

## **Idaho Early Learning eGuidelines Crosswalk to Head Start Child Development and Early Learning Framework**

This Crosswalk is designed to link the Idaho Early Learning eGuidelines with the Head Start Child Development and Early Learning Framework. It shows how the Domains, Goals, and Examples complement each other, and it provides a supplementary resource for Head Start staff.

The Idaho Early Learning eGuidelines (ELeGs) were developed to provide a shared resource for adults working with young children in Idaho. They were carefully designed with a base in research and best-practice, and were aligned with some major assessment tools, curriculums, and K-12 Standards. The Guidelines cover development from birth through five, and the Domains of Approaches to Learning and Cognitive Development and in Social and Emotional Development cover development from birth through eight. Hopefully this Crosswalk will assist Head Start staff when working with local schools to transition HS children to kindergarten, or to develop an Individualized Education Program (IEP) for a child served by both programs with the Idaho Early Learning eGuidelines serving as the common document.

The Head Start Child Development and Early Learning Framework is based in the Head Start legislation as well as in child development. It is designed to guide Head Start programs and staff to best serve children and families in the healthy development of the whole child. It addresses all aspects of school readiness and life skills for young children. The Head Start Framework only addresses children who are three and four years old (the 36-60 months age range in the ELeGs) so other age groups are not presented here.

The Head Start Child Outcomes Framework is used by Head Start programs to track the progress and accomplishments of children in 11 general Domains (the broad areas of child development and early learning) aligned with Head Start Program Performance Standards. There are 37 Domain Elements, which provide specific component information under the Domains, and over 100 examples of specific skills, abilities, knowledge, and behaviors. Head Start programs analyze data on several key Domain Elements for three- to five-year old children. Information on individual examples in each Domain is collected from a variety of sources to ensure a true assessment of each child's knowledge and understanding, increasing proficiency, or independence in exercising a skill or ability.

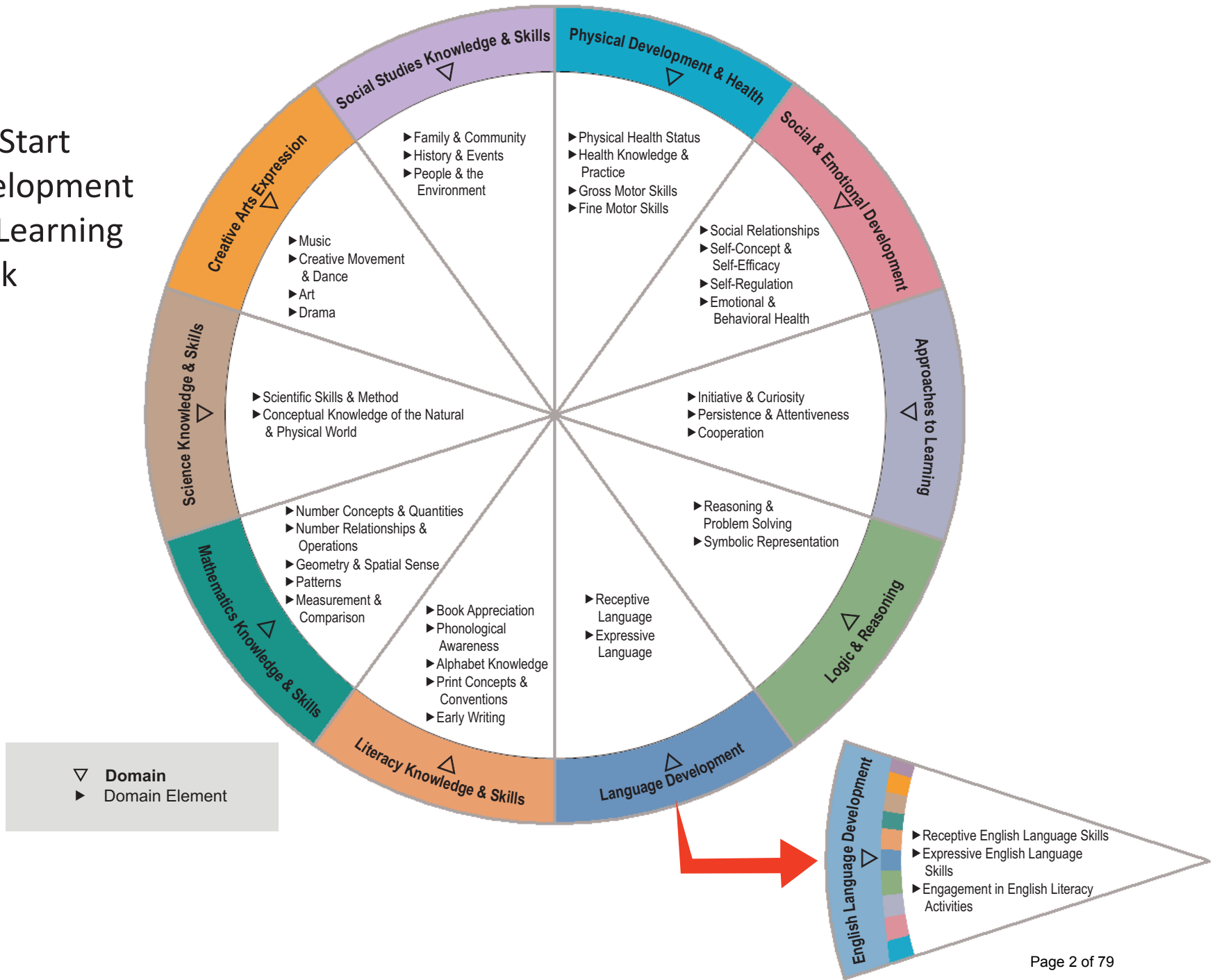
While the Idaho Early Learning eGuidelines are organized into 5 domains, they include the same developmental areas as the 11 Head Start domains. The Idaho eGuidelines give more detailed information about early development than the Head Start Outcomes, including information for children birth to 36 months. They also contain caregivers/teachers strategies. The eGuidelines are an electronic document designed to be updated and expanded as new research and resources become available.

This Crosswalk is designed as a PDF file to make it easier for you to print a copy for use in your classroom. It is posted online with the Idaho Early Learning eGuidelines. You can click on the Domains and Goals within the Early Learning eGuidelines to find strategies for caregivers, and information about a wider range of ages than provided in this document.

The Head Start Outcomes to Idaho ELeG Crosswalk is a joint project of the Idaho State Head Start Technical Assistance Network (A. Dalgetty and J. Board) through ICF International, in Partnership with Zero to Three and the Idaho Head Start Collaboration Office.

