



2026-2027 EightCAP, Inc. School Readiness Plan

Approaches to Learning																
Goal: Children and families will engage in meaningful learning experiences that build focus, creativity, and problem-solving skills to support growth, independence, and goal achievement.																
Objectives	HSELOF • MI Early Learning Standards • PFCE Framework Alignment	CLASS • Conscious Discipline • DECA Examples • Second Step Curriculum	Teaching & Home Visiting • DECA • Family Service Practices	Measurement Tool												
Infants and Toddlers 1. Children will demonstrate persistence and sustained attention in learning and discovery.	HSELOF <i>Cognitive Self-Regulation</i> 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> <i>Well Being</i> ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured. <i>Exploration</i> ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.	<u>Infant CLASS</u> - Relational Climate - Teacher Sensitivity - Facilitated Exploration <u>Toddler CLASS</u> - Regard for Child Perspectives - Behavior Guidance - Facilitation of Learning and Development <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>• Acceptance</td><td>• Empathy</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table> <u>DECA - Examples</u> - Keep trying when unsuccessful - Accept another choice when first choice is not available - Easily go from one activity to another	Power	Skill	• Attention	• Assertiveness	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Intention	• Consequences	<u>Teaching Practices</u> - 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> - 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: GOLD®: 11a & b Benchmark: 2 1-2 year olds: GOLD®: 11a & b Benchmark: 3 2-3 year olds: GOLD®: 11a & b Benchmark: 4
Power	Skill															
• Attention	• Assertiveness															
• Unity	• Encouragement															
• Free Will	• Choices															
• Acceptance	• Empathy															
• Intention	• Consequences															

Infants and Toddlers 2. Children will manage feelings, actions, behavior and emotions with the support of a familiar adult.	HSELOF Emotional and Behavioral Self-Regulation IT-ATL 1: Child manages feelings & emotions with support of familiar adults. IT-ATL 2: Child manages actions and behavior with support of familiar adults. MI Early Childhood Standards Exploration ECSQ-IT.A. Infants and toddlers experience environments where they are kept safe from harm.	Infant CLASS ▪ Relational Climate ▪ Teacher Sensitivity Toddler CLASS ▪ Positive Climate ▪ Teacher Sensitivity Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td> • Perception • Attention • Unity • Free Will • Acceptance • Love </td><td> • Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent </td></tr></table> DECA - Examples ▪ Make others aware of her/his needs ▪ Handle frustration well ▪ Seek comfort from familiar adult	Power	Skill	• Perception • Attention • Unity • Free Will • Acceptance • Love	• Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent	Teaching Practices ▪ Soothe 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. Home Visiting Practices ▪ Observe and comment positively when parents use their voice and touch to soothe and calm their young infants. ▪ Share information about identifying and name emotions. DECA Practices <u>Initiative:</u> When children can begin to manage their feelings, emotions, actions and behaviors, they are able to engage in play and actively explore their environment. <u>Attachment/Relationships:</u> Children who are beginning to manage their feelings, emotions and behaviors experience more positive interactions and build stronger, more trusting relationships with other children and their adult caregivers. <u>Self-Regulation:</u> With the support of familiar, trusting caregivers, children are beginning to manage their feelings, emotions and behaviors which supports their growing self-regulation skills.	0-1 year olds: GOLD®: 1b Benchmark: 2 1-2 year olds: GOLD®: 1b Benchmark: 3 2-3 year olds: GOLD®: 1b Benchmark: 4
Power	Skill							
• Perception • Attention • Unity • Free Will • Acceptance • Love	• Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent							
Preschool 1. Children will follow rules & routines and appropriately take care of their classroom.	HSELOF Emotional and Behavioral Self-Regulation P-ATL 2: Child follows classroom rules and routines with increasing independence. P-ATL 3: Child appropriately handles and takes care of classroom materials. MI Early Childhood Standards/Expectations Approaches to Learning: Social Dispositions: ECSQ-PK.AL.6 Demonstrate increasing ability to be together with others, in play or intellectual learning	Pre-K CLASS ▪ Positive Climate ▪ Behavior Management ▪ Productivity Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td> • Perception • Attention • Unity • Free Will </td><td> • Composure • Assertiveness • Encouragement • Choices </td></tr></table>	Power	Skill	• Perception • Attention • Unity • Free Will	• Composure • Assertiveness • Encouragement • Choices	Teaching Practices ▪ 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. DECA Practices <u>Initiative:</u> Children are active constructors of their own understanding of the world around them. They benefit	Preschool 3: GOLD®: 1b Benchmark: 5 Pre-K (4): GOLD®: 1b Benchmark: 6
Power	Skill							
• Perception • Attention • Unity • Free Will	• Composure • Assertiveness • Encouragement • Choices							

