TOP)

For developmental ages
Birth to 4 years

Infant/Toddler

EARLY AGES DEVELOPMENT INVENTORY. NEW PORTAGE GUIDE (NGP)

1. MATERIALS CONTAINED IN THE SCALE 1.2. Observation and Planning Table (TOP)

It is good to become familiar with the developmental milestones (items) of the different areas of development for the different age traits.

By becoming familiar with the indicators, **it will be easier** to observe skills in groups.

Developmental milestones **are located** on the left and are numbered sequentially on each age range sheet.

Receptive Communication

SAMPLE

1. Follows Directions

Not for Reproduction

0-6 Months		6-12 Months		12-18 Months		18-24 Months		2-3 Years		3-4 Years	
Looks in the direction of sounds		Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")		Follows simple commands (e.g., "Give it to me." "Kiss the baby.")		Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")		Follows two- or three-part or step instructions within daily routines		Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)	
He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.		He is starting to recognize patterns of communication.		Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.		If you're not sure, try asking him to help with very simple and familiar household tasks.		For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."		He can usually handle 2-4 step directions; adult may provide some gestures.	
OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION	
Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code
1		1		1		1		1		1	
2		2		2		2		2		2	
3		3		3		3		3		3	
4		4		4		4		4		4	

Things to consider ...

CODE: Consistently (✓) Emerging (E) Not yet (N)

Notes:

<https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english>

Example of Development Indicators

1. MATERIALS CONTAINED IN THE SCALE
1.2. Observation and Planning Table (TOP)

Each developmental milestone has a *Things to Consider* section that makes it easier for the *early intervention professional to observe developmental issues in order to gain insight into the child and build relationships.*

Receptive Communication

SAMPLE

1. Follows Directions

Not for Reproduction

0-6 Months		6-12 Months		12-18 Months		18-24 Months		2-3 Years		3-4 Years	
Looks in the direction of sounds		Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")		Follows simple commands (e.g., "Give it to me." "Kiss the baby.")		Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")		Follows two- or three-part or step instructions within daily routines		Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)	
He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.		He is starting to recognize patterns of communication.		Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.		If you're not sure, try asking him to help with very simple and familiar household tasks.		For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."		He can usually handle 2-4 step directions; adult may provide some gestures.	
OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION		OBSERVATION	
Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code
1		1		1		1		1		1	
2		2		2		2		2		2	
3		3		3		3		3		3	
4		4		4		4		4		4	

Things to consider ...

CODE: Notes:
 Consistently (✓)
 Emerging (E)
 Not yet (N)

(<https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english>)

1. MATERIALS CONTAINED IN THE SCALE
1.2. Observation and Planning Table (TOP)

The score code and observation date column



Receptive Communication

SAMPLE

1. Follows Directions

Not for Reproduction

		0-6 Months	6-12 Months	12-18 Months	18-24 Months	2-3 Years	3-4 Years			
Things to consider ...	Looks in the direction of sounds	Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")	Follows simple commands (e.g., "Give it to me." "Kiss the baby.")	Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")	Follows two- or three-part or step instructions within daily routines	Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)				
	He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.	He is starting to recognize patterns of communication.	Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.	If you're not sure, try asking him to help with very simple and familiar household tasks.	For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."	He can usually handle 2-4 step directions; adult may provide some gestures.				
	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION				
	Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code
	1		1		1		1		1	
	2		2		2		2		2	
	3		3		3		3		3	
	4		4		4		4		4	

Notes:
 CODE:
 Consistently (✓)
 Emerging (E)
 Not yet (NI)

(<https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english>)

**1. MATERIALS CONTAINED IN THE SCALE
1.2. Observation and Planning Table (TOP)**

The areas of development are indicated on the left side of the page and are separated by **colored bars** and spaces.

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Receptive Communication

SAMPLE

1. Follows Directions

Not for Reproduction

		0-6 Months	6-12 Months	12-18 Months	18-24 Months	2-3 Years	3-4 Years				
Things to consider ...	Looks in the direction of sounds		Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")	Follows simple commands (e.g., "Give it to me." "Kiss the baby.")	Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")	Follows two- or three-part or step instructions within daily routines	Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)				
	He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.		He is starting to recognize patterns of communication.	Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.	If you're not sure, try asking him to help with very simple and familiar household tasks.	For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."	He can usually handle 2-4 step directions; adult may provide some gestures.				
		OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION				
		Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code
		1		1		1		1		1	
		2		2		2		2		2	
		3		3		3		3		3	
		4		4		4		4		4	
		Notes:									
		CODE: Consistently (✓) Emerging (E) Not yet (NI)									

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

Start the evaluative observation using the age range that is approximately one year below the chronological age of the child or children in the group.

For example, if you are with a child or a class of children between 18 and 36 months, you begin to observe in the range of 9 to 18 months. This process ensures that the child can perform all of the above skills. In addition, starting with skills that the child can surely achieve, the evaluation begins with positive results, it encourages the child, her parents, and the professionals as well. Just as some children's development will be in the lower range (birth to 9 months), some will be in the 3-4 year range.