# Idaho Early Learning eGuideline Domain & Domain Elements Crossed to Office of Head Start Framework

## The Head Start Child Development and Early Learning Framework



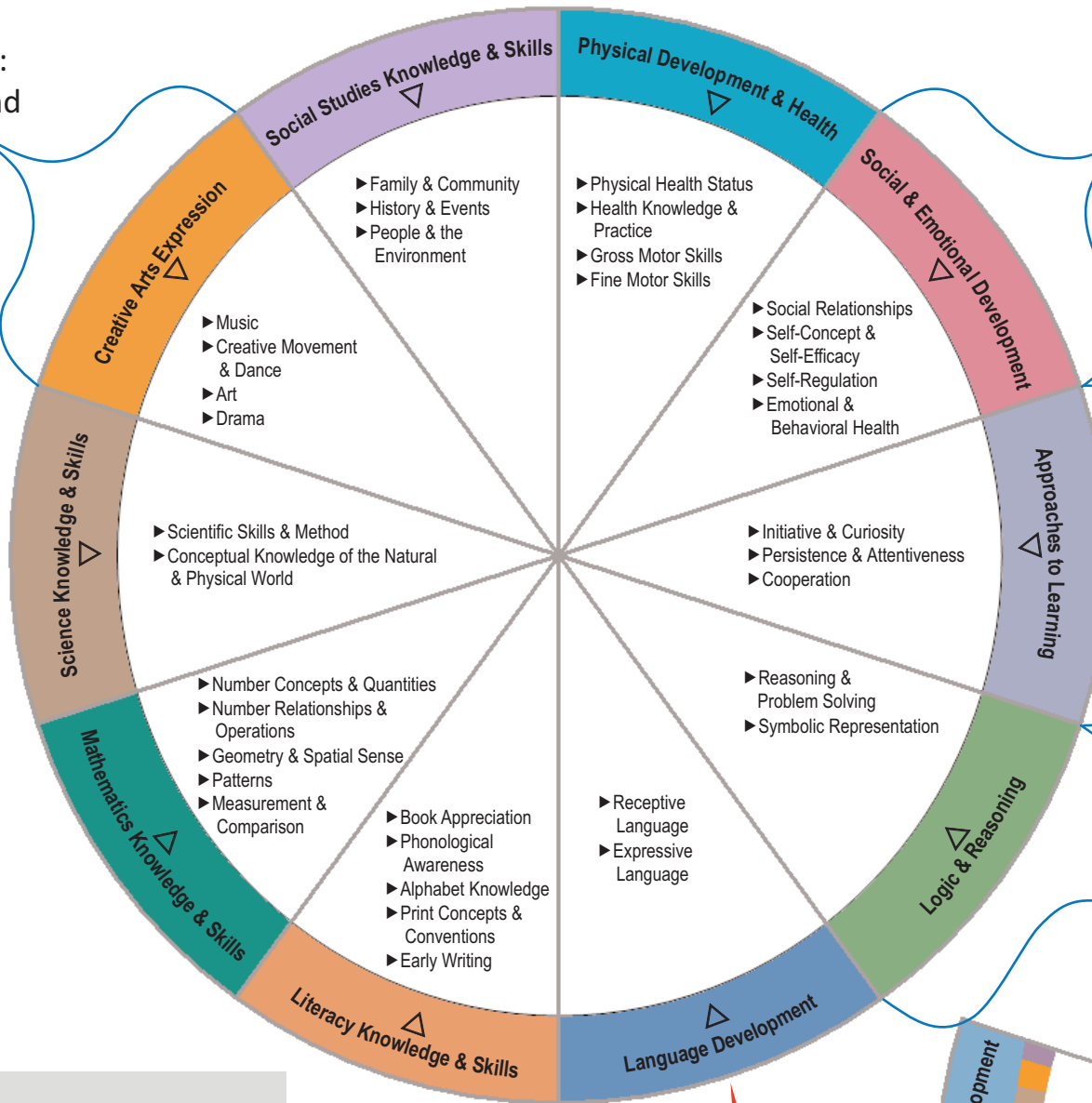
# Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain:  
Cognition and  
Cognitive  
Process

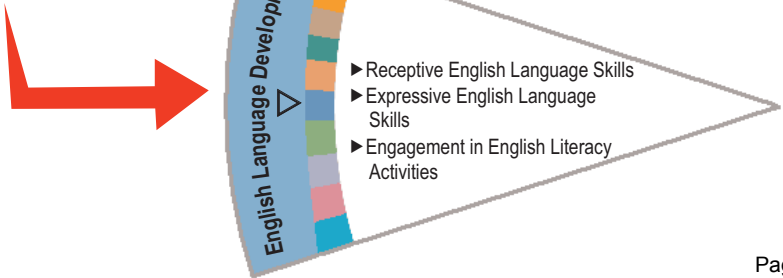
Sub-Domain:  
Cognition and  
Cognitive  
Process

Sub-Domain:  
Learning  
Approaches

Sub-Domain:  
Cognition and  
Cognitive  
Process



▽ Domain  
▶ Domain Element



**Domain 1: Approaches to Learning and Cognitive Development**

**Sub-Domain: Learning Approaches**

**Curiosity, Motivation, Exploration, and Experimentation**

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 1.</b>  <b>Children show curiosity and interest in learning and experimenting.</b></p> <p>36-60 months</p>	<p>Become inquisitive; seeking information to build understanding, and gaining descriptive vocabulary to seek understanding.</p>	<p><b>Domain</b>                      APPROACHES TO LEARNING</p> <p><b>Domain Element</b>  <i>Initiative and Curiosity</i></p> <p><b>Description</b>                      An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p><b>Domain</b>                      LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>                      The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Investigates and experiments with materials; matching, sorting, and grouping.</li> <li>• Shows interest in how and why others do things.</li> <li>• Uses “wh” questions to get additional information about how their world works (why, who, what, where, and when).</li> <li>• Develops personal interests (trains, animals, dinosaurs).</li> <li>• Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> <li>• Asks questions and seeks new information.</li> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Creativity and Inventiveness

