

Specialized and updated training on supporting advance technologies for early childhood education and care professionals and graduates



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technologies for early childhood education and care  
professionals and graduates**

## **MÓDULO IV.2.1**

**Early Development Inventory: New Portage Guide**

Teacher

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e-EarlyCare-T



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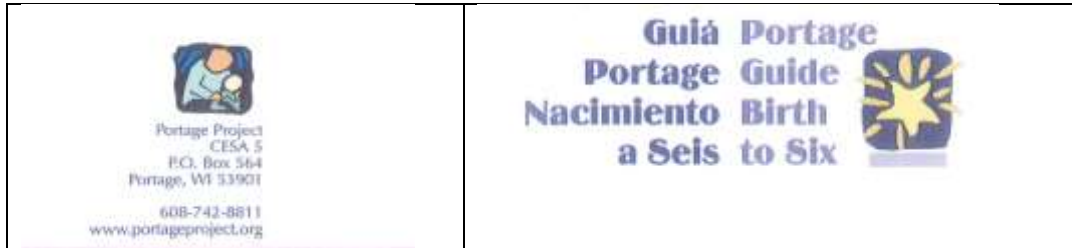
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## I. Introduction

**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:

- collect 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
- Child, 18 to 36 Months

### PRESCHOOL:

- Three to Four Years
- Four to Five Years
- Five to Six Years

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 color-coded, and each age range includes all five areas of development (Larson et al., 2006).

## II. Objectives

Know how the New Portage Guide works and its practical application in the context of Early Intervention

## III. Subject-specific content

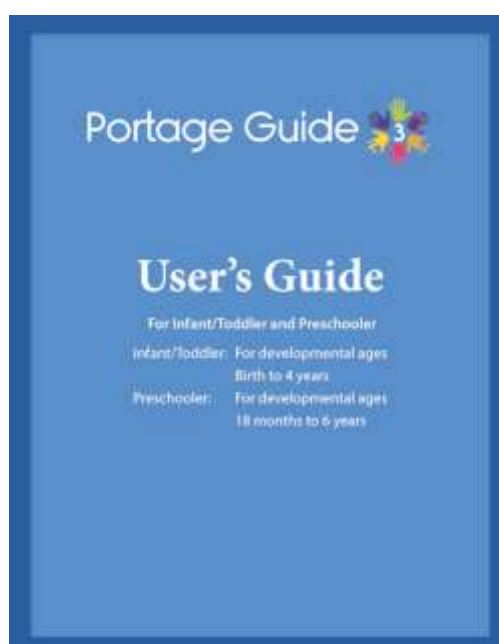
### 1. MATERIALS CONTAINED IN THE SCALE

#### 1.1. User's Guide

The User's Guide (Figure 1) provides an overview of the materials and their organization, describes in detail the individual components of the NPG, and provides full instructions for using the NPG. In addition, it describes the planning process through observation, the division by colors of the set of activities and routines and the participation of parents in the planning process (Larson et al., 2006).

#### Figure 1

*User Guide Cover*



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

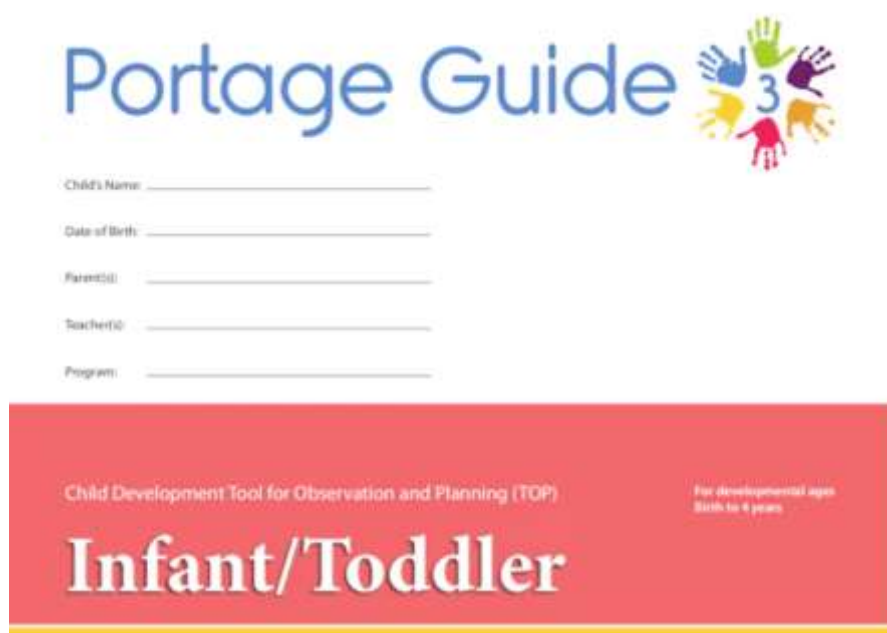
#### 1.2. Observation and Planning Table (TOP)