TOP gives the flexibility to move through the age ranges in each area of development for each child.

1. MATERIALS CONTAINED IN THE SCALE
1.2. Observation and Planning Table (TOP)

When scoring the observation sheet, **the observation code or key found in the upper right corner of the TOP must be used.**

These annotations can be made while observing children in their natural environment, participating in individual, group, or routine play activities.

The child's participation in activities or routines that allow more than one indicator to be observed can be facilitated.

It is important not to annotate an item with a ✓ unless the professional alone or together with the family is sure that the child has achieved the item.

If you are unsure, it is best to rate the item O or N and provide additional opportunities for the child to practice.

Π

OBSERVATION	
Dates	Code
1	
2	
3	
4	

Notes:

CODE:
Consistently (✓)
Emerging (E)
Not yet (N)

<https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english>

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

The observation date is recorded in the Observation Date column, next to the evaluation item. There are four opportunities to record observations during a program year. It is interesting to use a different colored pen for each period in order to make data review easier.

At the bottom of each assessment page there is a comment space where you can write down information specific to an assessment item or the child's achievement or additional information.

For example, print the letters that the child can identify. When the item is scored with "O", the space can be used to write an anecdotal note about the observation, making sure to write down the date.

Receptive Communication

SAMPLE

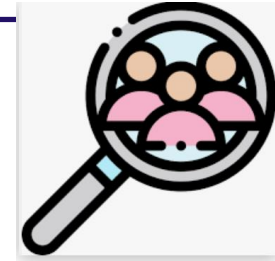
1. Follows Directions

Not for Reproduction

	0-6 Months	6-12 Months	12-18 Months	18-24 Months	2-3 Years	3-4 Years					
Looks in the direction of sounds	Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")	Follows simple commands (e.g., "Give it to me." "Kiss the baby.")	Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")	Follows two- or three-part or step instructions within daily routines	Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)						
He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.	He is starting to recognize patterns of communication.	Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.	If you're not sure, try asking him to help with very simple and familiar household tasks.	For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."	He can usually handle 2-4 step directions; adult may provide some gestures.						
Things to consider ...											
	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION					
Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code	Dates	Code
1		1		1		1		1		1	
2		2		2		2		2		2	
3		3		3		3		3		3	
4		4		4		4		4		4	

Notes:
CODE:
Consistently (✓)
Emerging (E)
Not yet (N)

<https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english>



1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

The child can be observed and evaluated in each area of development in the most convenient order. However, for the **initial evaluation observation** it is advisable to start with the motor area, since the motor activities are easier to observe.

This will facilitate the observation/assessment process.

During the **initial observation**, the child's abilities are assessed, starting with any area of development until the child **reaches at least 75%**, or three-fourths of the abilities, within the area of development being assessed.

*If you are scoring a ✓
in the last indicators of development of an area of development in a certain age range, it goes to the next age range for that area of development and continues to evaluate.*

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

The **evaluation should** conclude when the child is unable to master at least 50% of the skills ("O" or "N" scores) within an age range for that area of development.

It is reasonable to think that if the child cannot reach these indicators, she will not be able to reach the indicators of a higher age range.

It is possible that the upper limit of abilities that a child achieves will vary in all areas of development.

For example, a 4-year-old may consistently master indicators in the 4-5 year age range for Communication, Sensory Organization, and Social Emotional Development and consistently fail to achieve any of the 5-6 year age range indicators. On Intentional Motor Activity and Exploration/Approaches to Learning, however, this child can consistently achieve most of the indicators in the 5-6 year range.

This process helps to know the learning of each child and suggests areas of acquisition of new learning.



1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

Completed TOP example

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

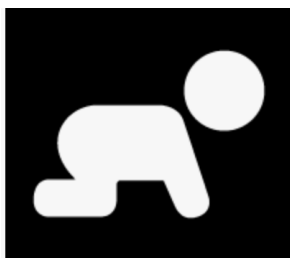


Tabla de Observación y Planificación (TOP)

Desarrollo Socio-Emocional

CLAVE:
Siempre o constantemente (✓)
Ocasionalmente (O)
No puede, no observado (N)
Marca fecha y clave

