

2024-2025 EightCAP, Inc. School Readiness Plan

Approaches to Learning									
Goal	Objectives	HSELOF • MI Early Learning Standards • PFCE Framework Alignment	CLASS • Conscious Discipline • DECA Alignment	Teaching • Home Visiting • DECA • Family Service Practices	Measurement Tool				
Children and Families will engage in learning to acquire knowledge, learn new skills, and achieve goals.	Infants and Toddlers 1. Children will demonstrate persistence and sustained attention in learning and discovery.	<u>HSELOF</u> Cognitive Self-Regulation IT-ATL 3: Child maintains focus and sustains attention with support. IT-ATL 4: Child develops the ability to show persistence in actions and behaviors. IT-ATL 5: Child demonstrates the ability to be flexible in actions and behaviors. <u>MI Early Childhood Standards</u> Well Being ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured. Exploration ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.	<u>Infant CLASS</u> <ul style="list-style-type: none">Relational ClimateTeacher SensitivityFacilitated Exploration <u>Toddler CLASS</u> <ul style="list-style-type: none">Regard for Child PerspectivesBehavior GuidanceFacilitation of Learning and Development <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">AttentionUnityFree WillAcceptanceIntention</td><td><ul style="list-style-type: none">AssertivenessEncouragementChoicesEmpathyConsequences</td></tr></table> <u>DECA - Examples</u> <ul style="list-style-type: none">Keep trying when unsuccessfulAccept another choice when first choice is not availableEasily go from on activity to another	Power	Skill	<ul style="list-style-type: none">AttentionUnityFree WillAcceptanceIntention	<ul style="list-style-type: none">AssertivenessEncouragementChoicesEmpathyConsequences	<u>Teaching Practices</u> <ul style="list-style-type: none">Sooth young infants by voice and touch to help them reach a calmer state.Identify and name emotions to help a child recognize and eventually use feelings vocabulary to talk about his emotional state. <u>Home Visiting Practices</u> <ul style="list-style-type: none">Observe and comment positively when parents acknowledge their child’s persistence.Observe and comment positively when parents recognize their child’s reaction to sensory stimuli. <u>DECA Practices</u> <u>Initiative:</u> When children can begin to maintain focus and attention, show persistence and flexibility, they are more likely to continue trying and complete tasks that may be challenging. <u>Attachment/Relationships:</u> Children who experience trusting and safe relationships with their caregivers are better able to maintain focus and attention, persist when faced with a challenge and be flexible in their actions. <u>Self-Regulation:</u> With the support and guidance of caregivers in play, children are learning to focus and to practice flexibility. These skills support the development of self-regulation.	0-1 year olds: TS GOLD dimensions 11a & b; Benchmark average: 2 1-2 year olds: TS GOLD dimensions 11a & b; Benchmark average: 3 2-3 year olds: TS GOLD dimensions 11a & b; Benchmark average: 4
Power	Skill								
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Children and Families will engage in learning to acquire knowledge, learn new skills, and achieve goals.	<p>Infants and Toddlers</p> <p>2. Children will engage in imaginative/creative play with familiar adults.</p>	<p>HSELOF</p> <p><i>Creativity</i></p> <p>IT-ATL 8: Child uses creativity to increase understanding and learning.</p> <p>IT-ATL 9: Child show imagination in play and interactions with others.</p> <p><u>MI Early Childhood Standards</u></p> <p><i>Exploration</i></p> <p>ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.</p>	<p><u>Infant CLASS</u></p> <ul style="list-style-type: none">▪ Relational Climate▪ Teacher Sensitivity▪ Facilitated Exploration▪ Early Language Support <p><u>Toddler CLASS</u></p> <ul style="list-style-type: none">▪ Behavior Guidance▪ Quality of Feedback <p><u>Conscious Discipline</u></p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">• Unity• Love</td><td><ul style="list-style-type: none">• Encouragement• Intent</td></tr></table> <p><u>DECA - Examples</u></p> <ul style="list-style-type: none">▪ Play make-believe	Power	Skill	<ul style="list-style-type: none">• Unity• Love	<ul style="list-style-type: none">• Encouragement• Intent	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">▪ Repeat back the sounds babies make to encourage their emerging ability to imitate▪ Connect toddlers’ imaginary play to their favorite books to link real life experiences with those books. <p><u>Home Visiting Practices</u></p> <ul style="list-style-type: none">▪ Ask parents what they may have observed their child doing in the past week that displayed their use of creativity.▪ Brainstorm how to use safe, everyday objects in new ways. <p><u>DECA Practices</u></p> <p><u>Initiative:</u></p> <p>Children are practicing their ability to try new ideas, problem solve and experiment when they are using their imaginations in interactions and play with others.</p> <p><u>Attachment/Relationships:</u></p> <p>Children who feel safe in trusting relationships with their caregivers are supported and encouraged by their caregivers, can learn to use their imagination in play.</p> <p><u>Self-Regulation:</u></p> <p>Children are learning to self-regulate in imaginative play when adults are nearby to support and guide them in their play.</p>	<p>0-1 year olds:</p> <p>TS GOLD dimension 11e; Benchmark average: .5</p> <p>1-2 year olds:</p> <p>TS GOLD dimension 11e; Benchmark average: 1</p> <p>2-3 year olds:</p> <p>TS GOLD dimension 11e; Benchmark average: 2</p>
	Power	Skill							
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<p>Preschool</p> <p>1. Children will follow rules & routines and appropriately take care of their classroom.</p>	<p>HSELOF</p> <p>Emotional and Behavioral Self-Regulation</p> <p>P-ATL 2: Child follows classroom rules and routines with increasing independence.</p> <p>P-ATL 3: Child appropriately handles and takes care of classroom materials.</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p><i>Approaches to Learning: Social Dispositions:</i></p> <p>ECSQ-PK.AL.6 Demonstrate increasing ability to be together with others, in play or</p>	<p><u>Pre-K CLASS</u></p> <ul style="list-style-type: none">▪ Positive Climate▪ Behavior Management▪ Productivity <p><u>Conscious Discipline</u></p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">• Attention• Unity• Intention</td><td><ul style="list-style-type: none">• Assertiveness• Encouragement• Consequences</td></tr></table>	Power	Skill	<ul style="list-style-type: none">• Attention• Unity• Intention	<ul style="list-style-type: none">• Assertiveness• Encouragement• Consequences	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">▪ Involve the children in setting a few simple rules stated in positive terms so children know what to do.▪ Use positive guidance strategies to help children learn appropriate behaviors. <p><u>DECA Practices</u></p> <p><u>Initiative:</u></p> <p>Children are active constructors of their own understanding of the world around them. They benefit</p>	<p>3 year olds:</p> <p>TS GOLD dimensions 1b; Benchmark average: 5</p> <p>4 year olds:</p> <p>TS GOLD dimensions 1b; Benchmark average: 6</p>	
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Children and Families will engage in learning to acquire knowledge, learn new skills, and achieve goals.		intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate. ECSQ-PK.AL.7 Exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy. ECSQ-PK.AL.8 Are becoming accountable or reliable for their actions to self and others.	<u>DECA - Examples</u> <ul style="list-style-type: none">▪ Listen to or respect others▪ Handle frustration well	from initiating and regulating their own learning activities and from interacting with peers. <u>Attachment/Relationships:</u> When children actively participate in the care of the classroom, they feel more like a part of the classroom community. As a connection to the classroom grows, children tend to display less disruptive behaviors are more likely to develop healthy relationships with peers and adults. <u>Self-Regulation:</u> Teachers of young children play a vital role in helping children develop foundational self-regulation skills. Fortunately, young children’s everyday experiences offer abundant opportunities for developing self-regulation. As teachers work with intention, children can develop meaningful self-regulatory skills while learning to care for the classroom environment.								