	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.	• Acceptance • Love • Empathy • Positive Intent DECA - Examples ▪ Listen to or respect others ▪ Handle frustration well Second Step Teaching Strategies ▪ Puppet Script, Story and Discussion ▪ Skill-Practice Activities ▪ Weekly Theme; Learning in Kindergarten	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.																	
Preschool 2. Children will engage in learning, keep trying when challenges arise, and use creativity and imagination during play to explore, discover, and try new ways of doing things.	HSELOF Cognitive Self-Regulation P-ATL 6: Child maintains focus and sustains attention with minimal adult support. P-ATL 7: Child persists in tasks. P-ATL 9: Child demonstrates flexibility in thinking and behavior. P-ATL 11: Child shows interest in and curiosity about the world around them. MI Early Childhood Standards/Expectations Approaches to Learning: Habits of Mind 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. ECSQ-PK.AL.2.3 Demonstrate increasing ability to set goals and to develop and follow through on plans.	Pre-K CLASS ▪ Teacher Sensitivity ▪ Behavior Management ▪ Productivity ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td>• Perception</td><td>• Composure</td></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>• Acceptance</td><td>• Empathy</td></tr><tr><td>• Love</td><td>• Positive Intent</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table> DECA - Examples ▪ Remember important information ▪ Accept another choice when his/her first is not available Second Step Teaching Strategies	Power	Skill	• Perception	• Composure	• Attention	• Assertiveness	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Love	• Positive Intent	• Intention	• Consequences	Teaching Practices ▪ 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.	Preschool 3: GOLD®: 11a, b, d, e & 14b Benchmark: 4.5 Pre-K (4): GOLD®: 11a, b, d, e & 14b Benchmark: 5.5
Power	Skill																			
• Perception	• Composure																			
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	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	▪ Puppet Script, Story and Discussion ▪ Brain Builder Games ▪ Skill-Practice Activities		
Preschool 3. Children will remember and use information to complete tasks, talk about past experiences in order, share details, make connections to new experiences, and notice when something is missing or has changed.	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. Language and Early Literacy Development ECSQ-PK.LL.6.3. Make connections with situations or events, people or stories.	Pre-K CLASS • Behavior Management • Concept Development • Quality of Feedback DECA - Examples ▪ Remember important information ▪ Accept another choice when his/her first is not available Second Step Teaching Strategies ▪ Puppet Script, Story and Discussion ▪ Feelings Cards and Feelings Poster ▪ Weekly Themes; Listening, Focusing Attention, More Feelings	Teaching Practices ▪ 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.	Preschool 3: GOLD®: 12a & b Benchmark: 5 Pre-K (4): GOLD®: 12a & b Benchmark: 6
Family Engagement 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		Family Services Practices • 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 7 session Positive Solutions for Families class. ▪ 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

Social and Emotional Development														
Goal: Children and families will build healthy relationships by recognizing and managing emotions, expressing themselves appropriately, and learning to navigate social interactions in positive ways.														
Objectives	HSELOF • MI Early Learning Standards • PFCE Framework Alignment	CLASS • Conscious Discipline • DECA Examples • Second Step Curriculum	Teaching & Home Visiting • DECA • Family Service Practices	Measurement Tool										
Infants and Toddlers 1. Children will develop close relationships with familiar adults and feel secure to explore their environment.	HSELOF <i>Relationships with Adults</i> 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. <u>MI Early Childhood Standards</u> <i>Well Being</i> ECSQ-IT.A.2 Well-Being: The health and well-being of each infant and toddler is protected and nurtured. <i>Belonging</i> 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. <i>Contribution</i> 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.	<u>Infant CLASS</u> ▪ Relational Climate ▪ Teacher Sensitivity <u>Toddler CLASS</u> ▪ Positive Climate ▪ Teacher Sensitivity ▪ Behavior Guidance ▪ Quality of Feedback <u>Conscious Discipline</u> <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> <u>DECA - Examples</u> ▪ Smile at familiar adults ▪ Reach for a familiar adult ▪ Express a variety of emotions	Power	Skill	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Love	• Positive Intent	<u>Teaching Practices</u> ▪ 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. <u>Home Visiting Practices</u> ▪ 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. <u>DECA Practices</u> <u>Initiative:</u> Children who feel safe and securely attached to a familiar adult are able to engage in exploring their environment and learn new things. <u>Attachment/Relationships:</u> 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. <u>Self-Regulation:</u> 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: GOLD®: 2a Benchmark: 2.5 1-2 year olds: GOLD®: 2a Benchmark: 3.5 2-3 year olds: GOLD®: 2a Benchmark: 4.5
Power	Skill													
• Unity	• Encouragement													
• Free Will	• Choices													
• Acceptance	• Empathy													
• Love	• Positive Intent													
Infants and Toddlers 2. Children will play alongside other children, use similar	HSELOF <i>Relationships with other children</i> IT-SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.	<u>Infant CLASS</u> ▪ Facilitated Exploration <u>Toddler CLASS</u> ▪ Positive Climate	<u>Teaching Practices</u> ▪ Model and demonstrate how to communicate with others during routines and activities.	0-1 year olds: GOLD®: 2c & 3a Benchmark: 1										