Área	Aspectos a Considerar	OBSERVATION	
		Fecha	Clave
Relaciones	10 Algunas veces resuelve problemas con sus compañeros, sin agresión física, con apoyo de adultos Ella dependerá más en gritos que en golpes para hacerse entender. Ayuda al niño a usar otras opciones: persuasión, negociación, sustitución.	1	10-11-06 O
		2	
		3	
		4	
Respuesta Emocional	11 Maneja respuestas emocionales con apoyo de adultos Los adultos pueden darles a los niños el lenguaje para sus sentimientos difíciles y ofrecer estrategias para arreglárselas dichos sentimientos.	1	10-11-06 N
		2	
		3	
		4	
	12 Prueba experiencias nuevas intencionalmente La confianza y seguridad desarrollada por medio de relaciones significativas con otros permite al niño tener el coraje para probar cosas nuevas	1	9-30-06 ✓
		2	
		3	
		4	
	13 Trabaja solo en alguna tarea por 15 a 20 minutos El niño puede ocuparse en actividades auto-elegidas por períodos de tiempo más largos.	1	9-30-06 O
		2	
		3	
		4	
Interacciones con Otros	14 Habla sobre tener amigos A esta edad los niños comienzan a encontrar a la gente fuera de la familia más interesante; tu interés promoverá nuevas relaciones.	1	9-30-06 O
		2	
		3	
		4	
	15 Habla ocasionalmente acerca de sus propios sentimientos o de los de otros Están comenzando a tener las palabras para hablar acerca de pensamientos emocionales más complejos. Tú le ayudas a construir entendimiento de cuestiones emocionales complejas cuando hablas acerca de los sentimientos que ves que el niño está expresando.	1	10-11-06 ✓
		2	
		3	
		4	

4 a 5 Años

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

Completed TOP example (continued)

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation



Tabla de Observación y Planificación (TOP)

Desarrollo Socio-Emocional

CLAVE:
Siempre o constantemente (✓)
Ocasionalmente (O)
No puede, no observado (N)

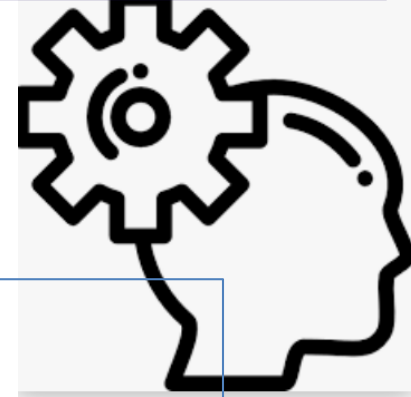
Marca fecha y clave

Área	Aspectos a Considerar	OBSERVATION	
		Fechas	Clave
Desarrollo del Juego Social	16 Participa en juegos de fantasía con 3 ó 4 niños por periodos largos Florece el juego de fantasía con otros. Los niños comparten ideas entusiasmadamente y usan su imaginación en el juego.	1 10-23-06	O
		2	
		3	
		4	
Auto-Expresión Creativa	17 Toma turnos y entiende la necesidad de compartir Ella puede esperar su turno pacientemente en la mesa de juego y no necesita recordatorios para compartir materiales con otros niños.	1 10-23-06	O
		2	
		3	
		4	
	18 Responde a la música con movimientos más complejos Los niños conocen las palabras de las canciones y son capaces de coordinar el canto con una secuencia de acciones o movimientos.	1 9-30-06	
		2	
		3	
		4	
	19 Dibuja imágenes sencillas y fáciles de reconocer o utiliza objetos pequeños o herramientas para crear cosas Al inicio de un proyecto el niño no sabe que es lo que él va a crear. Él le dará un nombre al final.	1 10-11-06	
		2	
		3	
		4	

Comentarios:

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)



All areas of development should be assessed to get a picture of development indicators that:
the child is constantly performing,
the indicators that the child performs occasionally and
the milestones of development that the child does not yet do.

This information is basic and is used to **plan activities and interactions that will support the development of each individual child.**

Likewise, it is important for early intervention professionals to **interview parents** so that they can share their perspective on the child's development. With this information, the *Child and Family Relationship* Planning document can be started. Parents will have the opportunity to set goals and develop an individual plan for their child with the early intervention professional. This process includes sharing observations of the child's strengths in each area of development.

1. MATERIALS CONTAINED IN THE SCALE

1.2. Observation and Planning Table (TOP)

Observation and data collection is a continuous process in early stimulation programs.

Each program will establish specific observation periods to collect data with the TOP (autumn, winter, spring and summer).

When the second and third observations are being made within the annual program, the evaluation begins with the last "O" and "N" previously registered and establishing the progress of each child, when changing to ✓ where the child is performing the skill at the time. The items where the child has more "O" and "N" than ✓ (50%) will become the development indicators to work on in the following planning and individual approach (Larson et al., 2006).



EARLY AGES DEVELOPMENT INVENTORY. NEW PORTAGE GUIDE (NGP)

1. MATERIALS CONTAINED IN THE SCALE

1.3. Set of Activities and Interactions

The set of Activities and Interactions are two books that correspond one to the TOP of Infant/Child and the other to the TOP of Preschoolers.

Activities and Interactions book cover



Child's Name: _____

Date of Birth: _____

Parent(s): _____

Teacher(s): _____

Program: _____

Child Development Tool for Observation and Planning (TOP)

For developmental ages
18 months to 6 years

Preschooler

<https://the-portage-project.myshopify.com/products/portage-guide-3-preschooler-complete-kit-english>

1. MATERIALS CONTAINED IN THE SCALE

1.3. Set of Activities and Interactions

The **assessment process** provides a *framework* for the **child's development**, and the activity and interaction sheets offer the early intervention professional **ideas, activities, and strategies for skill** development through the *daily routine* that can be expanded and individualized. depending on the place of intervention and the style of the professional. These ideas can be incorporated into weekly plans.