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 2.</b>  <b>Children are able to generate new ideas, approaches, and activities in daily routines.</b></p> <p>36-60 months</p>	<p>Expand personal expression through inventive language and play.</p>	<p><b>Domain</b>            APPROACHES TO LEARNING</p> <p><b>Domain Element</b>  <i>Initiative and Curiosity</i></p> <p><b>Description</b>            An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Symbolic Representation</i></p> <p><b>Description</b>            The use of symbols or objects to represent something else.</p> <p><b>Domain</b>            CREATIVE ARTS</p> <p><b>Domain Element</b>  <i>Art</i></p> <p><b>Description</b>            The use of a range of media and materials to create drawings, pictures, or other objects.</p>	<ul style="list-style-type: none"> <li>• Invents new activities or games.</li> <li>• Uses imagination to create a variety of ideas.</li> <li>• Creates and negotiates acceptable rules for group activities.</li> <li>• Makes up words, songs, or stories.</li> <li>• Expresses ideas through art, construction, movement, or music.</li> <li>• Engages in open-ended exploration of raw materials (messy play).</li> <li>• Uses materials in a new or novel way.</li> <li>• Chooses new and different materials to represent thoughts.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> <li>• Asks questions and seeks new information.</li> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> <li>• Engages in pretend play and acts out roles.</li> <li>• Recognizes the difference between pretend or fantasy situations.</li> <li>• Uses different materials and techniques to make art creations.</li> <li>• Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</li> <li>• Discusses one's own artistic creations and those of others.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Confidence and Initiative

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 3.</b> <b>Children are confident to initiate and complete activities using a variety of approaches.</b></p> <p>36-60 months</p>	<p>Display initiative and confidence interacting in a variety of social and physical settings.</p>	<p><b>Domain</b> APPROACHES TO LEARNING</p> <p><b>Domain Element</b> <i>Cooperation</i></p> <p><b>Description</b> An interest and engagement in group experiences.</p> <p><b>Domain</b> SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p><b>Domain Element</b> <i>Social Relationships</i></p> <p><b>Description</b> The healthy relationships and interactions with adults and peers.</p>	<ul style="list-style-type: none"> <li>• Asks a peer to join in play.</li> <li>• Joins a play activity already in progress, with assistance.</li> <li>• Selects new activities during play time (selects characters for dress up, tries a new scooter).</li> <li>• Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills).</li> <li>• Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).</li> <li>• Makes decisions about activities and materials to work with from the selection offered.</li> <li>• Plans time for completing activities.</li> <li>• Shows completed projects to others, and explains what they did.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Plans, initiates, and completes learning activities with peers.</li> <li>• Joins in cooperative play with others, and invites others to play.</li> <li>• Models or teaches peers.</li> <li>• Helps, shares, and cooperates in a group.</li> <li>• Communicates with familiar adults and accepts or requests guidance.</li> <li>• Develops friendships with peers.</li> <li>• Establishes relationships with adults.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> <li>• Recognizes and labels others' emotions.</li> <li>• Expresses empathy and sympathy to peers.</li> <li>• Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Persistence and Attentiveness (Mastery, Motivation, Concentration)

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 4.</b> <b>Children sustain attention to tasks even when faced with challenges and frustration.</b></p> <p>36-60 months</p>	<p>Use trial and error skills and attention for more complex tasks.</p>	<p><b>Domain</b> APPROACHES TO LEARNING</p> <p><b>Domain Element</b> <i>Persistence and Attentiveness</i></p> <p><b>Description</b> The ability to begin and finish activities with persistence and attention.</p> <p><b>Domain</b> LOGIC AND REASONING</p> <p><b>Domain Element</b> <i>Reasoning and Problem Solving</i></p> <p><b>Description</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Sustains focus on tasks of interest to them, when few distractions exist.</li> <li>• Remains engaged in an activity for at least 5 to 10 minutes, much of the time.</li> <li>• Completes favorite tasks repeatedly.</li> <li>• Manages tasks with sequences of three to four steps.</li> <li>• Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).</li> <li>• Uses at least two different strategies to solve a problem.</li> <li>• Uses self-talk to guide action when solving a problem.</li> <li>• Participates in basic routines of daily living (meal time, circle time, or nap routines).</li> <li>• Finds hidden objects by searching in more than one place.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Maintains interest in a project or activity until completed.</li> <li>• Sets goals, and develops and follows through on plans.</li> <li>• Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 5.</b> <b>Children demonstrate an expanding ability to develop and carry out plans.</b></p> <p>36-60 months</p>	<p>Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.</p>	<p><b>Domain</b> APPROACHES TO LEARNING</p> <p><b>Domain Element</b> <i>Persistence and Attentiveness</i></p> <p><b>Description</b> The ability to begin and finish activities with persistence and attention.</p>	<ul style="list-style-type: none"> <li>• Waits briefly for desired object or turn, and knows they will have a turn.</li> <li>• Develops analogical thinking; schemas for what has worked and what to try.</li> <li>• Increases intentional, goal-directed activities.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Maintains interest in a project or activity until completed.</li> <li>• Sets goals, and develops and follows through on plans.</li> <li>• Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Reflection and Interpretation

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 6.</b>  <b>Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b></p> <p>36-60 months</p>	<p>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</p>	<p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>            The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Plays beside others and uses common materials.</li> <li>• Begins to plan play themes corporately with others.</li> <li>• Plays with shared meaning and evolving scripts.</li> <li>• Shows interest by asking about new things and people around them.</li> <li>• Seeks out and engages in new experiences and with toys that are unfamiliar.</li> <li>• Tells others about events that happened in the past.</li> <li>• Represents things in the environment with available materials, moving from simple to complex representations.</li> <li>• Thinks out loud and talks themselves through a situation.</li> <li>• Works out problems mentally or remembers past experiences, as well as using trial and error.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Learning Approaches

### Reflection and Interpretation

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 7.</b>  <b>Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b></p> <p>36-60 months</p>	<p>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.</p>	<p><b>Domain</b>            SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p><b>Domain Element</b>  <i>Self-Concept and Self-Efficacy</i></p> <p><b>Description</b>            The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p>	<ul style="list-style-type: none"> <li>• Chooses personal strategies to control emotional responses.</li> <li>• Seeks shared experiences.</li> <li>• Begins to allow peers to impact how they see themselves.</li> <li>• Explains and problem solves issues of emotion (labels emotions of self and others).</li> <li>• Can observe and respond to a friend or family member's ideas, likes, or dislikes.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Identifies personal characteristics, preferences, thoughts, and feelings.</li> <li>• Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</li> <li>• Shows confidence in a range of abilities, and in the capacity to accomplish tasks and take on new tasks.</li> <li>• Demonstrates age-appropriate independence in decision-making regarding activities and materials.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Reasoning and Logic