materials or actions, and develop positive social interactions by balancing their needs with the needs of others.	IT-SE 5: Child imitates and engages in play with other children.	- Facilitation of Learning and Development Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td> - Perception - Attention - Unity - Acceptance - Love - Intention </td><td> - Composure - Assertiveness - Encouragement - Empathy - Positive Intent - Consequences </td></tr></table> DECA - Examples - Enjoy being around other children - Play with other children	Power	Skill	- Perception - Attention - Unity - Acceptance - Love - Intention	- Composure - Assertiveness - Encouragement - Empathy - Positive Intent - Consequences	- Comment on and support children’s use of emerging social skills, such as sharing and using words to express ideas and needs. Home Visiting Practices - If child has opportunities to be around other children, ask parents how their child interacts with other children and what that interaction looks like. Ask parents if their child seems to recognize and/or respond to another child’s sounds or actions. DECA Practices <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.	1-2 year olds: GOLD®: 2c & 3a Benchmark: 2 2-3 year olds: GOLD®: 2c & 3a Benchmark: 2.5
Power	Skill							
- Perception - Attention - Unity - Acceptance - Love - Intention	- Composure - Assertiveness - Encouragement - Empathy - Positive Intent - Consequences							
Infants and Toddlers 3. Children will manage and express a range of emotions with support from a familiar adult.	HSELOF Emotional Functioning 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. MI Early Childhood Standards Well Being ECSQ-IT.A. The health and well-being of each infant and toddler is protected and nurtured. Belonging	Infant CLASS - Early Language Support Toddler CLASS - Positive Climate - Teacher Sensitivity - Regard for Child Perspectives - Behavior Guidance Conscious Discipline <table><tr><th>Power</th><th>Skill</th></tr><tr><td> - Perception - Attention - Unity - Acceptance - Love </td><td> - Composure - Assertiveness - Encouragement - Empathy - Positive Intent </td></tr></table>	Power	Skill	- Perception - Attention - Unity - Acceptance - Love	- Composure - Assertiveness - Encouragement - Empathy - Positive Intent	Teaching Practices - 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. Home Visiting Practices - Comment when parents notice their child can label some of their emotions. - Comment when parents notice their child is trying to comfort another child. DECA Practices <u>Initiative:</u>	0-1 year olds: GOLD®: 1a & 2b Benchmark: 2 1-2 year olds: GOLD®: 1a & 2b Benchmark: 3 2-3 year olds: GOLD®: 1a & 2b Benchmark: 4
Power	Skill							
- Perception - Attention - Unity - Acceptance - Love	- Composure - Assertiveness - Encouragement - Empathy - Positive Intent							

	ECSQ-IT.B. Infants and toddlers feel a sense of belonging. Contribution 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.	DECA - Examples ▪ Express a variety of emotions ▪ Accept comfort from a familiar adult ▪ Try to comfort others	Emotions help to guide children as they learn how to persist at an activity or end it when they may need a break. <u>Attachment/Relationships:</u> Labeling feelings and emotions helps children to understand the perspective of others and begin to develop empathy. <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.															
Infants and Toddlers 4. Children will show confidence in own abilities and develop a sense of belonging through relationships.	HSELOF <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. <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>Belonging</i> ECSQ-IT.B. Infants and toddlers feel a sense of belonging. <i>Exploration</i> ECSQ-IT.C.2 Infants and toddlers learn through active exploration of the environment. <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.	Infant CLASS ▪ Early Language Support Toddler CLASS ▪ Positive Climate ▪ Teacher Sensitivity ▪ Regard for Child Perspectives ▪ Behavior Guidance <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td>• Perception</td><td>• Composure</td></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>• Acceptance</td><td>• Empathy</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table> DECA - Examples ▪ Express her/his dislikes ▪ Show preference for a particular playmate	Power	Skill	• Perception	• Composure	• Attention	• Assertiveness	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Intention	• Consequences	Teaching Practices ▪ 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. <u>Home Visiting Practices</u> ▪ Ask parents how their infant is beginning to use their body to make things happen. ▪ Comment positively when parent uses back and forth communication through facial expressions, sounds, body movements and gestures. <u>DECA Practices</u> <u>Initiative:</u> Children who are confident in their abilities and feel a sense of belonging are more likely to actively explore and try new things and learn. <u>Attachment/Relationships:</u> As children grow and are aware of self and experience a sense of belonging, they are able to form trusting and enjoyable relationships with adult caregivers and other children. <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.	0-1 year olds: GOLD®: 1c Benchmark: 2 1-2 year olds: GOLD®: 1c Benchmark: 3 2-3 year olds: GOLD®: 1c Benchmark: 4
Power	Skill																	
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• Intention	• Consequences																	