The **Activities and Interactions sheets** are organized in the same way as the TOP.

There are **6 age ranges per color**, birth to 9 months, 9 to 18 months, 18 to 36 months, 3 to 4 years, 4 to 5 years, 5 to 6 years.

There is one **spiral bound book** for Infants/Toddlers and one for Preschoolers.

1. MATERIALS CONTAINED IN THE SCALE

1.3. Set of Activities and Interactions

Each **activity in the book** is numbered and color coded to correspond to the milestone listed in the TOP.

For example, if you decide to work with a child on item 1 in the 18-36 month range, we can move to the Activity and Interaction Sheets section of the book and find the activity for item 1. At the top of each sheet is the name of the area to develop, the skills and the indicator and the corresponding number. At the bottom of the sheet are the color tables and the age range (Larson et al., 2006).



1. MATERIALS CONTAINED IN THE SCALE
1.3. Set of Activities and Interactions

Sample Activity and Interaction Sheet

<https://the-portage-project.myshopify.com/products/portage-guide-3-preschooler-complete-kit-english>

(Front of Card)

Relationships

11. Engages with Adults

Listens and contributes to adult conversations

Why is this important?

Conversation with adults is now an essential tool for developing relationships with them, as well as a primary way of building vocabulary and knowledge.

Engagement

Gathering information: A good way to get me talking to you is to observe me for a while and then describe what you see me doing. I'll almost always respond at length. I love the interest in me that your conversation tells me you have.

Daily routines: Mealtimes and snack times, at home or at a center, are wonderful times to practice our conversation skills. Please be sure to include me in your adult conversations. Ask me open-ended questions about things that I'm interested in talking about; however, avoid too much emphasis on questioning me. Encourage me to stop and listen when someone else is speaking. This way I will learn the give and take of conversation. Your example will also help me learn how to interact with others at the table.

SAMPLE

Not for Reproduction

11. 3-4 Years

Social Emotional

(Back of Card)

Relationships

Turn taking: At bedtime, I'll enjoy it if we make some time for some short conversation with our family. We could take turns sharing something we did that day, or something we plan to do tomorrow. You may need to remind me when it is my turn and, if I start to interrupt when it is someone else's turn, you can tell me that it is their turn and I need to wait a minute.

Child considerations

I am still going to be most interested in the things I want to talk about, and may have a difficult time being excited about a topic that it is of interest to you. Talk for a minute about your news, and then steer the conversation back to something that is of interest to me. As I get older, I'll be more able to be invested in your news.

Reflections

How much of what you say to the child is a command (e.g., Use your inside voice, time to pick up) or a closed-ended questions (What color? How many?)? How can you include more open-ended questions (What do you think...? How do you feel about...?) and comments in your speech to children?

SAMPLE

Not for Reproduction

1. MATERIALS CONTAINED IN THE SCALE

1.3. Set of Activities and Interactions

Each Activities and Interactions sheet includes:

Why is this important?

This phrase explains why the skill, milestone, or behavior is important in a child's development. Interactive Activities are strategies used by the professional and/or by the parent or guardian to increase their relationship and interaction with the child (Larson et al., 2006).



1. MATERIALS CONTAINED IN THE SCALE

1.3. Set of Activities and Interactions

Interactive Activities and Daily Routine Activities are written as if the child is speaking, per example, *When we are playing, please allow me to take my time to adjust my body to throw the ball. My movements are slow when learning a new or difficult skill.* This style is used to give the child's perspective on the behavior or skill (to see it from her point of view).

Interactive Activities are used in all age ranges, but especially in the first three years. Interactive strategies include: *tapping, alerting, zooming, pausing, relating, taking turns, positioning, following the leader, imitating, gathering information, reinforcement, describing the child's play, novelties, reading the child's cues, and pacing.*

Daily Routine Activities are activity ideas for the professional that you can use in daily classroom activities. The proposed ideas are a starting point in planning and individualization for children and are not complete planning resources. These activity ideas can be adapted and expanded based on the experience of the early intervention professional and the additional resources available to them.

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

Support materials include a variety of handouts that support the planning process once the assessment has been completed.



1.4.1. The Weekly Planning Form (Form2)

The team of early intervention professionals uses the results of the evaluation and the information given by the parents when they create their weekly plans, using the *Weekly Planning Form* found at the end of the TOP to develop weekly group plans (Larson et al., 2006).

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

1.4.1. The Weekly Planning Form (Form2)

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

Weekly Planning Form



El Impreso de Planificación Semanal IMPRESO 2

Cuidador/Maestro _____ Semana de: _____

Metas del grupo:

1. Área de Desarrollo: _____ Meta: _____ 2. Área de Desarrollo: _____ Meta: _____

I. Planificación para Interacciones, Actividades y Rutinas (Se indica planes para niños individuales con los iniciales del niño.)