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 8.</b>  <b>Children demonstrate awareness of cause and effect relationships.</b></p> <p>36-60 months</p>	<p>Are aware of and interested in simple causal relationships.                      Uses magical thinking.</p>	<p><b>Domain</b>                      LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>                      The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Identifies objects that influence or affect other objects (food coloring makes the water blue).</li> <li>• Asks “why” questions to show effort at understanding causation (if I do this, <u>why</u> does that happen?).</li> <li>• Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).</li> <li>• Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise).</li> <li>• Begins to use “What?”, “Who?”, “When?”, and “Where?” questions.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Concept Formation/Memory

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 9.</b>  <b>Children use prior relationships, experiences, and knowledge to expand understanding.</b></p> <p>36-60 months</p>	<p>Connect current behavior and past experience to new situations, relationships, and problem solving.</p>	<p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>            The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Explains events that happened in the past.</li> <li>• Represents things in environment with available materials, moving from simple to complex representations (recreates picture of a house, builds roads with blocks, or makes a tree with modeling clay).</li> <li>• Thinks out loud and talks themselves through a situation.</li> <li>• Works out problems using information from prior experience rather than through trial and error.</li> <li>• Tells a story or recounts an event from photographs of self and others (e.g. "We made a big tent with boxes and blankets.").</li> <li>• Points to objects that are out of place.</li> <li>• Asks or tells when a parent goes away to work and will they come home.</li> <li>• Completes a sequence of three to six pictures, or pieces of a sequence puzzle.</li> <li>• Sings and chants along with repetitive lines in songs, poems, and stories.</li> <li>• Uses words for "yesterday", "today", and "tomorrow" even though the timing may be incorrect.</li> <li>• Tells others about their acquaintances and experiences without considering the other person's lack of knowledge about the topic or person.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

## Domain 1: Approaches to Learning and Cognitive Development

### Sub-Domain: Cognition and Cognitive Processes

#### Imitation

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 10.</b>  <b>Children show emerging ability to imitate behaviors that they have observed.</b></p> <p>36-60 months</p>	<p>Use imitation as a foundation for symbolic play and sequencing.</p>	<p><b>Domain</b>            CREATIVE ARTS</p> <p><b>Domain Element</b>  <i>Music</i></p> <p><b>Description</b>            The use of voice and instruments to create sounds.</p>	<ul style="list-style-type: none"> <li>• Imitates sequences of action (songs with gestures, movement games).</li> <li>• Uses phrases or plays out plots from favorite books or movies.</li> <li>• Sings and gestures to songs with both actions and words (<i>Wheels on the Bus</i>, folk songs with gestures).</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Participates in music activities, such as listening, singing, or performing.</li> <li>• Experiments with musical instruments.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Reasoning and Logic/Problem-Solving

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 11.</b>  <b>Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b></p> <p>36-60 months</p>	<p>Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</p>	<p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>            The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Explores various ways to solve a problem, and selects one option.</li> <li>• Seeks assistance from another child or adult to solve problems.</li> <li>• Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</li> <li>• Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions).</li> <li>• Uses emerging perspective-taking to think of multiple situations for problem solving.</li> <li>• Solves an increasing number of problems within everyday activities.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Reasoning and Logic/Problem Solving

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 12.</b>  <b>Children expand abilities for conjecture, hypothesizing, and guessing.</b></p> <p>36-60 months</p>	<p>Testing ideas about how things work in a variety of social and physical settings.</p>	<p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Reasoning and Problem Solving</i></p> <p><b>Description</b>            The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Asks questions to get more information about why something happens.</li> <li>• Explains the effects that simple actions have and their outcomes.</li> <li>• Recognizes which object or element of an object causes the effect in simple relationships.</li> <li>• Answers “what next” questions.</li> <li>• Uses self-talk when solving a difficult problem.</li> <li>• Acquires the ability to hold more than one attribute in mind.</li> <li>• Becomes aware that other people can have different ideas or thoughts from their own.</li> <li>• Can categorize objects into groups.</li> <li>• Begins to make, recognize, and extend patterns.</li> <li>• Changes from magical thinking to understanding causation and planned actions.</li> <li>• Uses “Why?” most often to ask questions as they hypothesize.</li> <li>• Begins to “Who?”, “What?”, “Where?”, and “When?” to gain information to form a hypothesis.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Reasoning and Logic/Critical and Analytical Thinking

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 13.</b> <b>Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b></p> <p>36-60 months</p>	<p>Are eager to explore a wider variety of people, objects, and situations, and can use past experience and observations in novel ways in unfamiliar situations.</p>	<p><b>Domain</b> LOGIC AND REASONING</p> <p><b>Domain Element</b> <i>Reasoning and Problem Solving</i></p> <p><b>Description</b> The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Applies new information or vocabulary to an activity.</li> <li>• Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip).</li> <li>• Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon).</li> <li>• Shows an understanding of “same” and “different”.</li> <li>• Recognizes and labels aspects of an event.</li> <li>• Sorts objects based on attributes (shape, size, and color).</li> <li>• Compares experiences, with or without prompting.</li> <li>• Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

**Domain 1: Approaches to Learning and Cognitive Development**

**Sub-Domain: Cognition and Cognitive Processes**

**Representational Thought and Play**

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 14.</b> <b>Children participate in exploratory play.</b></p> <p>36-60 months</p>	<p>Explore materials and actions.</p>	<p><b>Domain</b> LOGIC AND REASONING</p> <p><b>Domain Element</b> <i>Reasoning and Problem Solving</i></p> <p><b>Description</b> The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p>	<ul style="list-style-type: none"> <li>• Uses sorting, classifying, and seriation and patterning.</li> <li>• Climbs, swings, jumps, dances, and hops to test skills.</li> <li>• Aims, throws, catches, and kicks balls to explore projectile management.</li> <li>• Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.</li> <li>• Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.</li> <li>• Uses art materials to make functional objects.</li> <li>• Constructs with building bricks and manipulatives toys to explore spatial relationships.</li> <li>• Uses senses to explore physical movement (sand and water, sweet and sour, loud and soft, identify smells).</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> <li>• Recognizes cause and effect relationships.</li> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> <li>• Uses past knowledge to build new knowledge.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