	<i>Preschool</i> 2. Children will show persistence towards challenges and demonstrate flexibility in thinking and communication.	<u>HSELOF</u> <i>Cognitive Self-Regulation</i> P-ATL 7: Child persists in tasks. P-ATL 9: Child demonstrates flexibility in thinking and behavior. <u>MI Early Childhood Standards/Expectations</u> <i>Approaches to Learning: Habits of Mind</i> ECSQ-PK.AL.1.1 Can be playful with peers and adults. ECSQ-PK.AL.1.3 Create new images or express ideas. ECSQ-PK.AL.1.4 Propose or explore possibilities to suggest what an object or idea might be ‘otherwise’. ECSQ-PK.AL.1.6 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence. ECSQ-PK.AL.2.2 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	<u>Pre-K CLASS</u> <ul style="list-style-type: none">▪ Behavior Management▪ Productivity▪ Quality of Feedback <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td>• Attention</td><td>• Assertiveness</td></tr><tr><td>• Free Will</td><td>• Choices</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table> <u>DECA - Examples</u> <ul style="list-style-type: none">▪ Remember important information▪ Accept another choice when his/her first is not available	Power	Skill	• Attention	• Assertiveness	• Free Will	• Choices	• Intention	• Consequences	<u>Teaching Practices</u> <ul style="list-style-type: none">▪ Offer new props or assume a role to help children engage in high-level imaginary play.▪ Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions. <u>DECA Practices</u> <u>Initiative:</u> Teachers can increase the likelihood that children will be engaged in meaningful ways if the materials and activities provided are designed and selected based on the children’s unique interests, ability levels, and background. <u>Attachment/Relationships:</u> Adults can facilitate the development of a child’s executive function skills by establishing routines, modeling social behavior, and creating and maintaining supportive, reliable relationships. <u>Self-Regulation:</u> Children are more likely to learn and to demonstrate appropriate behaviors when they are in a classroom where they are engaged and active.
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Children and Families will engage in learning to acquire knowledge, learn new skills, and achieve goals.		ECSQ-PK.AL.2.3 Demonstrate increasing ability to set goals and to develop and follow through on plans. ECSQ-PK.AL.4.2 Meet new and varied tasks with energy, creativity and interest. ECSQ-PK.AL.4.6 Begin to set aside fear of failure when self-initiating new tasks.						
	Preschool 3. Children will hold a valuable amount of information in mind in order to successfully complete a task.	HSELOF Cognitive Self-Regulation P-ATL 8: Child holds information in mind and manipulates it to perform tasks. MI Early Childhood Standards/Expectations Approaches to Learning: Habits of Mind ECSQ-PK.AL.5.7 Share through words or actions the acquisition of increasingly complex concepts.	Pre-K CLASS <ul style="list-style-type: none">Behavior ManagementConcept DevelopmentQuality of Feedback Conscious Discipline <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">Free WillIntention</td><td><ul style="list-style-type: none">ChoicesConsequences</td></tr></table> DECA - Examples <ul style="list-style-type: none">Remember important informationAccept another choice when his/her first is not available	Power	Skill	<ul style="list-style-type: none">Free WillIntention	<ul style="list-style-type: none">ChoicesConsequences	Teaching Practices <ul style="list-style-type: none">Offer new props or assume a role to help children engage in high-level imaginary play.Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions. DECA Practices <u>Initiative:</u> Teachers can increase the likelihood that children will be engaged in meaningful ways if the materials and activities provided are designed and selected based on the children’s unique interests, ability levels, and background. <u>Attachment/Relationships:</u> Adults can facilitate the development of a child’s executive function skills by establishing routines, modeling social behavior, and creating and maintaining supportive, reliable relationships. <u>Self-Regulation:</u> Children are more likely to learn and to demonstrate appropriate behaviors when they are in a classroom where they are engaged and active.
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Children and Families will engage in learning to acquire knowledge, learn new skills, and achieve goals.	<i>Family Engagement</i> 1. Families will identify areas of interest, needs, and strengths through the FPA process. 2. Families will acquire knowledge and/or gain new skills from virtual parent events.	Families as Learners Positive Parent Child Relationships		<u>Family Services Practices</u> <ul style="list-style-type: none">• Offer the opportunity for families to participate in the Family Partnership Agreement Process within 60 days of enrollment date.• Aggregate Life Wheel data and plan relevant activities related to interests, needs, and/or strengths.• Offer 6 session Positive Solutions for Families class.<ul style="list-style-type: none">▪ Engage families in conversation to collect information on knowledge and/or skills they have gained.	ChildPlus Report 4110 Sign in Sheets Event Evaluations Event Follow Up Success stories shared with staff Life Wheel Family Outcomes – Child Plus Report 4240
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Social and Emotional Development					
Goal	Objectives	HSELOF • MI Early Learning Standards • PFCE Framework Alignment	CLASS • Conscious Discipline • DECA Alignment	Teaching • Home Visiting • DECA • Family Service Practices	Measurement Tool
Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.	Infants and Toddlers 1. Children will create relationships with adults.	HSELOF Relationships with Adults IT-SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. IT-SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. IT-SE 3: Child learns to use adults as a resource to meet needs. MI Early Childhood Standards Well Being ECSQ-IT.A.2 Well-Being: The health and well-being of each infant and toddler is protected and nurtured. Belonging ECSQ-IT.B.1 Belonging: Infants and toddlers experience environments where they know they belong and have a place. ECSQ-IT.B.4 Belonging: Infants and toddlers experience environments where positive connections among families, the program, and the children are affirmed. Contribution ECSQ-IT.E.1 Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.	Infant CLASS ▪ Relational Climate ▪ Teacher Sensitivity Toddler CLASS ▪ Positive Climate ▪ Teacher Sensitivity ▪ Behavior Guidance ▪ Quality of Feedback Conscious Discipline PowerSkill • Unity• Encouragement • Free Will• Choices • Acceptance• Empathy • Love• Positive Intent DECA - Examples ▪ Smile at familiar adults ▪ Reach for a familiar adult ▪ Express a variety of emotions	Teaching Practices ▪ Respond to children’s positive and negative emotions in ways that let children know their feelings are important. ▪ Convey warmth and affection toward children by smiling, laughing, showing empathy, and use a gentle touch. Home Visiting Practices ▪ Comment positively when parents respond to crying or frustration with positive attentiveness. ▪ Notice parents’ efforts to convey warmth and affection towards their child by smiling, talking, and using gentle, natural touch. Comment on how their child responds to that affection. DECA Practices Initiative: Children who feel safe and securely attached to a familiar adult are able to engage in exploring their environment and learn new things. Attachment/Relationships: When children have reliable and trusting attachments to familiar adults, they look to those adults to meet their needs and are eventually then able to develop positive relationships with other adults. Self-Regulation: Children learn to express emotions when they have a secure relationship with familiar adults and are able to look to that adult to help them regulate their strong emotions.	0-1 year olds: TS GOLD dimension 2a; Benchmark average: 2.5 1-2 year olds: TS GOLD dimension 2a; Benchmark average: 3.5 2-3 year olds: TS GOLD dimension 2a; Benchmark average: 4.5

Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.	Infants and Toddlers 2.Children will recognize and interpret emotions and have positive interactions with other children.	<u>HSELOF</u> <i>Relationships with other children</i> IT-SE 4: Child shows interest in, interacts with, and develops personal relationships with other children. IT-SE 5: Child imitates and engages in play with other children.	<u>Infant CLASS</u> <ul style="list-style-type: none">Facilitated Exploration <u>Toddler CLASS</u> <ul style="list-style-type: none">Positive ClimateFacilitation of Learning and Development <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">AcceptanceAttentionIntentionLove</td><td><ul style="list-style-type: none">EmpathyAssertivenessConsequencesPositive Intent</td></tr></table> <u>DECA - Examples</u> <ul style="list-style-type: none">Enjoy being around other childrenPlay with other children	Power	Skill	<ul style="list-style-type: none">AcceptanceAttentionIntentionLove	<ul style="list-style-type: none">EmpathyAssertivenessConsequencesPositive Intent	<u>Teaching Practices</u> <ul style="list-style-type: none">Model and demonstrate how to communicate with others during routines and activities.Comment on and support children’s use of emerging social skills, such as sharing and using words to express ideas and needs. <u>Home Visiting Practices</u> <ul style="list-style-type: none">If child has opportunities to be around other infants, ask parents how their child interacts with other infants and what the interaction looks like.If infant has opportunities to be around other infants, ask parents if their child recognizes or responds to another infant’s sounds or actions. <u>DECA Practices</u> <u>Initiative:</u> Providing opportunities for watching and exploring enables children to begin to initiate play and interactions with others. <u>Attachment/Relationships:</u> Children can begin to play and build relationships with other children when they have plentiful opportunities for watching, exploring and imitating others. <u>Self-Regulation:</u> In paly with others, such as rolling a ball back and forth, children begin to learn patience and turn-taking which supports the development of self-regulation.	0-1 year olds: TS GOLD dimension 2c; Benchmark average: 1 1-2 year olds: TS GOLD dimension 2c; Benchmark average: 2 2-3 year olds: TS GOLD dimension 2c; Benchmark average: 2.5
	Power	Skill							
<ul style="list-style-type: none">AcceptanceAttentionIntentionLove	<ul style="list-style-type: none">EmpathyAssertivenessConsequencesPositive Intent								
Infants and Toddlers 3. Children will manage and express a range of emotions with support from a familiar adult.	<u>HSELOF</u> <i>Emotional Functioning</i> IT-SE 6: Child learns to express a range of emotions. IT-SE 7: Child recognizes and interprets emotions of others with the support of familiar adults. IT-SE 8: Child expresses care and concern towards others. IT-SE 9: Child manages emotions with the support of familiar adults.	<u>Infant CLASS</u> <ul style="list-style-type: none">Early Language Support <u>Toddler CLASS</u> <ul style="list-style-type: none">Positive ClimateTeacher SensitivityRegard for Child PerspectivesBehavior Guidance	<u>Teaching Practices</u> <ul style="list-style-type: none">Tell children what is going to happen in advance to prepare them for changes and transitions.Accept and name children’s strong feelings while offering ways to manage them. <u>Home Visiting Practices</u> <ul style="list-style-type: none">Comment when parents notice their child can label some of their emotions.Comment when parents notice their child is trying to comfort another child.	0-1 year olds: TS GOLD dimensions 1a & 2b; Benchmark average: 2 1-2 year olds: TS GOLD dimensions 1a & 2b; Benchmark average: 3					

Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.		<p><u>MI Early Childhood Standards</u></p> <p><i>Well Being</i> ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured.</p> <p><i>Belonging</i> ECSQ-IT.B. Infants and toddlers feel a sense of belonging.</p> <p><i>Contribution</i> ECSQ-IT.E. Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.</p>	<p><u>Conscious Discipline</u></p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">• Perception• Acceptance• Love</td><td><ul style="list-style-type: none">• Composure• Empathy• Positive Intent</td></tr></table> <p><u>DECA - Examples</u></p> <ul style="list-style-type: none">▪ Express a variety of emotions▪ Accept comfort from a familiar adult▪ Try to comfort others	Power	Skill	<ul style="list-style-type: none">• Perception• Acceptance• Love	<ul style="list-style-type: none">• Composure• Empathy• Positive Intent	<p><u>DECA Practices</u></p> <p><u>Initiative:</u> Emotions help to guide children as they learn how to persist at an activity or end it when they may need a break.</p> <p><u>Attachment/Relationships:</u> Labeling feelings and emotions helps children to understand the perspective of others and begin to develop empathy.</p> <p><u>Self-Regulation:</u> Understanding the feelings and emotions of self and others helps children manage their emotions and adjust their behavior in different situations.</p>	<p>2-3 year olds: TS GOLD dimensions 1a & 2b; Benchmark average: 4</p>
	Power	Skill							
<ul style="list-style-type: none">• Perception• Acceptance• Love	<ul style="list-style-type: none">• Composure• Empathy• Positive Intent								
<p><i>Infants and Toddlers</i> 4. Children will show confidence in own abilities and develop a sense of belonging through relationships.</p>	<p><u>HSELOF</u></p> <p><i>Sense of Identity and Belonging</i> IT-SE 10: Child shows awareness about self and how to connect with others. IT-SE 11: Child understands some characteristics of self and others. IT-SE 12: Child shows confidence in own abilities through relationships with others. IT-SE 13: Child develops a sense of belonging through relationships with others.</p> <p><u>MI Early Childhood Standards</u></p> <p><i>Well Being</i> ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured.</p> <p><i>Belonging</i> ECSQ-IT.B. Infants and toddlers feel a sense of belonging.</p> <p><i>Exploration</i> ECSQ-IT.C.2 Infants and toddlers learn through active exploration of the environment.</p> <p><i>Contribution</i> ECSQ-IT.E. Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.</p>	<p><u>Infant CLASS</u></p> <ul style="list-style-type: none">▪ Early Language Support <p><u>Toddler CLASS</u></p> <ul style="list-style-type: none">▪ Positive Climate▪ Teacher Sensitivity▪ Regard for Child Perspectives▪ Behavior Guidance <p><u>Conscious Discipline</u></p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">• Perception• Attention• Unity• Acceptance• Love</td><td><ul style="list-style-type: none">• Composure• Assertiveness• Encouragement• Empathy• Positive Intent</td></tr></table> <p><u>DECA - Examples</u></p> <ul style="list-style-type: none">▪ Express her/his dislikes▪ Show preference for a particular playmate	Power	Skill	<ul style="list-style-type: none">• Perception• Attention• Unity• Acceptance• Love	<ul style="list-style-type: none">• Composure• Assertiveness• Encouragement• Empathy• Positive Intent	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">▪ Use children’s names and comment on individual characteristics during daily routines and activities.▪ Greet children and families warmly at the start of the day and invite families to share information about their child that will enhance their practice. <p><u>Home Visiting Practices</u></p> <ul style="list-style-type: none">▪ Ask parents how their infant is beginning to use their body to make things happen.▪ Comment positively when parent uses back and forth social interaction’s through facial expressions, sounds, body movements and gestures. <p><u>DECA Practices</u></p> <p><u>Initiative:</u> Children who feel confident about their own abilities and feel a sense of belonging are more likely to actively explore their environments, try new things and learn.</p> <p><u>Attachment/Relationships:</u> As children grow to become more aware of self and begin to experience a sense of belonging, they are able to form trusting and enjoyable relationships with adult caregivers and other children.</p>	<p>0-1 year olds: TS GOLD dimension 1c; Benchmark average: 2</p> <p>1-2 year olds: TS GOLD dimension 1c; Benchmark average: 3</p> <p>2-3 year olds: TS GOLD dimension 1c; Benchmark average: 4</p>	
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Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.				<u>Self-Regulation:</u> When children feel a sense of belonging and are beginning to feel confident in their abilities, they are more likely to respond willingly and positively to the guidance and re-direction of caregivers, which is then supporting their emerging ability to self-regulate.				
	Preschool 1. Children will manage a broad range of emotions and express care and concern towards others.	<u>HSELOF</u> <i>Emotional Functioning</i> P-SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others. P-SE 7: Child expresses care and concern toward others. P-SE 8: Child manages emotions with increasing independence. <u>MI Early Childhood Standards/Expectations</u> <i>Approaches to Learning: Habits of Mind</i> ECSQ-PK.AL.4.1 Manage reasonable frustration. <i>Approaches to Learning: Social Dispositions</i> ECSQ-PK.AL.6.5 Show an increasing capacity to consider or take into account another’s perspective. ECSQ-PK.AL.7.3 Cope with stress in a reasonable and age-appropriate way. ECSQ-PK.AL.7.7 Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy. <i>Social, Emotional and Physical Health and Development: Social and Emotional Development and Health</i> ECSQ-PK.SEP. 1.6 Identify a variety of feelings and moods. ECSQ-PK.SEP.2. Expressing Emotions. Children will show increasing ability to regulate how they express their emotions. ECSQ-PK.SEP.3.4 Increase their capacity to take another’s perspective.	<u>Pre-K CLASS</u> <ul style="list-style-type: none">Positive ClimateTeacher SensitivityBehavior ManagementLanguage Modeling <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">PerceptionAcceptanceLove</td><td><ul style="list-style-type: none">ComposureEmpathyPositive Intent</td></tr></table> <u>DECA - Examples</u> <ul style="list-style-type: none">Calm himself/herself downHandle frustration well	Power	Skill	<ul style="list-style-type: none">PerceptionAcceptanceLove	<ul style="list-style-type: none">ComposureEmpathyPositive Intent	<u>Teaching Practices</u> <ul style="list-style-type: none">Invite children to express their feelings and to consider what others might be feeling.Acknowledge and accept children’s feelings while helping them express those feelings in appropriate ways. <u>DECA Practices</u> <u>Initiative:</u> Children gain comfort when the adults that surround them provide them with a safe place to explore and express a variety of emotions. When young children learn to label how they feel, they can communicate more clearly and get their emotional needs met. <u>Attachment/Relationships:</u> Learning to recognize and name feelings and emotions helps children develop trust and learn to play well with others. Skills related to empathy also begin to develop as children (at the most basic level) can begin to think about how another person is feeling. <u>Self-Regulation:</u> After developing the ability to express and identify their emotions, children are then able to begin recognizing these feelings in others, making them more successful in peer situations as they begin to develop empathy and conflict management skills.
Power	Skill							
<ul style="list-style-type: none">PerceptionAcceptanceLove	<ul style="list-style-type: none">ComposureEmpathyPositive Intent							

Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.	<p>Preschool</p> <p>2. Children will maintain and engage in positive relationships with other children learning to cooperatively play and problem solve.</p>	<p>HSELOF</p> <p><i>Relationships with other children</i></p> <p>P-SE 3: Child engages in and maintains positive interactions and relationships with other children.</p> <p>P-SE 4: Child engages in cooperative play with other children.</p> <p>P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">▪ Positive Climate▪ Behavior Management▪ Language Modeling <p>Conscious Discipline</p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">• Perception• Attention• Love</td><td><ul style="list-style-type: none">• Composure• Assertiveness• Positive Intent</td></tr></table> <p>DECA - Examples</p> <ul style="list-style-type: none">▪ Cooperate with others▪ Play well with others	Power	Skill	<ul style="list-style-type: none">• Perception• Attention• Love	<ul style="list-style-type: none">• Composure• Assertiveness• Positive Intent	<p>Teaching Practices</p> <ul style="list-style-type: none">▪ Read and discuss books, tell stories, and comment on what it means to be a friend.▪ Remind children of the steps involved in using problem-solving to solve a problem. <p>DECA Practices</p> <p><u>Initiative:</u></p> <p>Children have fun and gain a sense of belonging when they play and work together. When provided with opportunities, children enjoy doing things they could not do alone and work together to achieve a common goal.</p> <p><u>Attachment/Relationships:</u></p> <p>Children are learning an important and sometimes difficult task – balancing their own needs with those of others. They need lots of practice to learn how to negotiate, cooperate and get along with others. When children use behavior that is safe and respectful of others, it helps them to build relationships.</p> <p><u>Self-Regulation:</u></p> <p>Children vary in their ability to use self-regulation. When children can practice how to navigate social situations, they can better anticipate and deal with challenges.</p>	<p>3 year olds:</p> <p>TS GOLD dimensions 2c, 3a & 3b; Benchmark average: 4.5</p> <p>4 year olds:</p> <p>TS GOLD dimensions 2c, 3a & 3b; Benchmark average: 5.5</p>
	Power	Skill							
<ul style="list-style-type: none">• Perception• Attention• Love	<ul style="list-style-type: none">• Composure• Assertiveness• Positive Intent								