	Lunes	Martes	Miércoles	Jueves	Viernes
Tiempo Grupal					
Actividades Especiales en Grupo Pequeño					
Actividades en Espacios Abiertos					
Auto-cuidado, Rutinas y Transiciones					

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

1.4.1. The Weekly Planning Form (Form2)

These are **reproducible sheets** that, together with the evaluation instrument, help the early intervention professional to plan daily and individualized activities for each child. This form is found on the back of each TOP (Larson et al., 2006).

The **Weekly Planning Worksheet details plans for daily activities, routines, and transitions** using the activity sheets and your own planning ideas. Use information from the Group Handout to plan these activities.

For example, based on the information collected on the Social-Emotional Development form, some Social Play Development activities will need to be planned. As well as, incorporate necessary adaptations for certain children (Larson et al., 2006).

1. MATERIALS CONTAINED IN THE SCALE
1.4. Support material

1.4.1. The Weekly Planning Form (Form2)

Example of use of the information of the Group Form

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation



PORTAGE GUIDE: BIRTH TO SIX GUIA DEL USUARIO

Impreso Grupal para Preescolar

Desarrollo Socio-Emocional

Nombres	4 a 5 Años									5 a 6 Años									
	Respuesta Emocional			IO	DJS			AEC	Respuesta Emocional			IO	DJS			AEC			
	Rel	R	Emo		Rel	R	Emo		Rel	R	Emo								
Jason 1																			
Danika 2																			
Jack 3																			
Kendra 4																			
Chantell 5																			
Carmen 6																			
Jee 7																			
8																			
9																			
10																			
11																			
12																			
13																			

abreviaciones: Relaciones — Rel
 Respuesta Emocional — R Emo
 Interacciones con Otros — IO
 Desarrollo del Juego Social — DJS
 Auto-Expresión Creativa — AEC

1. MATERIALS CONTAINED IN THE SCALE
1.4. Support material

1.4.1. The Weekly Planning Form (Form2)

For example, during the small group activity, plan to pair ID and KA (children's initials) with a partner, who can model turn-taking behaviors.

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

Example of use of the Weekly Planning Form (1)

El Impreso de Planificación Semanal

Cuidador/Maestro _____ Semana de: _____

Metas del grupo: _____

1. Área de Desarrollo: _____ Meta: _____ 2. Área de Desarrollo: _____

I. Planificación para Interacciones, Actividades y Rutinas (Se indica planes para niños individual)

	Lunes	Martes	Miercoles
Tiempo Grupal	<p><i>Lea libro, 10 Ladybugs</i></p> <p><i>Papel y marcadores</i></p> <p><i>Dibuja y conta Ladybugs</i></p>		
Actividades Especiales en Grupo Pequeño	<p><i>cuenta objetos (1-7)</i></p> <p><i>Cuenta frijoles y piedras</i></p> <p><i>- muestará como contar</i></p> <p><i>- trabajan en pares</i></p>		
Actividades en Espacios Abiertos	<p> </p>		

EARLY AGES DEVELOPMENT INVENTORY. NEW PORTAGE GUIDE (NGP)

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

1.4.1. The Weekly Planning Form (Form2)

On the back of the Weekly Planning Form, you can write **environmental changes** based on the needs of the group of children.

It is important to ensure that there are around two things per child to do at each learning center.



This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

Example of use of the Weekly Planning Form (2)

El Impreso de Planificación Semanal (Continúa)

II. Estrategías Generales Relacionadas con Metas:

III. Planificación para el Medio Ambiente

Area de Familia	Area del Arte	Area de Bloques
<i>Pone una tienda de zapatos. cosas incluyen una selección de zapatos, caja de cambio, banquete, cartel, teléfono, papel y lapices.</i>	<i>caballete, pintura, papel de colores, tijeras, pegamento y marcadores.</i>	
Area de Biblioteca	Area de Comida	Area de Cambio de Pañal



1. MATERIALS CONTAINED IN THE SCALE
1.4. Support material

**1.4.2. The Child and Family Relationship
Planning document (Form 1)**

This is a form designed to share evaluation information between parents and professionals in order to establish annual goals and plans. This form is located on the back of each TOP and can be photocopied for use in your programming.

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation.
See comment with translation

Portada del documento de Planificación del Niño y la Relación Familiar

Planificación del Niño y la Relación Familiar

IMPRESO 1

Nombre del Niño _____ Fecha de Nacimiento _____ Fecha _____

Cuidador/Maestro (s) _____

I. Lo que ha observado la familia: Fuerzas y Esperanzas

II. Destrezas el Niño Esta Desarrollando

Areas de Desarrollo	Ideas para apoyar estas destrezas en el centro:	Ideas para apoyar estas destrezas en el hogar:
COMUNICACIÓN/LENGUAJE/ELECTOESCRITURA		
Fuerzas:		
Trabajando con:		
DESARROLLO SOCIAL/EMOCIONAL		
Fuerzas:		
Trabajando con:		

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

1.4.3. The Poster NPG

It is a poster that visually exposes areas of development and strengths across all age ranges. On one side of the poster, the evolution of development in each category is shown for the *Infant age range*, and on the other side of the poster the same is shown, but for the *Preschool age range* (Larson et al., 2006).