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> ▪ Positive Climate ▪ Teacher Sensitivity ▪ Behavior Management ▪ Language Modeling <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td> • Perception • Attention • Unity • Acceptance • Love </td><td> • Composure • Assertiveness • Encouragement • Empathy • Positive Intent </td></tr></table> <u>DECA - Examples</u> ▪ Calm himself/herself down ▪ Handle frustration well <u>Second Step Teaching Strategies</u> ▪ Puppet Script, Story and Discussion ▪ Feelings Cards and Feelings Poster ▪ Weekly Themes; Identifying Feelings, We Feel Feelings in Our Bodies, Strong Feelings, Naming Feelings, Having Fun with Friends, Riding the Kindergarten Bus	Power	Skill	• Perception • Attention • Unity • Acceptance • Love	• Composure • Assertiveness • Encouragement • Empathy • Positive Intent	<u>Teaching Practices</u> ▪ 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.	Preschool 3: GOLD®: 1a & 2b Benchmark: 5 Pre-K (4): GOLD®: 1a & 2b Benchmark: 6
Power	Skill							
• Perception • Attention • Unity • Acceptance • Love	• Composure • Assertiveness • Encouragement • Empathy • Positive Intent							
Preschool 2. Children will maintain and engage in positive relationships with other children learning to cooperatively play and problem solve.	<u>HSELOF</u> <i>Relationships with other children</i> P-SE 3: Child engages in and maintains positive interactions and relationships with other children. P-SE 4: Child engages in cooperative play with other children. P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children. <u>MI Early Childhood Standards/Expectations</u> <i>Approaches to Learning: Social Dispositions</i> ECSQ-PK.AL.6 Participation-Cooperation-Play-Networking Contribution. Demonstrate increasing	<u>Pre-K CLASS</u> ▪ Positive Climate ▪ Behavior Management ▪ Language Modeling <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td> • Perception • Attention • Unity • Acceptance • Love • Intention </td><td> • Composure • Assertiveness • Encouragement • Empathy • Positive Intent • Consequences </td></tr></table>	Power	Skill	• Perception • Attention • Unity • Acceptance • Love • Intention	• Composure • Assertiveness • Encouragement • Empathy • Positive Intent • Consequences	<u>Teaching Practices</u> ▪ 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. <u>DECA Practices</u> <u>Initiative:</u> 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.	Preschool 3: GOLD®: 2c, 3a & 3b Benchmark: 4.5 Pre-K (4): GOLD®: 2c, 3a & 3b Benchmark: 5.5
Power	Skill							
• Perception • Attention • Unity • Acceptance • Love • Intention	• Composure • Assertiveness • Encouragement • Empathy • Positive Intent • Consequences							

	ability to be together with others, in play or 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 Respect for Self and Others – Mental and Behavioral Health. Children 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 Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others. <i>Social and Emotional Development and Health:</i> ECSQ-PK.SEP.3. Relationships with Others. Children develop healthy relationships with other children and adults. <i>Social and Emotional Physical Health and Development: Physical Development</i> ECSQ-PK.SEP.7. Positive Activity. Children participate in activities and actions that show a growing knowledge of the rights of others.	<u>DECA - Examples</u> ▪ Cooperate with others ▪ Play well with others <u>Second Step Teaching Strategies</u> ▪ Weekly Themes; Accidents, Caring and Helping, Fair Ways to Play, Saying the Problem, Thinking of Solutions, Making New Friends in Kindergarten	<u>Attachment/Relationships:</u> 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. <u>Self-Regulation:</u> 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.					
<i>Preschool</i> 3. Children will engage in positive relationships and interactions with adults and their peers.	<u>HSELOF</u> <i>Relationships with adults</i> P-SE 1: Child engages in and maintains positive relationships and interactions with adults. P-SE 2: Child engages in prosocial and cooperative behavior with adults. P-SE 3: Child engages in and maintains positive interactions and relationships with other children. <u>MI Early Childhood Standards/Expectations</u> <i>Dual Language Learners (DLL):</i> ECSQ-PK.DLL.5.2 Engage with teacher and others in a positive manner. <i>Social and Emotional Development and Health</i> ECSQ-PK.SEP.3.1 Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<u>Pre-K CLASS</u> ▪ Positive Climate ▪ Teacher Sensitivity ▪ Language Modeling <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td> • Perception • Attention • Unity • Free Will • Acceptance • Love </td><td> • Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent </td></tr></table> <u>DECA - Examples</u> ▪ Ask adults to play with or read to him/her ▪ Show affection for familiar adults <u>Second Step Teaching Strategies</u>	Power	Skill	• Perception • Attention • Unity • Free Will • Acceptance • Love	• Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent	<u>Teaching Practices</u> ▪ 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. <u>DECA Practices</u> <u>Initiative:</u> The act of building and maintain positive relationships with adults presents children with opportunities to take risks and learn something new. <u>Attachment/Relationships:</u> 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. <u>Self-Regulation:</u> Children do not naturally acquire self-regulation. They need caring adults to patiently teach these skills and	Preschool 3: GOLD®: 2a & d Benchmark: 6 Pre-K (4): GOLD®: 2a & d Benchmark: 7
Power	Skill							
• Perception • Attention • Unity • Free Will • Acceptance • Love	• Composure • Assertiveness • Encouragement • Choices • Empathy • Positive Intent							