The Observation and Planning (TOP) Chart guides observation of children through five areas of development (noted later in point 2).

#### Figure 2

*Cover of the Observation and Planning Table*





([link](#))

The TOP is divided into two age ranges:

- TOP Infant-Boy. It covers from 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 under 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 (Larson et al., 2006).

**To complete the TOP**, the child's name and date of birth must be written on the cover (Figure 2), 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 (Larson et al., 2006).

It is good to become familiar with the **developmental indicators** (items) (Figure 3) of the different areas of development for the different age traits. By becoming familiar with the indicators, it will be easier to observe abilities in groups. Developmental milestones are located on the left and are numbered sequentially on each age range sheet (Larson et al., 2006).

**Figure 3**  
*Example of Development Indicators*



## 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
<b>Looks in the direction of sounds</b>	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," "Sit on the floor")	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 several multi-step directions (e.g., follows parent rules when you wait for the first couple of times)	
<b>Things to consider...</b>	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 books, 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 guidance.
	OBSERVATION		OBSERVATION		OBSERVATION	
	Date	Code	Date	Code	Date	Code
	1		1		1	
	2		2		2	
	3		3		3	
	4		4		4	
	<b>CODE:</b> Consistently (✓) Emerging (E) Not yet (N)					

Communication and Literacy

Portage Guide 3

7

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(link)

Each developmental indicator has an *Aspects to Consider* section (Figure 3) that makes it easier for the early care professional to observe developmental aspects to obtain knowledge about the child and build relationships. The score code and observation date column are on the right side (Figure 4). The areas of development are indicated on the left side of the page and are separated by colored bars and spaces (Figure 3) (Larson et al., 2006).

**Figure 4**

*Point codes and observation date*

OBSERVATION	
Dates	Code
1	
2	
3	
4	

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

Notes:

(link)





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 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 (Larson et al., 2006).

When qualifying the observation sheet, you must use the observation code or key found in the upper right corner of the TOP (Figure 4).

These annotations can be made while observing children in their natural environment, participating in individual, group, or routine play activities. You can often make arrangements in the environment or facilitate the child's participation in activities or routines that allow more than one indicator to be observed. It is important not to annotate an item with a ✓, unless the professional alone or together with a family member 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 (Larson et al., 2006).

The observation date is recorded in the Observation Date column (Figure 4), 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 to make it easier to review the data (Larson et al., 2006).

At the bottom of each assessment page there is a comment box (Figure 3) 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 (Larson et al., 2006).

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 signing up ✓ 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 (Larson et al., 2006).

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. (Figure 5) (Larson et al., 2006).

