

Desired Results Developmental Profile (2015) [DRDP (2015)] Correspondence to Head Start Early Learning Outcomes Framework (HSELOF) – Infant/Toddler

In this table, the DRDP (2015) Infant/Toddler (IT) View is organized to correspond to the five domains of the HSELOF: Approaches to Learning, Cognition, Social and Emotional Development, Language and Literacy, and Perceptual, Motor, and Physical Development. The HSELOF often contains more individual goals within a domain than the number of concepts, skills, and behaviors that the DRDP instrument explicitly addresses, so multiple Head Start goals are associated with single DRDP progressions (measures) throughout this table. In general, the 29 measures in the DRDP (2015) IT View closely correspond to the 21 sub-domains of the HSELOF. In a few cases, a given developmental concept, skill, or behavior appears in a different domain in the HSELOF than in the DRDP (e.g., Imitation and Symbolic Representation and Play is categorized in the HSELOF in the Cognition domain and in the DRDP in the IT ATL-REG domain). Even so, all developmental skills are represented in both resources.

Correspondence between the DRDP (2015) and the HSELOF – Infant/Toddler

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 1: Attention Maintenance Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials | Domain: Approaches to Learning Sub-domain: Cognitive Self-Regulation (Executive Functioning) Goal IT-ATL 3. Child maintains focus and sustains attention with support. | | | <u>Cognitive Self-Regulation (Executive Functioning)—Goal IT-ATL 3</u> Child develops ability to sustain attention toward people, things, or the environment. <i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support. | Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus. | Participates in activities and experiences with people, objects, or materials that require attention and common focus. | |

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
|--|---|--|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 2: Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation | Domain: Approaches to Learning Sub-domain: Emotional and Behavioral Self-Regulation Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. | | | <u>Emotional and Behavioral Self-Regulation—Goal IT-ATL 1</u> Child develops increasing ability to manage own distress. <i>For additional correspondence, see ATL-REG 5: Self-Control of Feelings and Behavior.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Engages with familiar adults for calming and comfort, to focus attention, and to share joy. | Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions. | Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult. | |
| | Domain: Approaches to Learning Sub-domain: Emotional and Behavioral Self-Regulation Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. | | | <u>Emotional and Behavioral Self-Regulation—Goal IT-ATL 2</u> Child develops increasing ability to manage own distress. <i>For additional correspondence, see ATL-REG 5: Self-Control of Feelings and Behavior.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. | Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed. | Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired. | |

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
|--|---|---|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 2: Self-Comforting (continued) Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 9. Child manages emotions with the support of familiar adults. | | | <u>Emotional Functioning—Goal IT-SE 9</u> Child develops increasing ability to manage own distress. <i>For additional correspondence, see ATL-REG 5: Self-Control of Feelings and Behavior.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Quiets or stops crying when held and gently rocked or talked to by a familiar adult. | Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations. | Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult. | |
| ATL-REG 3: Imitation Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways | Domain: Cognition Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors. | | | <u>Imitation and Symbolic Representation and Play—Goal IT-C 11</u> Child develops increasing ability to imitate others' actions. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth. | Imitates what other people did earlier, such as wiping up a spill or closing a door. | Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something. | |

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|--|--|--|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 3: Imitation (continued) Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways | Domain: Cognition Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. | | | <u>Imitation and Symbolic Representation and Play—Goal IT-C 13</u> Child develops ability to repeat familiar or everyday actions. <i>For additional correspondence, see SED 5: Symbolic and Sociodramatic play.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy. | Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries. | |
| ATL-REG 4: Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events | Domain: Approaches to Learning Sub-domain: Cognitive Self-Regulation (Executive Functioning) Goal IT-ATL 3. Child maintains focus and sustains attention with support. | | | <u>Cognitive Self-Regulation (Executive Functioning)—Goal IT-ATL 3</u> Child interacts with environment with increasing engagement and focus. <i>For additional correspondence, see ATL-REG 1: Attention Maintenance.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Develops some ability to filter out distracting sensory stimuli in order to focus on and attend of important people or objects in the environment with support. | Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join others in a common focus. | Participates in activities and experiences with people, objects, or materials that require attention and common focus. | |

