

From Shanker (2011). Calm, Alert and Learning, Pearson: Don Mills, ON

The Biological Domain

Some beginning questions:

- Does the child appear to be healthy and well rested? Describe indications of health or ill-health.
- Does the child have sufficient energy to enjoy his day at school? Can the child recoup energy after difficult situations? Describe.
- Is the child able to become calm enough and alert enough to engage in activities throughout the school day? Describe any visual, auditory, and touch sensitivities that deplete the student's energy.
- Does the child have the ability to use his body in a coordinated way to allow him to participate in and enjoy activities at school? Describe difficulties with both large and fine motor skills.

Emotional Domain

Some beginning questions:

- Is the child demonstrating a range of emotions? Describe what you have seen.
- Is the child able to modulate strong emotions? Describe this developing capacity.
- Does the child respond to the feelings and intentions of others? Describe when you have seen this ability present.
- Is the child interested and willing to learn by themselves and with others? Describe what you have seen.
- Does the child demonstrate natural curiosity, and a desire for creativity and innovation? When do you see this?

The Cognitive Domain

Some beginning questions:

- Is the child able to pay attention to both people and objects and what helps the child to do so?
- Does the child initiate ideas and activities? Describe when and what kinds of supports are needed to do so.
- Is the child able to plan and execute several steps and if not, what kind of assistance does the child require?
- Does the child understand cause and effect and think logically? Describe.
- Does the student set goals and monitor them? Describe.
- Does the student have self-awareness of strengths and weaknesses? Describe.

From Shanker (2011). Calm, Alert and Learning, Pearson: Don Mills, ON

The Social Domain

Some beginning questions:

- Does the child appear to understand their own intentions and feelings? When do you notice this?
- Does the child appear to understand and respond to the intentions and feelings of others, both verbally and non-verbally? When do you see this demonstrated?
- Does the child demonstrate the ability to be both a listener and a speaker? If so, when and with whom?
- Is the child able to repair broken communication? With fellow students, staff or both? Describe.

The Pro-Social Domain

Some beginning questions:

- Does the child ever help others to become calm and alert? When do you see this? Describe.
- Does the child seem concerned about the feelings of others? if so, when do you see this expressed? Describe.
- Does the child ever put the needs and interests of others ahead of their own and if so, when do you see this? Describe.
- Does the child ever demonstrate a desire to do the “right thing”? If so, when? Describe.