		▪ Skill-Practice Activities ▪ Weekly Themes; More Feelings, Identifying Anger	many opportunities to practice them. When adults are respectful and nurturing, children can learn the skills necessary to engage positively with others.	
<i>Family Engagement</i> 1. Families will share successes they have had in building positive relationships with their child(ren) as a result of event activities.	Families as Learners Positive Parent Child Relationships Family Connections to Peers and Community Families as Advocates		<u>Family Services Practices</u> • Invite families to participate in center events and parenting support groups, in which Positive Solutions for Families curriculum will be implemented. • Engage families in conversation to collect information on parenting knowledge and/or skills gained.	Sign in Sheets Follow Up survey/evaluation

Language and Literacy								
Goal: Children will build early language and literacy skills by understanding and using language to communicate, and by exploring stories and print in meaningful ways.								
Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment • Second Step Curriculum	Teaching & Home Visiting Practices	Measurement Tool				
Infants and Toddlers 1. Children will grow their language skills by listening, naming people and things, using clear words and sentences, and joining in conversations with others.	HSELOF <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 8: Child uses increasing number of words in communication and conversations with others. <u>MI Early Childhood Standards</u> <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.	<u>Infant CLASS</u> - Relational Climate - Teacher Sensitivity - Facilitated Exploration - Early Language Support <u>Toddler CLASS</u> - 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 - Love - Intention </td><td> - Assertiveness - Positive Intent - Consequences </td></tr></table>	Power	Skill	- Attention - Love - Intention	- Assertiveness - Positive Intent - Consequences	<u>Teaching Practices</u> - 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> - Notice and comment when parent is able to attend to their child’s verbal/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. - Notice and comment when parents respond to infant’s nonverbal requests by meeting their needs consistently. - Have parents 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: GOLD®: 9a, b & c & 10a Benchmark: 2 1-2 year olds: GOLD®: 9a, b & c & 10a Benchmark: 3 2-3 year olds: GOLD®: 9a, b & c & 10a Benchmark: 4
Power	Skill							
- Attention - Love - Intention	- Assertiveness - Positive Intent - Consequences							

Infants and Toddlers 2. Children will learn to understand and use language by listening, following simple directions, responding, and communicating with others through sounds, gestures, and words.	HSELOF <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 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. <u>MI Early Childhood Standards</u> <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.	<u>Infant CLASS</u> ▪ Relational Climate ▪ Teacher Sensitivity ▪ Facilitated Exploration ▪ Early Language Support <u>Toddler CLASS</u> ▪ Positive Climate ▪ Regard for Child Perspectives ▪ Facilitation of Learning and Development ▪ 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> ▪ 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. <u>Home Visiting Practices</u> ▪ 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: GOLD®: 8a & b Benchmark: 2 1-2 year olds: GOLD®: 8a & b Benchmark: 3 2-3 year olds: GOLD®: 8a & b Benchmark: 4
Power	Skill															
• Attention	• Assertiveness															
• Unity	• Encouragement															
• Free Will	• Choices															
• Love	• Positive Intent															
• Intention	• Consequences															
Infants and Toddlers 3. Children will show interest in books.	HSELOF <i>Emergent Literacy</i> 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> <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.	<u>Toddler CLASS</u> ▪ Engaged Support for Learning ▪ Quality of Feedback ▪ Language Modeling	<u>Teaching Practices</u> ▪ Ask families to share books, songs, and rhymes in home languages and in English. ▪ Encourage children to explore books and use drawing materials on their own and with an adult assistance. <u>Home Visiting Practices</u> ▪ Share books, songs, and rhymes in home languages and in English. ▪ Have parents encourage their child to explore books and use drawing materials on their own and with an adult.	0-1 0-1 year olds: GOLD®: 17a Benchmark: 1 1-2 year olds: GOLD®: 17a Benchmark: 2 2-3 year olds: GOLD®: 17a Benchmark: 3												