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
|--|---|--|---|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 4: Curiosity and Initiative in Learning (continued) Child explores the environment in increasingly focused ways to learn about people, things, materials, and events | Domain: Approaches to Learning Sub-domain: Initiative and Curiosity Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. | | | <u>Initiative and Curiosity—Goal IT-ATL 6</u> Child initiates exploration of the environment. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | <i>For additional correspondence, see COG 9: Inquiry Through Observation and Investigation.</i> |
| | Initiates interactions with familiar adults through expressions, actions, or behaviors. | Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted. | Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground. | |
| | Domain: Approaches to Learning Sub-domain: Initiative and Curiosity Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. | | | <u>Initiative and Curiosity—Goal IT-ATL 7</u> Child demonstrates interest in the environment by exploring it in increasingly complex ways. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | <i>For additional correspondence, see COG 9: Inquiry Through Observation and Investigation; COG 11: Knowledge of the Natural World.</i> |
| | Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy. | Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. | Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall. | |

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|--|--|--|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 4: Curiosity and Initiative in Learning (continued) Child explores the environment in increasingly focused ways to learn about people, things, materials, and events | Domain: Approaches to Learning Sub-domain: Creativity Goal IT-ATL 8. Child uses creativity to increase understanding and learning. | | | <u>Creativity—Goal IT-ATL 8</u> Child uses new actions or combinations of actions to explore the environment. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others. | Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. | Combines objects or materials in new and unexpected ways. Shows delight in creating something new. | |
| | Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. | | | <u>Reasoning and Problem-Solving—Goal IT-C 1</u> Child explores people and objects in increasingly complex ways. <i>For additional correspondence, see COG 8: Cause and Effect; COG 9: Inquiry Through Observation and Investigation; COG 11: Knowledge of the Natural World.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping. | Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | |

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
|---|---|--|---|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 5: Self-Control of Feelings and Behavior Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time | Domain: Approaches to Learning Sub-domain: Emotional and Behavioral Self-Regulation Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. | | | <u>Emotional and Behavioral Self-Regulation—Goal IT-ATL 1</u> Child transitions from relying primarily on familiar adults for managing emotions to using some self-regulatory behaviors for managing emotions. <i>For additional correspondence, see ATL-REG 2: Self-Comforting.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Engages with familiar adults for calming and comfort, to focus attention, and to share joy. | Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions. | Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult. | |
| | Domain: Approaches to Learning Sub-domain: Emotional and Behavioral Self-Regulation Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. | | | <u>Emotional and Behavioral Self-Regulation—Goal IT-ATL 2</u> Child transitions from relying primarily on familiar adults for managing behaviors to using some self-regulatory behaviors. <i>For additional correspondence, see ATL-REG 2: Self-Comforting.</i> |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. | Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed. | Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired. | | |

| DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG) | | | | |
|---|--|---|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| ATL-REG 5: Self-Control of Feelings and Behavior (continued) Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 9. Child manages emotions with the support of familiar adults. | | | Emotional Functioning—Goal IT-SE 9 Child transitions from relying primarily on familiar adults for managing emotions to using some self-regulatory behaviors for managing emotions. <i>For additional correspondence, see ATL-REG 2: Self-Comforting.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Quiets or stops crying when held and gently rocked or talked to by a familiar adult. | Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations. | Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|--|--|---|---|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 1: Identity of Self in Relation to Others Child shows increasing awareness of self as distinct from and also related to others | Domain: Social and Emotional Development Sub-domain: Sense of Identity and Belonging Goal IT-SE 10. Child shows awareness about self and how to connect with others. | | | <u>Sense of Identity and Belonging—Goal IT-SE 10</u> Child develops sense of self in relation to others. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Learns about self by exploring hands, feet, body, and movement. | Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others. | Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others. | |
| | Domain: Social and Emotional Development Sub-domain: Sense of Identity and Belonging Goal IT-SE 11. Child understands some characteristics of self and others. | | | <u>Sense of Identity and Belonging—Goal IT-SE 11</u> Child recognizes and responds to others' communication about self. |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult. | Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do. | Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others. | | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|--|--|--|--|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 1: Identity of Self in Relation to Others (continued) Child shows increasing awareness of self as distinct from and also related to others | Domain: Social and Emotional Development Sub-domain: Sense of Identity and Belonging Goal IT-SE 12. Child shows confidence in own abilities through relationships with others. | | | <u>Sense of Identity and Belonging—Goal IT-SE 12</u> Child expresses ideas about self during interactions with others. <i>For additional correspondence, see LLD 4: Reciprocal Communication and Conversation.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others. | Expresses desires and preferences. Seeks to draw adult’s attention to objects of interest or new physical skills and attends to adult’s responses. | Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|--|---|--|---|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 1: Identity of Self in Relation to Others (continued) Child shows increasing awareness of self as distinct from and also related to others | Domain: Social and Emotional Development Sub-domain: Sense of Identity and Belonging Goal IT-SE 13. Child develops a sense of belonging through relationships with others. | | | <u>Sense of Identity and Belonging—Goal IT-SE 13</u> Child expresses sense of self in relation to others. <i>For additional correspondence, see PD-HLTH 8: Personal Care Routines: Dressing.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up. | Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home. | Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration. | |
| SED 2: Social and Emotional Understanding Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 6. Child learns to express a range of emotions. | | | <u>Emotional Functioning—Goal IT-SE 6</u> Child develops ability to modify behavior and emotion in response to others. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult. | Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child’s cultural background. | Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|--|--|--|--|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 2: Social and Emotional Understanding (continued) Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. | | | Emotional Functioning—Goal IT-SE 7 Child develops ability to recognize and respond to others’ emotions. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions. | Responds to others’ emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited. | Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|---|--|---|---|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 2: Social and Emotional Understanding (continued) Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 8. Child expresses care and concern toward others. | | | Emotional Functioning—Goal IT-SE 8 Child responds with concern to others’ distress. <i>For additional correspondence, see SED 4: Relationships and Social Interactions with Peers.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | May cry when another child cries. | Looks sad or concerned when another child is crying or upset. May seek adult’s help or offer something, such as a blanket, food, or a soft toy. | Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions. | |
