**ATL-REG 1: Attention Maintenance**

**Definition:** Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

**ATL-REG 2: Self-Comforting**

**Definition:** Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

**ATL-REG 3: Imitation**

**Definition:** Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

**ATL-REG 4: Curiosity and Initiative in Learning**

**Definition:** Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

**ATL-REG 5: Self-Control of Feelings and Behavior**

**Definition:** Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

**SED 1: Identity of Self in Relation to Others**

**Definition:** Child shows increasing awareness of self as distinct from and also related to others

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**SED 2: Social and Emotional Understanding**

**Definition:** Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

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**SED 3: Relationships and Social Interactions with Familiar Adults**

**Definition:** 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

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**SED 4: Relationships and Social Interactions with Peers**

**Definition:** Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

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**SED 5: Symbolic and Sociodramatic Play**

**Definition:** Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

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**LLD 1: Understanding of Language (Receptive)**

**Definition:** Child understands increasingly complex communication and language

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**LLD 2: Responsiveness to Language**

**Definition:** Child communicates or acts in response to language and responds to increasingly complex language

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**LLD 3: Communication and Use of Language (Expressive)**

**Definition:** Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences

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**LLD 4: Reciprocal Communication and Conversation**

**Definition:** Child engages in back-and-forth communication that develops into increasingly extended conversations\*

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\* Conversations can include communication using sign language or alternative communication systems.

**LLD 5: Interest in Literacy**

**Definition:** Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

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**COG 1: Spatial Relationships**

**Definition:** Child increasingly shows understanding of how objects move in space or fit in different spaces

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**COG 2: Classification**

**Definition:** Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

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**COG 3: Number Sense of Quantity**

**Definition**: Child shows developing understanding of number and quantity

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**COG 8: Cause and Effect**

**Definition:** Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

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**COG9: Inquiry Through Observation and Investigation
Definition:** Child *observes*, explores, and *investigates* objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

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**COG 11: Knowledge of the Natural World**
**Definition:** Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

**PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts**

**Definition:** Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

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**PD-HLTH 2: Gross Locomotor Movement Skills**

**Definition:** Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

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**PD-HLTH 3: Gross Motor Manipulative Skills**

**Definition:** Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

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**PD-HLTH 4: Fine Motor Manipulative Skills**

**Definition:** Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks\*

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**PD-HLTH 5: Safety**

**Definition:** Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities\*

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**PD-HLTH 6: Personal Care Routines: Hygiene**

**Definition:** Child increasingly responds to and initiates personal care routines that support hygiene

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**PD-HLTH 7: Personal Care Routines: Feeding**

**Definition:** Child response to feeding and feeds self with increasing proficiency

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**PD-HLTH 8: Personal Care Routines: Dressing**

**Definition:** Child develops and refines ability to participate in and take responsibility for dressing self

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