Children and Families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.	<p>Preschool</p> <p>3. Children will engage in positive relationships and interactions with adults.</p>	<p>HSELOF</p> <p><i>Relationships with adults</i></p> <p>P-SE 1: Child engages in and maintains positive relationships and interactions with adults.</p> <p>P-SE 2: Child engages in prosocial and cooperative behavior with adults.</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p><i>Dual Language Learners (DLL):</i></p> <p>ECSQ-PK.DLL.5.2 Engage with teacher and others in a positive manner.</p> <p><i>Social and Emotional Development and Health</i></p> <p>ECSQ-PK.SEP.3.1 Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">Positive ClimateTeacher SensitivityLanguage Modeling <p><u>Conscious Discipline</u></p> <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">UnityFree WillLoveAcceptance</td><td><ul style="list-style-type: none">EncouragementChoicesPositive IntentEmpathy</td></tr></table> <p><u>DECA - Examples</u></p> <ul style="list-style-type: none">Smile at familiar adultsReach for a familiar adultExpress a variety of emotions	Power	Skill	<ul style="list-style-type: none">UnityFree WillLoveAcceptance	<ul style="list-style-type: none">EncouragementChoicesPositive IntentEmpathy	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">Model and discuss prosocial behaviors so children can experience how they look and feel.Demonstrate respect by kneeling, using eye contact (if culturally appropriate), and listening closely until children have finished talking. <p><u>DECA Practices</u></p> <p><u>Initiative:</u></p> <p>The act of building and maintain positive relationships with adults presents children with opportunities to take risks and learn something new.</p> <p><u>Attachment/Relationships:</u></p> <p>Children build trust when they experience caring, responsive, and helpful people in the world. The capacity for attachment/relationships helps to develop working models for all other relationships.</p> <p><u>Self-Regulation:</u></p> <p>Children do not naturally acquire self-regulation. They need caring adults to patiently teach these skills and many opportunities to practice them. When adults are respectful and nurturing, children can learn the skills necessary to engage positively with others.</p>	<p>3 year olds:</p> <p>TS GOLD dimension 2a; Benchmark average: 6</p> <p>4 year olds:</p> <p>TS GOLD dimension 2a; Benchmark average: 7</p>
	Power	Skill							
<ul style="list-style-type: none">UnityFree WillLoveAcceptance	<ul style="list-style-type: none">EncouragementChoicesPositive IntentEmpathy								
<p><i>Family Engagement</i></p> <p>1. Families will report to have used the tools covered in virtual parent events to show positive changes in day-to-day stress and their relationship with their child(ren).</p>	<p>Families as Learners</p> <p>Positive Parent Child Relationships</p> <p>Family Connections to Peers and Community</p> <p>Families as Advocates</p>		<p><u>Family Services Practices</u></p> <ul style="list-style-type: none">Invite families to participate in monthly event nights, in which the Positive Solutions for Families curriculum will be implemented.Engage families in conversation to collect information on parenting knowledge and/or skills gained.Offer opportunity for father figure support group led by male facilitator.Offer the opportunity to participate in support group for families with children that have special needs.	<p>Sign in Sheets</p> <p>Follow Up survey/evaluation</p>					

Language and Literacy																	
Goal	Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment	Teaching • Home Visiting Practices	Measurement Tool												
Children will expand their receptive and expressive language to establish a foundation for reading and writing.	Infants and Toddlers 1. Children will learn to communicate needs and wants by using language.	<u>HSELOF</u> <i>Attending and Understanding</i> IT-LC 1: Child attends to, understands, and responds to communication and language from others. IT-LC 2: Child learns from communication and language experiences with others. <i>Communication and Speaking</i> IT-LC 3: Child communicates needs and wants non-verbally and by using language. IT-LC 4: Child uses non-verbal communication and language to engage others in interaction. IT-LC 5: Child uses increasingly complex language in conversations with others. IT-LC 6: Child initiates non-verbal communication and language to learn and gain information. <i>Vocabulary</i> IT-LC 7: Child understands an increasing number of words used in communication with others. IT-LC 8: Child uses increasing number of words in communication and conversations with others.	<u>Infant CLASS</u> <ul style="list-style-type: none">▪ Relational Climate▪ Teacher Sensitivity▪ Facilitated Exploration▪ Early Language Support <u>Toddler CLASS</u> <ul style="list-style-type: none">▪ Positive Climate▪ Teacher Sensitivity▪ Regard for Child Perspectives▪ Behavior Guidance▪ Facilitation of Learning and Development▪ Quality of Feedback▪ Language Modeling <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td>• Attention</td><td>• Assertiveness</td></tr><tr><td>• Unity</td><td>• Encouragement</td></tr><tr><td>• Free Will</td><td>• Choices</td></tr><tr><td>• Love</td><td>• Positive Intent</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table>	Power	Skill	• Attention	• Assertiveness	• Unity	• Encouragement	• Free Will	• Choices	• Love	• Positive Intent	• Intention	• Consequences	<u>Teaching Practices</u> <ul style="list-style-type: none">▪ Attend to an infants’ verbal and non-verbal communications and respond with words and facial expressions to continue a back-and-forth exchange.▪ Use questions and short comments to encourage toddlers’ thinking and language and learning.▪ Respond to children’s non-verbal and verbal requests by meeting their needs consistently.▪ Repeat children’s communications to seek confirmation or clarification and to encourage them to extend their language use.▪ Provide the words for objects and other things and repeat them often.▪ Build on children’s language using vocabulary the children may not know yet. <u>Home Visiting Practices</u> <ul style="list-style-type: none">▪ Notice and comment positively when the parent is able to attend to their child’s verbal and nonverbal communications and respond with words and facial expressions to continue a back-and-forth exchange.▪ Support parents in using questions and short comments to encourage child’s thinking and language learning.▪ Notice and comment positively when parents respond to infant’s nonverbal requests by meeting their needs consistently.▪ Brainstorm with parents to use names for items and objects during everyday activities and routines.▪ Provide information about the importance of using new words and repeating them often.▪ Support parents as they build on their child’s language with vocabulary the child may not know yet.	0-1 year olds: TS GOLD dimensions 8a, 9a & 10a; Benchmark average: 2 1-2 year olds: TS GOLD dimensions 8a, 9a & 10a; Benchmark average: 3 2-3 year olds: TS GOLD dimensions 8a, 9a & 10a; Benchmark average: 4
		Power	Skill														
• Attention	• Assertiveness																
• Unity	• Encouragement																
• Free Will	• Choices																
• Love	• Positive Intent																
• Intention	• Consequences																
<u>MI Early Childhood Standards</u> <i>Well Being</i> ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured. <i>Communication</i> ECSQ-IT.D. Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.																	