| SED 3: Relationships and Social Interactions with Familiar Adults Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults | Domain: Social and Emotional Development Sub-domain: Relationships with Adults Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. | | | Relationships with Adults—Goal IT-SE 1 Child develops close, secure relationships with familiar adults. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Interacts in predictable ways with familiar adults. Responds positively to familiar adults’ efforts to help with stressful moments. | Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults. | Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|---|--|--|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 3: Relationships and Social Interactions with Familiar Adults (continued) Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults | Domain: Social and Emotional Development Sub-domain: Relationships with Adults Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. | | | <u>Relationships with Adults—Goal IT-SE 2</u> Child recognizes and prefers familiar adults. <i>For additional correspondence, see ATL-REG 5: Self-Control of Feelings and Behavior.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. | Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult. | Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor. | |
| | Domain: Social and Emotional Development Sub-domain: Relationships with Adults Goal IT-SE 3. Child learns to use adults as a resource to meet needs. | | | <u>Relationships with Adults—Goal IT-SE 3</u> Child elicits help or support from familiar adults with increasing sophistication. |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects. | Looks to or seeks help from a familiar adult, such as taking the adult’s hand and leading them to something the child wants or needs. | Asks familiar adult for help or assistance when encountering difficult tasks or situations. | | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|---|--|--|--|--|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 4: Relationships and Social Interactions with Peers Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers | Domain: Social and Emotional Development Sub-domain: Relationships with Other Children Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. | | | <u>Relationships with Other Children—</u> <u>Goal IT-SE 4</u> Child interacts with peers in increasingly complex ways. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child. | Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes. | Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends. | |
| | Domain: Social and Emotional Development Sub-domain: Relationships with Other Children Goal IT-SE 5. Child imitates and engages in play with other children. | | | <u>Relationships with Other Children—</u> <u>Goal IT-SE 5</u> Child engages and interacts with peers. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy. | Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials. | Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
|---|---|---|---|---|
| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 4: Relationships and Social Interactions with Peers (continued) Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers | Domain: Social and Emotional Development Sub-domain: Emotional Functioning Goal IT-SE 8. Child expresses care and concern towards others. | | | Emotional Functioning—Goal IT-SE 8 Child demonstrates interest in peers. <i>For additional correspondence, see SED 2: Social and Emotional Understanding.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | May cry when another child cries. | Looks sad or concerned when another child is crying or upset. May seek adult’s help or offer something, such as a blanket, food, or a soft toy. | Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions. | |
| SED 5: Symbolic and Sociodramatic Play Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others | Domain: Approaches to Learning Sub-domain: Creativity Goal IT-ATL 9. Child shows imagination in play and interactions with others. | | | Creativity—Goal IT-ATL 9 Child engages in symbolic play. <i>For additional correspondence, see LLD 4: Reciprocal Communication and Use of Language (Expressive).</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games. | Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children. | |