## Sub-Domain: Cognition and Cognitive Processes

### Representational Thought and Play

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 15.</b> <b>Children participate in pretend or symbolic play.</b></p> <p>36-60 months</p>	<p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of fantasy and reality.</p>	<p><b>Domain</b> CREATIVE ARTS</p> <p><b>Domain Element</b> <i>Drama</i></p> <p><b>Description</b> The portrayal of events, characters, or stories through acting and using props or language.</p> <p><b>Domain</b> LOGIC AND REASONING</p> <p><b>Domain Element</b> <i>Symbolic Representation</i></p> <p><b>Description</b> The use of symbols or objects to represent something else.</p>	<ul style="list-style-type: none"> <li>• Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office).</li> <li>• Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).</li> <li>• Engages in complex make-believe play (theme-orientated play that involves multiple characters and settings).</li> <li>• Makes connections between characters in books, stories, or movies and people in real life.</li> <li>• Questions if characters in books, family, and traditional oral stories are real or not.</li> <li>• Believes objects, events, and characters can be "magic" or have "powers".</li> <li>• Understands that conflict can arise from misunderstanding each other.</li> <li>• Can return to favorite play themes with friends.</li> <li>• Uses dramatic play to recreate a real situation with self-involvement.</li> <li>• Plays out social and emotional issues (power, loss, fears).</li> <li>• Uses block and dramatic play areas for imaginative settings and extended play.</li> <li>• Extends and consolidates understanding through play.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> <li>• Engages in pretend play and acts out roles.</li> <li>• Recognizes the difference between pretend or fantasy situations and reality.</li> <li>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> <li>• Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character.</li> </ul>

# Domain 1: Approaches to Learning and Cognitive Development

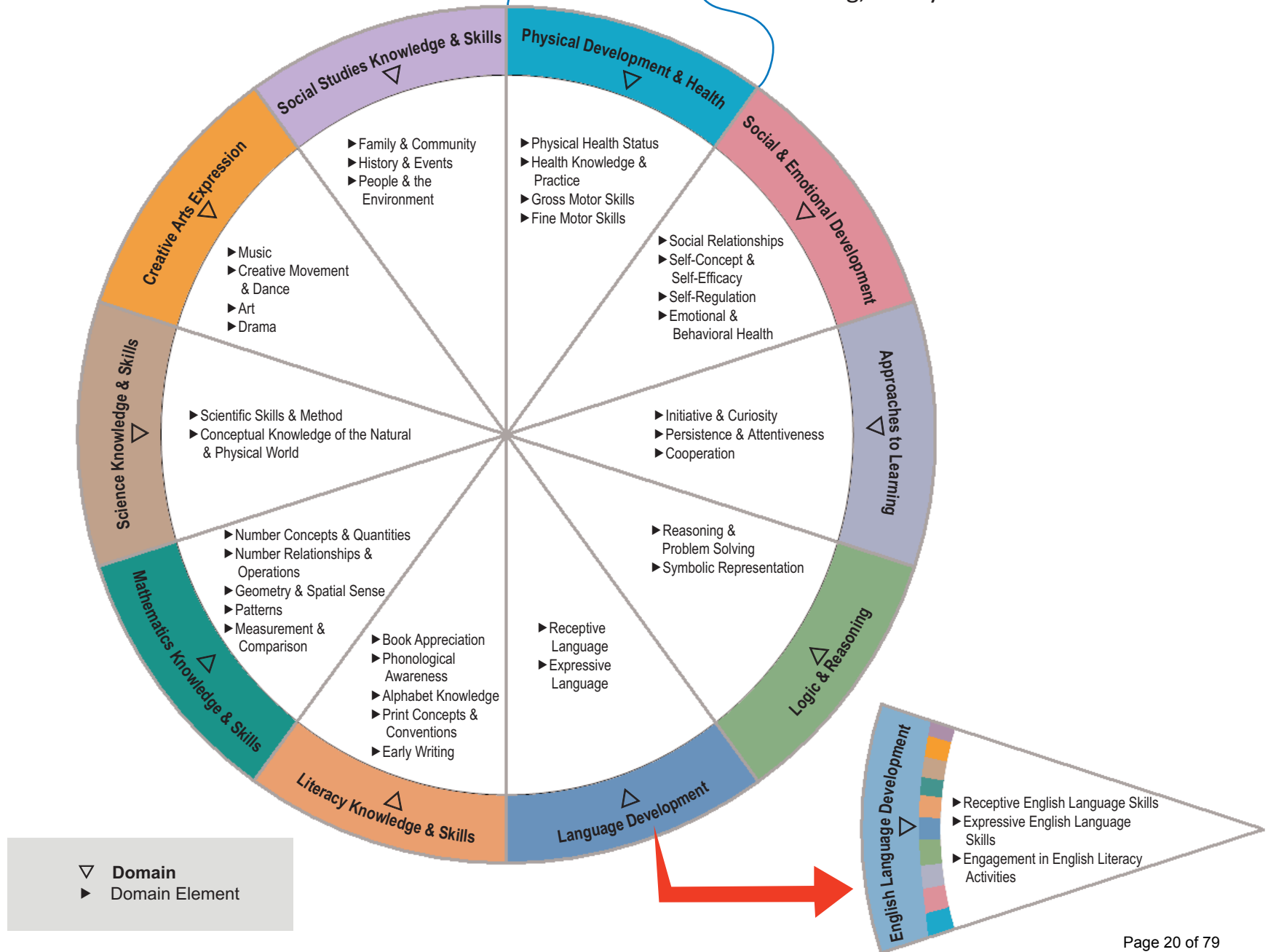
## Sub-Domain: Cognition and Cognitive Processes

### Representational Thought and Play

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 16.</b>  <b>Children represent experiences and thought through symbolic representation such as movement, drawing, singing, vocalizing, and play.</b></p> <p>36-60 months</p>	<p>Uses symbolic expression in arts, communication, and quantity.</p>	<p><b>Domain</b>            CREATIVE ARTS</p> <p><b>Domain Element</b>  <i>Drama</i></p> <p><b>Description</b>            The portrayal of events, characters, or stories through acting and using props or language.</p> <p><b>Domain</b>            LOGIC AND REASONING</p> <p><b>Domain Element</b>  <i>Symbolic Representation</i></p> <p><b>Description</b>            The use of symbols or objects to represent something else.</p>	<ul style="list-style-type: none"> <li>Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big).</li> <li>Uses symbols or pictures as a representation of oral language.</li> <li>Uses objects to represent real items in make-believe play.</li> <li>Recognizes objects, places, and ideas by symbols (recognizes which is the men's room and which is the women's room by looking at the stick figure symbols).</li> <li>Uses creative means to express emotions when vocabulary is inadequate.</li> <li>May use shapes and letters to "write messages".</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> <li>Engages in pretend play and acts out roles.</li> <li>Recognizes the difference between pretend or fantasy situations and reality.</li> <li>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> <li>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character.</li> </ul>

# Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development, Health and Personal Care, Nutrition and Feeding, Safety



## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Motor Development

#### Gross Motor Skills: Balance, Movement, and Coordination

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 17.</b> <b>Children demonstrate strength and coordination of large motor muscles.</b></p> <p>36-60 months</p>	<p>Coordinate whole body to move in complex ways with strength, agility, and balance.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Gross Motor Skills</i></p> <p><b>Description</b> The control of large muscles for movement, navigation, and balance.</p>	<ul style="list-style-type: none"> <li>• Walks and runs following circular paths (around obstacles and corners).</li> <li>• Runs, pivots to change direction, and stops as appropriate.</li> <li>• Crawls through a play tunnel or under tables.</li> <li>• Climbs on play equipment.</li> <li>• Throws large beanbags or balls with some accuracy.</li> <li>• Catches large balls with two hands.</li> <li>• Kicks balls forward.</li> <li>• Balances on one foot; hops forward on one foot.</li> <li>• Jumps on two feet and jumps over small objects with balance and control.</li> <li>• Jumps from a height.</li> <li>• Jumps for distance.</li> <li>• Gallops.</li> <li>• Pedals consistently when riding a tricycle.</li> <li>• Starts and stops a tricycle intentionally.</li> <li>• Walks up and down stairs using alternating feet.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> <li>• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> <li>• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in a coordination with other objects.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Motor Development

#### Fine Motor Skills: Prehension, Reaching, and Manipulation

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 18.</b> <b>Children demonstrate strength and coordination of small motor muscles.</b></p> <p>36-60 months</p>	<p>Use fingers and hands for purposeful tasks.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Fine Motor Skills</i></p> <p><b>Description</b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p>	<ul style="list-style-type: none"> <li>• Eats with utensils; scoops, spears, and spreads food.</li> <li>• Uses various drawing and art materials (crayons, brushes, finger paints).</li> <li>• Copies shapes and geometric designs.</li> <li>• Opens and closes blunt scissors with one hand.</li> <li>• Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately.</li> <li>• Manipulates small objects with ease (strings beads, fits small objects into holes).</li> <li>• Fastens large buttons.</li> <li>• Uses large zippers.</li> <li>• Uses stapler or paper punch.</li> <li>• Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles).</li> <li>• Writes some recognizable letters or numbers.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Develops hand strength and dexterity.</li> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> <li>• Manipulates a range of objects, such as blocks or books.</li> <li>• Manipulates writing, drawing, and art tools.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Motor Development

#### Sensory Motor Skills

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 19.</b>  <b>Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b></p> <p>36-60 months</p>	<p>Coordinate motor activities based on sensory input.</p>	<p><b>Domain</b>            PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b>  <i>Fine Motor Skills</i></p> <p><b>Description</b>            The control of small muscles for such purpose as using utensils, self-care, building, and exploring.</p> <p><b>Domain</b>            PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b>  <i>Gross Motor Skills</i></p> <p><b>Description</b>            The control of large muscles for movement, navigation, and balance.</p>	<ul style="list-style-type: none"> <li>• Coordinates motor activity based on visual input.</li> <li>• Holds materials at an appropriate distance.</li> <li>• Moves eyes rather than head to track objects.</li> <li>• Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).</li> <li>• Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).</li> <li>• Improves eye-hand coordination for precise movement (catches a bounced ball).</li> <li>• Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren).</li> <li>• Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Develops motor control and balance for a wide range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> <li>• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> <li>• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in a coordination with other objects.</li> <li>• Develops hand strength and dexterity.</li> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> <li>• Manipulates a range of objects, such as blocks or books.</li> <li>• Manipulates writing, drawing, and art tools.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Motor Development

#### Physical Fitness

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 20.</b> <b>Children demonstrate the stamina and energy to participate in daily activities.</b></p> <p>36-60 months</p>	<p>Sustain strength for increased periods of time.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Physical Health Status</i></p> <p><b>Description</b> The maintenance of healthy and age-appropriate physical well-being.</p>	<ul style="list-style-type: none"> <li>• Carries light objects, bags, or backpacks for a short distance.</li> <li>• Repetitively practices new skills.</li> <li>• Engages in sustained unstructured physical activity on a daily basis.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> <li>• Maintains physical growth within the Centers for Disease Control (CDC) recommended ranges for weight by height by age.</li> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Motor Development

#### Physical Fitness

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 21.</b> <b>Children engage in a variety of physical activities.</b></p> <p>36-60 months</p>	<p>Participate in a variety of age-appropriate movement and physical daily activities.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Physical Health Status</i></p> <p><b>Description</b> The maintenance of healthy and age-appropriate physical well-being.</p>	<ul style="list-style-type: none"> <li>• Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</li> <li>• Initiates structured and unstructured physical activities throughout the day.</li> <li>• Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).</li> <li>• Participates in cooperative games with peers.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> <li>• Maintains physical growth within the Centers for Disease Control (CDC) recommended ranges for weight by height by age.</li> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Health and Personal Care

#### Daily Living Skills

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 22.</b> <b>Children practice basic personal care routines.</b></p> <p>36-60 months</p>	<p>Initiate and carry out personal care routines, with and without assistance.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Health Knowledge and Practice</i></p> <p><b>Description</b> The understanding of healthy and safe habits and practicing healthy habits.</p>	<ul style="list-style-type: none"> <li>• Feeds self with fork and spoon, and spreads food with a blunt knife, without assistance.</li> <li>• Washes hands independently, with frequency.</li> <li>• Gets a drink of water from an appropriate tap, without assistance.</li> <li>• Dresses and undresses, with minimal help.</li> <li>• Chooses own clothes to wear, when asked.</li> <li>• Puts shoes on without assistance.</li> <li>• Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).</li> <li>• Chooses to rest when tired.</li> <li>• Participates in helping younger siblings with personal care routines.</li> <li>• Cares for toileting needs other than wiping.</li> <li>• Independently completes toileting activities, including wiping and flushing the toilet.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> <li>• Eats a variety of nutritious foods.</li> <li>• Participates in structured and unstructured physical activities.</li> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits, and health and developmental screenings.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Health and Personal Care

#### Daily Living Skills

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 23.</b> <b>Children demonstrate personal health and hygiene skills.</b></p> <p>36-60 months</p>	<p>Demonstrate independence in personal hygiene skills.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Health Knowledge and Practice</i></p> <p><b>Description</b> The understanding of healthy and safe habits and practicing healthy habits.</p>	<ul style="list-style-type: none"> <li>• Takes care of own toileting needs.</li> <li>• Washes and dries hands before eating and after toileting, without assistance.</li> <li>• Cooperates and assists caregiver with tooth brushing.</li> <li>• Identifies health products (shampoo, toothpaste, soap).</li> <li>• Covers mouth and nose when coughing and sneezing with elbow or tissue.</li> <li>• Uses tissue to wipe own nose and throws tissue in wastebasket.</li> <li>• Recognizes and communicates when experiencing symptoms of illness.</li> <li>• Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> <li>• Eats a variety of nutritious foods.</li> <li>• Participates in structured and unstructured physical activities.</li> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits, and health and developmental screenings.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Nutrition and Feeding