**Figure 5**  
Completed TOP example

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.	11-11-06	O
		2	
		3	
		4	
Respuesta Emocional	11 Maneja respuestas emocionales con apoyo de adultos  Los adultos pueden darle a los niños el lenguaje para sus sentimientos difíciles y ofrecer estrategias para arreglarlos dichos sentimientos.	11-11-06	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	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.	9-30-06	O
		2	
		3	
		4	
Interacciones con Otros	14 Habla sobre tener amigos  A esta edad los niños comienzan a escuchar a la gente fuera de la familia más interesante; su interés promoverá nuevas relaciones.	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.	11-11-06	✓
		2	
		3	
		4	

4 a 5 Años

**Traslation Figure 5.**  
 Observation and Planning Table (TOP)  
 Social-Emotional Development  
 Area ----- Aspects to Consider ----- OBSERVATION (Key Dates)  
 Relationships ----- 10. ----- Sometimes resolves problems with peers, without physical aggression, with adult support  
 emotional response  
 11. Manage emotional responses with adult support  
 12. Intentionally try new experiences  
 13. I work alone on some task for 15 to 20 minutes  
 Interactions with Others  
 14. Talk about having friends  
 15. Talks occasionally about his own feelings or those of others.



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 9-30-05	
			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. El le dará un nombre al final.	1 10-11-06	
			2		
			3		
			4		

Comentarios:

**Traslation Figure 5:**

Observation and Planning Table (TOP)

Social-Emotional Development

Area ----- Aspects to Consider ----- OBSERVATION (Key Dates)

Social Game Development

16. Engages in make-believe games with 3-4 children for long periods of time

17. Take turns and understand the need to share

Creative Self-Expression

18. Respond to music with more complex movements

19. Draw simple, easy-to-recognize images or use small objects or tools to create things

Observations:

All areas of development should be assessed to get a picture of the developmental milestones the child is consistently performing, the milestones the child occasionally performs, and the developmental milestones the child is not yet performing. This information is basic and is used to plan activities and interactions that will enhance the development of each individual child (Larson et al., 2006).

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 (Larson et al., 2006).

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) (Larson et al., 2006).



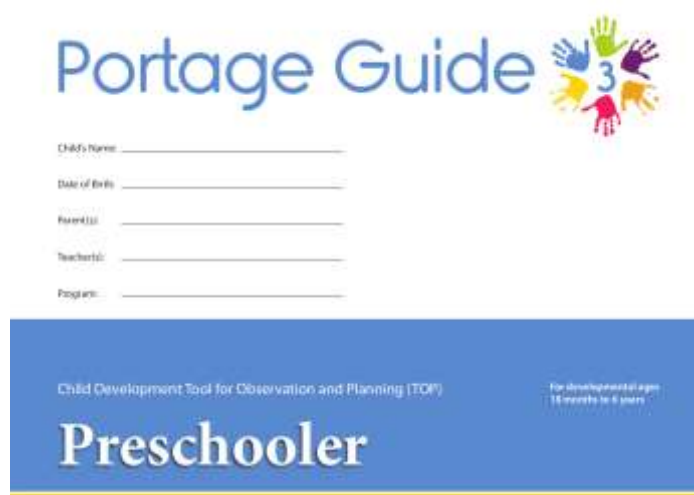
When the second and third observations are being made within the annual program, the evaluation begins with the last "O" and "I" previously registered and establishing the progress of each child, when changing to where the child is performing the skill at the time. The items where the child has more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

### 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 (Figure 6).

#### Figure 6

*Activities and Interactions book cover*



([link](#))

The assessment process provides a framework about the child's development, and the activity and interaction sheets offer the early care professional innovative ideas, activities, and strategies for building skills through the daily routine that can be extended and individualize according to the place of intervention and the style of the professional (Larson et al., 2006). These ideas can be incorporated into weekly plans