| DRDP DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| SED 5: Symbolic and Sociodramatic Play (continued) Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others | Domain: Cognition Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 12. Child uses objects or symbols to represent something else. | | | <u>Imitation and Symbolic Representation and Play—Goal IT-C 12</u> Child develops ability to use toys in symbolic ways. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone. | Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks. | |
| | Domain: Cognition Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. | | | <u>Imitation and Symbolic Representation and Play—Goal IT-C 13</u> Child engages in symbolic play. <i>For additional correspondence, see ATL-REG 3: Imitation.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy. | Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 1: Understanding of Language (Receptive) Child understands increasingly complex communication and language | Domain: Language and Communication Sub-domain: Attending and Understanding Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. | | | <u>Attending and Understanding—Goal IT-LC 1</u> Child understands and responds to verbal and nonverbal communication. <i>For additional correspondence, see LLD 2: Responsiveness to Language.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults. | Shows understanding of the meaning of familiar caregivers’ verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. | Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior. | |
| | Domain: Language and Communication Sub-domain: Vocabulary Goal IT-LC 7. Child understands an increasing number of words used in communication with others. | | | <u>Vocabulary—Goal IT-LC 7</u> Child understands an increasing number of simple words and phrases. <i>For additional correspondence, see LLD 2: Responsiveness to Language.</i> |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball. | Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs. | Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children. | | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 2: Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language | Domain: Language and Communication Sub-domain: Attending and Understanding Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. | | | <u>Attending and Understanding—Goal IT-LC 1</u> Child responds to communication with increasing complexity. <i>For additional correspondence, see LLD 1: Understanding of Language (Receptive).</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Attends to verbal and non-verbal communication by turning toward or looking at a person. Participants in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults. | Shows understanding of the meaning of familiar caregivers’ verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to. | Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 2: Responsiveness to Language (continued) Child communicates or acts in response to language and responds to increasingly complex language | Domain: Language and Communication Sub-domain: Attending and Understanding Goal IT-LC 2. Child learns from communication and language experiences with others. | | | <u>Attending and Understanding—Goal IT-LC 2</u> Child engages in communication with adults through increasingly complex bouts of joint attention. <i>For additional correspondence, see LLD 4: Reciprocal Communication and Conversation.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or look at people or objects. | Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. | Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 2: Responsiveness to Language (continued) Child communicates or acts in response to language and responds to increasingly complex language | Domain: Language and Communication Sub-domain: Vocabulary Goal IT-LC 7. Child understands an increasing number of words used in communication with others. | | | <u>Vocabulary—Goal IT-LC 7</u> Child demonstrates understanding of communication from others by his or her responses to it. <i>For additional correspondence, see LLD 1: Understanding of Language (Receptive).</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball. | Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs. | Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 3: Communication and Use of Language (Expressive) Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences | Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. | | | <u>Communicating and Speaking—Goal IT-LC 3</u> Child develops ability to express self by using increasingly complex nonverbal and verbal communication skills. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others. | Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating. | Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 3: Communication and Use of Language (Expressive) (continued) Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences | Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. | | | <u>Communicating and Speaking—Goal IT-LC 4</u> Child uses increasingly complex nonverbal communication. <i>For additional correspondence, see LLD 4: Reciprocal Communication and Conversation.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction. | Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention. | Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| <p>LLD 3: Communication and Use of Language (Expressive) (continued)</p> <p>Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p> | <p>Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</p> | | | <p><u>Communicating and Speaking—Goal IT-LC 5</u></p> <p>Child uses increasingly complex language to communicate with others.</p> <p><i>For additional correspondence, see LLD 4: Reciprocal Communication and Conversation.</i></p> |
| | <p><i>Birth to 9 months</i></p> <p>Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”</p> | <p><i>8–18 months</i></p> <p>Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p> | <p><i>16–36 months</i></p> <p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</p> | |
| | <p>Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</p> | | | <p><u>Communicating and Speaking—Goal IT-LC 6</u></p> <p>Child uses single- and two-word phrases to communicate.</p> <p><i>For additional correspondence, see LLD 4: Reciprocal Communication and Conversation.</i></p> |
| | <p><i>Birth to 9 months</i></p> <p>Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p> | <p><i>8–18 months</i></p> <p>Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.</p> | <p><i>16–36 months</i></p> <p>Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”</p> | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 3: Communication and Use of Language (Expressive) (continued) Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences | Domain: Language and Communication Sub-domain: Vocabulary Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others. | | | <u>Vocabulary—Goal IT-LC 8</u> Child uses gestures or words to communicate with increasing sophistication. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | May use signs or verbalizations for familiar people or objects. | Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink. | Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language. | |
| LLD 4: Reciprocal Communication and Conversation Child engages in back-and-forth communication that develops into increasingly extended conversations | Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. | | | <u>Communicating and Speaking—Goal IT-LC 4</u> Child uses nonverbal or verbal language to communicate and engage in conversation with others. <i>For additional correspondence, see LLD 3: Communication and Use of Language (Expressive).</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction. | Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention. | Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 4: Reciprocal Communication and Conversation (continued) Child engages in back-and-forth communication that develops into increasingly extended conversations | Domain: Language and Communication Sub-domain: Communicating and Speaking Goal IT-LC 5. Child uses increasingly complex language in conversation with others. | | | <u>Communicating and Speaking—Goal IT-LC 5</u> Child uses increasingly complex language to engage in conversations. <i>For additional correspondence, see LLD 3: Communication and Use of Language (Expressive).</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Explores sounds common in many languages, such as “ma-ma” or “ba-ba.” | Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now. | Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 5: Interest in Literacy Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways | Domain: Language and Communication Sub-domain: Emergent Literacy Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. | | | <u>Emergent Literacy—Goal IT-LC 9</u> Child learns familiar rhymes or songs. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs. | Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs. | Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories. | |
| | Domain: Language and Communication Sub-domain: Emergent Literacy Goal IT-LC 10. Child handles books and relates them to their stories or information. | | | <u>Emergent Literacy—Goal IT-LC 10</u> Child manipulates books in increasingly complex ways. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Explores a book by touching it, patting it, or putting it in mouth. | Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book. | Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book. | |