Preschool 1. Children will listen to and understand communication from others, follow directions, engage in conversations, and respond to questions and stories.	HSELOF <i>Attending and Understanding</i> 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. <i>Vocabulary</i> P-LC 7: Child shows understanding of word categories and relationships among words. <u>MI Early Childhood Standards/Expectations</u> <i>Language and Early Literacy Development</i> ECSQ-PK.LL.4. Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them. <i>Dual Language Learning</i> ECSQ-PK.DLL.5.7 Build skills in first language.	Pre-K CLASS - Positive Climate - Behavior Management - Instructional Learning Formats - Language Modeling <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td> - Attention - Unity - Free Will - Love - Intention </td><td> - Assertiveness - Encouragement - Choices - Positive Intent - Consequences </td></tr></table> <u>Second Step Teaching Strategies</u> - Puppet Script, Story and Discussion - Brain Builder Games - Feelings Cards and Feelings Poster - Skill-Practice Activities - Weekly Themes; Welcoming, Self-Talk, Following directions, Asking for what you need or want, Strong feelings, Naming feelings, Managing disappointment	Power	Skill	- Attention - Unity - Free Will - Love - Intention	- Assertiveness - Encouragement - Choices - Positive Intent - Consequences	Teaching Practices - 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.	Preschool 3: GOLD®: 8a & b, 10a Benchmark: 5 Pre-K (4): GOLD®: 8a & b, 10a Benchmark: 6
Power	Skill							
- Attention - Unity - Free Will - Love - Intention	- Assertiveness - Encouragement - Choices - Positive Intent - Consequences							
Preschool 2. Children will use language to share their thoughts, needs, and ideas with others using longer and more detailed sentences.	HSELOF <i>Vocabulary</i> 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. <u>MI Early Childhood Standards/Expectations</u> <i>Language and Early Literacy Development</i> 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.	Pre-K CLASS - Regard for Student Perspectives - Concept Development - Quality of Feedback - Language Modeling <u>Conscious Discipline</u> <table><tr><th>Power</th><th>Skill</th></tr><tr><td> - Attention - Love - Intention </td><td> - Assertiveness - Positive Intent - Consequences </td></tr></table> <u>Second Step Teaching Strategies</u> - Puppet Script, Story and Discussion - Feelings Cards and Feelings Poster - Skill-Practice Activities	Power	Skill	- Attention - Love - Intention	- Assertiveness - Positive Intent - Consequences	Teaching Practices - Use multi-syllable and sophisticated words repeatedly so children can master them. - Introduce new words before reading a book or telling a story.	Preschool 3: GOLD®: 9a, b & c Benchmark: 5 Pre-K (4): GOLD®: 9a, b & c Benchmark: 6
Power	Skill							
- Attention - Love - Intention	- Assertiveness - Positive Intent - Consequences							

Preschool 3. Children will understand print through books and their environment.	<u>HSELOF</u> <i>Print and Alphabet Knowledge</i> 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). <u>MI Early Childhood Standards/Expectations</u> ECSQ-PK.LL.1.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.	Pre-K CLASS ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling	Teaching Practices ▪ Point out and name letters in the environment. ▪ Lead children in writing about a shared experience. ▪ Demonstrate functions and conventions of print while writing.	Preschool 3: GOLD®: 17a & b Benchmark: 3 Pre-K (4): GOLD®: 17a & b Benchmark: 4
Preschool 4. Children will identify some letters including letters in their own name.	<u>HSELOF</u> <i>Print and Alphabet Knowledge</i> P-LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters. <u>MI Early Childhood Standards/Expectations</u> ECSQ-PK.LL.1.B. Show progress in identifying and associating letters with their names and sounds.	Pre-K CLASS ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling	Teaching Practices ▪ Point out and name letters in the environment; associate correct letter sounds with known words. ▪ Lead children in writing about a shared experience; demonstrate functions and conventions of print while writing.	Preschool 3: GOLD®: 16a Benchmark: 2 Pre-K (4): GOLD®: 16a Benchmark: 4
Preschool 5. Children will use drawing, dictation, scribbles, and letter-like forms to express ideas and communicate meaning through writing.	<u>HSELOF</u> <i>Writing</i> P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks. <u>MI Early Childhood Standards/Expectations</u> <i>Language and Early Literacy Development</i> ECSQ-PK.LL.2 Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. <i>Dual Language Learning</i> ECSQ-PK.DLL.4 Engagement in writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	Pre-K CLASS ▪ Concept Development	Teaching Practices ▪ Encourage children to write or dictate stories or explanations to go with their work. ▪ Model the many different purposes for print and encourage children to write as part of their play and other activities.	Preschool 3: GOLD®: 19a & b Benchmark: 5 Pre-K (4): GOLD®: 19 a& b Benchmark: 6