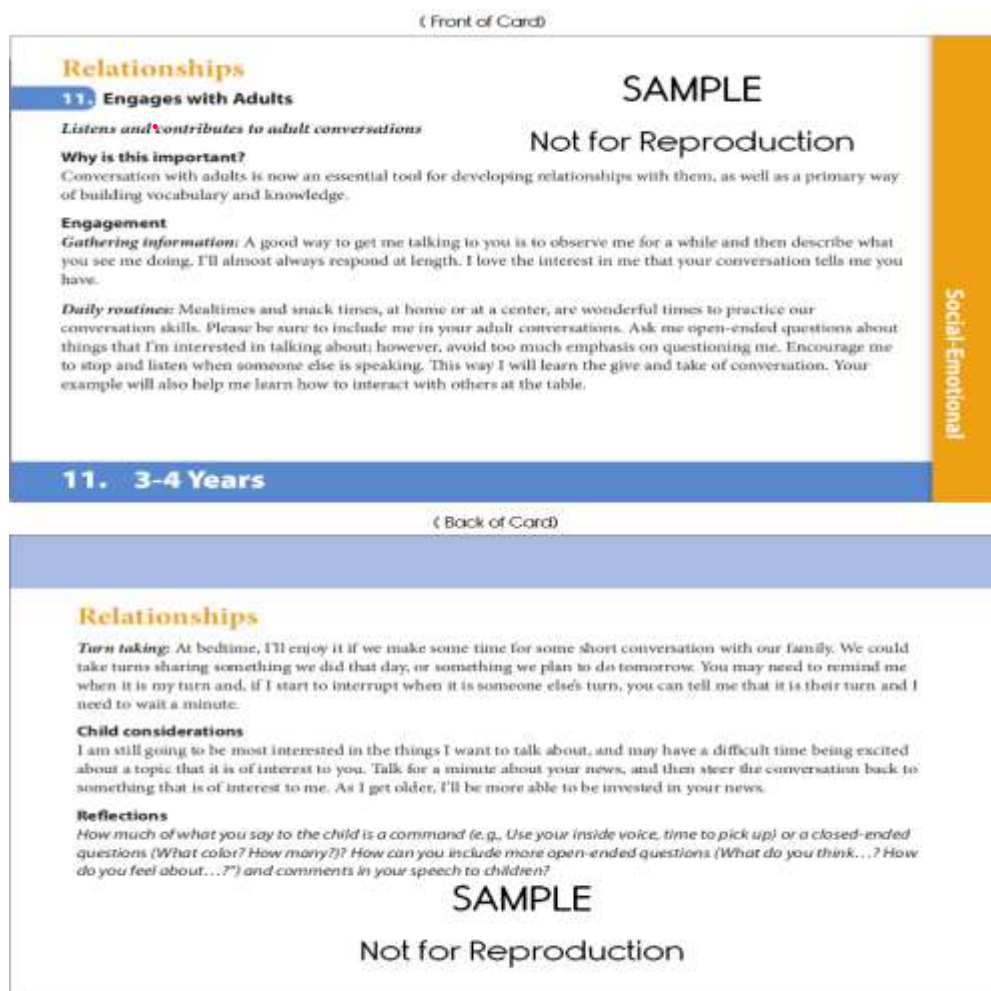
The Activities and Interactions sheets are organized in the same way as the TOP. There are 6 age ranges per color, birth to 9 months, 9 to 18 months, 18 to 36 months, 3 to 4 years, 4 to 5 years, 5 to 6 years. As mentioned, there is a spiral bound book for Infants/Children and another for Preschoolers (Larson et al., 2006).

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).



**Figure 7**  
*Sample Activity and Interaction Sheete*



([link](#))

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).

**Interactive Activities and Daily Routine Activities** are written as if the child is speaking, e.g. 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) (Larson et al., 2006).



*Interactive Activities* are used in all age ranges, but there is a strong emphasis on these strategies in the first three years. Interactive strategies include: tapping, alerting, zooming, pausing, relating, taking turns, positioning, following the leader, imitating, gathering information, reinforcement, describing child's play, novelties, reading child's cues, and pacing (Larson et al., 2006).

*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 may be adapted and expanded based on the experience of the early intervention professional and additional resources available to them (Larson et al., 2006).

### 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 (Form 2)

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 (Figure 8) to develop weekly group plans (Larson et al., 2006).