| DRDP DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT (LLD) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| LLD 5: Interest in Literacy (continued) Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways | Domain: Language and Communication Sub-domain: Emergent Literacy Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. | | | <u>Emergent Literacy—Goal IT-LC 11</u> Child identifies familiar images in books. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object. | Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings. | Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages. | |
| | Domain: Language and Communication Sub-domain: Emergent Literacy Goal IT-LC 12. Child comprehends meaning from pictures and stories. | | | <u>Emergent Literacy—Goal IT-LC 12</u> Child engages with familiar adults as they read stories from books. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Looks at picture books and listens to an adult talk about pictures in a book. | Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book. | Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 1: Spatial Relationships Child increasingly shows understanding of how objects move in space or fit in different spaces | Domain: Cognition Sub-domain: Emergent Mathematical Thinking Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. | | | <u>Emergent Mathematical Thinking—Goal IT-C 9</u> Child explores how objects move or fit in space. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Explores or examines objects and watches objects when they move. | Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table. | Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box. | |
| | Domain: Perceptual, Motor, and Physical Development Sub-domain: Gross Motor Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. | | | <u>Gross Motor—Goal IT-PMP 5</u> Child demonstrates increasing understanding of objects, including own body, and operates in space and in relation to other objects. <i>For additional correspondence, see PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts.</i> |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| | Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up. | Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. | Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 2: Classification Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes | Domain: Cognition Sub-domain: Memory Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. | | | <u>Memory—Goal IT-C 3</u> Child differentiates between familiar and unfamiliar people or objects. <i>For additional correspondence, see PD-HLTH 8: Personal Care Routines: Dressing.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people. | Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment. | Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events. | |
| | Domain: Cognition Sub-domain: Emergent Mathematical Thinking Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. | | | <u>Emergent Mathematical Thinking—Goal IT-C 10</u> Child organizes objects together based on a similar attribute. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. | Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll. | Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 2: Classification (continued) Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes | Domain: Perceptual, Motor, and Physical Development Sub-domain: Perception Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. | | | <u>Perception—Goal IT-PMP 1</u> Child relates objects to each other based on a similar attribute. <i>For additional correspondence, see COG 8: Cause and Effect; COG 9: Inquiry Through Observation and Investigation; PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. | Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. | Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. | |
| COG 3: Number Sense of Quantity Child shows developing understanding of number and quantity | Domain: Cognition Sub-domain: Emergent Mathematical Thinking Goal IT-C 8. Child develops sense of number and quantity. | | | <u>Emergent Mathematical Thinking—Goal IT-C 8</u> Child develops understanding of number and quantity. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Attends to quantity in play with objects, such as reaching or looking for more than one object. | Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty. | Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 8: Cause and Effect Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect | Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. | | | Exploration and Discovery—Goal IT-C 1 Child learns about cause and effect by exploring objects and how they work. <i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning; COG 9: Inquiry Through Observation and Investigation; COG 11: Knowledge of the Natural World.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping. | Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | |
| | Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. | | | Exploration and Discovery—Goal IT-C 2 Child develops understanding of cause and effect. <i>For additional correspondence, see COG 11: Knowledge of the Natural World.</i> |
| <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| | Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up. | Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower. | Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 8: Cause and Effect (continued) Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect | Domain: Perceptual, Motor, and Physical Development Sub-domain: Perception Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. | | | <u>Perception—Goal IT-PMP 1</u> Child develops understanding of cause and effect through observation. <i>For additional correspondence, see COG 2: Classification; COG 9: Inquiry Through Observation and Investigation; PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts.</i> |
| | <i>Birth to 9 months</i> Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. | <i>8–18 months</i> Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. | <i>16–36 months</i> Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. | |
| COG 9: Inquiry Through Observation and Investigation Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them | Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. | | | <u>Exploration and Discovery—Goal IT-C 1</u> Child develops ability to observe, use actions, and experiment to explore the environment. <i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning; COG 8: Cause and Effect; COG 11: Knowledge of the Natural World.</i> |
| | <i>Birth to 9 months</i> Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping. | <i>8–18 months</i> Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | <i>16–36 months</i> Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: | |
| <p>COG 9: Inquiry Through Observation and Investigation (continued)</p> <p>Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</p> | <p>Domain: Approaches to Learning Sub-domain: Initiative and Curiosity Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.</p> | | | <p><u>Initiative and Curiosity—Goal IT-ATL 7</u></p> <p>Child explores objects, materials, and events with increasing complexity.</p> | |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | <p><i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning; COG 11: Knowledge of the Natural World.</i></p> | |
| | Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy. | Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. | Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall. | | |
| | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Perception Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</p> | | | | <p><u>Perception—Goal IT-PMP 1</u></p> <p>Child observes objects in the environment with increasing complexity.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| | Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. | Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. | Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. | | |
| <p><i>For additional correspondence, see COG 2: Classification; COG 8: Cause and Effect; PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts.</i></p> | | | | | |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: | |
| <p>COG 11: Knowledge of the Natural World</p> <p>Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</p> | <p>Domain: Approaches to Learning Sub-domain: Initiative and Curiosity Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.</p> | | | <p><u>Initiative and Curiosity—Goal IT-ATL 7</u></p> <p>Child demonstrates understanding of objects, materials, or events in increasingly complex ways.</p> | |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| | Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy. | Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. | Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall. | <p><i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning; COG 9: Inquiry Through Observation and Investigation.</i></p> | |
| | <p>Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</p> | | | | <p><u>Exploration and Discovery—Goal IT-C 1</u></p> <p>Child explores people and objects with increasing complexity.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | | |
| | Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping. | Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | | <p><i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning; COG 8: Cause and Effect; COG 9: Inquiry Through Observation and Investigation.</i></p> |