Preschool 5.Children will begin to retell parts of a story and share details about events or information with help from an adult.	<u>HSELOF</u> Comprehension and Text Structure P-LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling. <u>MI Early Childhood Standards/Expectations</u> ECSQ-PK.LL.1 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.	Pre-K CLASS Quality of Feedback	Teaching Practices - Read aloud books from beginning to end the first time a book is introduced to children. - Read the same book again and again so children can recall the plot, characters, and events.	Preschool 3: GOLD®: 18c Benchmark: 2 Pre-K (4): GOLD®: 18c Benchmark: 3
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Cognition																
Goal: Children will build early thinking skills by remembering experiences, noticing similarities, and using imitation and pretend play to understand and engage with the world around them.																
Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment • Second Step Curriculum	Teaching & Home Visiting Practices	Measurement Tool												
Infants and Toddlers 1. Children will remember people, objects, and actions to help them learn new skills.	<u>HSELOF</u> 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. <u>MI Early Childhood Standards</u> Belonging ECSQ-IT.B. Infants and toddlers feel a sense of belonging.	<u>Infant CLASS</u> ▪ Facilitated Exploration <u>Toddler CLASS</u> ▪ Regard for Child Perspectives ▪ Facilitation of Learning and Development ▪ Language Modeling <u>Conscious Discipline</u> <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	<u>Teaching Practices</u> ▪ Talk with children about people, places, and things that are not present. ▪ Connect current experiences to ones that have already taken place. <u>Home Visiting Practices</u> ▪ 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: GOLD®: 12a & b Benchmark: 1.5 1-2 year olds: GOLD®: 12a & b Benchmark: 2.5 2-3 year olds: GOLD®: 12a & b Benchmark: 3.5		
Power	Skill															
• Unity	• Encouragement															
• Free Will	• Choices															
• Acceptance	• Empathy															
• Love	• Positive Intent															
Infants and Toddlers 2.Children will demonstrate ways to solve problems by showing curiosity and motivation while exploring their environment.	<u>HSELOF</u> Exploration and Discovery IT-C 1: Child actively explores people and objects to understand self, others, and objects. IT-C 2: Child uses understanding of casual relationships to act on social and physical environments. Reasoning and Problem Solving IT-C 6: Child learns to use a variety of strategies in solving problems. IT-C 7: Child uses reasoning and planning ahead to solve problems. <u>MI Early Childhood Standards</u> Belonging ECSQ-IT.B. Infants and toddlers feel a sense of belonging. Exploration ECSQ-IT.C. Infants and toddlers learn through active exploration of the environment.	<u>Infant CLASS</u> ▪ Relational Climate ▪ Facilitated Exploration <u>Toddler CLASS</u> ▪ Positive Climate ▪ Behavior Guidance ▪ Facilitation of Learning and Development ▪ 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> ▪ Promote infants’ explorations of their world using their senses. ▪ Describe children’s actions and the effects of their actions on objects and people. ▪ Let children know that their problem-solving attempts and successes are valued. ▪ Make comments and ask questions that help children predict, explain, and reason about their world and the people in it. <u>Home Visiting Practices</u> ▪ Share information about how children use all their senses to explore the world around them. ▪ Notice and comment positively when parents remark on their child’s use of their senses to explore people and objects	0-1 year olds: GOLD®: 11 c & d Benchmark: 2 1-2 year olds: GOLD®: 11 c & d Benchmark: 3 2-3 year olds: GOLD®: 11 c & d Benchmark: 4
Power	Skill															
• Attention	• Assertiveness															
• Unity	• Encouragement															
• Free Will	• Choices															
• Love	• Positive Intent															
• Intention	• Consequences															

Infants and Toddlers 3.Children will explore shapes and space by noticing the direction and position of objects, and by demonstrating through play and interaction.	<u>HSELOF</u> <i>Emergent Mathematical Thinking</i> IT-C 9: Child uses spatial awareness to understand objects and their movement in space. To help to promote expressive language.	<u>Toddler CLASS</u> Facilitation of Learning and Development	<u>Teaching Practices</u> - 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. <u>Home Visiting Practices</u> - 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.	0-1 year olds: GOLD®: 21a Benchmark: .5 1-2 year olds: GOLD®: 21a Benchmark: 1 2-3 year olds: GOLD®: 21a Benchmark: 2				
Infants and Toddlers 3. Children will imitate the actions of others during play and use real objects as props to represent familiar actions or experiences.	<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. <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.	<u>Infant CLASS</u> - Facilitated Exploration - Early Language Support <u>Toddler CLASS</u> - Facilitation of Learning and Development - Language Modeling <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td> - Perception - Attention - Unity - Love - Intention </td><td> - Composure - Assertiveness - Encouragement - Positive Intent - Consequences </td></tr></table>	Power	Skill	- Perception - Attention - Unity - Love - Intention	- Composure - Assertiveness - Encouragement - Positive Intent - Consequences	<u>Teaching Practices</u> - 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. <u>Home Visiting Practices</u> - 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.	0-1 yr olds: GOLD®: 14b Benchmark: .5 1-2 yr olds: GOLD®: 14b Benchmark: 1 2-3 yr olds: GOLD®: 14b Benchmark: 2
Power	Skill							
- Perception - Attention - Unity - Love - Intention	- Composure - Assertiveness - Encouragement - Positive Intent - Consequences							
Preschool 1. Children will demonstrate an understanding of the relationship between numbers and quantities.	<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.	<u>Pre-K CLASS</u> - Regard for Child Perspectives - Instructional Learning Formats - Concept Development - Quality of Feedback - Language Modeling <u>Second Step Teaching Strategies</u> - Weekly Themes; Managing Waiting	<u>Teaching Practices</u> - Lead small group activities and discussions focused on counting and cardinality and other math concepts. - Ask questions that invite children to make predictions.	Preschool 3: GOLD®: 20a&b Benchmark: 3.5 Pre-K (4): GOLD®: 20a & b Benchmark: 5				