**Figure 8**  
*Weekly Planning Form*

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

#### Traslation Figure 8

This image is part of the Spanish version of the Portage Guide. The English version can be found at Portage Guide 3: Preschooler - Complete Kit (English) [link](#) However, a comment is placed with the main translation:



Weekly Planning Form

Caregiver/Teacher \_\_\_\_\_ Week of: \_\_\_\_\_

Group goals:

1. Development Area ---- Goal: \_\_\_\_\_ 2. Development Area ---- Goal: \_\_\_\_\_  
 1. Planning for Interactions, Activities and Routines (Indicated plans for individual children with child's initials)

Monday Tuesday Wednesday Thursday Friday

Group Time

Special Small Group Activities

Activities in Open Spaces

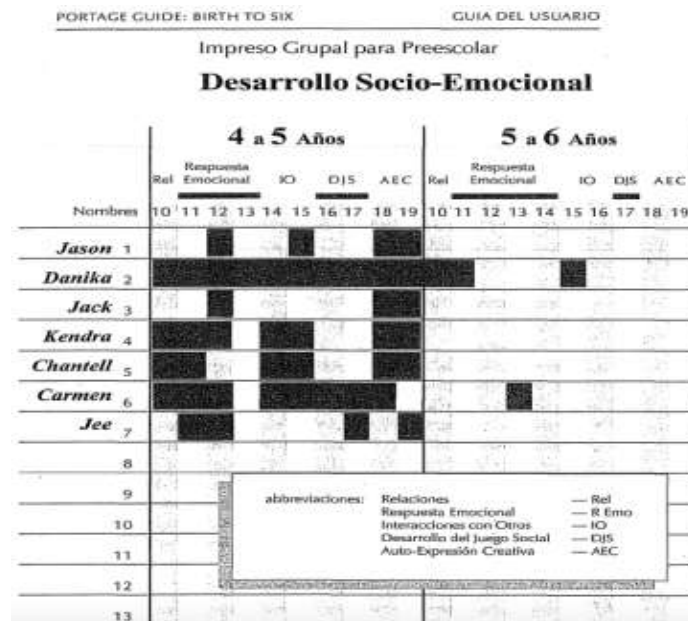
Self-care, Routines and Transactions

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 print is located 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 (Figure 9) 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).

**Figure 9**

*Example of use of the information of the Group Form*



**Traslation Figure 9**  
 USER'S GUIDE Group Print for Preschool  
 Social-Emotional Development



4 to 5 years -----Role ----Emotional Response ----IO ---- DJS----AEC  
 5 to 6 years -----Role ---- Emotional Response ----IO ---- DJS----AEC

Names

- abbreviations - Relations ---Rel  
 - Emotional Response ---R Emo  
 - Interactions with Others ---IO  
 - Social Game Development ---DJS  
 - Creative Self-Expression ---AEC

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 (Figure 10). (Larson et al., 2006).

**Figure 10**

*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	<i>Lea libro, 10 Ladybugs Papel y marcadores Dibuja y conta Ladybugs</i>		
Actividades Especiales en Grupo Pequeño	<i>cuenta objetos (1-7) Cuenta frijoles y piedras - muestra cómo contar - trabajan en pares</i>		
Actividades en Espacios Abiertos			

**Traslation Figure 10**

This is a non-editable image of a registration example in the Spanish version. A The Weekly Planning Form

Caregiver/Teacher ----- Week of:  
 Group goals:  
 1. Development Area: ----- Goal: ----- 2. Development Area:  
 I. Planning for Interactions, Activities and Routines (Individual child plans indicated)  
 Monday Tuesday Wednesday  
 Group Time: *Read book, 10 Ladybugs, Paper and markers, Draw and count Laybugs*  
 Special Small Group Activities: *Count objects (1-7), Count beans and rocks, show how to count, work in pairs*  
 Activities in Open Spaces

On the back of the Weekly Planning Form, you can write environmental changes based on the needs of the group of children. Use the suggestion to ensure that





there are one and a half to two things per child to do in each learning center. In the Family Experience area where four children can play, there are about six to eight items to play with, choosing those that are of interest to the children (Figure 11) (Larson et al., 2006).

