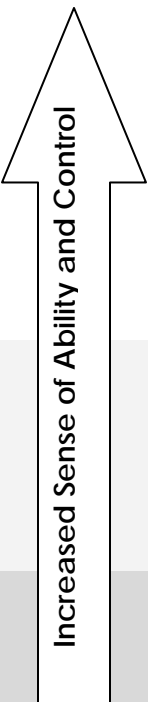



PVQ v2.1 Volitional Continuum Form (Form C)

	Level of Volitional Development	Name: _____ Examiner: _____ Date: ____/____/____ PVQ Session: I (or) II Setting/Occupation: _____	PVQ Ratings Needs more support  Needs less support				
	Achievement	Uses Imagination	N/O	P	H	I	S
		Organizes/ Modifies Environment	N/O	P	H	I	S
		Seeks Challenges	N/O	P	H	I	S
		Pursues Activity to Completion	N/O	P	H	I	S
	Competency	Tries to Solve Problems	N/O	P	H	I	S
		Practices Skill	N/O	P	H	I	S
		Expresses Mastery Pleasure	N/O	P	H	I	S
		Task Directed	N/O	P	H	I	S
		Stays Engaged	N/O	P	H	I	S
	Exploration	Tries New things	N/O	P	H	I	S
		Tries to Produce Effects	N/O	P	H	I	S
		Shows Preferences	N/O	P	H	I	S
		Initiates Actions	N/O	P	H	I	S
		Shows Curiosity	N/O	P	H	I	S

N/O = Not Observed

P = Passive: Does not show behavior even with support, structure, or encouragement

H = Hesitant: Shows behavior with maximal amount of support, structure, or encouragement

I = Involved: Shows behavior with minimal amount of support, structure, or encouragement

S = Spontaneous: Shows behavior without support, structure, or encouragement

Interpretation of Volitional Levels

Exploration Level: Child has a desire to engage in the environment for pleasure and enjoyment, and to make discoveries in low risk situations.

Competency Level: Child has a drive to actively interact and influence the environment, practice skills, and meet performance standards.

Achievement Level: Child strives to increase their capacity to do a challenging task and to have successful performance outcomes.