



The School District of Osceola County
Pre-School Educational Evaluation Program (PEEP)



Preschool Input Form

Child's Name: _____ Full-day Part-Time VPK Head Start
Preschool/Daycare Name: _____ Ratio: _____ kids/ _____ adults
Language spoken in Preschool: _____
Teacher's Full Name: _____

✓ *Please check all that apply and feel free to use the back of the paper for additional comments.*

Self-Care (Independent Functioning):

Feeding:

- finger feeds
- eats independently
- is messy/spills
- does not sit for meals
- drinks from an open cup sippy cup
- uses a fork and spoon

Toileting:

- wears diapers/pull ups
- shows no interest in toilet training
- is on a toileting routine
- indicates when diaper is wet or dirty
- indicates the need to use the toilet
- toilets independently

Personal-Social Emotional:

Self-Concept:

- offers eye contact
- avoids eye contact
- responds to name
- ignores name when called
- greets others
- gives name/age when asked
- uses a fork and spoon
- identifies body parts
- offers eye contact avoids eye contact
- responds to name ignores others

Safety:

- requires continuous/constant supervision
- is unaware of common dangers
- has no fear puts items in the mouth
- Does not respond to (ignores) safety commands
- responds to "no/stop" has no fear
- cooperates with safety routines avoids common dangers runs off/away climbs furniture

How does he/she compare to same age peers with self help skills?

- above equal below

Peer Interaction:

- enjoys peer play
- imitates peer play
- shares/takes turns with peers
- plays alongside peers
- joins in active physical play (chase)
- wants to control toys/play
- initiates play with peers
- is possessive/has difficulty sharing
- avoids peer play
- cooperates in group names

Emotional-Regulation:

- accepts redirection handles minor upsets
- easily frustrated quick to tantrum
- aggressive
- has difficulty accepting "NO" struggles when being denied his/her way

Works and plays well with peers?

- Yes No

Behavior:

- difficulty separating from caregiver
- demands attention
- defiant/refuses to cooperate
- impulsive
- bothers/distracts others
- loses temper easily
- speaks out of turn/interrupts others
- requires more assistance/redirection than his/her peers
- difficulty keeping hands or feet to himself/herself

Communication:**Talking:**

- is not talking has a few single words
- combines 2-3 words together
- uses sentences
- uses sign language/gestures others

Listening:

- follows simple commands
- responds to simple questions
- repeats /echoes together
- relies on cues or gestures for understanding
- ignores others
- does not follow adult commands

How does he/she compare to same age peers socially? above equal below**Transitions:**

- cooperates with the daily routine
- transitions easily between activities
- upset by change resists transitions
- requires assistance to move between activities/settings

Sensory Behavior:

- Avoids: being messy/dirty loud noises
- crowds covers ears being touched
 - is a picky eater loses temper easily
 - sticky textures on hands (glue, paint, play doh)
- Seeks: spinning/rocking body banging toys mouths objects tight hugs
- rough play bouncing/jumping chews on toys/clothing is in constant motion

Other:

- hard to understand (articulation)
- says "no" to protest
- calls teacher/peers by name
- does not follow adult commands
- ignores others

How does he/she compare to same age peers with communication?

- above equal below

Cognitive (Learning Academic Readiness):

Attention:

- attends to a short story being read
- participates in teacher led tasks
- has a short attention span
- has a short attention span
- is easily distracted

- shows no interest/walks off
- attends to play activities for _____ minutes
- is willing to participate in simple table-top activities
- attends to group /circle time activities

School -Readiness Behaviors:

- remains seated during a task
- cleans up when prompted
- seeks help if needed
- shows pride
- responds to directions
- sings along to songs/rhymes
- difficulty sitting still

- imitates motor movements/fingerplays
- becomes frustrated during difficult tasks
- shows no interest in learning tasks
- disrupts learning of others
- does not participate

Pre-Academic skills:

- completes puzzles
- matches colors/shapes counts to 5
- counts to 10 scribbles on paper
- writes his/her name

- joins in finger play recognizes name in print names shapes recites(sings) ABC's
- traces letters or shapes identifies letter sounds

Cognitive play:

- has limited interest in toys
- explores toys by feel, mouth, bang, shake
- dumps/fills
- holds/carries toys around
- explores new toys with interest
- cause/effect toys
- enjoys toys that light up or play music

- imitates actions with toys
- lines up/groups toys
- uses toys functionally (roll cars, feed doll, talk phone)
- pretends with toys (sequence of activities: e.g. cook, serve, wash dishes)
- uses few toys (selective interests e.g. trains, cars, or dinosaurs)

What are the child's" favorite toys? _____

Other/Additional Comments:

Teacher signature: _____ **Date:** _____