**Figure 11**

*Example of use of the Weekly Planning Form (2)*

**El Impreso de Planificación Semanal** (continúa)

II. Estratégias 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

**Traslation Figure 11**

The Weekly Planning Form (continued)

II. General Strategies Related to Goals:

III. Planning for the Environment

Family Area

*Set up a shoe store, things include a selection of shoes, change box, banquet, poster, telephone, paper, and pencils*

Art Area

*Easel, paint, colored paper, scissors, glue, and markers*

Block Area

Library area

Food Zone

Diaper Changing Area

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

This is a form designed to share evaluation information between parents and professionals to establish annual goals and plans. This form is located on the back of each TOP and can be photocopied to use in your programming (Figure 12) (Larson et al., 2006).



**Figure 12**

*Cover of the Child and Family Relationship Planning document*

Planificación del Niño y la Relación Familiar

IMPRESO

Nombre del Niño: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha: \_\_\_\_\_

Cuidador/Profesor(a): \_\_\_\_\_

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

II. Destrezas del Niño que Está Desarrollando

Áreas de Desarrollo: \_\_\_\_\_ Ideas para apoyar estas destrezas en el centro: \_\_\_\_\_ Ideas para apoyar estas destrezas en el hogar: \_\_\_\_\_

COMUNICACIÓN/LINGÜAJE/LECTURA

Fuerzas: \_\_\_\_\_

Trabajando con: \_\_\_\_\_

DESARROLLO SOCIOEMOCIONAL

Fuerzas: \_\_\_\_\_

Trabajando con: \_\_\_\_\_

**Traslation Figure 12**

**Child Planning and Family Relationship  
FORM 1**

Child's Name ----- Date of Birth -----Date

Caretaker/Teacher(s) -----

I. What the family has observed: Strength and Hope

II. Skills the Child is Developing

Areas of Development ----- Ideas to support these skills at the center ----- Ideas to support these skills at home:

**COMMUNICATION/LANGUAGE/LITERACY**

Forces:

Working with:

**SOCIAL-EMOTIONAL DEVELOPMENT**

Forces:

Working with:

**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 exposed for the *Infant age* range, and on the other side of the poster the same is exposed, but for the *Preschool age* range (Larson et al., 2006).

**1.4.4. The Group Form (GSF)**



It is an instrument that provides the development of all the children in its group and assists in the planning of activities and interactions in the groups of children (Figure 13) (Larson et al., 2006).

**Figure 13**  
*Cover of the Group Form*

IMPRESO GRUPAL  
GROUP SUMMARY FORM

Preescolar

Nombre del Niño \_\_\_\_\_

Fecha de Nacimiento (del Niño) \_\_\_\_\_

Nombre del Cuidador/Maestro \_\_\_\_\_

Nombre del Ayudante/Maestro \_\_\_\_\_

Año del Programa \_\_\_\_\_

INSTRUCCIONES EN LA PÁGINA ÚLTIMA

**Traslation Figure 13**  
PORTAGE GUIDE BIRTH TO SIX MONTHS  
GROUP PRINT ---- PRESCHOOL  
CHILD 18 TO 36 MONTHS  
PRESCHOOL 3 TO 4 YEARS, 4 TO 5 YEARS, 5 TO 6 YEARS  
Child's Name -----  
Date of Birth (of the Child) -----  
Caregiver/Teacher Name -----  
Helper/Teacher Name -----  
Program Year -----  
INSTRUCTIONS ON THE LAST SHEET

*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 (Figure 14) (Larson et al., 2006).

**Figure 14**  
*Group Form Indicators*



## 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.

(link)

The instructions for use are:

- Write the child's name on the left side of the sheet
- With a text mark, each box that corresponds to the marked development indicators (items) of the child's TOP evaluation is highlighted
- Update as children achieve new behaviors by highlighting texts on the group sheet

This sheet once completed can be used for planning. Locate indicators and skills that are not highlighted, indicating that they cannot perform the item, or it has not been observed, Os and Ns (Figure 15) (Larson et al., 2006).