1. MATERIALS CONTAINED IN THE SCALE

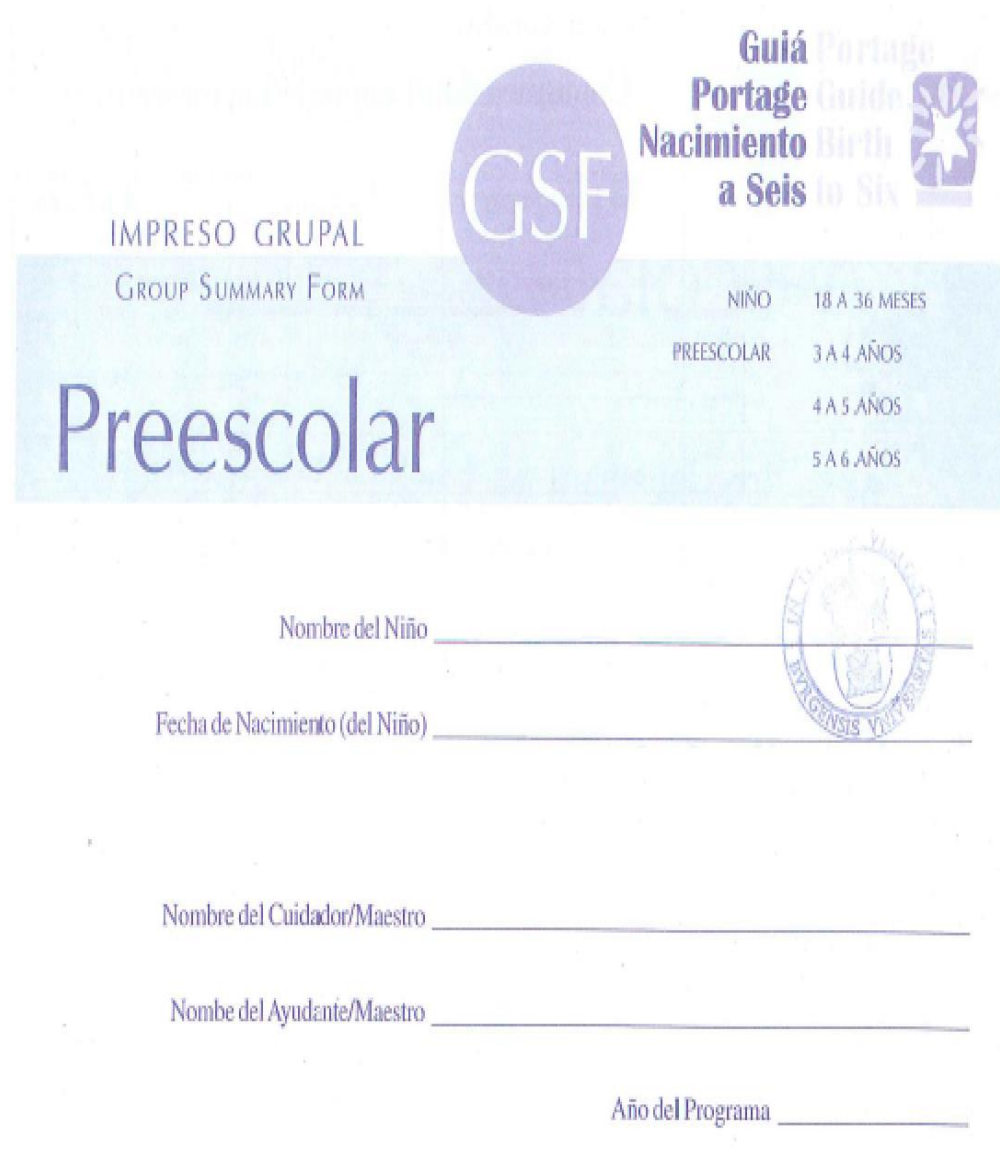
1.4. Support material

1.4.4. The Group Form (GSF)

It is an instrument that provides the development of all children in your group and assists in the planning of activities and interactions in groups of children.

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

Cover of the Group Form



1. MATERIALS CONTAINED IN THE SCALE
1.4. Support material

1.4.4. The Group Form (GSF)

The Group Form gives a visualization of the development of the group and helps to determine the indicators with which the planning of the activities, learning centers, routines and interactions for the week would begin.

After each observation period, the form should be used to compile the of children (the skills they always and consistently perform) in each area of development.

Relationships

SAMPLE

11. Engages with Adults

Not for Reproduction

	18-24 Months	2-3 Years	3-4 Years	4-5 Years	5-6 Years
	Broadens circle of familiar adults	Separates more easily from parents	Listens and contributes to adult conversations	Seeks affection, praise, and warmth from parents and teachers	Interacts with adults within the community
things to consider ...	Extended family members, neighbors, caregivers, and other adults who interact with her frequently become exciting and trusted playmates.	She is now sure of herself in familiar settings and likes the independence of exploring.	She delights in having an adult sit down and play with her. Reinforce her attempts to contribute to adult conversation.	She continues to need nurturing words, even as she seems to be growing up.	For example, she has conversations and is acquainted with people such as the custodian at school, the principal, or the pastor at church.