	<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 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.			
<i>Preschool</i> 2. Children will describe and compare basic shapes and use words to understand and describe spatial relationships.	HSELOF <i>Geometry and Spatial Sense</i> P-MATH 9: Child identifies, describes, compares, and composes shapes. P-MATH 10: Child explores the positions of objects in space. <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.	<u>Pre-K CLASS</u> ▪ Concept Development <u>Second Step Teaching Strategies</u> ▪ Weekly Theme; Focusing Attention, Following Directions	<u>Teaching Practices</u> ▪ 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.	Preschool 3: GOLD®: 21a&b Benchmark: 4 Pre-K (4): GOLD®: 21a&b Benchmark: 5
<i>Preschool</i> 3. Children will recognize and understand simple repeating patterns and routines in their daily activities.	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.	<u>Pre-K CLASS</u> ▪ Regard for Child Perspectives ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling <u>Second Step Teaching Strategies</u> ▪ Weekly Theme; Self-Talk	<u>Teaching Practices</u> ▪ Play games that involve adding to and taking away from. ▪ Lead activities that allow children to make patterns.	Preschool 3: GOLD®: 23 Benchmark: 4 Pre-K (4): GOLD®: 23 Benchmark: 5

	ECSQ-PK_M.7 Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.			
Preschool 4. Children will observe and describe objects, materials, organisms, and events in their environment.	HSELOF <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. <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.	Pre-K CLASS ▪ Regard for Child Perspectives ▪ Instructional Learning Formats ▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling	Teaching Practices ▪ Teach children how to use scientific method to answer their own questions. ▪ Comment and ask questions that encourage children’s thinking and learning.	Preschool 3: GOLD®: 24 Benchmark average: 75% of children meeting program expectations Pre-K (4): GOLD®: 24 Benchmark average: 75% of children meeting program expectations

Perceptual, Motor, and Physical Development				
Goal: Children will develop their physical skills and body awareness by exploring, moving and interacting with people and objects in their environment, while developing healthy habits to support their well-being.				
Objectives	HSELOF • MI Early Learning Standards Alignment	CLASS • Conscious Discipline Alignment	Teaching & Home Visiting Practices	Measurement Tool
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 Relational Climate	Teaching Practices - Engage children in games and experiences that support gross motor skills. - Demonstrate successful strategies for gaining certain gross motor skills. Home Visiting Practices - 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: GOLD®: 4, 5 & 6 Benchmark: 2 1-2 year olds: GOLD®: 4, 5 & 6 Benchmark: 4 2-3 year olds: GOLD®: 4, 5 & 6 Benchmark: 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 Facilitated Exploration	Teaching Practices - Engage children in activities, routines, and experiences that support fine motor skills. - Demonstrate successful strategies for gaining certain fine motor skills. Home Visiting Practices - 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: GOLD®: 7a Benchmark: 2 1-2 year olds: GOLD®: 7a Benchmark: 4 2-3 year olds: GOLD®: 7a Benchmark: 5

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 Power • Perception • Attention • Unity • Free Will • Acceptance • Intention Skill • Composure • Assertiveness • Encouragement • Choices • Empathy • Consequences		0-1 year olds: GOLD®: 1c Benchmark: 2 1-2 year olds: GOLD®: 1c Benchmark: 3 2-3 year olds: GOLD®: 1c Benchmark: 4
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 ▪ Instructional Learning Formats ▪ Quality of Feedback ▪ Language Modeling	Teaching Practices ▪ Provide physical and emotional support for building gross motor skills. ▪ Engage children in games and activities that support gross motor development.	Preschool 3: GOLD®: 4 & 5 Benchmark: 6 4 year olds: GOLD®: 4 & 5 Benchmark: 7
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 ▪ Instructional Learning Formats ▪ Quality of Feedback ▪ Language Modeling	Teaching Practices ▪ Engage children in activities and experiences that support fine motor skills. ▪ Encourage the development of certain fine motor skills.	Preschool 3: GOLD®: 7a & b Benchmark: 5.5 Pre-K (4): GOLD®: 7a & b Benchmark: 6.5

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. <u>MI Early Childhood Standards</u> <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 ▪ Regard for Student Perspectives ▪ Behavior Management ▪ Productivity <u>Conscious Discipline</u> <table><tr><td>Power</td><td>Skill</td></tr><tr><td>• Perception</td><td>• Composure</td></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>• Acceptance</td><td>• Empathy</td></tr><tr><td>• Intention</td><td>• Consequences</td></tr></table>	Power	Skill	• Perception	• Composure	• Attention	• Assertiveness	• Unity	• Encouragement	• Free Will	• Choices	• Acceptance	• Empathy	• Intention	• Consequences	Preschool 3: GOLD®: 1c Benchmark: 6 Pre-K (4): GOLD®: 1c Benchmark: 7
Power	Skill																
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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 \(DECA\)](#)

[Second Step Teaching Strategies & GOLD objectives for Development and Learning](#)