**Figure 15**

*Example of filling in the Group Form*

PORTAGE GUIDE: BIRTH TO SIX GUÍA 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	Emo	IO		DJS	AEC	Rel		Emo	IO	DJS		AEC						
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 Citrus	— IO
Desarrollo del Juego Social	— DJS
Auto-Expresión Creativa	— AEC

## Figure 15 Traslacion

### USER'S GUIDE

Group Print for Preschool

Social-Emotional Development

4 to 5 Years

Role ---- Emotional Response ----IO ---- DJS----AEC

5 to 6 Years

Role ---- Emotional Response ----IO ---- DJS----AEC

Names

Abbreviations:

- Relations ---Rel
- Emotional Response ---R Emo
- Interactions with Others ---IO
- Social Game Development ---DJS
- Creative Self-Expression ---AEC

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 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 área (Larson et al., 2006).

Each area of development has a set of more specific categories/skills (ver Figure 16).



**Figure 16**  
Areas of development with the set of categories/skills

SKILLS BY AREAS OF DEVELOPMENT	
<p style="text-align: center;"><b>COMMUNICATION/LANGUAGE/LITERACY</b></p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Speech and Language</li> <li>3. Initial Reading</li> </ol>	<p style="text-align: center;"><b>SOCIAL-EMOTIONAL DEVELOPMENT</b></p> <ol style="list-style-type: none"> <li>1. Relations</li> <li>2. Emotional Response</li> <li>3. Interaction with others</li> <li>4. Social Game Development</li> <li>5. Creative Self-Expression</li> </ol>
<p style="text-align: center;"><b>EXPLORATION/APPROACHES TOWARDS LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Perceptual Development (Discrimination, Cause and Effect)</li> <li>2. Exploration (Birth to 9 months)</li> <li>3. Permanence of Object (9 to 18 months)</li> <li>4. Critical Thinking</li> <li>5. Beginning Mathematics                             <ul style="list-style-type: none"> <li>- count</li> <li>- numerical concept (more, less, little, one more)</li> <li>- compression (matching, one-to-one correspondence, quantity, time)</li> </ul> </li> <li>6. Science</li> </ol>	<p style="text-align: center;"><b>INTENTIONAL MOTOR ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Gross Motor (locomotion, balance, coordination, movement skills)</li> <li>2. Fine Motor (reaching, grasping, letting go, hand manipulation skills)</li> <li>3. Independence/Self-Care</li> <li>4. Initial Writing</li> </ol>
	<p style="text-align: center;"><b>SENSORY ORGANIZATION</b></p> <ol style="list-style-type: none"> <li>1. Senses                             <ul style="list-style-type: none"> <li>- auditory (hear)</li> <li>- gravity and movement (vestibular)</li> <li>- muscles and joints (proprioceptive)</li> <li>- touch (touch)</li> <li>- visual (to see)</li> </ul> </li> <li>2. Self-regulation (internal and external)</li> </ol>

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 (Larson et al., 2006) (Figure 17).

**Figure 17**  
Example of development indicators in the Communication/Language/Literacy area

**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)	
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 "Feed 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	
	Date: _____ Code: _____	Date: _____ Code: _____	Date: _____ Code: _____	Date: _____ Code: _____	Date: _____ Code: _____	



[\(link\)](#)

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 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 (Bluma et al., 1976; Larson et al., 2006).

The five development areas are:

### **3.1. 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 (Bluma et al., 1976; Larson et al., 2006).

### **3.2. Socio-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 using appropriate social interactions. Emotional development includes growth in his sense of self, emotional response, creativity in self-expression and self-control (Bluma et al., 1976; Larson et al., 2006).

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. What will make it easier for him to generalize these behaviors at a given moment when he meets a larger group of people (Bluma et al., 1976; Larson et al., 2006).

### **3.3. 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. At the beginning of the child's life, his responses are only imitations of other (Larson et al., 2006).

Later the child will give his own response and identify the best response to the information he 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 (Bluma et al., 1976; Larson et al., 2006).