<https://the-portage-project.myshopify.com/products/portage-guide-3-preschooler-complete-kit-english>

Group Form Indicators

1. MATERIALS CONTAINED IN THE SCALE
1.4. Support material

1.4.4. The Group Form (GSF)

This is a non-editable image of a registration example in the Spanish version. A comment has been posted with the main translation. See comment with translation

The instructions for use are:

- Write the child's name on the left side of the page.
- With a text mark, each box that corresponds to the marked development indicators (items) of the TOP evaluation of the child is highlighted
- It is updated as children achieve new behaviors

This sheet once completed can be used for planning.

Locate indicators and abilities that are not highlighted, indicating that they cannot perform the item or it has not been observed, Os and Ns.

Example of filling in the Group Form

PORTAGE GUIDE: BIRTH TO SIX GUIA DEL USUARIO

Impreso Grupal para Preescolar

Desarrollo Socio-Emocional

Nombres	4 a 5 Años					5 a 6 Años															
	Rel	Respuesta Emocional		IO	DJS	AEC	Rel	Respuesta Emocional		IO	DJS	AEC									
	10	11	12	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	
Jason 1			■						■												
Danika 2	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Jack 3			■						■												
Kendra 4	■	■	■	■	■	■	■	■	■	■											
Chantell 5	■	■	■	■	■	■	■	■	■	■											
Carmen 6	■	■	■	■	■	■	■	■	■	■				■							
Jee 7		■	■					■		■											
8																					
9																					
10																					
11																					
12																					
13																					

abreviaciones: Relaciones — Rel
 Respuesta Emocional — R Emo
 Interacciones con Otros — IO
 Desarrollo del Juego Social — DJS
 Auto-Expresión Creativa — AEC

1. MATERIALS CONTAINED IN THE SCALE

1.4. Support material

1.4.4. The Group Form (GSF)



This completed sheet can be used to begin **planning**.

Indicators and abilities that are not highlighted are located, indicating that the item cannot be performed or has not been observed, "O" and "N". Then *group activities will be planned that give children the opportunity to practice those skills.*

The **visual image** also helps to see the gaps in learning and points out the need to individualize certain activities (Larson et al., 2006).

2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

The New Portage Guide measures **5 areas of development**.

Each of these areas contains more **specific sub-skills or behaviors**.

Dividing the areas does not mean that they are isolated from each other, in fact, it is inevitable that all the areas coincide. On the other hand, behaviors already present in one or more areas of development often serve as prerequisites that enable the child to be successful in another area.

Example of development indicators in the Communication/Language/Literacy area

Each of these categories or sub-skills contains in turn a certain **number of development indicators (items, behaviors) numbered consecutively** throughout the different areas of development and categories/skills.

Receptive Communication

1. Follows Directions

SAMPLE

Not for Reproduction

	0-6 Months	6-12 Months	12-18 Months	18-24 Months	2-3 Years	3-4 Years
	Looks in the direction of sounds	Responds to one or two simple routine verbalizations (e.g., attempts to raise arms when asked, "Want to come up?")	Follows simple commands (e.g., "Give it to me." "Kiss the baby.")	Follows simple instructions within daily routines (e.g., "Put your cup on the table." "Throw it in the garbage.")	Follows two- or three-part or step instructions within daily routines	Follows novel multi-step directions (e.g., follows pool rules when you visit for the first couple of times)
Things to consider ...	He is aware that sounds often come from some thing, and he is combining vision and hearing to learn about the world.	He is starting to recognize patterns of communication.	Between 1 and 3 years, he will learn to follow increasingly complex directions; start small with one request stated in simple language.	If you're not sure, try asking him to help with very simple and familiar household tasks.	For example, "Get your boots, your mittens and your coat," or "Find your shoes and bring them to Mama."	He can usually handle 2-4 step directions; adult may provide some gestures.
	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION
	Dates	Dates	Dates	Dates	Dates	Dates
	Code	Code	Code	Code	Code	Code
	1	1	1	1	1	1
	2	2	2	2	2	2

https://the-portage-project.myshopify.com/products/portage-guide-3-infant-toddler-complete-kit-english?pr_prod_strat=collection_fallback&pr_rec_id=7d508471f&pr_rec_pid=2129817281&pr_ref_pid=2129824193&pr_seq=uniform

2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

The developmental milestones or items are only a sample of the representative skills that children from birth to six years of age typically achieve, but do not contain all of the behaviors that the child will develop. Behaviors identified in a specific category can be related to other skills, so it is very important to look at the full range of behaviors as you observe children. Some areas of development will have categories with greater weight in a certain age range than in another, this is because this is the age in which the child experiences great progress.