#### Nutrition

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 24.</b> <b>Children eat a variety of nutritious foods.</b></p> <p>36-60 months</p>	<p>Participate in mealtime routines with increasing independence and becoming more consistent at using utensils to eat and to serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Health Knowledge and Practice</i></p> <p><b>Description</b> The understanding of healthy and safe habits and practicing healthy habits.</p>	<ul style="list-style-type: none"> <li>• Accepts a greater variety of foods, displays greater acceptance of textures and flavors.</li> <li>• Expresses food preferences using increasingly descriptive vocabulary.</li> <li>• Uses spoon and fork, but continues to use fingers for efficiency.</li> <li>• Begins to have accuracy with a knife for spreading soft foods such as butter and jelly.</li> <li>• Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.</li> <li>• Uses serving utensils to self-serve food, with increasing accuracy.</li> <li>• Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full."</li> <li>• Begins to identify sources of food.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> <li>• Eats a variety of nutritious foods.</li> <li>• Participates in structured and unstructured physical activities.</li> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits, and health and developmental screenings.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Safety

#### Safe Practices

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 25.</b> <b>Children demonstrate knowledge about and avoid harmful objects and situations.</b></p> <p>36-60 months</p>	<p>Demonstrates an awareness and understanding of harmful objects and situations, and responds with and without assistance.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Health Knowledge and Practice</i></p> <p><b>Description</b> The understanding of healthy and safe habits and practicing healthy habits.</p>	<ul style="list-style-type: none"> <li>• Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).</li> <li>• Carries scissors and pencils with points down to avoid accidents.</li> <li>• Looks both ways before crossing street or road, and knows to cross with adult assistance.</li> <li>• Recognizes danger and poison symbols and avoids these objects or areas.</li> <li>• Does not touch or take medicine without adult assistance; but knows that medicine can improve health, when used properly.</li> <li>• Understands the difference between safe touch and unsafe touch.</li> <li>• Identifies appropriate clothing and sunscreen for various weather conditions.</li> <li>• Recognizes safety issues with guns, fire, water, and strangers.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> <li>• Eats a variety of nutritious foods.</li> <li>• Participates in structured and unstructured physical activities.</li> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits, and health and developmental screenings.</li> </ul>