Children will expand their receptive and expressive language to establish a foundation for reading and writing.	Infants and Toddlers 2. Children will show interest in books.	<u>HSELOF</u> Emergent Literacy IT-LC 10: Child handles books and relates them to their stories or information. IT-LC 12: Child comprehends meaning from pictures and stories. <u>MI Early Childhood Standards</u> Communication ECSQ-IT.D. Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.	Toddler CLASS <ul style="list-style-type: none">Engaged Support for LearningQuality of FeedbackLanguage Modeling <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">AttentionFree Will</td><td><ul style="list-style-type: none">AssertivenessChoices</td></tr></table>	Power	Skill	<ul style="list-style-type: none">AttentionFree Will	<ul style="list-style-type: none">AssertivenessChoices	<u>Teaching Practices</u> <ul style="list-style-type: none">Ask families to share books, songs, and rhymes in home languages and in English; use them often so children can master them.Encourage children to explore books and use drawing materials on their own and with an adult assistance. <u>Home Visiting Practices</u> <ul style="list-style-type: none">Brainstorm with parents to find ways to share books, songs, and rhymes in home languages and in English.Brainstorm with parents to find ways for them to encourage their child to explore books and use drawing materials on their own and with an adult.	0-1 year olds: TS GOLD dimension 17a; benchmark average: 1 1-2 year olds: TS GOLD dimension 17a; benchmark average: 2 2-3 year olds: TS GOLD dimension 17a; benchmark average: 3
	Power	Skill							
<ul style="list-style-type: none">AttentionFree Will	<ul style="list-style-type: none">AssertivenessChoices								
Preschool 1. Children will understand and respond appropriately to simple statements, questions and stories.	<u>HSELOF</u> Attending and Understanding P-LC 1: Child attends to communication and language from others. P-LC 2: Child understands and responds to increasingly complex communication and language from others. Vocabulary P-LC 7: Child shows understanding of word categories and relationships among words. <u>MI Early Childhood Standards/Expectations</u> Language and Early Literacy Development ECSQ-PK.LL.4. Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them. Dual Language Learning ECSQ-PK.DLL.5.7 Build skills in first language.	Pre-K CLASS <ul style="list-style-type: none">Positive ClimateConcept DevelopmentQuality of FeedbackLanguage Modeling <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">AttentionUnityLoveIntention</td><td><ul style="list-style-type: none">AssertivenessEncouragementPositive IntentConsequences</td></tr></table>	Power	Skill	<ul style="list-style-type: none">AttentionUnityLoveIntention	<ul style="list-style-type: none">AssertivenessEncouragementPositive IntentConsequences	Teaching Practices <ul style="list-style-type: none">Speak slowly and clearly, stopping as needed to make sure children are following along.Talk with small groups at mealtimes and during activities to model language skills and to encourage children to listen to and communicate with each other.Use multi-syllable and sophisticated words repeatedly so children can master them. Introduce new words before reading a book or telling a story.	3 year olds: TS GOLD dimension 8a; Benchmark average: 5 4 year olds: TS GOLD dimension 8a; Benchmark average: 6	
Power	Skill								
<ul style="list-style-type: none">AttentionUnityLoveIntention	<ul style="list-style-type: none">AssertivenessEncouragementPositive IntentConsequences								

Children will expand their receptive and expressive language to establish a foundation for reading and writing.	<p>Preschool</p> <p>2. Children will use language to communicate and express themselves in increasingly long, detailed and sophisticated ways.</p>	<p><u>HSELOF</u></p> <p><i>Vocabulary</i></p> <p>P-LC 6: Child understands and uses a wide variety of words for a variety of purposes. P-LC 7: Child shows understanding of word categories and relationships among words.</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p><i>Language and Early Literacy Development</i></p> <p>ECSQ-PK.LL.1.A.2 Enlarge their vocabularies both with words from conversation and instructional materials and activities. ECSQ-PK.LL.3. Spoken Language. Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">▪ Positive Climate▪ Concept Development▪ Quality of Feedback▪ Language Modeling	<p>Teaching Practices</p> <ul style="list-style-type: none">▪ Help children learn how to take turns expressing their ideas.▪ Provide numerous opportunities for children to use language with adults and each other.▪ Use multi-syllable and sophisticated words repeatedly so children can master them.▪ Introduce new words before reading a book or telling a story.	<p>3 year olds:</p> <p>TS GOLD dimensions 9a & c; Benchmark average: 5.5</p> <p>4 year olds:</p> <p>TS GOLD dimensions 9a & c; Benchmark average: 6.5</p>
	<p>Preschool</p> <p>3. Children will understand print through books and their environment.</p>	<p><u>HSELOF</u></p> <p><i>Print and Alphabet Knowledge</i></p> <p>P-LIT 2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p>ECSQ-PK.LL1.C. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers. ECSQ-PK.LL.5. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">▪ Instructional Learning Formats▪ Concept Development▪ Quality of Feedback▪ Language Modeling	<p>Teaching Practices</p> <ul style="list-style-type: none">▪ Point out and name letters in the environment.▪ Lead children in writing about a shared experience.▪ Demonstrate functions and conventions or print while writing.	<p>3-year olds:</p> <p>TS GOLD dimensions 17a & b; Benchmark average: 2</p> <p>4 year olds:</p> <p>TS GOLD dimensions 17a & b; Benchmark average: 3</p>

Children will expand their receptive and expressive language to establish a foundation for reading and writing.	<p>Preschool</p> <p>4. Children will write to convey a meaning.</p>	<p><u>HSELOF</u></p> <p>Writing</p> <p>P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p><i>Language and Early Literacy Development</i></p> <p>ECSQ-PK.LL.2 Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</p> <p><i>Dual Language Learning</i></p> <p>ECSQ-PK.DLL.4 Engagement in writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">▪ Regard for Child Perspectives▪ Instructional Learning Formats▪ Quality of Feedback	<p>Teaching Practices</p> <ul style="list-style-type: none">▪ Child writes for a variety of purposes using increasingly sophisticated marks.▪ Model the many different purposes for print and encourage children to write as part of their play and other activities.	<p>3 year olds:</p> <p>TS GOLD dimension 19b; Benchmark average: 5.5</p> <p>4 year olds:</p> <p>TS GOLD dimension 19b; Benchmark average: 7</p>
	<p>Preschool</p> <p>5. Children will demonstrate awareness that spoken language is composed of smaller segments of sound.</p>	<p><u>HSELOF</u></p> <p>Phonological Awareness</p> <p>P-LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.</p> <p><u>MI Early Childhood Standards/Expectations</u></p> <p><i>Language and Early Literacy Development</i></p> <p>ECSQ-PK.LL.1.B.3 Participate in play activities with sounds.</p> <p>ECSQ-PK.LL.3.3 Experiment and play with sounds.</p>	<p>Pre-K CLASS</p> <ul style="list-style-type: none">▪ Instructional Learning Formats▪ Concept Development▪ Quality of Feedback▪ Language Modeling	<p>Teaching Practices</p> <ul style="list-style-type: none">▪ Play games and sing songs throughout the day that build phonological awareness.▪ Read aloud books and poetry that play with sounds and words.	<p>3 year olds:</p> <p>TS GOLD dimensions 15a & b; Benchmark average: 3</p> <p>4 year olds:</p> <p>TS GOLD dimensions 15a & b; Benchmark average: 5</p>

Cognition															
Goal	Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment	Teaching • Home Visiting Practices	Measurement Tool										
Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.	Infants and Toddlers 1. Children will use memory as a foundation for more complex actions and thoughts.	HSELOF Memory IT-C 3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. IT-C 4: Child recognizes the stability of people and objects in the environment. IT-C 5: Child uses memories as a foundation of more complex actions and thoughts. MI Early Childhood Standards Belonging ECSQ-IT.B. Infants and toddlers feel a sense of belonging.	Infant CLASS <ul style="list-style-type: none">Facilitated Exploration Toddler CLASS <ul style="list-style-type: none">Regard for Child PerspectivesFacilitation of Learning and DevelopmentLanguage Modeling Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td>• Unity</td><td>• Encouragement</td></tr><tr><td>• Free Will</td><td>• Choices</td></tr><tr><td>• Acceptance</td><td>• Empathy</td></tr><tr><td>• Love</td><td>• Positive Intent</td></tr></table>	Power	Skill	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Love	• Positive Intent	Teaching Practices <ul style="list-style-type: none">Talk with children about people, places, and things that are not present.Connect current experiences to ones that have already taken place. Home Visiting Practices <ul style="list-style-type: none">Support parents as they talk to their infants about people, places, and things that aren’t present.Support parents as they connect what is currently happening to something that has already happened when talking to their infant.	0-1 year olds: TS GOLD dimensions 12a & b; Benchmark average: 1.5 1-2 year olds: TS GOLD dimensions 12a & b; Benchmark average: 2.5 2-3 year olds: TS GOLD dimensions 12a & b; Benchmark average: 3.5
	Power	Skill													
• Unity	• Encouragement														
• Free Will	• Choices														
• Acceptance	• Empathy														
• Love	• Positive Intent														
Infants and Toddlers 2. Children will match similar characteristics between objects and people.	HSELOF Emergent Mathematical Thinking IT-C 10: Child uses matching and sorting of objects or people to understand similar and different characteristics.	Toddler CLASS <ul style="list-style-type: none">Facilitation of Learning and Development	Teaching Practices <ul style="list-style-type: none">Introduce vocabulary used to describe spatial concepts naturally, during routines, play, and other parts of the day.Incorporate numbers and quantity naturally, during routines, play, and other parts of the day. Home Visiting Practices <ul style="list-style-type: none">Support parents as they introduce words that describe spatial concepts naturally during routines, play, and other parts of the day (near and far, closed and open, etc).Support parents as they incorporate numbers and quantity naturally during routines, play, and other parts of the day. For example, counting socks as they come out of the laundry or counting apples as they go into the grocery cart.	0-1 year olds: TS GOLD dimension 13; Benchmark average: .5 1-2 year olds: TS GOLD dimension 13; Benchmark average: 1 2-3 year olds: TS GOLD dimension 13; Benchmark average: 2											

Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.	<p><i>Infants and Toddlers</i> 3. Children will imitate others language & actions and use objects to represent other objects.</p>	<p><u>HSELOF</u> <i>Imitation and Symbolic Representation and Play</i> Goal IT-C 11: Child observes and imitates sounds, words, gestures, actions and behaviors. Goal IT-C 12: Child uses objects or symbols to represent something else.</p> <p><u>MI Early Childhood Standards</u> <i>Exploration</i> ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment. <i>Communication</i> ECSQ-IT.D. Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.</p>	<p><u>Infant CLASS</u></p> <ul style="list-style-type: none">Facilitated ExplorationEarly Language Support <p><u>Toddler CLASS</u></p> <ul style="list-style-type: none">Facilitation of Learning and DevelopmentLanguage Modeling <p><u>Conscious Discipline</u></p> <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">Attention</td><td><ul style="list-style-type: none">Assertiveness</td></tr></table>	Power	Skill	<ul style="list-style-type: none">Attention	<ul style="list-style-type: none">Assertiveness	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">Copy infant’s sounds, gestures, facial expressions, and actions to promote emerging imitation play behaviors.Join in pretend play with toddlers and model playful and social behaviors. <p><u>Home Visiting Practices</u></p> <ul style="list-style-type: none">Notice and comment positively when parents copy child’s sounds, gestures, facial expressions, actions to promote emerging imitation play behaviors.Notice and comment positively when parents engage in pretend play with their children such as making up stories to go along with familiar objects.	<p>0-1 yr olds: TS GOLD dimension 14b; Benchmark average: .5</p> <p>1-2 yr olds: TS GOLD dimension 14b; Benchmark average: 1</p> <p>2-3 yr olds: TS GOLD dimension 14b; Benchmark average: 2</p>
	Power	Skill							
<ul style="list-style-type: none">Attention	<ul style="list-style-type: none">Assertiveness								
<p><i>Preschool</i> 1. Children will demonstrate an understanding of the relationship between numbers and quantities.</p>	<p><u>HSELOF</u> <i>Counting and Cardinality</i> P-MATH 1: Child knows number names and the count sequence. P-MATH 2: Child recognizes the number of objects in a small set. P-MATH 3: Child understands the relationship between numbers and quantities. P-MATH 4: Child compares numbers.</p> <p><u>MI Early Childhood Standards/Expectations</u> <i>Early Learning in Mathematics</i> ECSQ-PK.M. Math Practices. Children begin to develop processes and strategies for solving mathematical problems. ECSQ-PK.M.2 Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in</p>	<p><u>Pre-K CLASS</u></p> <ul style="list-style-type: none">Regard for Child PerspectivesInstructional Learning FormatsConcept DevelopmentQuality of FeedbackLanguage Modeling	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none">Lead small group activities and discussions focused on counting and cardinality and other math concepts.Ask questions that invite children to make predictions.	<p>3 year olds: TS GOLD dimensions 20a & b; Benchmark average: 3.5</p> <p>4 year olds: TS GOLD dimensions 20a & b; Benchmark average: 5</p>					

Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.		representing, discussing, reading, writing and listening. ECSQ-PK.M.4 Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment. ECSQ-PK.M.5 Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.			
	Preschool 2. Children will describe and compare basic shapes.	HSELOF <i>Geometry and Spatial Sense</i> P-MATH 9: Child identifies, describes, compares, and composes shapes. <u>MI Early Childhood Standards/Expectations</u> <i>Early Learning in Mathematics</i> ECSQ-PK.M.7 Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	Pre-K CLASS <ul style="list-style-type: none">▪ Regard for Child Perspectives▪ Instructional Learning Formats▪ Concept Development▪ Quality of Feedback▪ Language Modeling	Teaching Practices <ul style="list-style-type: none">▪ Lead an activity in which children move over, under, around, and through objects.▪ Plan activities that lead children to notice the differences between two- and three-dimensional shapes.	3 year olds: TS GOLD dimension 21b; Benchmark average: 4 4 year olds: TS GOLD dimension 21b; Benchmark average: 5
	Preschool 3.Children will understand patterns.	HSELOF <i>Operations and Algebraic Thinking</i> P-MATH 7: Child understands simple patterns. <u>MI Early Childhood Standards/Expectations</u> <i>Early Learning in Mathematics</i> ECSQ-PK-M.3 Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life. ECSQ-PK_M.7 Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	Pre-K CLASS <ul style="list-style-type: none">▪ Regard for Child Perspectives▪ Instructional Learning Formats▪ Concept Development▪ Quality of Feedback▪ Language Modeling	Teaching Practices <ul style="list-style-type: none">▪ Play games that involve adding to and taking away from.▪ Lead activities that allow children to make patterns.	3 year olds: TS GOLD dimension 23 Benchmark average: 4 4 year olds: TS GOLD dimension: 23 Benchmark average: 5