For example, in speech and language there will be fewer targets in the Birth to Nine Months range and instead more targets in the 18 to 39 month range.

The five development areas are shown below:



2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

2.1. Communication/Language/Literacy



One of the great achievements for a child from birth to six years of age is the development of language (verbal or signed) and the *ability to communicate* with others. The child begins to learn *speech and language* by listening and observing when people communicate around him. He begins to make sounds, then to babble, and finally the words begin to appear.

The understanding of vocabulary and language precedes the use of this, gestures or the signal system allows you to communicate with others.

We use spoken or signed language to understand the written language that provides the foundation for all interactions through literacy.

Literacy development includes picture and print recognition, early reading skills used in communication.

2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

2.2. Social-Emotional Development

This area of development underscores the importance of **parent-child and child-caregiver/teacher interactions**. It includes the child's ability to separate from familiar adults and interact with peers and adults through social play, familiar routines, and community experience. As the child develops social skills she discovers that she can cause changes in the environment (causes things to happen in her world). Behaviors in all areas of development are initiated and strengthened through the use of appropriate social interactions.

Emotional development includes growth in his sense of self, emotional response, creativity in self-expression, and self-control.

The New Portage Guide brings together the areas of social and emotional development as there is significant overlap. As the boy's relationships develop and grow with family members and caregivers/teachers, he gains more confidence in himself and her abilities. This will make it easier for him to generalize these behaviors at a given moment when he meets a larger group of people.



2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

2.3. Exploration/Approaches to Learning

The Area of Exploration/Approaches to Learning refers to a child's **thinking or cognitive ability to remember**, discover through their senses, process, solve problems, evaluate ideas, organize, and use information to develop critical thinking or reasoning. Early in the child's life, his responses are only imitations of others.

Later the child will give her own response and identify the best response to the information she knows and remembers.

The development of specific concepts that require critical thinking or reasoning included in these areas are science and early math skills such as counting, number concepts, and comprehension.



2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

2.4. Intentional Motor Activity

Intentional Motor Activity refers to the child's ability to coordinate *gross and fine body movements*, including pre-writing development (Larson et al., 2006).

It also includes *self-care skills* and skills leading to *independence*.

Some examples of *gross motor skills* include crawling, running, jumping, and throwing a ball. Some *fine motor activities* are refinements of gross motor skills.

For example, pick up an object and change the position of the hand, from using the whole hand to using the pincer to pick it up. Finger pinning is a very important fine skill and is necessary for putting together puzzles and using markers and pencils.

Some age ranges have a limited number of fine motor skills; however, this will be balanced with broader self-help and early writing skills, which also require the use of fine motor skills, but are more complex because of their natural use.

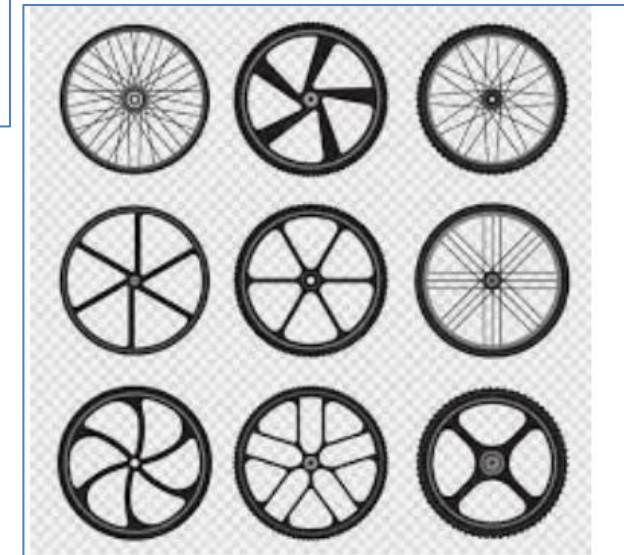


2. SKILLS MEASURED BY THE NEW PORTAGE GUIDE

2.4. Intentional Motor Activity

Motor skills are important for two reasons:

- They provide a way to express skills in the other areas of development, such as self- confidence and building relationships;
- And on the other hand, research on brain development supports the connection between motor skills, social development, and cognitive and language development.



3. RESULTS THAT CAN BE OBTAINED

The knowledge of child development obtained through this guide is useful for early intervention professionals in order to **determine and evaluate different aspects of the child regarding its development**, and provides the possibility of developing activities that lead to the acquisition of skills, abilities and abilities in children.

On the other hand, it helps to know **different characteristics of the development of children between the ages of 0-6 years**, taking into account the following aspects: linguistic, motor, social, cognitive, socio-emotional and those related to personal autonomy (Larson et al., 2006).

Through the NPG:

- Characteristics of a *child of a certain age can be identified* through direct interaction.
- Allows the *child's behavior patterns to be observed and recorded* based on the information collected from different records.
- Subsequently, the *results obtained can be analyzed and interpreted*.

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YOUR ATTENTION!!!



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EARLY AGES DEVELOPMENT INVENTORY. NEW PORTAGE GUIDE (NGP)

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