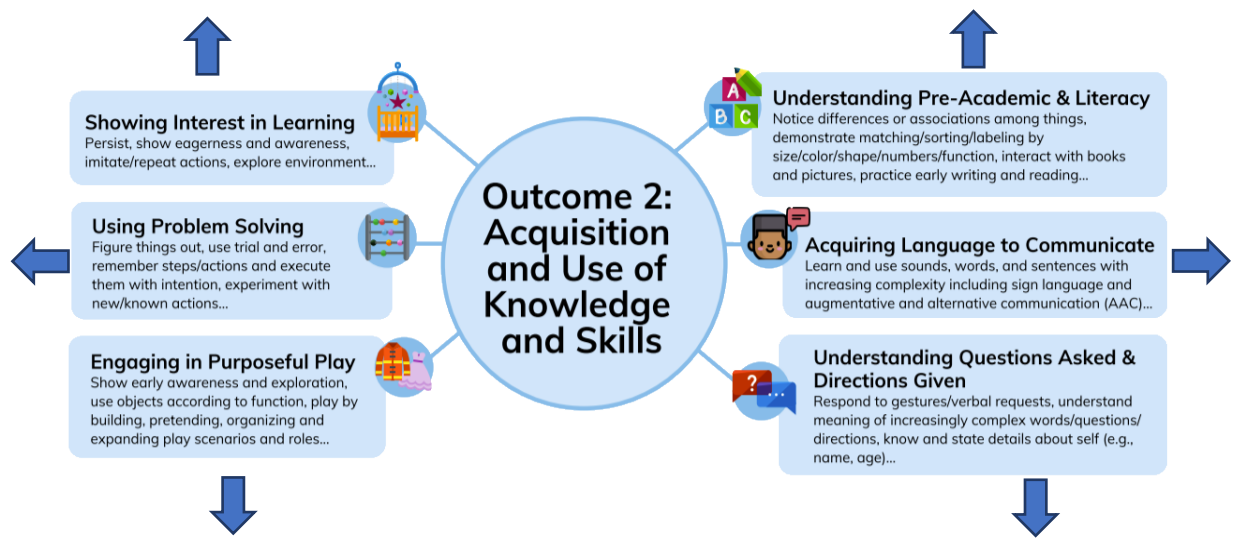


Outcome 1: Have positive social-emotional skills.

- **Relating with Caregivers:** Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...
- **Attending to Other People in a Variety of Settings:** Express awareness/caution, respond to/offer greetings, respond to own/others' names...
- **Interacting with Peers:** Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers...
- **Participating in Social Games and Communication with Others:** Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...
- **Following Social Norms and Adapting to Change in Routines:** Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...
- **Expressing Own Emotions and Responding to Emotions of Others:** Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...



Outcome 2: Acquisition and use of knowledge and skills.

- **Showing Interest in Learning:** Persist, show eagerness and awareness, imitate/repeat actions, explore environment...
- **Using Problem Solving:** Figure things out, use trial and error, remember steps/actions and execute them with intention, use purposeful actions, experiment with new/known actions...
- **Engaging in Purposeful Play:** Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...
- **Understanding Pre-Academic and Literacy Concepts:** Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...
- **Acquiring Language to Communicate:** Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC).
- **Understanding Questions Asked and Directions Given:** Responds to gestures /verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...



Outcome 3: Use appropriate action to meet their needs.

- **Moving Around and Manipulating Things to Meet Needs:** Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed...Manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control ...
- **Eating and Drinking with Increasing Independence:** Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self...
- **Dressing and Undressing with Increasing Independence:** Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...
- **Diapering/Toileting and Washing with Increasing Independence:** Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...
- **Communicating Needs:** Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...
- **Showing Safety Awareness:** Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations. Note: this awareness is less evident in very young children.