**Social Foundations: Initiative Learning Progression**

| **Domain: Social Foundations** |
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| **Strand: Approaches to Learning/Executive Functioning** |
| **Learning Progression: Initiative** |
| **Operational Definition: Seeks and gathers new information to plan for projects and activities** |

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|  | **A** | **B** | **C** | **D** |
| **Interest** | Attends to people, objects, and events. | Explores features of objects. | Imitates an adult’s action with a new object in order to produce the same effect. | Seeks assistance from adult to use object in goal-oriented way. |

**Observational Rubric:** Interest

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child attends to people, objects, and events. | **Sara**—Sara sat on my lap during morning arrival time. Sara looked at the door, observing intently as her classmates and their family members entered the room. |
| **B** | Child explores features of objects. | **Emmett**—Emmett shook a maraca. Then he held it close to his face, investigating it while turning it around. |
| **Adaptations: Evidence Examples** | **Motor:** | **Nadine**—Nadine was in a side-lying position today, stabilized with a small bolster. When I placed a soft, stuffed musical bunny in front of her, she reached with her right arm to touch the stuffed toy. She then explored the bunny with her hand. |
| **C** | Child imitates an adult’s action with a new object in order to produce the same effect. | **Paul**—Paul and I were playing with a shape-sorter toy. Paul watched me put a circle piece through a circle hole, and then he picked up a circle-shaped piece and pushed it through the same circle hole. |
| **Adaptations: Evidence Examples** | **Motor:**  **Social/Interactional Functioning:** | **Frank**—Frank and I played with a new toy car operated by a switch that involves moving a lever forward, backward, side-to-side, etc. I used the switch to move the car forward and in different directions. When it was his turn, Frank pushed the switch to move the car forward a short distance.  **Adrian**—Adrian loves objects that produce light. Today I showed him how to activate a new toy that produced fun light effects when moved side to side. I put the toy down and watched as Adrian picked up the light, turned it on and waved it in the same manner he had seen me wave it. |
| **D** | Child seeks assistance from adult to use object in goal-oriented way. | **Daisy**—Daisy was playing with a new puzzle and having trouble getting the pieces to fit. She brought the puzzle over to me and said, “Help please,” while holding out a piece. |
| **Adaptations: Evidence Examples** | **Communication:** | **Ronnie**—Ronnie was trying to make a picture with markers but could not get the cap off the marker. He activated his communication board to say “help” and then picked up the marker and held it out to me. |