| DRDP DOMAIN: COGNITION, INCLUDING MATH AND SCIENCE (COG) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| COG 11: Knowledge of the Natural World (continued) Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics | Domain: Cognition Sub-domain: Exploration and Discovery Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. | | | <u>Exploration and Discovery—Goal IT-C 2</u> Child develops increasingly complex understanding of objects and events and their relationship to cause and effect or change. <i>For additional correspondence, see COG 8: Cause and Effect.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up. | Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower. | Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| <p>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts</p> <p>Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p> | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Perception Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</p> | | | <p>Perception—Goal IT-PMP 1</p> <p>Child uses sensory and perceptual information to explore and interact with the environment.</p> <p><i>For additional correspondence, see COG 2: Classification; COG 8: Cause and Effect; COG 9: Inquiry Through Observation and Investigation.</i></p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. | Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. | Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. | |
| | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Perception Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.</p> | | | <p>Perception—Goal IT-PMP 2</p> <p>Child uses perceptual information to move body with increasing skill.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment. | Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way. | Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| <p>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts (continued)</p> <p>Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p> | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Gross Motor Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</p> | | | <p>Gross Motor—Goal IT-PMP 5</p> <p>Child demonstrates increasing awareness of own body and its movement.</p> <p><i>For additional correspondence, see COG 1: Spatial Relationships.</i></p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up. | Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. | Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture. | |
| <p>PD-HLTH 2: Gross Locomotor Movement Skills</p> <p>Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p> | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Gross Motor Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</p> | | | <p>Gross Motor—Goal IT-PMP 3</p> <p>Child moves whole body using developing large muscle skills.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals. | Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces. | Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| PD-HLTH 3: Gross Motor Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching) | Domain: Perceptual, Motor, and Physical Development Sub-domain: Gross Motor Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. | | | Gross Motor—Goal IT-PMP 4 Child uses arms, legs, or body to act in the environment with increasing proficiency. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects. | Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces. | Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play. | |
| PD-HLTH 4: Fine Motor Manipulative Skills Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks | Domain: Perceptual, Motor, and Physical Development Sub-domain: Fine Motor Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. | | | Fine Motor—Goal IT-PMP 6 Child uses hands to perform actions with increasing precision and coordination. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Coordinates hands and eyes when reaching for and holding stable or moving objects. | Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one. | Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| <p>PD-HLTH 4: Fine Motor Manipulative Skills (continued)</p> <p>Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p> | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Fine Motor Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</p> | | | <p>Fine Motor—Goal IT-PMP 7</p> <p>Child uses hands to explore the environment, perform actions, play, and participate in daily self-care routines.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object. | Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book. | Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines. | |
| | <p>Domain: Perceptual, Motor, and Physical Development Sub-domain: Fine Motor Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</p> | | | <p>Fine Motor—Goal IT-PMP 8</p> <p>Child develops ability to reach and grasp objects and tools for different purposes.</p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together. | Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer. | Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| PD-HLTH 5: Safety Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities | Domain: Perceptual, Motor, and Physical Development Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 10. Child uses safe behaviors with support from adults. | | | <u>Health, Safety, and Nutrition—Goal IT-PMP 10</u> Child learns and follows basic safety rules with adult support. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Emerging | Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth. | |