## Domain 2: Physical Well-Being, Health, and Motor Development

### Sub-Domain: Safety

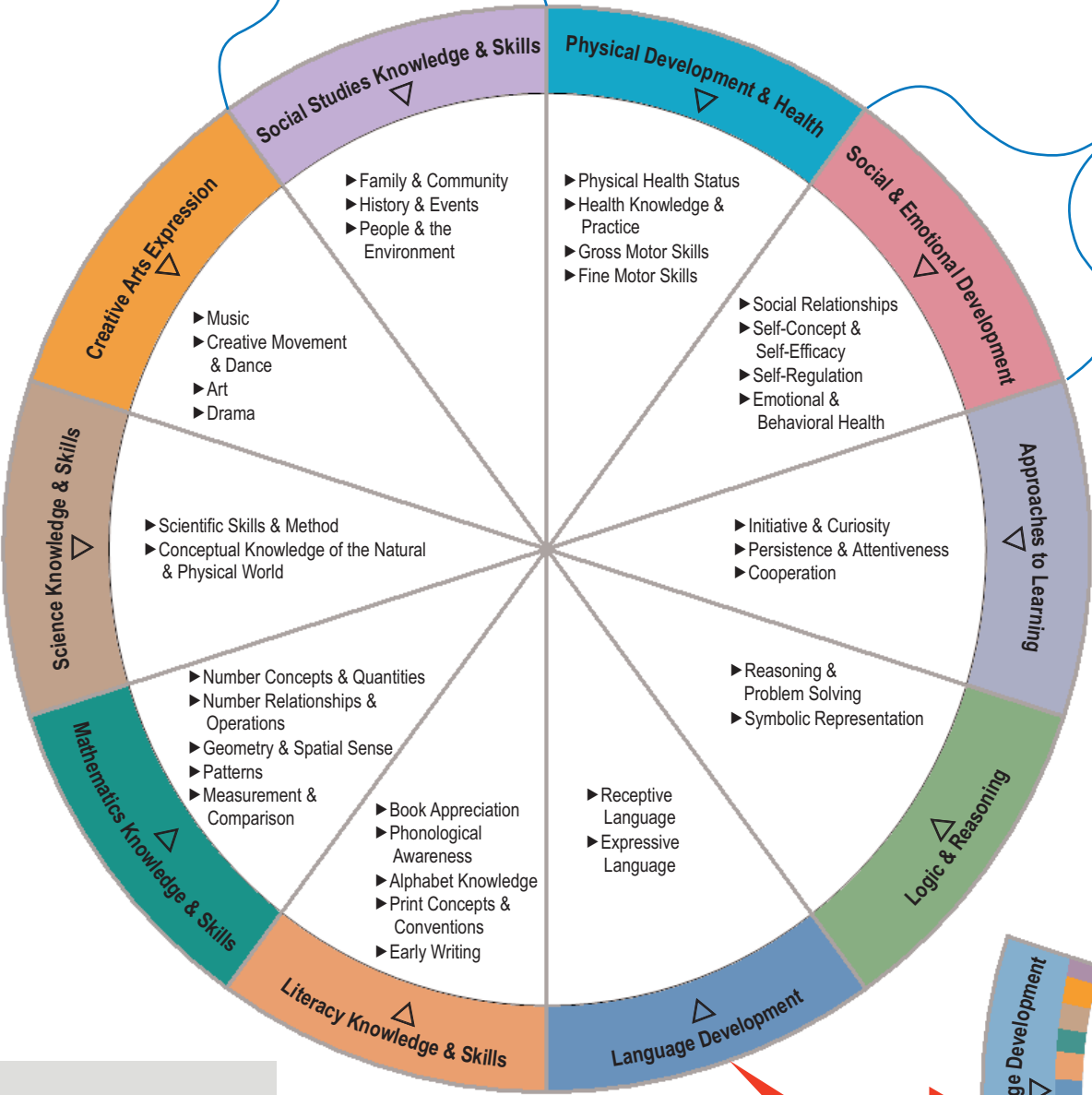
#### Rules and Regulations

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 26.</b> <b>Children demonstrate awareness and understanding of safety rules.</b></p> <p>36-60 months</p>	<p>Follow safety rules, with and without assistance.</p>	<p><b>Domain</b> PHYSICAL HEALTH AND DEVELOPMENT</p> <p><b>Domain Element</b> <i>Health Knowledge and Practice</i></p> <p><b>Description</b> The understanding of healthy and safe habits and practicing healthy habits.</p>	<ul style="list-style-type: none"> <li>• Understands and anticipates the consequences of not following rules.</li> <li>• Identifies safety signs posted indoors and outdoors.</li> <li>• Follows emergency drill instructions (fire, earthquake, bomb, lockdown).</li> <li>• Follows basic safety rules with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).</li> <li>• Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles.</li> <li>• Puts on or asks for helmet before riding a bicycle or other wheeled toy.</li> <li>• Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> <li>• Eats a variety of nutritious foods.</li> <li>• Participates in structured and unstructured physical activities.</li> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits, and health and developmental screenings.</li> </ul>

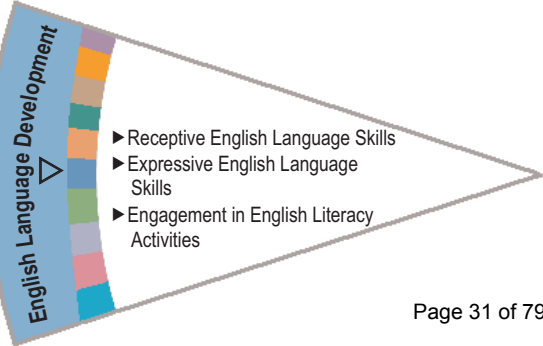
# Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Sub-Domain: Social Development, Emotional Development



▽ Domain  
▶ Domain Element



## Domain 3: Social and Emotional Development

### Sub-Domain: Social Development

#### Interaction with Adults

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 27.</b> <b>Children trust, interact with, and seek assistance from adults.</b></p> <p>36-60 months</p>	<p>Show confidence in seeking assistance from familiar adults.</p>	<p><b>Domain</b> SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p><b>Domain Element</b> <i>Social Relationships</i></p> <p><b>Description</b> The healthy relationships and interactions with adults and peers.</p> <p><b>Domain</b> LANGUAGE DEVELOPMENT</p> <p><b>Domain Element</b> <i>Expressive Language</i></p> <p><b>Description</b> The ability to use language.</p>	<ul style="list-style-type: none"> <li>• In familiar settings, separates without undue anxiety, with assistance from significant adults (younger child may need extra help).</li> <li>• Expresses affection for significant adults.</li> <li>• Approaches adults for assistance and offers to assist adults.</li> <li>• Carries out actions to please adults, at times.</li> <li>• Tells feelings about adults (e.g. "I love Grandpa!").</li> <li>• Plays independently, but seeks comfort from familiar adults when distressed.</li> <li>• Asks questions of adults, as needed, to obtain information.</li> <li>• Follows caregiver's guidance for appropriate behavior in different environments.</li> <li>• Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, firefighters).</li> <li>• Brings simple problem situations to adult's attention.</li> <li>• Works independently and asks for help only when necessary.</li> <li>• Works cooperatively with an adult to plan and organize activities and solve problems.</li> </ul> <p style="text-align: center;"><b>Head Start Examples</b></p> <ul style="list-style-type: none"> <li>• Communicates with familiar adults, and accepts or requests guidance.</li> <li>• Cooperates with others.</li> <li>• Develops friendships with peers.</li> <li>• Establishes secure relationships with adults.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> <li>• Recognizes and labels others' emotions.</li> <li>• Expresses empathy and sympathy to peers.</li> <li>• Recognizes how actions affect others and accepts consequences of one's actions.</li> <li>• Engages in communication and conversation with others..</li> </ul>



Goal	Developmental Growth	Head Start Framework	Head Start Examples
			<ul style="list-style-type: none"> <li>Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> <li>Recognizes and labels others' emotions.</li> <li>Expresses empathy and sympathy to peers.</li> <li>Recognizes how actions affect others and accepts consequences of one's actions.</li> <li>Engages in communication and conversation with others.</li> <li>Uses language to express ideas and needs.</li> <li>Uses increasingly complex and varied vocabulary.</li> <li>Uses different forms of language.</li> <li>Uses different grammatical structures for a variety of purposes.</li> </ul>

### Domain 3: Social and Emotional Development

#### Sub-Domain: Social Development

#### Interaction with Peers

Goal	Developmental Growth	Head Start Framework	Child Indicators
<p><b>Goal 29.</b> <b>Children demonstrate positive negotiation skills.</b></p> <p>36-60 months</p>	Solve problems and communicate ideas with a peer, with adult supervision.	<p><b>Domain</b> LANGUAGE DEVELOPMENT</p> <p><b>Domain Element</b> <i>Expressive Language</i></p> <p><b>Description</b> The ability to use language.</p> <p><b>Domain</b> SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p><b>Domain Element</b> <i>Social Relationships</i></p> <p><b>Description</b> The healthy relationships and interactions with adults and peers.</p>	<ul style="list-style-type: none"> <li>Understands the concepts of "mine" and "his/hers".</li> <li>Approaches other children positively.</li> <li>Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).</li> <li>Uses different turn-taking strategies (bartering, trading, and beginning to share).</li> <li>Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.</li> <li>States a position with reasons ("I do not want to play right now because I am tired").</li> <li>Seeks out an adult when needing help to solve a conflict.</li> <li>Considers the need or interest of another child, and accepts or suggests mutually acceptable solutions.</li> </ul>

Goal	Developmental Growth	Head Start Framework	Head Start Examples
			<ul style="list-style-type: none"> <li>• Engages in communication and conversation with others.</li> <li>• Uses language to express ideas and needs.</li> <li>• Uses increasingly complex and varied vocabulary.</li> <li>• Uses different forms of language.</li> <li>• Uses different grammatical structures for a variety of purposes.</li> <li>• Engages in conversations with peers and adults.</li> <li>• Communicates with familiar adults, and accepts or requests guidance.</li> <li>• Cooperates with others.</li> <li>• Develops friendships with peers.</li> <li>• Establishes secure relationships with adults.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> <li>• Recognizes and labels others' emotions.</li> <li>• Expresses empathy and sympathy to peers.</li> <li>• Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>























































