### **3.4. 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 (Bluma et al., 1976; Larson et al., 2006).

Motor skills are important for two reasons:

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

### **3.5. Sensory Organization**

Sensory Organization includes the process of receiving, integrating, and organizing sensory information that helps children make sense of the world in which they live and leads to self-regulation of their body functions and behaviors. Young children take in information using all their senses: touch, hearing, smell, sight, and movement. As they develop, children learn to control both themselves and their environment through organized responses to this sensory input (Bluma et al., 1976; Larson et al., 2006).

Early writing skills are part of the development of literacy skills and although they are described in the activities with a motor purpose, this does not mean that they are only motor skills (Bluma et al., 1976; Larson et al., 2006).





### 3. RESULTS THAT CAN BE OBTAINED

The knowledge of child development obtained through this guide is useful for early care professionals to determine and evaluate different aspects of the child regarding its development and provides the possibility of proposing and developing activities that lead to the acquisition of skills, abilities, and abilities in children (Bluma et al., 1976; Larson et al., 2006).

On the other hand, it helps to know different characteristics of the development of children aged between 0-6 years, considering 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.

#### Resume

The New Portage Guide (NPG) is a developmental assessment instrument. Contains goals that are based on normal growth and development patterns. It allows carrying out an evaluation process through observation from birth to 6 years.

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; and PRESCHOOL: Three to Four Years; Four to Five Years; Five to Six Years

The NPG has a series of documents:

1) The User's Guide provides an overview of the materials and their organization, describes the individual components of the NPG, and provides complete instructions for their use. In addition, it describes the planning process through observation, color-coding the set of activities and routines, and parental involvement in the planning process (Larson et al., 2006).

2) The Table of Observation and Planning (TOP) guides the observation of children through five areas of development that are: \* Communication / Language / Literacy; \* Social-Emotional Development; \* Exploration/Approaches to learning; \* Intentional Motor Activity; \* Sensory Organization. The Observation and Planning Chart is designed to collect information about each child's development. The assessment data, collected by systematically observing the children during their most usual activities, is used for weekly planning, and to add the necessary data to the report (Larson et al., 2006).

3) The set of Activities and Interactions are two books that correspond one with the TOP of Infant/Toddler and the other with the TOP of Preschoolers.

4) The Activity and Interaction sheets are organized in exactly 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 a spiral-bound book for Infants/Toddlers and one for Preschoolers (Larson et al., 2006). Each activity in the book is numbered and color-coded to correspond to the milestone listed in the TOP.



The NPG has a series of supporting documents:

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

2) The Child Planning and Family Relationship document (Form 1). It is a form designed to share evaluation information between parents and professionals in order to establish annual goals and plans. This form is found on the back of each TOP and is photocopiable for use in your programming (Larson et al., 2006).

3) The NPG poster. 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 exposed for the Infant age range, and on the other side of the poster the same is exposed, but for the Preschool age range (Larson et al., 2006).

4) The Group Form (GSF). It is an instrument that provides for the development of all children in their group and assists in planning activities and interactions in groups of children (Larson et al., 2006).

In summary, through the NPG, early care professionals can: a) identify characteristics of a child of a certain age through direct interaction; b) observe and record behavior patterns of the child based on the information collected from different records; and subsequently c) analyze and interpret the results obtained.

## Glossary

**Observation and Planning Table:** Document that allows collecting information on the development of each child. The data from the assessment, collected by systematically observing the children during their most usual activities, is used for weekly planning, and to add the necessary data to the report.

**Interactive Activities:** Strategies used by the professional and/or by the parent or guardian to increase their relationship and interaction with the child.

**Daily Routine:** Learning situations that boys and girls carry out daily, in a stable and permanent way.

**Development Indicators:** Skills such as taking the first steps, smiling for the first time and waving “bye-bye”. From birth to 5 years, children should meet developmental milestones in how they play, learn, talk, act, and move.

**Evaluative Observation:** Observation techniques allow the evaluation of learning processes at the moment they occur; With these techniques teachers can notice the knowledge, skills, attitudes and values that students have and how they use them in a given situation.

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