| PD-HLTH 6: Personal Care Routines: Hygiene Child increasingly responds to and initiates personal care routines that support hygiene | Domain: Perceptual, Motor, and Physical Development Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. | | | <u>Health, Safety, and Nutrition—Goal IT-PMP 9</u> Child actively participates with adults in hygiene routines with increasing initiative. <i>For additional correspondence, see PD-HLTH 7: Personal Care Routines: Feeding; PD-HLTH 8: Personal Care Routines: Dressing.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults. | Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| PD-HLTH 6: Personal Care Routines: Hygiene (continued) Child increasingly responds to and initiates personal care routines that support hygiene | Domain: Cognition Sub-domain: Memory Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. | | | <u>Memory—Goal IT-C 5</u> Child shows awareness of and anticipates familiar routines. <i>For additional correspondence, see PD-HLTH 8: Personal Care Routines: Dressing.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed. | Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat. | Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time. | |
| PD-HLTH 7: Personal Care Routines: Feeding Child responds to feeding and feeds self with increasing proficiency | Domain: Perceptual, Motor, and Physical Development Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. | | | <u>Health, Safety, and Nutrition—Goal IT-PMP 9</u> Child engages in healthy behaviors, particularly in feeding self, with increasing skill. <i>For additional correspondence, see PD-HLTH 6: Personal Care Routines: Hygiene; PD-HLTH 8: Personal Care Routines: Dressing.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Emerging | Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| PD-HLTH 7: Personal Care Routines: Feeding (continued) Child responds to feeding and feeds self with increasing proficiency | Domain: Perceptual, Motor, and Physical Development Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. | | | <u>Health, Safety, and Nutrition—Goal IT-PMP 11</u> Child feeds self in increasingly healthy ways. |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Emerging | Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult. | |
| PD-HLTH 8: Personal Care Routines: Dressing Child develops and refines ability to participate in and take responsibility for dressing self | Domain: Social and Emotional Development Sub-domain: Sense of Identity and Belonging Goal IT-SE 13. Child develops a sense of belonging through relationships with others. | | | <u>Sense of Identity and Belonging—Goal IT-SE 13</u> Child shows awareness of and anticipates familiar routines such as dressing. <i>For additional correspondence, see SED 1: Identity of Self in Relation to Others.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up. | Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home. | Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| PD-HLTH 8: Personal Care Routines: Dressing (continued) Child develops and refines ability to participate in and take responsibility for dressing self | Domain: Perceptual, Motor, and Physical Development Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. | | | <u>Health, Safety, and Nutrition—Goal IT-PMP 9</u> Child engages with increasing skill in healthy behaviors such as dressing self. <i>For additional correspondence, see PD-HLTH 6: Personal Care Routines: Hygiene; PD-HLTH 7: Personal Care Routines: Feeding.</i> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Emerging | Emerging | Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult. | |

| DRDP DOMAIN: PHYSICAL DEVELOPMENT – HEALTH (PD-HLTH) | | | | |
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| DRDP (2015) Measure | HSELOF – Infant/Toddler | | | Measure Corresponds with the Framework in the Following Ways: |
| <p>PD-HLTH 8: Personal Care Routines: Dressing (continued)</p> <p>Child develops and refines ability to participate in and take responsibility for dressing self</p> | <p>Domain: Cognition Sub-domain: Memory Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</p> | | | <p>Memory—Goal IT-C 3</p> <p>Child shows awareness of and anticipates familiar routines.</p> <p><i>For additional correspondence, see COG 2: Classification.</i></p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people. | Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment. | Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events. | |
| | <p>Domain: Cognition Sub-domain: Memory Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</p> | | | <p>Memory—Goal IT-C 5</p> <p>Child uses memories of past experiences with dressing to dress self with increasing skill.</p> <p><i>For additional correspondence, see PD-HLTH 6: Personal Care Routines: Hygiene.</i></p> |
| | <i>Birth to 9 months</i> | <i>8–18 months</i> | <i>16–36 months</i> | |
| | Shows excitement with a toy or other object that was played with days earlier. | Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when its time to eat. | Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time. | |