<p>Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.</p>	<p><i>Preschool</i> 4. Children will observe and describe objects, materials, organisms, and events in their environment.</p>	<p><u>HSELOF</u> <i>Reasoning and Problem-Solving</i> P-SCI 4: Child asks question, gathers information, and makes predictions. P-SCI 5: Child plans and conducts investigations and experiments. P-SCI 6: Child analyzes results, draw conclusions, and communicates results.</p> <p><u>MI Early Childhood Standards/Expectations</u> <i>Early Learning in Science</i> ECSQ-PK.S.1 Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.</p>	<p><u>Pre-K CLASS</u></p> <ul style="list-style-type: none"> ▪ Regard for Child Perspectives ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling 	<p><u>Teaching Practices</u></p> <ul style="list-style-type: none"> ▪ Teach children how to use scientific method to answer their own questions. ▪ Comment and ask questions that encourage children’s thinking and learning. 	<p>3 year olds: TS GOLD objective 24; Benchmark average: 75% of children meeting program expectations</p> <p>4 year olds: TS GOLD objective 24; Benchmark average: 75% of children meeting program expectations</p>
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Perceptual, Motor, and Physical Development					
Goal	Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment	Teaching • Home Visiting Practices	Measurement Tool
Children will enhance their well-being by exploring their environment and investigating objects in the world around them.	Infants and Toddlers 1. Children will demonstrate effective and efficient use of large muscles to explore their environment, using movement to create a healthy lifestyle.	HSELOF Gross Motor IT-PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position. IT-PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment. IT-PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment. MI Early Childhood Standards Exploration ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.	Infant CLASS <ul style="list-style-type: none">Relational Climate	Teaching Practices <ul style="list-style-type: none">Engage children in games and experiences that support gross motor skills.Demonstrate successful strategies for gaining certain gross motor skills. Home Visiting Practices <ul style="list-style-type: none">Notice and support parents as they engage with their child in games and experiences that support gross motor skills.Share information about successful strategies for gaining certain gross motor skills.	0-1 year olds: TS GOLD objectives 4 & 5; Benchmark average: 2 1-2 year olds: TS GOLD objectives 4 & 5; Benchmark average: 4 2-3 year olds: TS GOLD objectives 4 & 5; Benchmark average: 5
	Infants and Toddlers 2. Children will use their hand-eye coordination to explore their environment.	HSELOF Fine Motor IT-PMP 6: Child coordinates hand and eye movements to perform actions. IT-PMP 7: Child uses hands for exploration, play, and daily routines. IT-PMP 8: Child adjusts reach and grasp to use tools. MI Early Childhood Standards Exploration ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.	Infant CLASS <ul style="list-style-type: none">Facilitated Exploration	Teaching Practices <ul style="list-style-type: none">Engage children in activities, routines, and experiences that support fine motor skills.Demonstrate successful strategies for gaining certain fine motor skills. Home Visiting Practices <ul style="list-style-type: none">Comment positively when parents engage their infant or toddler in activities, routines, and experiences that support fine motor skills.Provide information about successful strategies to help their child build certain fine motor skills.	0-1 year olds: TS GOLD dimension 7a; Benchmark average: 2 1-2 year olds: TS GOLD dimension 7a; Benchmark average: 4 2-3 year olds: TS GOLD dimension 7a; Benchmark average: 5

Children will enhance their well-being by exploring their environment and investigating objects in the world around them.	Infants and Toddlers 3. Children will show interest in increasing independence during everyday routines.	HSELOF Health, Safety, and Nutrition IT-PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines. IT-PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	Conscious Discipline <table><tr><td>Power</td><td>Skill</td></tr><tr><td><ul style="list-style-type: none">• Attention• Unity</td><td><ul style="list-style-type: none">• Assertiveness• Encouragement</td></tr></table>	Power	Skill	<ul style="list-style-type: none">• Attention• Unity	<ul style="list-style-type: none">• Assertiveness• Encouragement		0-1 year olds: TS GOLD dimension 7a; Benchmark average: 2 1-2 year olds: TS GOLD dimension 7a; Benchmark average: 3 2-3 year olds: TS GOLD dimension 7a; Benchmark average: 4
	Power	Skill							
	<ul style="list-style-type: none">• Attention• Unity	<ul style="list-style-type: none">• Assertiveness• Encouragement							
Preschool 1. Children will demonstrate control, strength, and coordination of large muscles, using movement to create a healthy lifestyle.	HSELOF Gross Motor P-PMP 1: Child demonstrates control, strength, and coordination of large muscles. P-PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people. MI Early Childhood Standards Social, Emotional and Physical Health and Development: Physical Development; ECSQ-PK.SEP.5 Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.	Pre-K CLASS <ul style="list-style-type: none">▪ Instructional Learning Formats▪ Quality of Feedback▪ Language Modeling	Teaching Practices <ul style="list-style-type: none">▪ Provide physical and emotional support for building gross motor skills.▪ Engage children in games and activities that support gross motor development.	3 year olds: TS GOLD objectives 4 & 5; Benchmark average: 6.5 4 year olds: TS GOLD objectives 4 & 5; Benchmark average: 7.5					
Preschool 2. Children will demonstrate increasing control, strength, and coordination of small muscles.	HSELOF Fine Motor P-PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles. MI Early Childhood Standards Social, Emotional and Physical Health and Development: Physical Development; ECSQ-PK.SEP.6 Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	Pre-K CLASS <ul style="list-style-type: none">▪ Instructional Learning Formats▪ Quality of Feedback▪ Language Modeling	Teaching Practices <ul style="list-style-type: none">▪ Engage children in activities and experiences that support fine motor skills.▪ Encourage the development of certain fine motor skills.	3 year olds: TS GOLD dimensions 7a & b; Benchmark average: 6 4 year olds: TS GOLD dimensions 7a & b; Benchmark average: 7					

Children will enhance their well-being by exploring their environment and investigating objects in the world around them.	Preschool 3. Children will show interest in creating independence towards healthy eating habits and routines.	Sub Domain: Health, Safety, and Nutrition P-PMP 4: Child demonstrates personal hygiene and self care skills. P-PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits. P-PMP 6: Child demonstrates knowledge of personal safety practices and routines. MI Early Childhood Standards <i>Social, Emotional and Physical Health and Development: Social & Emotional Development and Health;</i> ECSQ-PK.SEP.1 Children develop and exhibit a healthy sense of self. <i>Social, Emotional and Physical Health and Development: Health, Physical Development;</i> ECSQ-PK.SEP.4 Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. ECSQ-PK.SEP.7 Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition. <i>Social, Emotional and Physical Health and Development: Health, Safety and Nutrition</i> ECSQ-PK.SEP.8 Children become aware of and begin to develop nutritional habits that contribute to good health. ECSQ-PK.SEP.9 Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	Pre-K CLASS <ul style="list-style-type: none">Regard for Student PerspectivesBehavior ManagementProductivity Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td><ul style="list-style-type: none">AttentionUnityAcceptance</td><td><ul style="list-style-type: none">AssertivenessEncouragementEmpathy</td></tr></table>	Power	Skill	<ul style="list-style-type: none">AttentionUnityAcceptance	<ul style="list-style-type: none">AssertivenessEncouragementEmpathy		3 year olds: TS GOLD dimensions 1c; Benchmark average: 6 4 year olds: TS GOLD dimensions 1c; Benchmark average: 7
	Power	Skill							
<ul style="list-style-type: none">AttentionUnityAcceptance	<ul style="list-style-type: none">AssertivenessEncouragementEmpathy								

Alignments:
[Conscious Discipline® Aligned with Creative Curriculum®](#)
[Crosswalk of The Creative Curriculum® for Preschool, Sixth Edition with the Pre-K CLASS®](#)
[ELOF Effective Practice Guide/CLASS Pre-K Crosswalk](#)
[Alignment of the Creative Curriculum® for Preschool with Michigan Early Childhood Standards of Quality for Preschool](#)
[Alignment of GOLD® Objectives for Development & Learning: Birth Through Third Grade with Head Start Early Learning Outcomes Framework](#)
[Head Start Early Learning Outcomes Framework & The Devereux Early Childhood Assessment \(DECA\)](#)